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**Concepts, Strategies, Implementation, Evaluation**

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The Congress Proceedings entitled "Quality of Contemporary Educational Processes - Concepts, Strategies, Implementation, Evaluation" is a scientific publication presenting the commitments, results and achievements in the field of science and practice of educators and scientists in the country and in the region, with their strong contribution to the comprehensive development of education as an imperative for the further building of a democratic European society. Deeply connected with all forms of social consciousness, science is in the same time organic part of each upgrade.

Education is a permanent philosophical and sociological feature that sets the pedagogical principles, attitudes and ideas in the educational domain of human being. Education and upbringing represent the need and necessity of incorporating both - the present and the future of the modern civil society and they contributed strongly in the formation of each personality and the society in general. In other words, a person becomes intelligent, family, social individual, only if is brought up well and educated.

The global education is a key condition for the globalization of human values. The philosophical and sociological foundations of material and spiritual values cannot be created without education. This means that all educational and educational inclusion is also a necessity for the further development of democratic society. Education moves forward the whole dialectical development of society, its whole course from necessity to freedom, from disorganized and spontaneous to organized forms, from non-integral and unsettled forms to integrative and stable forms.

As a consequence of past and current changes in different societies around the world, scholars are faced with a major challenges that address to all the aspects of education and processes of finding the solution for the actual reform tendencies that will not cause tectonic shocks in the educational and in the social system.

As a paradigm and synthesis of all that was previously mentioned, we will conclude with the ingenious thought of the great ancient Greek philosopher Plato, who says:

"Verba volant, scripta manent"- "What is said disappears, what is written remains eternal"

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## System of **Evaluation** of quality in education

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## **Concepts** for determining quality in educational processes



- **COMMUNICATION TEACHER – STUDENT, IMPORTANT PARAMETER FOR QUALITY TEACHING**

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**Abstract**

Considerations aimed at improving the quality of the educational process lead to the question of whether and how modern teaching is quality teaching and what we mean by quality teaching. It also raises the question of how and how much the quality is a measurable category. To achieve quality in teaching, we need to define the quality first and interpret it, and then to define directions and strategies that will create conditions for the realization of quality teaching. Quality education is constantly being upgraded, reassessed, tested, refined and adapted to the changed conditions and influences. Undoubtedly, the teacher is a factor from whom the quality of teaching depends, but is not the only factor. There are other factors, among which the student has a significant place as a subject, and in that constellation and the communication relation teacher-pupil. For proper communication there are important preconditions that need to be realized: acquaintance, equality, close and sincere connection, trust, tolerance, understanding and respect, humanistic relation, holistic approach.

In this paper, the emphasis is placed precisely on clarifying this relationship teacher-student, as a factor for successful and quality teaching, through the prism of the teachers' competencies directed at the student. In this context, we list the competencies of the teacher towards the student in relation to: getting to know the student, the position and the student's condition in the teaching, communication, student progress, the educational aspects.

**Key words:** student, quality, teaching, teacher, competencies.

***Квалитетна настава***

Во услови на постојан развој на проучувањата поврзани со современите образовни системи и движења, се поставува прашањето дали и колку современата настава е и квалитетна настава. Определувајќи ги параметрите на *квалитетна и успешна настава* размислуваме за тоа што претставува квалитет: дали успехот на учениците, правилниот развој на учениците, умешноста на наставникот, стекнатите знаења, умеања и вештини на учениците, развој на емоционалната компонента, социјалниот развој, задоволните ученици и родители.... доаѓаме до заклучок дека сето тоа придонесува за квалитет!

Наставата е условена од: *Курикулумот* – соодветната курикулумска поддршка овозможува солидна основа за квалитетна настава. Тимски, систематски, целесообразно изработениот курикулум и неговата правилна примена од страна на наставниот кадар поттикнува почеток на создавањето на квалитетна настава; *Учебниците и прирачната литература* –



неопходната учебничка и прирачна литература му овозможува на наставникот правилно да го реализира курикулумот, да ги научи учениците да го користат учебникот и работниот материјал наменет за нив. Затоа, ја нагласуваме потребата од солидно изработени учебници и прирачници! Исклучително важно е овој вид на материјали да бидат изработени на високо професионално ниво, а воедно да се во согласност со можностите и потребите на учениците од одредена возраст; *Соодветната материјална и техничка поддршка за наставна работа* – Инвентивноста на наставникот и неговата подготвеност за реализирање на наставата не е доволна да ги задоволи апетитите на младите генерации кои живеат и растат со техниката. Материјалната и техничката поддршка во наставната работа го зголемува нејзиниот квалитет не само од аспект на приказот на содржините, туку и од аспект на мотивираноста на учениците за наставна работа; *Соодветната субјективна поддршка за наставна работа* – наставникот има потреба од соработка и комуникација со субјекти на повеќе нивоа – родители на ученици, колеги наставници, стручни служби во училиштето, стручни служби надвор од училиштето и други субјекти според конкретни потреби и ситуации; *Комуникацијата и соработката во неопходниот триаголник* – училиште, Министерство за образование и наука, наставнички факултети, која недостасува, односно не функционира на начин кој би претставувал основа за квалитетна настава. Во таа насока потребни се соодветни промени кои треба да бидат иницирани од која било страна на триаголникот, а поткрепени со соодветна програма за соработка и за размена на искуства и идеи за поквалитетна настава; *Стандарди со кои би се регулирал квалитетот во наставната работа* – постојат парцијални регулации на состојби на ниво на стандарди, но се уште недостасува систем на стандарди со кои би се регулирале сите аспекти на наставата и би се одредило нивното неопходно достигнување на ниво на посакуван квалитет; *Бројот на учениците во одделението* – секое отстапување од пропишаните нормативи по однос на бројната состојба на учениците во едно одделение односно оптеретеноста на просторот и концентрацијата на субјекти, носи опасност од намалување или губење на квалитетот на наставата; *Подготвеноста на учениците да учат и да се развиваат во наставата* – вољата на учениците, нивната подготвеност да ги прифатат предизвиците кои ги носи образовниот систем се важен услов за квалитет. Секој треба да сака да учи, да знае да прифаќа, да може да одговори на барањата, да умее да комуницира на начин кој е приспособен кон него и да биде подготвен за нови влијанија; *Законот за основно образование* – Овој Закон треба секогаш





да ги третира сите сегменти кои придонесуваат за квалитет во наставата, а можат да бидат регулирани со Закон. Квалитетната настава се гради низ еден процес на селективно избрани мултиплицирани влијанија на активности и движења. Промените својата појдовна точка ја имаат во системот. Наставата која претендира кон квалитет постојано се доградува, се преиспитува, се тестира, се усовршува и се приспособува на изменетите услови и влијанија. Со неа раководат успешни наставници, во комуникација со ученици кои се подготвени за восприемање на нови содржини и искуства. Во овој контекст од особено значење е да се наведат и особено нагласат педагошките компетенции на наставникот во однос на ученикот. Истите ги разгледуваме како дел од таксономијата на професионалните компетенции на наставниците.

### ***Педагошки компетенции на наставникот во однос на ученикот***

#### ***1. Во однос на запознавање на ученикот, наставникот треба да:***

- Ги запознава интелектуалните способности на секој ученик ;
- Го запознава секој ученик од аспект на неговата социо-емоционална конструкција;
- Се интересира за условите во кои живее ученикот ;
- Се труди да предвиди идни состојби и наставни ситуации, што произлегува од познавањето на своите ученици во целост.

#### ***2. Во однос на позицијата и состојбата на ученикот во наставата, наставникот треба да:***

- Го поттикнува интелектуалниот напредок кај секој ученик;
- Се труди од секој ученик да го извлече максимумот;
- Го поставува секој ученик пред интелектуален напор за степен повисок од неговите веќе забележани постигнувања;
- Се труди да ги негува кохезивните социјални врски во одделението, иако вниманието е насочено кон развој на поединецот;
- Негува позитивна емоционална клима во одделението;
- Ги вклучува учениците со свои размислувања и идеи во секоја наставна ситуација;
- Влијае врз развојот на внатрешната мотивација кај учениците, почнувајќи со внатрешната мотивација;
- Ги поттикнува личните интереси кај учениците;



- Применува современи стратегии за што поадекватно доближување на наставната материја кон ученикот;
  - Ја поттикнува учениковата креативност;
  - Го развива мисловниот апарат кај учениците;
  - Се труди во наставната работа да ги активира сите ученикови потенцијали;
  - Им помага на учениците кои покажуваат потешкотии во учењето;
  - Работи грижливо со учениците кои заостануваат во интелектуалниот развој;
  - Подготвува работни задачи со повисоко тежинско ниво за учениците кои побрзо напредуваат;
  - Обезбедува услови за непречен развој на учениците со повисоки интелектуални капацитети;
  - Ги задоволува потребите и интересите на учениците кои се движат во реални граници;
  - Ги поттикнува учениците секогаш да размислуваат со позитивна конотација;
  - Ги мотивира учениците позитивните резултати да ги чувствуваат како основа за уште повисоки резултати;
  - Ги подготвува учениците сопствените резултати да умеат да ги постигнуваат и да ги доживуваат како плод исклучително на сопствениот труд;
  - Создава и негува партнерски, односи на заемна соработка;
  - Воспоставува реципрочитетен однос со учениците;
  - Иницира примена на различни истражувачки активности поврзани со наставните содржини кои се обработуваат;
  - Ја применува тандемската форма на наставна работа, како можност за заедничко учење на учениците и основа за размена на идеи и почитување на туѓото мислење;
  - Ја применува групната форма на наставна работа, како можност за заедничко учење и социјализација на учениците.
3. *Во однос на комуникацијата наставникот треба да:*
- Влијание врз правилен развој на ученикот, набљудуван од повеќе аспекти;
  - Воспоставува глобална комуникација со сите ученици во одделението;
  - Воспоставува комуникација со секој ученик посебно;
  - Тежнее кон тоа комуникацијата со учениците во одделението секогаш да биде двонасочна;



- Го приспособува својот однос со ученикот врз основа на карактеристиките на неговата личност;
  - Пооттикнува водење на конструктивен дијалог меѓу учениците;
  - Ги подготвува учениците за сваќање и примена на невербалната комуникација;
  - Ги поставува разликите меѓу учениците како основа за воспоставување повеќе видови на комуникација меѓу нив.
4. *Во однос на напредокот на ученикот, наставникот треба да:*
- Ја поттикнува учениковата интелектуална љубопитност;
  - Ги прилагодува сопствените влијанија кон секој ученик посебно, врз основа на претходно утврдени критериуми;
  - Се грижи за физичкиот развој и напредок на ученикот;
  - Го поттикнува когнитивниот развој на секој поединечен ученик;
  - Говори литературно и кај учениците трба да негува литературен говор;
  - Не прави разлики меѓу учениците по никоја основа;
  - Помага подеднакво на сите ученици;
  - Го следи развојот на секој ученик и интервенира по потреба;
  - Го прифаќа ученикот како целосна личност;
  - Ја користи сопствената интелектуална енергија и моќ за да ја развие интелектуалната енергија кај учениците;
  - Овозможува услови за постојан тек на позитивната енергија на различни релации;
  - Создава услови ученикот да увидува и разбира, да анализира и синтетизира, компарира и генерализира;
  - Го помага процесот на учење;
  - Ги познава механизмите на учење кај учениците од определена возраст;
  - Се труди учениците да го доживуваат учењето како пријатна активност;
  - Ги оспособува учениците во учењето да користат различни извори на информации и податоци;
  - Ги оспособува учениците да бидат критички насочени кон новите информации и селективно да ги прифаќаат;
  - Ги запознава учениците со начините на решавање на проблеми;
  - Поттикнува решавање на проблеми во најразлични воспитно- образовни ситуации;



- Влијае врз создавањето и развојот и умее да ја потенцира примената на логичкото мислење кај учениците;
  - Умее да идентификува таленти;
  - Ги подготвува учениците да умеат правилно да го искажат сопственото мислење;
  - Ги оспособува учениците за апликација на стекнатите знаења и способности;
  - Ги оспособува учениците за самообразование.
5. *Во однос на воспитните аспекти, наставникот треба да:*
- Се грижи за правилен воспитен развој на учениците;
  - Се труди воспитно да влијае врз секој ученик во согласност со неговите посебности;
  - Влијае врз решавањето на воспитните проблеми на учениците;
  - Интервенира при појава на воспитна запуштеност кај учениците;
  - Учествува во решавање на семејни проблеми ако ученикот е директно загрозен од нив;
  - Применува воспитни мерки прилагодени кон личните карактеристики на ученикот кон кој тие мерки се насочени;
  - Го гради воспитниот капацитет на учениците;
  - Влијае врз формирање на негативен став кон алкохолизмот, никотинизмот и наркоманијата, како и зависностите од друг вид;
  - Помага во случаи на појава на елементи на алкохолизам, никотинизам, наркоманија и други зависности кај учениците и воопшто во училиштето во кое учат учениците со кои тој работи;
  - Гради флексибилност и толерантност кај своите ученици преку личен пример;
  - Се труди со својата личност и однесување да влее доверба кај учениците;
  - Поттикнува однос на заемно разбирање и почитување;
  - Биде секогаш пријателски настроен кон учениците;
  - Негува хуманистички пристап кон учениците;
  - Се соживува со радоста и тагата на учениците;
  - Гради чувство на доверба кај учениците во себе и сопствените сили;
  - Овозможува развој на чувство на сигурност во себе и сопствените можности;
  - Развива самокритичност кај учениците;
  - Ги оспособува учениците за самовоспитание;



За да добиеме квалитет и истиот да го сочуваме, треба да се насочиме кон него. Потребни се бројни и големи промени за доаѓање до квалитетна настава. Меѓу другото, неопходно е правилно воспоставување на наведените педагошки компетенции во однос на ученикот. За квалитетот треба да се расправа на повеќе нивоа, тој треба да се дефинира и да се толкува. Потребно е секој кој е вклучен директно или индиректно во процесите на подготовка, планирање, реализација и валоризација на наставата да донесе одлука во себе дека е подготвен да ги прифати условите и можностите за промени, како и предизвиците и ризиците кои при тоа произлегуваат.

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- **TESTING AND EVALUATION: ASSESSMENT**

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### **Abstract**

Assessment is a method used to collect information about students' achievement level in the process, or before the process, or at the end of the process. Various types of assessment tools and methods are suggested to assess learning outcomes of students. Research suggests that using only one method and relying on the findings of only one method cannot reflect the whole learning outcome and cannot be satisfactory for assessment. In addition to the different types of assessment tools and methods, each student's learning outcome cannot be evaluated and assessed in the same way due to individual differences. In this respect, the question to be asked and discussed is "how do teachers assess and evaluate students' learning outcomes?" The literature suggests that students' achievements need to be evaluated in exam-free situations as well as in exam sessions. Therefore, in this paper, it is aimed to discuss the role of the assessment issues in education system by interrelating individual differences in the learning environment by seeking answers to this question. While discussing the assessment issues by interrelating individual differences in learning and teaching environments, the study results are assumed to be helpful for teachers and educators in designing assessment tools to evaluate students' academic achievement in a contemporary and innovative way.

**Key words:** testing, evaluation, assessment, individual differences, learning outcome

### **Introduction**

Assessment is the procedure applied in education system to measure students' achievement in the process. Different types of assessment methods are implemented for collecting data in order to make the desired learning outcome available. Testing is among the most common methods applied in education system. Testing which reflects on the student's achievement is implemented during and at the end of the course. Such assessment is used for grading the student's achievement. Grades gathered through testing can demonstrate students' achievement to some extent, though tests grades are generally used to decide on whether the student is successful or not (Bachman & Palmer, 2010; Brown, 2004). Therefore, the literature on the assessment suggests multiple methods to evaluate students' performance and outcomes before, during, and at the

end of the process (Bachman & Palmer, 2010; Hedge, 2008; Lindsay & Knight, 2011).



### **Assessment types, tools, and methods**

Assessment is generally implemented in two main types: formative assessment and summative assessment. Formative assessment is used to measure students' progress during the education process in order to provide students with feedback when necessary. Summative assessment is used at the end of the term or year so as to make judgments about students' outcomes (Harmer, 2007). For such kind of assessment, tests or exams are used in the process. In addition to tests and exams, various types of measurement tools and methods are suggested for assessing students' achievement. Such tools or methods are used for measuring students' achievement in an exam-free situation. Observation reports, questionnaires, interviews, portfolios, journals, think aloud or talk aloud protocols are among those tools and methods implemented in the exam-free situation.

### **Ways of assessment**

1. Self-assessment: portfolios, learner diaries, journals
2. Teacher assessment: observation reports, interviews, questionnaires
3. Standardized tests: the tools that are used for selection, placement, and evaluation

### **Types of tests and direct assessment**

1. Prognostic tests: to evaluate the future success of test takers. Selection; Placement; Aptitude Tests
2. Diagnostic tests: to evaluate how good or bad students are and diagnose problems
3. Attainment tests: Achievement tests; Proficiency tests; Knowledge tests (Hughes, 2003; Lindsay & Knight, 2011).

Those above mentioned test types are used as direct assessment tools in order to gather information about students' learning and achievement levels. On the other hand, the tools used in exam-free situations are utilized as indirect methods for making students reflect on their learning and achievement levels. Regarding the limitations of test scores in terms of assessment, indirect assessment tools need to be used for getting reliable and valid information about students learning and achievement levels (Hedge, 2008).

### **Types of indirect assessment tools**

The distinction between direct and indirect assessments is the classic competence-performance distinction (Brown, 2004). Indirect assessment is a kind of competence assessment and reflection on learning. It is usually implemented as self-assessment. The tools used for gathering information through indirect testing are usually available for obtaining feedback; below are some of the methods and tools used for such assessment (Bachman & Palmer, 2010; Brown, 2004).



- Observation reports: those reports are used to record students' verbal and nonverbal behavior in a systematic and planned way in the classroom.
- Questionnaires: those tools are used to ask students to reflect on the course, teaching, and their progress through pre-planned items.
- Interviews: those tools are used to assess the student's needs before designing a course and to ask a student to assess his or her own performance for discovering the lacking points in learning process.
- Portfolios, diaries: a portfolio is a collection of the student's work which can be used to demonstrate his or her progress: a diary is the reflection of the student on his or her achievement in learning process.
- Think aloud or talk aloud protocols: such tools are interpretation and explanation given by students about their processes while doing any task or after the task or the test session.

In addition to the suggested various types of assessment tools, another remarkable point to be discussed in this context is to take individual differences into account while designing and applying direct and indirect assessment tools and methods.

### **Individual differences**

Affective factors are the main devices that shape individual characteristics. Among the factors, self-esteem, willingness to communicate, inhibition, ego, risk taking, anxiety, empathy, extraverted and introverted personality, and etc. vary among individuals and shape their psychological attitude towards learning issues (Brown, 2007, Dörnyei, 2005).

Self-esteem: Belief in one's abilities; personal judgement through experiences. Self-esteem appears in three different ways (Brown, 2007):

1. Global self-esteem: no change over time
2. Situational or specific self-esteem: in particular life situations
3. Task self-esteem: for particular tasks in language learning process

Willingness to Communicate (WTC): The intention to initiate and continue communication in first language -L1- or second language -L2-. Shyness, avoidance, motivation, personality, cultural norms, intergroup climate, self-esteem, self-efficacy, and self-confidence affect the level of willingness to communicate (Dörnyei&Ushioda, 2012).

Inhibition: Building defense to protect ego; it is a kind of defense that is built gradually mostly after childhood.

Language ego: The very personal nature. It is a kind of alienation between "me and my teacher" "me and my classmates" "my culture and the other culture". Brown (2007) makes a distinction between ego boundaries: Thin and Thick ego boundaries.

Risk taking: Risk taking is one of the signs of being good learner. Risk takers make guesses about the given input and try to give output on the basis of their guesses. Therefore, it is assumed that sincere risk taking is interrelated with the level of self-esteem, risk taking yields positive results and leads to successful learning.





**Anxiety:** Subjective feeling of nervousness and tension. It is closely interrelated with self-esteem, self-efficacy, self-confidence, the level of inhibition, and risk taking. There are different types of anxiety (Brown, 2007; Dörnyei&Ushioda, 2012): Trait anxiety, state anxiety, language anxiety, test anxiety.

**Empathy & sympathy:** Empathy is putting yourself into the shoes of others and understanding what another person is feeling; that is, recognizing «the other». Sympathy is a kind of agreement between individuals; explicitly, identification with another person. Both are the tools of effective communication.

**Extroversion & introversion:** Extroverted learners have ego enhancement, high level of self-esteem, a sense of wholeness. Additionally, since they feel good with others, they are talkative. On the otherhand, introverted learners have inner strength of characters and strong focus to subject matters. Both types of personality may be successful, though cultural norms and the environment they live in may shape the ways they think and behave (Brown, 2007).

**Motivation:** In learning environments, learners' self-determination and motivation levels are shaped with their motivational intensity (Dörnyei, 2005). Motivational intensity depends on the orientation type of the learner. The common orientation types are instrumental and integrative. In instrumental type of orientation, the learner learns the language as a means for obtaining any future goal(s); in integrative type of orientation, the learner wants to learn the language just for being a part or a member of the target community. In both types of the orientation, learners may be motivated extrinsically or intrinsically or both. Extrinsically motivated learners expect to have prizes, grades or rewards for being successful, while intrinsically motivated learners want to engage in learning process for their own sake, competence, or self-actualization without any rewards. Both are useful but intrinsic motivation is superior to extrinsic motivation in terms of long-term retention (Brown, 2007). Moreover, intrinsic motivation leads to intense involvement and improved and higher level of performance.

### **Individual differences and language learning styles/strategies**

In any learning community, individual differences affect learners' learning styles and strategies. Styles are general characteristics of learners as a result of intellectual reasoning and vary across individuals. The research on learning styles has labelled so many different types of style dichotomies: field independence-dependence; random vs. sequential; global vs. particular; inductive vs. deductive; synthetic vs. analytic; analogue vs. digital; concrete vs. abstract; leveling vs. sharpening; impulsive vs. reflective; right brain dominant vs. left brain dominant; tolerance of ambiguity vs. intolerance of ambiguity, visual, auditory, kinesthetic styles, and etc.

Strategies are specific conscious methods and techniques used by learners and vary within an individual. Strategies are described in two types: learning strategies that are input oriented and communicating strategies that are output oriented. The common strategies are cognitive strategies, metacognitive strategies and socio-affective strategies. Oxford (1990) makes a distinction between direct strategies and indirect strategies. Direct strategies are labelled as memory, cognitive, compensation strategies, while indirect strategies are labelled as



metacognitive, affective, and social strategies. Direct strategies and indirect strategies feed each other. Good learners use suitable strategies and behave as autonomous learners; that is, they take the responsibility of learning.

### Discussion

As abovementioned, learning process is a complicated route which is shaped by various aspects of learning behaviors, individual differences, and personality types. Therefore, while educating students and assessing their learning outcomes, all those issues need to be taken into account. Since assessment is a method used to collect information about students' achievement level in the process, various types of assessment tools and methods are need to be used to assess learning outcomes of students. In this respect, only one method cannot reflect the whole learning outcome and cannot be satisfactory for assessment regarding the individual differences; thus, each student's learning outcome cannot be evaluated and assessed in the same way. In order to gather efficient data about students' outcomes and learning situation, students' achievements need to be evaluated in exam-free situations as well as in exam sessions.

Cross-cultural differences also need to be thought while evaluating students' learning behaviors. For a satisfactory assessment, teachers can investigate their students' affective and personality factors that would be effective on students' learning performance. For such investigation, teachers can use standard research instruments which have been tested as valid and reliable tools. Otherwise, they can design their own instruments and inventories for determining their own students' needs, expectations, personality types, affective domains, styles, strategies, etc. By doing beforehand arrangements, teachers can design their courses in a well-organized manner and get more productive outcomes. After gathering data about their students, teachers can decide on the assessment tools they would use for measuring their students' learning performance. The most common assessment tools used in the education system are exams or tests. However, during the exam or test session, any student can have anxiety and may fail in the exam. The grade of such student cannot be used as a valid score for deciding on the student's achievement level. Likewise, the test or exams used for measurement may be valid for some students, but not for all students. Therefore, alternative assessment tools need to be used for evaluating students' achievement levels. In addition to exams and tests, the assessment tools suggested for exam-free situations such as course projects, essays, research reports, diaries, questionnaires, interviews, think aloud or talk aloud protocols, and etc. can be used to determine whether students are successful or not. If they are not successful, teachers, thus, can determine the reasons of the failure through those alternative assessment tools. While using assessment tools in both exam and exam-free situations, teachers should review the tools in order to understand whether students' knowledge is measured in a reliable and valid way.

Additionally, teachers can decide on the availability of the course design by gathering data from those direct and indirect assessment tools. In this respect, teachers may determine some



guidelines for themselves to establish some criteria for assessment. Moreover, after gathering information about students' knowledge through such direct and indirect assessment tools, teachers can educate their students in a suitable way regarding their individual differences. Besides, the data obtained via such tools can be supportive for teachers to detect the strong and weak points of their own teaching process and students' learning process. Instead of scoring students' outcomes via only quantitative items, teachers can also make evaluation qualitatively.

## Conclusion

Assessment is the procedure used to collect information about students' progress and performance during the course time within the classroom or after the course time outside the classroom. It directs teachers to make interpretation about their students. Therefore, using only one method may not provide satisfactory data to make reasonable interpretation and analysis about students' progress due to the Individual differences. In this sense, teachers need to be aware of individual differences and search for the differences before deciding on the assessment tools. In order to gather satisfactory information about students' knowledge and learning progress, teachers should use both direct assessment tools and indirect assessment tools both in exam and exam-free situations. When both direct and indirect assessment tools are used, reasonable description of students' attributes can be made in learning and teaching processes.

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- **IMPACT OF SOCIAL STRATIFICATION IN DEFINING FUTURE EDUCATION PROFILES**

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Social stratification plays a major role in defining future professions, particularly in the area of education for defining educational profiles in secondary and higher education. From the many researches that have been carried out, the dialectical correlation between social stratification and the successful achievement of students has been proven. The choice of future professions is the result of the division of work into society and the development of society itself. Therefore, education has a primary and fundamental function in the development of professions because in secondary and higher education they acquire knowledge, skills and abilities for the chosen profession, and with this, the process of selecting students is made on the affinities and skills they possess when selecting and orienting in future professions.

Whether education will be taken as a dimension of social stratification, as few authors do, or the education system will be studied as a "social channel", world results from social research, regardless of the patterns theoretical-methodological, show a strong correlation between the socio-economic status of families and the educational achievement of their young members.

Keywords: Social stratification, education, orientation, students, society.

#### **Апстракт**

Општествената стратификација игра голема улога во одредувањето на идните професии, особено во сферата на образованието за определбата на образовните профили во средното и во високото образование. Од многуте истражувања докажана е дијалектичката врска меѓу социјалната стратификација и постигнатиот успех на учениците и студентите. Изборот на идните професии е резултат на поделбата на трудот во општеството и развојот на самото општество. Заради тоа, образованието има основна и примарна функција за развојот на професиите, бидејќи во средното и високото образование се стекнуваат знаења, умеања и вештини за избраната професија а со тоа се врши и процесот на селекција на учениците и студентите за афинитетите кои ги поседуваат при изборот и ориентацијата на идните професии.

Без разлика дали образованието ќе се земе како димензија на општествената стратификација, како што тоа го прават добар број автори или образовниот систем ќе се проучува како „канал“ на општествената подвижност, резултатите од социолошките истражувања во светот, без разлика дури и на теориско – методолошките парадигми, ја покажуваат високата поврзаност во вид на константа, меѓу социо-економскиот статус на семејствата и образовното постигнување на нивните млади членови. Во тој поглед, според Бурдие, особено влијание има „културниот капитал“ изразен преку културните традиции на семејството и степенот на образование на родителите (Социологија, 1998:308).

Во одредувањето на идните професии, голема улога игра семејството, бидејќи претставува незаменлива средина во која човекот се формира како личност, каде што живее и ги



задоволува неговите најважни потреби, кои само во семејството може да се задоволуваат. Семејството е специфично био-социјална заедница на луѓето. Таа има важна улога во целокупниот развој на човекот а со тоа и на општеството во целина, со право смета Аристотел кога вели дека какви се семејствата, таква е и државата. Семејството е посредник меѓу општеството и поединецот, а исто така врши повеќе функции од било која социјална група. Постојат неколку вида на семејства, кои според Гордон Маршал, ги групира на: патријархално, коњугално, проширено, симетрично и нуклеарно, каде што нагласува дека нуклеарното семејство се употребува за означување на социјална единица составена од сопругници и нивните деца (Маршал, 2004:466). Додека пак, според Мердок, нуклеарното семејство извршува задачи кои се нужни за опстанок на видот и за социјалниот континуитет, а тие се: регулација на интимните односи меѓу сопругниците, биолошката репродукција, економската соработка меѓу сопругниците и најбитното социјализацијата на децата.

Социјализацијата, воспитувањето и образованието претставуваат меѓусебен условувачки процес, кои на апроксиматичен начин се инкорпорираат во личноста и стануваат составен дел на свеста. Впрочем, како што нагласува големиот социолог Емил Диркем, во неговото дело „Васпитање и социологија“, наведува дека „главната функција на образованието е пренесувањето на нормите и моралните вредности на општеството врз младата популација“ (Диркем, 1981, 40). Според Диркем само со образованието се постигнува извесен општествен хомогенитет. Натаму, во неговото дело, Диркем истакнува дека „Воспитанието се состои од систематската социјализација на младата генерација. На секој од нас постојат два битија кои, и покрај тоа што не можат да се одвојуваат на било кој начин, освен со апстракцијата, не се ништо по малку различни. Еднобитието е составено од сите ментални состојби кое се однесува само на нив самите и на состојбите односно настаните на нашиот личен живот. Тоа е она што би се можело да се нарече индивидуално битие. Второто битие е систем на идеите, на чувствата, на навиките кои во нас ја изразуваат не нашата личност, туку групата или различни групи на кои им припаѓаме; такви се религиските верувања, морални верувања и постапките, национални или професионални традиции, колективните мненија на различните видови. Нивната целокупност го сочинува општественото битие. Да се создава такво битие во секој од нас, претставува цел на воспитанието“ – вели Емил Диркем, еден од големите творци на современата граѓанска социолошко – педагошка и филозофска мисла.

Социолошките аспекти на социјализацијата, укажуваат на тоа дека значајна и незаменлива улога игра примарната социјализација, која се одвива во кругот на семејството и детето го подготвува за општествениот живот и битно влијае во определувањето на идните професии. Несомнено, големо влијание имаат и низа фактори на родителите, како што се: културното и образовното ниво на родителите, нивниот социо-економскиот статус, општествената стратификација, социјалната, етничката, верската, како и средината во која што живеат.

### **Општествената стратификација и образованието**

Општествената стратификација е слоевитост на општествените појави (*stratum* - што значи слој) што значи дека во едно конкретно општество постојат нехомогени, диференцирани *општествени структури* поделени по разни општествени основи и на повеќе елементи. Според констатацијата на Гордон Маршал, општествената стратификација во социологијата вообичаено се однесува на студиите на структурираната *социјална*



*нееднаквост*, т.е., проучувањето на која било систематска нееднаквост помеѓу групите, која се појавува како ненамерна последица на социјалните процеси и односи (Маршал 2004:518).

Социјалната стратификација се наоѓа во срцето на макросоциологијата за проучувањето на целите општества, во компаративна перспектива, со цел да се разберат процесите на социјална стабилност и промените. Социолошкото проучување на општествената стратификација, претставува основен проблем во општеството, со која се занимаваат социолозите уште од оснивањето на социологијата како наука. Проучувањето на социјалната стратификација има три цели. Првата е да го утврди нивото до кое класните или статусните системи доминираат на општествено ниво на начин што тие се составни делови на модусите на социјалната акција. За да се утврди дека една земја е класно општество, треба да се докаже дека класните односи се доминантни модуси на социјална акција и дека претставуваат темел на социјалната интеграција. Втора цел е анализа на класните и статусните структури и на детерминантите на создавање на класите и статусите, и трета цел е дека социјалната стратификација ги документира нееднаквостите во условите, можностите и начините на коишто групите ги одржуваат класните или статусните граници (Маршал 2004:518). Со други зборови, стратегиите си чија помош групите ги одржуваат сопствените привилегии, а другите групи бараат пристап до нив, така, класата и статусот се во интересна меѓусебна интеракција.

Теоретското и методолошкото проучување на социјалната стратификација од страна на социолозите се врши на различен начин, но во едно се согласни дека општеството е диференцирано во класи, касти, слоеви и други социјални групи. Во зависност од научната ориентираност на социолозите, постојат одредени термини и определби. Така, функционалистите го употребуваат терминот општествена стратификација, марксистите го употребуваат терминот класна структура и веберовата ориентација ги употребуваат двата термина: општествена стратификација и класна структура (Жоглев, 2002:140). Додека Питирим Сорокин, смета дека социјалната стратификација треба да се разбере како диференцијација на населението врз основа на хиерархија на класите, како што се: ниска, средна и висока класа.

Во европската социологија најчесто се употребува терминот социјална или општествена структура, додека во американската социологија се употребува терминот општествена стратификација. За да се разјасни терминологијата структура, ќе се осврнеме кон теоријата на социјалниот антрополог Radcliffe, кој вели дека општествена структура е подредено поставување на делови или елементи што го сочинуваат целината. Се што не опкружува има и своја структура. Физичарите имаат за цел да ја објаснат атомската структура, хемичарите молекуларната структура, биолозите структурата на живите организми додека социолозите социјалната структура на општеството.

Според ова, во прв ред, како делови на социјалната структура спаѓат односите што ги поврзуваат личностите меѓу себе, како што се: структурата на родбинската врска, и како второ под поимот социјална структура се подразбира диференцирање на личностите и на класите според нивната социјална улога. Промената на социјалните ситуации или на нивните општествени статуси, се поврзува со социјалната структура (Valade, Fillieule, 2008:455). Социјалната нееднаквост односно социјалната диференцијација, денес се објаснува со општествената поделба на трудот како основен извор за разликите меѓу луѓето, која доведува и до нееднаквост при присвојувањето различни делови од материјалните и духовните блага. Врз основа на тоа, поединецот или групата стекнуваат и различна моќ и углед во општеството, што социјалната диференцијација ја



прави уште поизразена. Во тој поглед се прави разлика меѓу хоризонтална и вертикална социјална диференцијација. Хоризонталната диференцијација произлегува од разликите меѓу луѓето и групите кои што се во врска со вршењето на определени функции во процесот на трудот и управувањето со општеството, со поседувањето одделно образование и знаења, политичката припадност, културните навики и потреби, со групирањето според местото на живеење (град – село) и сл., додека вертикалната диференцијација пак произлегува од разликите во поседувањето материјални блага, власт, моќ и углед што на поединците и групите им овозможува да присвојуваат и различни делови од материјалните и духовните богатства во општеството. Вертикалната диференцијација, всушност доведува до создавање различни слоеви и класи во општеството. Сепак треба да се каже дека овие два вида диференцијација, најчесто, се условуваат и надополнуваат.

Според современиот американски социолог, Талкот Парсонс, кој припаѓа во функционалистичката социолошка теорија, за општествената стратификација истакнува дека стратификациските системи се општествени вредности, (Жоглев, 2002:140), додека за К.Дејвис и В. Мур, многу значајни се и општествената улога и општествената позиција на поединците во рамките на социјалната стратификација. Или, системот на стратификацијата може да биде виден како систем на добра, награди и казни, распределени меѓу членовите на општеството согласно со начините на кои тие ги обавуваат своите функционално значајни улоги.

### **Влијанието на социо-економскиот статус на семејството за определувањето на идни професии**

Податоците за социо-економскиот статус се добиваат од различни анализи и податоци. Меѓу најбитните се висината на приходот на семејството, вработеноста на членовите на образовниот и интелектуалниот потенцијал на семејството. Досегашните социолошки истражувања укажуваат на фактот дека определувањето на идните професии на младата генерација зависи од низа општествени фактори, а како најзначајни се вбројуваат: индивидуалните способности на учениците по завршувањето на средното задолжително образование, влијанието на родителите и нивниот социо-економски статус како и образовниот и културниот капацитет, мотивот и конкретните општествени потреби кои ги одредува владејачката општествена структура.

Од тука јасно произлегува фактот дека социјалната стратификација игра важна и значајна улога во определбата на идните професии кај ученичката популација и тоа по завршувањето на средното образование. Според показателите во развиените земји, произлегува констатацијата дека голем број на учениците што се запишуваат на факултетите а со тоа и ја одредуваат нивната натамошна професија, обично ја избираат ориентацијата на нивните родители и тоа престижните професии како што се: лекари, универзитетски професори, адвокати и сл., со цел зачувување на општествената позиција и семејната традиција. Друг значаен фактор е и нивната мотивација дека по завршувањето на студиите и со стекнатите професионални компетенции ќе им се овозможи во општествената хиерархија да завземаат клучни раководни функции по принцип на меритокрацијата и да обезбедат сигурна и константна материјална екзистенција. Друга категорија на ученичката популација се запишуваат во високото образование и избираат професии, кои по завршувањето веднаш би се вработиле, додека елитната млада популација кои потекнуваат од семејствата со висок општествен, културен, политички и



образовен статус се определуваат да студираат во елитните насоки во високото образование и продолжуваат во втор и трет циклус се до достигнувањето на високите научни сознанија и достигнувања.

Иако, според националната рамка за развој на образованието, Република Македонија настојува да создаде рационална мрежа на училиштата за средно образование, усогласена со потребите на стопанството, пазарот на трудот и политиката на вработувањето, која брзо и ефикасно ќе се прилагодува на локалните и на глобалните промени. Училиштата за средно образование треба да ги задоволуваат европските стандарди, почитувајќи ги принципите на децентрализацијата, еднакви образовни можности за сите, квалитет, транспарентност, интегративност и граѓанска одговорност. Глобалната мисија на средното образование, за која што се залага националната рамка за развој на образованието, подразбира воспоставување на отворен и ефикасен систем кој ќе обезбеди рамноправен пристап на сите корисници и индивидуален развој на личноста, преку здобивање компетенции неопходни за успешна работа, натамошно образование и живот во демократско општество, во согласност со локалните и со глобалните општествено-економски можности, интереси и потеби. Покрај соодветното структурирање на формалниот систем на средното образование, мисијата подразбира и создавање на можности за неформално и информално образование и нивно поцврсто поврзување. Оваа програма треба да овозможи поголема компатибилност со стандардите на земјите од Европската Унија<sup>1</sup>.

Со самиот факт дека општеството е диференцирано на класи, слоеви, касти и други општествени групи, оваа поделеност силно влијае и во диференцијација на учениците и на студентите во сферата на образованието, а со тоа се создава каузалната структурирана нееднаквост во образованието, иако училиштата имаат единствена цел и изготвуваат еднакви курикулуми за сите ученици подеднакво, во реалноста тоа не може да се постигне бидејќи структурата на учениците е со хетероген состав која влијае врз нееднаквоста во процесот на воспитанието и образованието. Како латентен услов за одредување на идните професии на младата популација, може да се смета и генетскиот фактор (генетскиот код) на, сегашните научни испитувања од областа на психологијата, социологијата и другите општествени науки, докажаа дека и генетскиот код игра значајна улога во развојот на личноста а истовремено и за ориентација и определбата на идните професии.

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<sup>1</sup> Национална рамка за развој на образованието во Република Македонија 2005-2015. Нацрт – програма за развој на средното образование во Република Македонија.





- **МЕТОДИЧКИТЕ КОНЦЕПТИ И КВАЛИТЕТОТ НА ПОЧЕТНАТА НАСТАВА ПО МАТЕМАТИКА**

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### **Апстракт**

Од почетната настава по математика се очекува да обезбеди учениците уште од мала возраст свесно да се здобиваат со математички знаења на ниво на воопштувања, соодветно на нивните возрасни можности. Тоа може да се постигне само ако наставата обезбедува доволно ниво на интелектуален развој на учениците, на нивните сознајни интереси и способности. Научните достигнувања бараат солидни курикулуми кои на учениците им пружаат можности да усвојат методички концепти, кои ќе им овозможат лесно и брзо разбирање на апстрактните математички поими. Затоа во нашиот труд се насочивме кон третман на одделни методички концепти кои, според нашето мислење, обезбедуваат резултатно остварување на целите на почетната настава по математика.

Практичното значење на проучувањето на проблематиката врзана за методичките концепти се состои во тоа што резултатите што ги добивме можат да послужат во дидактичко-методичко обликување на наставната практика. Особено во смисла на збогатување на методичките постапки, формите на активирање на учениците, како и облиците на самостојна работа на учениците во почетната настава по математика.

Со ова истражување дојдовме до релевантни сознанија за реализацијата на почетната настава по математика, како и до дефинирање на методичките концепти. Примената на квалитативната техника – партиципативно набљудување, ни овозможи опишување на реализацијата на дефинираните методички концепти. Со третманот на овие проблеми се настојува да се даде одговор на прашањето како да се изучува математиката, со цел да се добијат оптимални резултати во наставата, во зависност од условите во кои таа се реализира. Во таа смисла, утврдените специфичности во почетната настава по математика, искуствата од наставната практика, како и добиените резултати од истражувањето, ќе дадат значаен придонес во развивањето и унапредувањето на методиката на почетната настава по математика.

**Клучни зборови:** концепт, почетна настава по математика, наставна практика.

### **Значење на методичките концепти**

Проучувањето на методичките концепти е од големо значење за развој на методиката на почетната настава по математика. Овој проблем е актуелен во светски размери, зашто говорат бројните истражувања, реализирани во развиените системи во светот, како и од достигнатиот степен во развојот на методиката на почетната настава по математика.

Истражувања од квалитативен карактер на методичките концепти кај насскоро и да не се вршени. Затоа, со ова истражување, настојуваме да дадеме придонес во нивно развивање, како и во унапредување на наставната практика и теоријата на методиката на почетната настава по математика. Практичното значење на проучувањето на проблематиката врзана за методички концепти се состои во тоа што, резултати можат да послужат во дидактичко –



методичко обликување на наставната практика. Особено во смисла на збогатување на методичките постапки, формите на активирање на учениците, како и облиците на самостојна работа на учениците во почетната настава по математика.

Според наша оценка, значајно е да се утврди дека со разновидноста на методички постапки можат да се создадат мошне поволни услови за активно учење на учениците во наставата по математика, како при здобивањето на нови знаења, така и при нивната примена.

Со ова истражување, дојдовме до релевантни сознанија за реализацијата на почетната настава по математика, како и дефинирање на некои методички концепти. Примената на квалитативната техника – партиципативно набљудување, во почетните одделенија на основното образование, ни овозможува опишување на реализацијата на дефинираните методички концепти. Притоа, добивме квалитативни сознанија за начинот на реализација на концептот со примена на самостојна истражувачка дејност на учениците, дополнета со поучување од страна на наставникот. Решавањето на овие проблеми, настојува да даде одговор на прашањето како да се изучува математиката, со цел да се добијат оптимални резултати во наставата, во зависност од условите во кои се реализира таа. Во таа смисла утврдените специфичности во почетната настава по математика, искуствата од наставната практика, како добиените резултати од истражувањето, ќе дадат значаен придонес во развивањето и унапредувањето на методиката на почетната настава по математика.

### **Методички концепти во почетната настава по математика- поими и примена**

Методичкиот концепт се однесува на различните микрометодички стратегии кои се применуваат во усвојувањето и разбирањето на законитостите и принципите на почетната настава по математика на ниво на претстави и поими. Воедно, тој се однесува и на елементите кои се застапени во наставните програми по математика и се состојат од усвојување и разбирање на: математичките поими и нивната примена, релациите, симболите и термините во математичкиот јазик, модели на решавање на екструдирани задачи, мерењето во геометријата и сл.

Значи, методичкиот концепт претставува микрометодичка стратегија, со своја содржинска и програмска димензија, која го одразува начинот на одвивање на процесот на учење и поучување на математичките содржини во почетната настава по математика.

Почетната настава по математика е мошне интересно подрачје за истражување, во кое успешно можат да се имплементираат повеќе методички концепти, кои можат да придонесат за нејзино осовременување и зголемување на ефективност. И покрај тоа што резултатите од истражувањето не можат да се генерализираат, бидејќи се добиени со набљудување на четири паралелки на одделенската настава основното училиште „Јан Амос Коменски“ во Скопје, сепак врз основа на нив може да се утврди дека примената на концептите во наставната практика придонесува за развој на квалитетот на наставата, согледан низ неколку аспекти: поттикнување на истражувачкиот дух на учениците, нивното мотивирање за активна сознајна работа, развој на математички стил на мислење, воспоставување рамнотежа помеѓу учечката дејност на учениците и поучувачката функција на наставникот.

### **Концепт на дескрипција, анализа, синтеза, споредување, апстракција и генерализација**

Во почетната настава по математика посебно внимание се посветува на развојот на математичкото мислење на учениците, кој е директно поврзан со формирањето на математичките поими. Во формирањето на поимите во првата етапа на *сетилното сознание*



се создаваат претстави за поимот што се проучува, а во втората етапа се дефинираат поимите. Согласно на тоа при откривањето на својствата на математичките поими се применуваат разни мисловни операции: анализа, синтеза, споредување, апстракција и генерализација. Во првата етапа на сознајниот процес на математичките поими - *сетилното сознание*, учениците се здобиваат со *јасни претстави* за поимот. При тоа кај учениците од I и II одделение доминантна улога има непосредното набљудување, а кај оние од III и IV одделение значајно место зазема и набљудувањето по претстави. Јасните и содржајни претстави создаваат мошне поволни услови за опишување на својствата на поимот, со што се олеснува преминот од сетилното кон рационалното подрачје. Во втората етапа, врз основа на здобиените претстави при набљудувањето, учениците лесно ги одделуваат несуществените својства на поимот, особено при анализата со синтеза, ги апстрахираа несуществените, а ги генерализираа суштествените. Учениците од III одделение, а особено од IV одделение, врз основа на генерализациите на суштествените својства достигнуваат ниво на дефинирање на некои математички поими и тоа повеќе геометриски (пр. видови триаголници според аглите и според страните, правоаголник, квадрат и сл.). За зголемување на ефектите од напред наведената постапка потребна е подобра организација на набљудувањето – обезбедување на доволен број разновидни наставни средства, на кои се воочливи суштествените својства на поимот, варирање на несуществените својства, за да се согледа нивната променливост, можност учениците да ги опишуваат својствата со свои зборови и со неопходната математичка терминологија.

#### **Концепт на еднаквост и разлика**

Одредувањето на суштествените, односно несуществените својства на математичките поими е од големо значење за нивното сознајно усвојување. Утврдувањето на суштествените својства на математичките поими е основа за одредување на еднаквоста и разликата на поимите според својствата, и поставување на поимите во систем, за воопштување, за дефинирање на некои поими, класификација на поимите и сл. Еднаквоста е постапка за утврдување на еднаквите својства на објектите што се проучуваат, додека разликата е постапка со која се утврдуваат различните својства на објектите. Постапката за утврдување на еднаквоста и разликата е заснована на повеќе мисловни операции, а пред се на анализа, синтеза и споредување. Со нивна примена се утврдуваат суштествените својствата на поимите што се проучуваат, а потоа истите се споредуваат со својствата на порано усвоените поими, значајни за поимот што се изучува. Дефинирањето на некои математички поими особено се олеснува ако се создаваат еднаквоста и разликата на поимот што се проучува и порано усвоените поими. При оваа постапка скоро секогаш учениците доаѓаат до дефиниција со најблизок *родов поими видова одлика*. Утврдувањето на еднаквоста го открива *родовиот поим*-четриаголникот е многуаголник, правоаголникот е четириаголник, квадратот е правоаголник, додека разликата ја открива *видовата одлика*- четириаголникот е многуаголник со четири старни, правоаголник е четириаголник со правиагли, квадратот е правоаголник со еднакви страни и сл.

#### **Трансформација на текст во броен израз**

Оспособувањето на учениците за трансформација на текст во броен израз е процес кој започнува во I одделение и завршува со завршување на школувањето. Во тој процес централно место зазема способноста на учениците за аналитичко – синтетичка дејност, што



зависи и од возрастните особености на учениците. Учениците можат да трансформираат текст во броен израз, ако тој е сообразен со нивните возрастни особености. Учениците успешно можат да решаваат простите текстуални задачи, кои одразуваат ситуации од нивниот секојдневен живот, со објекти кои им се познати на учениците. Со анализа на текстот тие ја одделуваат познатата од непознатата величина (број) и врската меѓу нив. Со синтеза, пак, ја откриваат операцијата што треба да се примени при решавање на задачата. Во ведувањето на учениците треба да биде со илустрирање на текстот на задачата со цртеж или дидактички средства, со драматизација – со ставување на краток расказ за некоја реална ситуација, користење на подвижни елементи.

Воведувањето на сложената текстуална задача, која се решава со најмалку две пресметувања или се трансформира во броен израз со две аритметички операции е процес кој бара примена на меѓу прашање со кои се поврзуваат простите задачи од кои е составена сложената задача. Успешното решавање на сложената текстуална задача подразбира: добро познавање на структурата на текстуалната задача, почетните сложени текстуални задачи да бидат зададени со меѓупрашање, кое најчесто дава одговор на првата проста задача и прашање, меѓу прашањето треба да се изостави откако учениците ќе стекнат доволно искуство од решавање на овој тип задачи.

На овој начин учениците успешно решаваат текстуални задачи со повеќе од две задачи - компоненти, односно задачи за чие што решавање се трансформираат во броен израз со повеќе од две операции. Тие успешно применуваат аналитички и синтетички приод при решавање на овој тип задачи, при што повеќе ја прифаќаат комбинацијата од двата приода, односно аналитичко-синтетичкиот. Покрај тоа, учениците успешно прават краток запис на текстот на задачата, што лесно го претвараат во план за решавање, какои осврт на решението на задачата.

### Мерење во геометријата

За разлика од мерењето на другите величини, геометриските мерења најчесто се поврзани со формула, според која се пресметуваат величините што се мерат. Во почетната настава по математика тоа е периметарот и плоштината. Резултатите од нашето истражување покажаа дека со примена на дефинираниот концепт, учениците од III и IV одделение, каде шт тие мерења се застапени, умеат: да ги означуваат страните на геометриските слики со букви, при што еднаквите страни ги означуваат со иста буква;

- Самостојно да изведат поедноставни формули и да го објаснат патот по кој дошле до нив;
- да ги преобразуваат формулите за пресметување страна по даден периметар или плоштина;
- да ги применуваат формулите во решавање на задачи со проблеми од секојдневниот живот.

Посебно значаен момент во мерењето во геометријата е воведувањето на единиците мерки: *сантиметар-должина* и *квадратен сантиметар-плоштина*. Меѓутоа, ако воведувањето на наведените единици мерки е мотивирано со потребата од нив и засновано на практични активност на учениците, низ индивидуална или групна работа, резултатите се мошне добри. Ваквиот приод многу го олеснува воведувањето на поголемите единици мерки - дециметар, метар, квадратен дециметар и квадратен метар. Покрај тоа, мерењето во геометријата има значаен придонес во развојот на просторните претстави на учениците на оваа возраст.



Осмислувањето на формулата за пресметување на плошина на правоаголник е врз основа на принципот на покривање на просторот. Оваа идеја може да се илустрира на очигледен пример-поплочување на квадратен под со квадратни плочки со произволна големина, но помали од површината на подот. Со тоа мерењето како постапка во основа го има **пополнувањето** на права со произволно мала отсечка  $e$ , пополнување на правоаголник со доволно мал квадрат. Примената на овој концепт, нуди можност учениците преку сопствената активност да воочат дека формулата за пресметување на плошина на правоаголник е производ на неговата должина и ширина.

### Заклучок

Од извршеното партиципативно набљудување во почетната настава по математика во ОУ „Јан Амос Коменски“ во Скопје, како и практичната примена на дефинираните методички концепти, дојдовме до сознанија за квалитетот на почетната настава по математика. Согласно тоа можеме да резимираме:

- за зголемување на квалитетот на почетната настава по математика потребно е наставата да се реализира преку дефинирани методички концепти, кои претставуваат микростратегии за процесот на воведување и формирање на математичките поими;
- со примена на концептите се овозможува подобра организација на набљудувањето – обезбедување на потребен и доволен број разновидни наставни средства, од кои се воочливи суштествените својства на поимот, варирање на несуштествените својства, за да се согледа нивната применливост;
- учениците со примена на анализа и споредување, успешно го откриваат критериумот ги откриваат својствата на поимот што се проучува, а сотоа се олеснува процесот на нивното формирање;
- примена на методичките концепти во почетната настава по математика овозможува да се поттикне развојот на критичко и креативно мислење, менталните способности како што се способностите за анализа, синтеза, генерализација и апстракција, како и мотивацијата за учење кај учениците;
- знаењата стекнати со примената на методички концепти се стабилни, потрајни, применливи и систематизирани;
- промената на методичките концепти во почетната настава по математика овозможува резултатно остварување на целите на наставата по математика.

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- **ИНТЕРАКЦИСКО-КОМУНИКАЦИСКИТЕ ОБРАЗОВНИ АСПЕКТИ ВО ФОКУСОТ НА ОБРАЗОВНИТЕ РЕФОРМИ**

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#### **Апстракт**

Образовните реформи со себе носат низа промени втемелени на потребите на општествениот развој и материјалната егзистенција. Се почесто се акцентира оној момент во образованието кој преферира конкретни компетенции насочени кон академски знаења за сметка на хуманистичкиот момент во развојот на самосвесна личност. Во таа смисла, заглавен во фактите и знаењето, образовниот систем постепено ги заборава вредностите на интеракциско-комуникациските образовни аспекти, кои се препуштаат единствено на таканаречената имплицитна теорија на наставникот во „скриениот курикулум“, со што се маргинализираат и неговите еманципаторски влијанија. Со други зборови, образованието, покрај развојот на когнитивно-интелектуалната страна на личноста гледана низ системот на академските вредности, треба да дејствува и врз развојот на нејзината социјална и емоционална структура, врз етичкиот и естетскиот контекст на усвојувањето и изразувањето на вредностите и ставовите и тоа со помош на специфични интеракциско-комуникациски процеси во целокупното образовно опкружување.

Оттука, овој труд се осврнува на улогата, значењето и потребата од редефинирање на образовните цели, како и од освестување на можната субверзивност на скриената курикуларна поставеност во фокусот на современите образовни реформи.

**Клучни зборови:** интеракциско-комуникациски аспекти, еманципаторски влијанија, образовни реформи, скриен курикулум, академски знаења.

#### **Вовед**

##### **Интеракциско-комуникациските образовни аспекти-услов за хуманистички ориентирана настава**

Комуникацијата како односна релација и интеракција претставува основно средство за определување на квалитетот на воспитно-образовниот процес. Во процесот на наставата таа поминува долг историски пат кој особено се забрзува со развојот на цивилизацијата и со “освестувањето” на воспитанието и образованието како интеракциско-комуникациски процеси. Освестувањето на воспитанието и образованието придонесува тие да бидат сфатени како *единствен активни процес на свесно влијание со помош на кое еднката постепено се менува*. Квалитетот на вака сфатениот воспитно-образовен процес зависи од *сложените интеракции меѓу субјектите во наставата кои, за жал, беа а и сèуште се занемарени како значаен доменво рамките на педагогијата*. Имено, посветувајќи поголемо



внимание на макропроблемите, *односно на целта, задачите, процесот на планирање и сл.*, педагогијата го запостави таканаречениот микропроблем, *односно интеракциско - комуникацискиот аспект во наставната практика(како примарен елемент на учењето и поучувањето)*Согледувањето на сè поголемото значење на меѓусебните интеракции во воспитно-образовниот процес подразбира присуство на свест за сигурни „алатки“ за развој и почитување на индивидуата во сите сегменти во и вон наставната практика. Сето ова придонесе за актуализирање на таканаречената микропедагогија која комуникацијата ја третира како основа за квалитетна реализација на сите експлицитни воспитно-образовни елементи (повеќе во Bratanić, 1990). Ова претпоставува активно учество на секој ученик во реализацијата на наставата и можност за континуиран фидбек во процесите на учењето во и вон наставната практика.

Оттука, ако комуникацијата како односна релација ја гледаме како производ на хуманите толкувања за детската природа, тогаш погрешно е во осовременувањето на наставата приоритет да се даде на решавањето на макропроблемите. Напротив, промените во макропроблемите ќе произлезат од почитувањето на интеракцијата со која сите субјекти во наставата ќе имаат меѓусебен хуман третман. Ова укажува дека идејата за почитување на интеракциско - комуникацискиот аспект во наставата го менува квалитетот на наставниот процес и на макроплан. Тоа секако, само по себе, бара и носи промени во конципираноста на целите на воспитанието и образованието а со тоа и во организациската и кадровската поставеност на наставата. Ако запознавањето на фактите беше цел во учењето на ученикот, современата цел тргнувајќи од почитувањето на учениковата личност, е тој да го совлада процесот за доаѓање до тие факти. Поинаку кажано, остветувањето на воспитанието како интеракциско - комуникациски аспект на наставата му помага на ученикот да развива сопствен ритам и систем на учење, односно да учи како да учи и да учи активно низ комуникација и интеракција. Ова говори дека ставот за интерактивната улога на ученикот во процесот на наставата, како и ставот за потребата од неговото учество во воспитно-образовните процеси не може а да не направи промени во конципирањето на целта и поставеноста на образовниот систем воопшто (Котева-Мојсовска, 2016). Оттука, со современиот приод се нагласува оној аспект од наставата во кој постои меѓупочитување на наставникот и ученикот, односно интеракциско-комуникацискиот аспект, со што ученикот се третира како активен субјект и партнер. Во тој контекст, кај секој ученик се гради самосвест, креативност, автономија и позитивен селф-концепт. Или, како што објаснува Lainer (1997): „*Фундаменталната задача на поучувањето повеќе не е да ги дистрибуира фактите, туку да им помогне на децата да научат како да ги користат преку развивање на нивните способности да размислуваат критички, да ги решаваат проблемите, да донесуваат одлуки и да создаваат знаење кое им користи на децата и на општеството*“ (Lainer, 1997, str.3).

### **Наставникот, интеракциско-комуникациските образовни аспекти и курикулумот**

Имајќи го предвид дискурсот дека образованието, покрај развојот на когнитивно-интелектуалната страна на личноста гледана низ системот на академските вредности, треба



да дејствува и врз развојот на нејзината социјална и емоционална структура, врз етичкиот и естетскиот контекст на усвојување и изразување на вредностите и ставовите и тоа со помош на специфични интеракциско комуникациски процеси во целокупното образовно опкружување. Оттука, се поставува и прашањето за улогата на наставникот во реализацијата на курикулумот во наставната практика. Имено, во однос на наставникот, интерактивната комуникација во наставата поставува пред него обврска на рефлексивен практичар кој ги следи и вреднува секојдневните воспитно - образовни аспекти. Тоа претпоставува дека тој постојано се надградува себеси како на професионално и стручно ниво, така и на индивидуално - лично ниво.

Во современата настава наставникот е лице обврзано за создавање позитивна и квалитетна интеракциско - комуникациска клима во училиницата. која подразбира заемно почитување и респектирање на потребите и мислењата на сите субјекти во воспитно-образовниот процес (ученикот, родителите, наставникот и целокупното опкружување). Интеракциската комуникација ќе му обезбеди на наставникот увид во развојните постигања на учениците, како и увид во расположливите мерки за воспитна и воспитно - корективна интервенција. (Котева-Мојсовска, 2016). Согласно со тоа, тој не смее ригидно да биде притиснат однадвор и да го реализира курикулумот во форма во која е напишан/даден доколку тој не ги задоволува согледаните индивидуални потреби на учениците. Ослободени од одговорноста да бидат примарни даватели на информации, наставниците имаат повеќе време да трошат низ работа еден-на-еден или со мали групи ученици. (Lainer, 1997, str.3) Станува збор за еманципаторски поставена улога на наставникот во која тој е главен креатор на интерактивно-комуникациската стратегија во наставата со која го насочува ученикот кон истражување на практиката во полза на учењето. „Еманципацијата во голема мерка е интринзично мотивирана, но делумно е и резултат на целокупната атмосфера на институцијата. Еманципираниот воспитувач, ослободен од надворешна контрола, наметнати и стереотипни модели и обрасци, освен во обсервирање, оценување и промена на воспитно-образовната практика, учествува како нејзин континуиран истражувач кој создава нова теорија и нејзино ново разбирање. Таквиот професионалец истражува алтернативни решенија и стратегии, како во микро-контекстот (групата), така и на макро ниво (во рамките на целокупниот институционален контекст)...“ (Šagud, M. & Jurčević-Lozančić A. 2012, стр.466). Од друга страна пак, потребата да се почитуваат вредностите на интеракциско-комуникациските образовни аспекти се сведува единствено на таканаречената имплицитна теорија на наставникот во „скриениот курикулум“.<sup>2</sup> Со самото тоа, постои опасност од маргинализирање на експлицитните еманципаторски влијанија доколку се тие дадени во пишаниот/дадениот курикулум<sup>3</sup>, како и од можна субверзивност на скриената курикуларна поставеност во фокусот на современите образовни реформи. Целосното отфрлање на курикулумот со сите негови постулати, би значело и отфрлање

<sup>2</sup>Скриениот курикулум е изменета форма на пишаниот курикулум која наставниците ја применуваат во практиката водејќи се од своите сознанија, емоции и искуства за нејзините потреби

<sup>3</sup>Пишаниот (теориски или даден) курикулум е донесен на национално ниво и тој ја претставува образовната политика на државата во поглед на воспитно-образовните цели





како на образовната политика која ја гради државата, така и на сите научни согледувања на кои тој се базира. Затоа е несомнено потребно, во Курикулумот и во сите документи кои произлегуваат од мега-образовните реформи на системот на образование, да се акцентира значењето и видовите на микропедагошките елементи во наставата, како и стратегиите и упатствата за нивно квалитетно реализирање.

### **Кон истражувањето**

Со цел да се утврди поставеноста интеракциско-комуникациските аспекти во наставата направен е увид врз Концепцијата за деветгодишното основно образование, како национален стратешки документ за образованието произлезен од последната голема образовна реформа во основното образование во Република Северна Македонија, како и врз некои сегменти од Законот за основното образование. Концепција за деветгодишното основно образование е национален документ кој претставува основа за организирање и систематизирање на деветтолетката како основен потсистем во системот на воспитание и образование кај нас. По однос на него интересот беше насочен кон третманот и поддршката на ученикот како активен субјект во наставата, виден низ призмата на интерактивните процеси. Во таа смисла, анализирани се следните прашања

1. Основи и принципи врз кои е градена Концепцијата за деветтолетката,
2. Цели на основното образование зацртани со Концепцијата за деветтолетката
3. Улогата на наставникот во обезбедување услови за поддршка на интерактивно-комуникациските аспекти на наставата

Согласно со значењето на интеракциско-комуникацискиот образовен аспект, тој во трите наведени и анализирани сегменти треба да е таксативно и јасно акцентиран. Оттука и претпоставката дека во нив аспектот кој подлежи на објаснение и анализа во овие делови фигурира како основа за квалитетен и реформиран воспитно=образовен процес.

### **Анализа и дискусија**

Анализата на наведените документи во сегментите кои беа разгледувани, покажа дека интеракциско комуникацискиот аспект не е евидентно и самостојно нагласен како основа на целокупниот и квалитетен воспитно-образовен процес. Тој се чита низ принципите, целите и другите делови кои најнепосредно се однесуваат на индивидуалните разлики, холистичкиот пристап кон развојот, демократичноста во меѓусебните односи, поттикнувањето на способностите за самостојност во одлучувањето, влијанието врз самопознавањето, како и активното учество на учениците во процесот на учењето. Дел од нив, всушност се ефекти од квалитетната интеракција и комуникација и се сигнификантни во однос на потребната насока единствено за креативните и еманципаторски расположени наставници. Со други зборови, слободно може да се каже дека интеракциско-комуникацискиот образовен аспект би можел во поголема мера имплицитно да се примени согласно со разбирањето на концепциската образовна рамка од страна на секој наставник индивидуално. Анализата на Концепцијата за деветтолетката покажа дека овој документ разгледуваното прашање го третира низ пристапот кон



ученикот како активен субјект и партнер во наставата. Тоа особено доаѓа до израз со третманот на индивидуалните карактеристики на учениците а особено во делот насловен како Принципи на основното воспитание и образование и во делот насловен како цел на образованието. Имено, прашањето кое е предмет на овој труд, во Концепцијата особено добива значење низ следните принципи:

Принцип на демократичност,

Принцип на недискриминација,

Принцип на почитување на индивидуалните разлики меѓу учениците,

Принцип на целосен развој на личноста на ученикот,

Принцип на најдобар интерес на детето,

Принцип на активно учество на учениците во животот на училиштето.

Така на пример, во *Принципот на почитување на индивидуалните разлики меѓу учениците*, покрај другото се вели: „ ... Наставата и другите активности во основното училиште треба да се усогласени со индивидуалните разлики меѓу учениците и со начинот и брзината во учењето и напредувањето на секој ученик. На тој начин ќе се применуваат и различни методи за мотивирање и подучување, наставни содржини што одговараат на индивидуалните потреби и можности на учениците и различни видови на индивидуализирана настава што ќе обезбеди почитување на разликите и специфичностите на детскиот развој, брзината на напредувањето во учењето и надареноста на детето, (Концепција за деветтолетката, 2007, стр.70). Особено остава впечаток упатувањето на потребата од примена на различни методи за мотивирање и подучување, како и наставни содржини согласно со интересите и потребите на учениците за откривање на податоци и надополнување на веќе претходно стекнатите знаења. Интересите на учениците се нагласени и со принципот на најдобар интерес на детето, каде покрај другото се вели: „ Во текот на целиот воспитно-образовен процес и престојот на детето во училиштето од примарно значење се неговите интереси. “ (исто, стр 71).

Педагошките дискурси укажуваат дека најдобар начин на поттикнување на развојот на учениковата личност претставува обезбедувањето услови за активен училишен и социјален живот. Секое современо училиште треба да го инволвира ученикот во секојдневните организирани збиднувања во училиштето. На ова упатува *принципот на активно учество на учениците во животот на училиштето*, кој е потенциран во Концепцијата: „Училиштето ќе овозможи активно учество на ученикот во одвивањето на сите активности во училиштето кои се однесуваат на него. Ова подразбира: а) обезбедување атмосфера и услови што ќе ги стимулираат учениците да формираат свое сопствено мислење и слободно да го изразуваат тоа мислење и б) градење механизми и процедури кои ќе им овозможат на учениците да вршат соодветно влијание врз одлуките и случувањата во училиштето. Овој принцип го содржи правото на секое дете да бара, да прима и дава информации, да учествува во процесите на одлучување и да се



здружува со другите деца заради посоодветно формулирање и манифестирање на своите потреби и интереси.“ (исто, стр 71). Со наведениот принцип е значаен нагласокот на учениковата самостојност во одлучувањето, како и почитувањата на неговите права како рамноправен член во училишната заедница. Тој, според ова може да придонесе со свои идеи во формирањето на одлуките по однос на училишните случувања, што влијае позитивно врз развојот на неговата самоверба и самопочитување. Принципот пак, *за автономност, компетентност и одговорност*, кој се однесува на два аспекти во образовната концепцираност, меѓудругото укажува на „... можноста на наставникот самостојно да ја планира и реализира наставата....Ученикот има право на изразување и слобода да бара, да прима и да дава информации и идеи од сите видови било усно било писмено “( исто, стр 75). Овој принцип во најголема мера го нагласува интеракциско-комуникацискиот образовен аспект во основното образование.

Третманот на ученикот како активна индивидуа евидентен е и во една од поставените цели на основното воспитание и образование, која е детално образложена во рамките на Концепцијата за деветтолетката. Имено, првата поставена цел гласи: „...Хармоничен развој на учениците (когнитивен, емоционален, социјален и психомоторен) во сообразност со нивните индивидуални способности и развојните законитости и развој на личноста на ученикот врз основа на принципите на почитување на основните човекови права и слободи. Тоа се постигнува со:

- развивање свест кај учениците за сопствената индивидуалност, поттикнување на самовербата и одговорноста за сопствените постапки;
- воспитување за почитување на човековите права, родовата рамноправност и основните слободи и за живеење во демократско општество и тоа со методи кои ги поддржуваат овие вредности;
- развивање на комуникациските вештини, критичкото мислење и креативноста на учениците;
- развивање на способностите за препознавање на сопствените чувства и разбирање на чувствата на другите;...” (Исто, стр 76)

Во описот на вака поставената цел евидентна е потребата од создавање услови за развој на „сопствена индивидуалност“ кај ученикот. Но, остава впечаток и нагласокот на потребата од дејствување врз самопознавањето кај ученикот, како основа за себеприфаќање и прифаќање на туѓите потреби и чувства. Ова претставува основа за развој на хумана личност која воедно е позитивно социјално насочена со што се придонесува и кон демократски општествен развој.

Анализата на Законот покажа дека тој произлегува од Концепцијата за деветгодишното основно образование и во себе ја содржи истата филозофска и педагошка рамка на воспитно образовниот систем на деветтолетката кај нас. Во овој документ интеракцискокомуникацискиот образовен аспект се евидентира во делот за ученичко организирање и учество, во скоро сите ставови од членот 68. Од кој посебно се издвојува следното: „...Ученичкиот парламент: - активно учествува во застапување и промовирање на правата и интересите на учениците, - го промовира ученичкиот активизам, - учествува во активности за обезбедување врсничка поддршка на учениците со посебни образовни потреби, во реализација на наставата и воннаставните активности, - учествува во подготовката на годишната програма за работа, - дава предлог активности за годишните програми за екскурзии, - дава предлози за воннаставни активности на училиштето, - дава



предлози за подобрување на ученичкиот стандард, - учествува во евалуацијата на работата на училиштето, - преку свои претставници учествува во советот на родители и наставничкиот совет и - организира и учествуваат во хуманитарни активности, еколошки активности и општествено корисна работа..." (Закон за основно образование, стр 29). Од овој член е евидентно правото и потребата на учениците да се дел од општествениот живот, како и правото да бидат во интерактивна линија со сите училишни структури кои се компетентни за решавање прашања од витално значење за развојот на нивната личност и за обезбедувањето на нивниот социјален статус во заедницата и пошироко. Од друга страна гледано, големиот број на ученици во едно одделение, како и оптеретените програми фокусирани на информации, го оневозможуваат процесот на интеракциско-комуникациска поддршка од страна на наставникот кон учениците. Имено, согласно со законот, бројот на учениците во едно одделение се движи од 20 до 30 ученика, што е релативно висока бројка за интеракциско-комуникациски поставена настава.

### **Заклучок**

Покрај развојот на когнитивно-интелектуалната страна на личноста гледана низ системот на академските вредности, образованието треба да дејствува и врз развојот на нејзината социјална и емоционална структура, врз етичкиот и естетскиот контекст на усвојување и изразување на вредностите и ставовите и тоа со помош на специфични интеракциско комуникациски процеси во целокупното образовно опкружување. Образовните реформи претставуваат клучен момент во квалитетно поставување на дискурсот за ефикасен интеракциско-комуникациски ориентиран воспитно-образовен систем. Имено реформите треба да се однесуваат на ориентациската определба на образовниот курикулум во државата кој, пред се, во својот фокус го има развојот на самосвесна и автономна личност. Примарно тоа е задача на комуникациските процеси во наставата кои во голема мера имплицитно се реализираат а во зависност од различните толкувања, од училишната клима, субјективните потреби и видувања и слично. За да се одбегнат евентуалните погрешни постапувања и недоволно ефикасните комуникации потребно е низ глобалните и парцијалните реформски зафати јасно да се дефинираат потребите и насоките на интеракциско-комуникациските поставки во наставата како основа за успешна реализација на личниот развој и за квалитатен процес на учење кај сите субјекти во воспитно-образовниот систем.

Ќе заклучиме дека треба промена во досегашната конципираност на проучувањето и развивањето на воспитно-образовниот процес во училиштето, што би значело дека во решавањето на макропроблемите во наставата треба да се тргне од проучување и реализација на микропроблемите (интеракциско-комуникацискиот аспект). Само во тој случај, решавањето на пошироките и поопштите проблеми ќе биде успешно и ќе резултира со поставување на основи за ново - современо училиште. Уште подобро е доколку овие влијанија се организирани и систематизирани но и прилагодени според можностите и потенцијалите на секое дете поединечно. Во оваа возраст особено е



значајно учењето според модел, поготово модел кој со својата сила на личноста и моќта на автономијата ќе обезбеди сигурен пат за позитивни влијанија. На тој начин сосема е сигурно дека се гради силна личност која во својата основа ќе се стреми кон самопознавање, себеприфаквање и самопочитување.

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- **SELECTIVE MUTISM**

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**Abstract**

Through the paper get acquainted with definition of selective mutism, history of disorder and how the disorder has been treated to date. In addition with mentioned we learn about comorbidity of selective mutism and how disorder itself can be recognized in children. Since selective mutism is often compared to timidity, the paper thoroughly describes how these two phenomem can be distinguisher. Furthermore, it is described how children with selective mutism can be included in the preschool institution. Various types of selective mutism (symbiotic, speech phobic mutism, reactive mutism and passive-aggressive) and theoretical models are presented in this paper. Along with mentioned the paper describes treatments which are used to medicate selective mutism and pharmacotherapy which is considered as excluded due to no confirmation evidence for efficacy of the treatment.

**Keywords:** selective mutism, comorbidity, types, treatment.

**Historical overview**

Back in 1877, a German physician Kussmaul first described the term selective mutism, calling it "aphasia voluntaria" because he thought it was the child's voluntary decision not to speak. Fifty years later, in 1934, Moritz Tramer introduced the term "elective mutism", which meant the absence of speech in all social situations due to the child's refusal to speak. From 1994 onwards, the term "selective mutism" has been used and refers to absence of speech in certain social situations due to inability of a child to speak. Children with mutism talk to their parents and loved ones normally but refuse to talk to strangers. Most often this happens in school or kindergarten, or in social situations where they feel unprotected, insecure or threatened (Dodig-Ćurković, 2013).

According to DSM-III, selective mutism is characterized as a persistent refusal of a child to speak in important situations. Such children were treated as a problem in schools and were punished, ignored and ridiculed. Parents were targeted as bad parents for not disciplining their children appropriately. Research cite abuse and trauma as main factors for the emergence of symptoms of selective mutism (Dummit et al, 1997). The DSM-IV emphasizes that selective mutism occurs only in certain situations, and research has finally begun to address the issue of anxiety. The main factors for the occurrence of mutism are considered to be maternal overprotection and possible trauma. Family studies have shown that parents of children with mutism have themselves often been shy and anxious in the past (Dummit et al, 1997). According to DSM-V, selective mutism is classified as social anxiety disorder. Dummit et al. (1997) support the fact that mutism is classified as an anxiety disorder because there is evidence for it.



### **Comorbidity and etiology**

So far, no cause of selective mutism has been found. Oerbeck et al. (2016) believe it is the interaction of several different factors, such as genetic factors, temperament, neurodevelopmental and environmental factors. Gene variations associated with selective mutism have been found. Children with mutism are believed to have a genetic predisposition for showing symptoms of selective mutism (Black & Udhe, 1995). Often children with selective mutism have symptoms of other disorders. The most common and widespread conditions are speech and language problems, elimination problems, and more seldom, motor delays. In 10% of cases, selective mutism was found in combination with autism spectrum disorders. (Kristensen, 2000).

### **Symptoms**

Shipon-Blum (2013) states that selective mutism is diagnosed between 3 and 8 years of age. Transitions in child's life are crucial for the onset of symptoms of the disorder. Some of the symptoms can be recognized at early age, such as excessive anxiety at separation from parents, frequent outbursts of rage and crying, moodiness, sleep problems, and severe shyness. When the child is feeling anxious, it becomes difficult for him or her to make visual contact with an unknown person. It often happens that the child turns his head or ignores the person addressing him. Such a child does not smile, acts very seriously and has difficulty displaying feelings. When he thinks that someone is watching him, the child becomes nervous and clumsy. He will not reply to asked questions or greet back. However, children with selective mutism tend to care more than other children. They are very sensitive on an affective level. Mutism often occurs in children of bilingual families. Symptoms can occur when starting kindergarten or school and when meeting new people. Such situations are a big problem for children with mutism. In comparing children with SM and the shy ones, the shy relax in such situations after a while, but children with mutism continue to be withdrawn and quiet (Oerbeck et al, 2016).

It is very important to start therapies as soon as possible, so that children have better prognosis for future life. If left untreated, mutism can have negative consequences that will accompany a child throughout life. Some of them are depression, social isolation and self-withdrawal, low self-esteem and self-respect, refusal to attend school and thus poor academic success, failure in business world, use of opiates, unplanned pregnancy, suicidal thoughts and suicide itself (Shipon-Blum, 2013).

### **Shyness and selective mutism**

Camposano (2011) considers that many children with selective mutism have been misdiagnosed and their behavior have been characterized as shy behavior. Another issue is poor education of teachers, pediatricians or educators, as persons outside the family environment who might recognize the problem in children but they place such children into category of shy children. The



difference is in the intensity of the difficulties and, unlike shyness, mutism prevents the child from daily functioning (Dodig-Ćurković et al, 2013).

### **Types of mutism**

In his study, Hayden (1980) noted four types of selective mutism. In the category of symbiotic mutism were all children who showed a strong symbiotic relationship with the caregiver, most often the mother. The caregiver was dominant, fulfilled all child's needs, and openly showed jealousy of the child's other relationships. Such children were negative in their behavior and prone to manipulation. They used mutism for manipulative purposes. Speech-phobic mutism was the easiest to identify. In this group, children had an active fear of hearing their own voice. Listening to their own voice triggered a whole series of behavioral reactions such as rapid heartbeat, shallow breathing, sweating. The child often tried to leave the room or cover his ears with his hands. One of the important characteristics of a child with speech-phobic mutism is obsessive-compulsive behavior. The third category was reactive mutism. Hayden (1980) considered that such children were affected by one or a series of traumatic events. Mouth or throat injuries were common in reactive mutism. These children had symptoms of moderate to severe depression, were prone to various addictions and suicide attempts. The last type of mutism was passive-aggressive mutism. Children used silence as their primary means of manipulation. It often occurred in children who wanted to avoid a particular situation or get what they want. Also, behaviors of these children were extremely aggressive and they were masters in controlling their own emotions (Hayden, 1980).

### **Theoretical models**

The first understanding of selective mutism is described as a variant of anxiety disorder. Two major factors that describe occurrence of SM are biological predisposition and influence of environmental factors (Anstendig, 1999). Many authors consider selective mutism to be a social phobia. Black and Udhe (1992) have shown in their research that social phobia is indeed associated with SM because behavioral characteristics are the same (fear of speaking, fear of humiliation). Also, the emergence of SM in certain social situations shows that children try to control anxiety, and therefore selective mutism is at the same time considered to be a basic way of self-defense (Anstendig, 1999). The family dysfunction model is based on the imbalance of the family, and is characterized by a huge emotional connection between the child and the mother, passiveness of the father and shyness of other family members. In such family relationships, parents play a big role because they control negative attitudes towards the environment and project them onto the child who then becomes distrustful of people. The child receives the message that presence of parents is essential for survival (Anstendig, 1999). Psychodynamic theory considers selective mutism to be an unresolved unconscious conflict. Some of the behaviors included an unconscious desire to punish parents, response to a family situation, or response to experienced trauma (Youngerman, 1979). The authors of psychodynamic theory describe selective mutism as a means of defense for expressing feelings towards their parents, most often the mother (Cline & Baldwin, 1994). Many theories believe that triggers for selective





mutism are traumatic experiences that children experienced in childhood, such as death of a loved one, domestic abuse, parental divorce, and the like (Dow et al, 1995). Behavioral theories explain mutism as behaviors that are based on learning by negative corroboration. The environmental impact is a consequence of speech difficulties. Krysanski (2003) believes that such behavior is a learned manipulation strategy, a way of avoiding anxiety or attracting attention. Also, mutism occurs as a consequence of imitating close family members.

### **Treatment of selective mutism**

One of the world-recognized methods is the S-CAT method developed by Dr. Elisa Shipon-Blum. It is based on realization that SM is much more than just not speaking. Her treatment program includes techniques that reduce the child's anxiety, methods by which the child develops self-confidence, and strategies that help the child progress in communication (Shipon-Blum, 2013). Psychodynamic treatment focuses on understanding the root of the disorder. Cohan et al (2006) state that this is achieved by examining early stages of child's development, the child-mother relationship, and finally, addressing fear. The most common psychodynamic techniques are play therapy, art therapy, and music therapy. Cognitive-behavioral techniques are supported by most scientists. The techniques are based on learning theories including various types of corroboration, improvement in self-confidence, operative conditioning, gradual involvement of the child in social situations that lead to anxiety, social skills training and the like (Anstendig, 1999). The aim of this approach is to help children adjust their behavior, which should help them redirect their worries and fears in a healthy way (Shipon-Blum, 2007). Since the treatment requires children to talk about problems, children first learn to relax with a variety of breathing techniques, muscle relaxation, or storytelling (Cohan et al, 2006). Multidimensional treatment includes speech therapy and treatment in a school setting. Camposano (2011) singles out the role of a teacher as a significant role. Since mutism is more common in the school environment, teachers are the people who should recognize and point to the problem. Therefore, educating teachers is important to avoid misdiagnosis. The teacher's role is to work on child being adequately accepted by his peers, to foster social integration, and to create a safe classroom environment where the child will not feel anxious. Therapy intervention first begins at home where children feel most secure and where they are most likely to start talking, and is then extended to school. The goal of family interventions is to identify faulty family relationships that have contributed to development of anxiety in child and to develop healthy ways of coping with stress and fear (Cohan et al, 2006). Due to complexity of this disorder, many scientists combine several different methods. Most recent therapy appearing in research is pharmacotherapy. The use of medicines in preschool children has been ruled out due to lack of evidence. It is very risky to use medicines because of their potential adverse effects on children. Although medicines can also improve the results of mutism, they are not recommended for preschoolers (Manasis, 2016).

### **Including children with selective mutism into preschool**

The primary task of a kindergarten is to create conditions for growth, development and education of each child. It is obliged to establish cooperation with parents and complement the



family upbringing (Bouillet, 2010). Parents play a major role in the inclusion of a child with selective mutism into preschool. Since children with mutism refuse to talk to educators, teachers, and professional associates, parents should refer such a child to forms of communication other than speech (mimics, gestures, drawing, letters, and the like). Given that children with selective mutism struggle with anxiety, when working in a group they should not feel tension or fear. It is very important that they are not isolated and rejected by their peers because mutual support and play are very important to them. The biggest mistake educators and teachers can make is forcing a child to speak. Being patient and calm with children with mutism is very important because it helps them relax more quickly. The child needs support in all situations, especially those in which he or she is scared, uncomfortable or anxious. Due to the increasing incidence of selective mutism in kindergartens, educators are required to more thoroughly research and educate themselves about the problem and make individual support plans. Communication with parents is of great importance because the information that parents have can greatly assist the educator in their work and planning. Teachers in schools should adapt the material to children and find different ways in which the children can demonstrate all their skills without speaking. In most cases, students with selective mutism in schools were not considered a problem (Cline & Baldwin, 1994).

### **Case study**

A girl T. is 8 years old and attends the first grade of primary school in Zagreb. Pregnancy and childbirth were in order. The girl is extremely shy. She refused to speak to strangers in unfamiliar surroundings. By the age of five she was attending a city kindergarten. In the kindergarten, she did not communicate with educators nor children, refused to participate in activities and spent her days in kindergarten standing aside and watching other children. The educators then advised the mother to get the girl out of the kindergarten. The mother was very concerned about the child's behavior and took T. to the Faculty of Education and Rehabilitation for assessment. T. was then diagnosed with selective mutism. The parents were educated about the problem at the Faculty and online. Since then, the girl has been regularly attending play therapy at the same Faculty. After leaving the city kindergarten, the girl was enrolled in a private kindergarten. There the educators were understanding, patient, worked individually with the girl, and parents were pleased with the progress. In a conversation, the mother revealed that the girl chooses one-colored clothing and footwear so that she would not stand out. She refused to wear dresses and skirts, wearing only one-color leggings and T-shirts. If one of the children said her clothes was nice, the girl would no longer want to wear it. Since T. was a favorite of the group, she often got invited to birthday parties. At home she would tell mother how excited she was and could not wait to go to the playroom, but when she arrived to the party, she would not let her mother go and begged her to go home. Afterwards, as other guests were arriving, her mother had to sit in the room with T. and other children, otherwise the girl refused to play. The girl also showed excessive sensitivity to noise.



After taking up play therapies, the girl progressed tremendously. Starting school was very painful for parents, but the girl responded better than expected. The mother had been preparing the girl for school for a long time, they were discussing what was going on at school and walked around it to get the girl used to it as soon as possible. Reading in front of the whole class does not seem to be a problem for the girl. However, what is problematic to T. is Music and singing in front of the class. The teacher agreed with her mother to record T. on her cellphone at home singing certain songs and sending her that recording. The teacher evaluated the girl in this way. T. is not considered a problem at school.

Her teacher S. revealed how the group functioning in the private kindergarten went. The adjustment was long and difficult. The little girl would not separate from her cloth which gave her security. She would spend mornings watching other children from the side. Because of the cloth in her hands, the girl would not play with any other toy. When the teacher noticed that T. had to put down the cloth first, they agreed that the cloth would stand on the table next to them. The educator used to play with various puzzles with the girl, but her concentration was very short as T. kept looking at the cloth. When they put the cloth on the chair, concentration lasted for much longer. T. would spend most time in drawing activities. From the additional programs, the girl took English classes, sports and dance. At first, she did not want to participate in sports games because the problem was changing her clothes in front of other children. The coaches allowed her not to have to change if she didn't want to. It took a long time to join other children in sports games.

The teacher noticed that T. often showed obsessive-compulsive behaviors. She was extremely tidy and checked her belongings several times, her backpack was neatly packed, closed. At bedtime, she would spend ten minutes fixing her slippers next to her bed.

### **Conclusion**

When writing this article and master thesis, there was very little literature in Croatian language. All literature was in English. Since the disorder is not common in the Republic of Croatia, it has not been researched a lot. As selective mutism is often compared to shyness, there are difficulties in diagnosing the problem. Educating teachers and educators is very important to avoid misdiagnosis. Also, early diagnosis is very important in order to treat the problem and prevent it from causing negative consequences. Selective mutism can be hereditary, but it can also occur as a result of some trauma (death of a loved one, divorce of parents, abuse of a child). Both parents and children need professional help. With such children, it is important for the adult to be calm, patient, understanding and supportive in all situations, especially in those in which the child is anxious.

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- **THE USE OF ONLINE/MOBILE APPLICATIONS IN FOREIGN LANGUAGE LEARNING /TEACHING: AN EXPERIMENT INTO LEARNING FRENCH WITH DUOLINGO SCHOOL**

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### **Abstract**

The authors of this paper conducted an experiment into the use of *Duolingo School* among university students in order to learn French as a completely new language. Duolingo is a modern smart phone application for foreign language learning. Its motto is “Free language education for the world”. The instructions in *Duolingo* were in English (the language that at the time of the experiment the students had been learning for a considerable amount of time). They were asked to do at least three half-an-hour lessons until they had earned 225 points. This mini course was followed by a 10-minute self-constructed French test and a self-constructed short questionnaire.

The conference paper will be a presentation of the results of this experiment which included 86 French language course participants, 66 test participants and 64 survey participants. All the participants were students from the Faculty of Teacher Education in Zagreb studying to become either primary school teachers of English or teachers of core subjects in primary school grades 1-4, teachers of only core subjects in primary school grades 1-4 or nursery school teachers. The presentation of the results will be focused on the quantitative analysis offering insight into the parallels between the type of the course, the achievement in the test and the variables from the survey.

Keywords: Duolingo School, teaching French, language anxiety, motivation, ICT.

### **Introduction**

Smartphone and tablet applications are gradually becoming one of the most used methods to learn a foreign language, and the so-called mobile-assisted language learning (MALL) is defined as “the formal or informal acquisition to some extent through study or exercise of a second or foreign language, utilizing handheld, portable, or wearable devices for the purpose of language learning” (McCarty, Obari and Sato, 2017, p. 4). It is generally considered that mobile devices possess a high motivational potential because they offer a means of informal learning which is flexible and fun (cf. Jones et al., 2006, pp. 251-252); Stockwell (2016) points out positive attitudes of users of mobile devices, but also warns that the expected outcomes have not been attained; Liu et al. (2017) state that mobile applications are very effective because they provide individual activities that are not part of any formal curriculum, which enhances motivation; and



Lai (2017) has discovered that such applications are particularly favoured by university students as they can use them at their leisure.

The application used for the purpose of this study, Duolingo, employs gamification to attract users. Rico et al. (2014) state that gamification is a perfect tool to increase motivation which contributes to more positive learning outcomes, and Lewis (2017) points out that gamification leads to an increased engagement because it makes routine tasks more interesting. Duolingo is a free application and it offers courses in 35 languages for those that already speak English, and it also offers courses of English and various other languages for non-English speakers. Recent research into the use of Duolingo and other MALL applications has mostly reached positive conclusions. Botero and Questier (2016, p. 153) have found that the learners' views of this application were positive, particularly as a motivation tool or an instructional method, but only some respondents (10%) were able to complete a Duolingo course, which shows that the students had difficulties to self-regulate and organize their learning process. In a study by Oreški, Legac and Mikulan (2019, p. 10) students had to compare Duolingo and another mobile application, Memrise, and only 24% of respondents completely agreed with the statement that they would be able to learn a foreign language using a mobile application only, and the general consensus seems to be that mobile applications have more advantages than disadvantages when compared with traditional teaching methods (Oreški, Mikulan and Legac, 2018, p. 30).

## Methodology

This chapter describes participants, instruments and the procedure.

### a) Participants

Research for this current study was carried out on a sample of 66 test participants and 64 survey participants, but since there were a couple of students who did not participate in both the test and the survey, the real number of participants was 63. They were all from the Faculty of Teacher Education of the University of Zagreb (Croatia) studying to become either:

- nursery schoolteachers (12 students; 19.05%),
- primary school teachers of core subjects in primary school grades 1-4 (28 students; 44.44%) or
- primary school teachers of core subjects in primary school grades 1-4 and primary school teachers of English as a foreign language (23 students; 36.51%).

For the purpose of this study the students in the sample were divided into two groups:

- The first included students studying to become nursery school teachers and primary school teachers of core subjects
- The second one consisted of students studying to become primary school teachers of foreign languages.

The reason for this was that the former students had only been learning foreign languages for their own benefit whereas the latter were being trained to become professionals who would be teaching foreign languages.

Five respondents in our sample 2 (3.17%) were men and 61 (96.83%) were women.

At the time of data collection, they were all between 19 and 25 years of age.

During the experiment over two thirds of the students in the sample (71.43%) used their smart phones to learn foreign languages for the purpose of this research study.

### b) Instruments

The authors constructed a French test for beginners and an online questionnaire. They were posted on the Internet.



It contained 5 tasks. In task 1 students had to complete 6 sentences. Some words or parts of words were omitted. Each dot represented one letter. In task 2 they had to insert the indefinite article for 3 nouns, in task 3 they had to insert the definite article for 4 nouns. In task 4 they had to mark the correct answer in 6 short dialogues and in task 5 they had to supply 3 correct present tense forms of the verb *travailler*. Theoretical range was 0-22 points.

Their questionnaire contained 22 items and 4 of them were analyzed for the purpose of this research study: days, mastered units, values of course progress, Duolingo XP points and beginners test results.

Most of them were five 5-point Likert scale items.

On three items students were asked to write their own comments and three were multiple-choice

There were three additional multiple-choice items about students' biodata.

### c) Procedure

The survey was conducted between mid-May and early June 2019.

The students attending regular courses offered by two teachers of English in Summer Term 2018/19 were informed about Duolingo School and the aims of the research. They were asked to do at least three half-an-hour lessons of French until they had earned 225 points. This mini course was followed by a 10-minute self-constructed French test and a self-constructed short questionnaire. Students' participation in the research study was voluntary.

### Aims and Hypotheses

This research study was a follow-up study to an earlier research study conducted in late 2017 and early 2018 with a different sample of students from the same institution. It aimed

- to explore students' interests in FL learning and ICT technology as well as their achievement in FL learning in form of school grades
- to explore students' achievement in learning a new FL by means of Duolingo School application

The authors postulated four starting hypotheses for the purpose of this study:

H1 – Croatian university students studying to become primary school teachers are interested in FL learning

H2 – Croatian university students studying to become primary school teachers are interested in ICT technology

H3 – Croatian university students studying to become primary school teachers show high achievement in FL learning in forms of school grades

H4 – Croatian university students studying to become primary school teachers will have a moderate achievement in learning French as a new FL after learning it for a very brief duration only by means of Duolingo School

The authors grounded their first and their third hypotheses on the popularity of FL learning and relatively high general achievement in FL learning compared to the popularity of FLs and familiarity with FLs in other countries.

The second and the fourth hypotheses were grounded on the popularity of ICT technology and smart phones among the Croatian youth.

### Results

This chapter is subdivided into two parts. The first focuses on Students' Interests' in FL learning, ICT and their School Grades in FL learning and the second on students' achievement in learning a new language by means of Duolingo Class.



### a) Students' interests in FL Learning and ICT Technology and Their Achievement in FL Learning in Form of School Grades

It can be seen from Table 1 below that the students in our sample are very interested in FL learning. The mean value is high 4.1 with a st. dev. of .84. The highest number of students (24 or 48.1%) circulated the value 5 indicating the strongest interest followed by value 4 (22 students or 34.91%). Only one student indicated low interest (1.59%). It is also important to note that there was no single student in the sample who is not interested in FL at all. It can be concluded that the first starting hypothesis was confirmed by the results in this research study.

Table 1: Students' Interest in FL Learning

Value	Number of students	Percentage of students
1	0	0
2	1	1.59
3	16	25.4
4	22	34.91
5	24	38.1
Mean value	4.1	
St. dev.	0.84	

The results of the second variable illustrated in Table 2 show that students' interest in ICT technology is also high, but lower than their interest in FL learning. The mean value was 3.63, whereby st. dev. was .81. The highest number of students opted for value 4 (26 students or 41.26%), followed by value 3 (24 students or 38.1%). Strongest interest was shown by 9 students or 14.29%, whereas low interest was present among 4 students or 6.35%. As in the first variable, there was no single student that was not interested in ICT technology. The results of this variable indicate the correctness of the authors' second hypothesis.

Table 2: Students' Interest in ICT Technology

Value	Number of students	Percentage of students
1	0	0
2	4	6.35
3	24	38.1
4	26	41.26
5	9	14.29
Mean value	3.63	
St. dev.	0.81	

It could be speculated that students' high interest in FL learning might have contributed to might have also contributed to a very high students' achievement in their first FL in the form of grades. It can be seen from the very high mean value (4.52; st. dev. - .59) that the third hypothesis was also confirmed. Only 3 students in the sample or 4.76% of the students had grade 3 "average". Nobody had grade 2 or "sufficient" or grade 1 "insufficient". The highest number of students and more than the half of the students in the sample (36 or 57.14%) had grade 5 or "excellent" followed by grade 4 or "very good" (24 or 38.1%).

Table 3: Students' Average Grade in their Frist FL

Value	Numberof students	Percentage of students
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1	0	0
2	0	0
3	3	4.76
4	24	38.1
5	36	57.14
Mean value	4.52	
St. dev.	0.59	

### b) Students' Achievement in Learning French as a New FL by Means of Duolingo Class

The first variable that we looked here was the number of active days using Duolingo Class. It can be seen from Table 4 below that only one student wanted to get rid of the task in one day. The mean value indicates that the surveyed students spent 5.06 days (st. dev. 4.42) using Duolingo Class to learn French. Over one third of the students used it for longer than 4 days. The highest number was 28. All these figures point to the attractiveness of Duolingo Class application.

Table 4: Number of Active Days

Value	Number of students	Percentage of students
1	1	1.59
2-4	40	63.49
5-7	14	22.22
8-10	5	7.93
17-28	3	4.77
Mean value	5.06	
St. deviation	4.42	

The attractiveness of the Duolingo Class app can be also seen from the results of the second variable, i.e. the number of mastered units (see Table 5). Students in the sample use the app more than the minimal required time of three. The lowest number of mastered units was 15 and the highest was 208. The mean value indicates a very satisfying value of 45.79, whereby st. dev. was 34.05.

Table 5: Number of mastered units

Value	Number of students	Percentage of students
15-20	6	9.51
21-30	23	36.55
31-47	18	28.58
51-96	11	17.45
109-208	5	7.91
Mean value	45.79	
St. deviation	34.05	

Duolingo Class app gives students information about their progress. This is a very important information for keeping motivation for FL learning high. It can be seen from the results presented in Table 6 below that the students in the sample achieved good results in this variable. The mean value was 4.7 with st. dev. of 3.89. More than half of the students in the sample achieved values of 4 and above with the highest value of 21.



Table 6: Values of course progress

Value	Number of students	Percentage of students
1-3	28	44.38
4-6	25	39.72
7-8	3	4.77
10-14	5	7.95
20-21	2	3.18
Mean value	4.7	
St. deviation	3.89	

The best information about students' progress offered by Duolingo Class is the number of Duolingo XP points. It can be seen from the results in Table 7 that only one student did not meet the prescribed requirement of 225 XP points. Everybody else in the sample earned more points. The mean value was 636.29, whereby st. dev. was 486.33. This was another indicator of the attractiveness of this app for FL learning.

Table 7: Number of Duolingo XP points

Value	Number of students	Percentage of students
<225	1	1.59
247-343	14	22.23
351-447	18	28.57
481-996	19	30.16
1046-3014	11	17.45
Mean value	636.29	
St. Deviation	486.33	

The best indicator of achievement was probably the last variable: the achievement in the French test for beginners. It can be seen from Table 8 below that the mean value was 10.67, whereby st. dev. was 4.86. About one fifth of the students in the sample (13 students or 20.63) achieved low results. Another fifth were little better (12 students with values 6-9). Again, there was one fifth of students with average results (14 students or 22.23% had values 10-12). Close to one quarter of the surveyed students (15 students or 23.81% with 13-16 points) had very good results. 9 students or 14.29% of the tested students achieved between 17-21 points, indicating excellent achievement. We can conclude that students in this sample achieved moderate results on this self-constructed test for beginners.

Table 8: Results of the French test for beginners

Value	Number of students	Percentage of students
3-5	13	20.63
6-9	12	19.04
10-12	14	22.23
13-16	15	23.81
17-21	9	14.29
Mean value	10.67	
St. deviation	4.86	

On one item students were asked to leave a message or a comment to the authors of the survey. They both praised and criticized the authors and the application. Some students thought that the test was too difficult because it contained some items that had not been dealt in the course.



### Conclusion and Implications for Future Research Studies

All four starting hypotheses were confirmed by the results of this research study:

H1 – Croatian university students studying to become primary school teachers are interested in FL learning

H2 – Croatian university students studying to become primary school teachers are interested in ICT technology

H3 – Croatian university students studying to become primary school teachers show high achievement in FL learning in forms of school grades

H4 – Croatian university students studying to become primary school teachers had a moderate achievement in learning French as a new FL after learning it for a very brief duration only by means of Duolingo School.

This means that Duolingo School can be regarded as a useful application for foreign language learning. The researchers of this current study believe that it would be necessary to conduct a follow-up research study which would encompass this and other mobile learning applications to learn other foreign languages followed by a similar test to verify the achievement in learning the respective foreign languages.

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- **PARENTAL PERCEPTION ABOUT LEARNING DIFFICULTIES**

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Children with specific learning difficulties can not achieve the same results as his or her peers in a traditional classroom setting. They need to be supported individually by their parents and teachers. The first step of the support is to understand the child's difficulties and to consider which factors might affect his/her academic performance. The aim of the study is to investigate parents' perception of their children with spesific learning difficulties. The sample consisted of 25 families of pupils with special learning difficulties (first to fourth graders). The data were collected through a question form prepared by researchers. The question form included 28 questions about socio-demographic characteristics of families and parental observations and ideas regarding their child's daily routines and difficulties. The data were analyzed using descriptive statistical methods. The results of the research showed that most of the parents stated that their children had difficulty in school because of their reading, writing and speaking problems. Moreover, they claimed that their children postpone doing homework at home and are interested in other things while doing homework. Parents also reported that their children with learning difficulties were less careful and more active than their peers.

Keywords: special learning difficulties, primary school, parental perception.

## **INTRODUCTION**

Children with spesific learning difficulties(SLD) have at least an average intellectual ability, they are extremely heterogeneous in their learning strengths and weaknesses. They may have significant difficulties in one or more areas including reading, written expression, spelling, mathematics or social skills (Heward, 2006) and can not achieve the same results as his or her peers in a traditional classroom setting. Children with SLD have unique difficulties that need to be understood and supported individually by their parents and teachers

Parents are the primary caregiver for a child and have a great potential to support and advance their child's academic success. A strain-free and supportive home environment can positively regulate the learning behavior of a child with specific learning disorders (SLD). Researchers have also advocated about educational treatment of SLD that involved familial contexts and needs (Sahu, Bhargava, Sagar, Mehta, 2018; Smythe, Everatt, Salter, 2005).

Parental awareness of child's academic performance, homework preferences, daily routines and motivations is important. *Studies suggest that pupils whose families help them and functionally interact with them use effective educational styles, children do better at school and learn more easily.*(Guoliang, Zhang, Yan, 2005; Heiman, Zinck, Heath, 2008). The first step of supporting child with LD is to understand the child's difficulties and to consider which factors might affect his/her academic performance. The study was carried out to investigate parents' perception of their children with SLD.

**METHOD**

**Participants**

The participants were 25 parents of pupils with SLD (first to fourth graders). The parents were from Armağan Dönertaş Handicapped Children Education and Rehabilitation Application and Research Center which in Trakya University in Edirne. Table 1. and Table 2. shows the characteristics of Parents and Childrens.

**Table 1. Parents' Characteristics**

		N	%
Responders	Mother	19	76
	Father	6	24
Age	20-30	4	16
	31-40	13	52
	41-60	8	32
Educational level	Primary school	6	24
	Secondary school	6	24
	High school	8	32
	University	3	12
	Literate	2	0.8
Marital Status	Married	21	84
	Not married	4	16

As shown in the table 1, The majority of the participants were mothers aged over 31 (%84). The distribution of education levels is similar in primary, secondary and high school. High ratio is totally, up to high school (%80) Most of participants were married.

**Table 2. Childrens' Characteristics**

		N	%
Gender	Boy	19	76
	Girl	6	24
Age	6	1	0.4
	7	7	28
	8	9	36
	9	6	24
	10	2	0.8
Grade	1st grade	7	28
	2nd grade	9	39
	3rd grade	6	24
	4th grade	3	0.3
Attending preschool	Yes	24	96
	No	1	0.4
Years of	less than 1 year	1	0.4



Attending		1 year	12	48
Preschool	2 year		11	44
		More than 2	1	0.4

Characteristics of Children is seen Table 2. The majority of children are boys. They were 7, 8 and 9 years old and 3rd grades were similar range in terms of grade, 1st, 2nd and 3rd grade. Almost all of the children were attending preschool for 1 or 2 years

**Measures**

The data were collected through a question form prepared by researchers. First 12 questions about socio-demographic characteristics of families and child last 10 questions about parental observations and ideas regarding their child’s daily routines and difficulties. The questions are, 1. Do you know why your child has difficulty at school? 2. According to you for what reasons your child is having difficulty at school? 3. What do you think your child would have had less difficulty at school. 4. Before she/he started school, did you have any doubts that your child would have difficulty at school? 5. Does your child tell you about the difficulties in school? 6. According to you, what is the problem with your child's speech, reading, writing and mathematic? 7. Does your child receive support at school about the courses? 8. Can you support your child with the lessons he / she has difficulty, if yes, how? 9. How to process your child doing homework at home? 10. Does your child have one or more of the following situations in the process of doing homework at home? The data were analyzed using descriptive statistical methods.

**FINDINGS**

We present the findings experienced by parents based on knowledge and perceptions regarding learning disabilities. then discuss its elements and their relationships with reference to data from our results.

**Table 3. Parental awareness about childrens’ difficulties**

		N	%
Knowing child’s difficulties	Yes	21	84
	No	4	16
Reasons child’s difficulties	Reading-writing	21	84
	Speech	16	64
	Dislike of school	11	44
	Mathematic	7	28
	Obey the school rules	7	28

Almost all of the parents knew their child’s difficulties. As seen at Table 5, Difficulties explained by the parents as reading –writing problem, speech problem and dislike of school

**Table 4. Children’s Difficulties at School**

		N	%
Parental doubts Before school	Yes	12	48
	No	13	52
Child tell about difficulties	Yes	13	52
	No	12	48



Child would have	without speech problem	15	60
had less difficulty	if she/he like to study	13	52
at school	if she/he were other school	3	12
	if she/he were another class	3	12
	go to school at a later age	3	12

The ratio is similar in terms of parental doubts about child’s difficulties before starting school. Children’s mentioning to their parents about their difficulties at school. Most of the parents believe that their child had less difficulty if they would’nt have speech problem. Half of the parents believe that their child had less difficulty if she/he liked to study

**Table 5.Children’s Difficulties in Reading and Writing**

	N	%
Doesn’t like and doesn’t want to write	14	56
Read	14	56
Jumping some words and letters in writing	12	48
Letters, word,line and reading incorrectly	24	96
Confusing some letters in writing	13	52
Similar words in reading	11	44
Could not learn to write	8	32
read	9	36
Unreadable writing	13	52
Doesn’t understand what they read	5	20

As a reading and writing difficulties, almost all of the children were skipping letters, words, lines, Most of children doesn’t willing to write and read. Nearly half of them confusing letters, similar words and they have unreadable writing

**Table 6.Children’s Speech Problem**

	N	%
Inability to pronounce some sounds and letters	19	76
Mixing the order of sounds and letters	15	60
Difficulty finding the right word when speaking	9	36
Difficulty in describing events in turn	5	20
Not understand the questions	3	12
No speech problem	1	0.4

According to most of parents, their child's speech problems are inability to pronounce and mixing the order of sounds and letters

**Table 7.Children’s Difficulties in Mathematic**

	N	%
Difficulty to understand math problems	14	56
Doesn’t like the math.	13	52
Difficulty in mathematical operations	11	44
Doesn’t know the numbers	5	20
No problem with math.	2	0.8

Table 7. shows that, in mathematic half of children had difficulty to understand mathematic problem, they didn’t like it and had difficulty in math. operations.

**Table 8. Supporting Children in Homework Process**

	N	%
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Supporting at school	Yes	14	56
	No	11	44
Supporting at home	Yes	22	88
	No	3	12
Type of parental support in homework process	We do together	12	48
	I sit next to she/he	5	20
	She/he does,I check	4	16

As seen at Table 8. According to families, children were supporting mostly at their home half of the children were supporting at school. Half of the parents reported that they were doing their children's homework together. Some of them sit next to child and some of them check their homework

**Table 9. Typical Behaviors of Children in Homework Process**

	N	%
Postpones doing homework	16	64
Tell other subject while doing homework	16	64
Often gets up and walk	14	56
Homework takes to long to do	11	44
No homework problem	2	0.8

Table 10 shows that,children had some typical behavior in the process of doing homework. More than half ratio,they postpones doing homework and talks irrelevant subjects.Half of them often gets up and walk so doing homework takes much time.

**Table 10. Daily Duration of doing homework and playing computer**

	Homework		Computer games and tv		N
	%	N	%	N	
Less than half an hour	12	48	2	0.8	
Between half-1 hour	8	32	1	0.4	
Between 1.5-2 hour	4	16	5	20	
Between 2.5-3 hour	1	0.4	2	0.8	
More than 3 hour	-	-	15	60	

Most of Children’s daily duration of doing homework is less than half an hour and up to one hour,playing computer/watching tv is more than three hour.

**DISCUSSION**

In this research, it was tried to evaluate the perception of SLD of parents.

Parental perception of SLD and parental support to the children provides the basis for academic achievement.

The results of the study show that, almost all of the parents knew their child’s difficulties which explained by the parents as reading –writing problem, speech problem and dislike of school. Most of the parents believe that their child had less difficulty if they would’nt have speech problem.According to most of parents, their child's speech problems are inability to pronounce and mixing the order of sounds and letters.An on-going debate surrounds the relationship between specific language impairment and developmental dyslexia, in particular with respect to their phonological abilities. According to Ramus, Rosen, Heater (2013), specific language impairment and dyslexia do not always co-occur. On the contrary there is some evidence that children with SLD who are not dyslexic tend to have at least milder phonological deficit(Bishop et all,2009)and many children diagnosed with SLI are also dyslexic, and vice versa (Catts et all, 2005)





Children were supporting mostly at their home half of the children were supporting at school. Half of the parents do Child's homework together. Temur, Turgut, Ozdemir, (2018) mention that, parents were inadequate and struggled to support their children and they were happy with teacher support and the teacher was very interested. Parents need longer durations to help their children who have difficulties in reading and understanding their homework. A previous study also revealed that parents spent long periods of time to help their dyslexic child every day (Chien, Lee, 2013). children with dysgraphia erase more, complain about fatigue or hand pain, and are unwilling to write and do their homework (Cornhill, Case-Smith, 1996; Tseng, Chow, 2000)

According to our results, most of children's daily duration of doing homework is less than half an hour and up to one hour, playing computer/watching tv is more than three hour. Studies indicate that children who own video games spend more time playing these games, spend less time engaged in after-school educational activities, and earn lower grades than comparison children (Schmidt, Vandewater, 2008). Cummings and Vandewater (2007) found that videogame players spent 30% less time reading and 34% less time completing homework than did children who did not play video games.

Most of parents report that, their children are less careful than their peers. Nearly half of them are more active and nervous than peers.

## CONCLUSION

Children with SLD do poorly in mathematics, reading and writing may suffer from relatively serious problems in learning. Academic skills of children with SLD develop more slowly despite the amount of help and monitoring children receive from their parents. For this reason, Parents should know specific methods of supporting children with learning difficulties. Parents should check the time their children spend on the computer games and homework. Early intervention is important in the learning disabilities and speech disorder. Cooperation between teachers and families is required.

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- **FACTORS THAT INFLUENCE IN SATISFACTION FROM WORK AS A TEACHER IN THE PRIMARY EDUCATION**

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#### Abstract

The purpose of this study is to identify the general level of satisfaction at teachers on elementary education, to identify the extent and impact of different aspects of the work at teachers on elementary education at the overall level of satisfaction and to measure target levels at teachers who want to leave a job, and the relationship between the overall level of satisfaction from the work as a teacher and their intention to leave a work.

Also, this paper aims at:

1. Measuring the relationship between the general level of teacher's satisfaction on elementary education and the demographic characteristics of teachers, such as: age, gender, experience in education and level of education.
2. Measuring the relationship between the general level of teacher's satisfaction on elementary education and school and class characteristics, such as: school location, eaching cycle, class size.
3. Identifying the relationship between the tendencies to get quit the teachers from elementary education and the demographic characteristics of teachers, such as: age, gender, experience in education and the level of education.
4. Identifying the relationship between the tendencies to get quit the teachers from elementary education and school and class characteristics, such as: school location, teaching cycle, class size.
5. The study showed a statistically significant difference in the level of general satisfaction among males and females. Satisfaction is growing as the age increases.
6. In classis with more students, teachers exhibit a lower level of satisfaction than in classis with lower number of students.
7. Primary education teachers are more satisfied than teachers in high schools.

Key words: job satisfaction, dissatisfaction from work, school management, working conditions, student behavior, overload, goal to quit from work.

#### Introduction

The paper is about education and specifically with the factors that influence the satisfaction of the teacher's profession and the factors that influence teachers' intention to leave a job.

The teacher's performance depends on the degree of satisfaction the job gives him. But the teacher, in his daily work, does not have the same degree of satisfaction. The degree of satisfaction depends on the most on the factors that the teacher faces in accomplishing his or



her work. Satisfaction, according to Locke (1976), is a positive emotional state emanating from a variety of internal and external factors related to work. Overall levels of job satisfaction also depend on demographic factors, like gender, age, level of educational attainment, experience, location of classes or school and their size. Many qualified teachers drop out of their teaching career for other reasons, except the retirement (Ingersoll, 2001).

The level of job satisfaction influences the results at work, the tendency of teachers to leave work, the number of absences at work and the motivation of work (Bruce and Blackburn, 1992; Judge and Bono, 2001).

The key to attracting and retaining qualified teachers is to make the teaching profession more attractive than other professions, by providing higher financial motivation, creating opportunities for professional development, better working conditions, more professional guidance from educational institutions. All of these will produce positive results for keeping and retaining teachers.

## **2. Different opinions and theories about the definition of job satisfaction**

### **2.1. Definition of job satisfaction**

Job satisfaction has been treated by many different researchers who have not come to an accurate definition.

Smith, Kendall, and Hulin (1969, p. 6) define job satisfaction as “the feelings that have a worker for his job”. These feelings are based on the individual's perception of the difference between what was expected as a fair reward and what was actually experienced.

Schultz (1982) defines job satisfaction as the psychological disposition of people towards their job and which includes the totality of feelings or attitudes.

So, job satisfaction is dependent on many factors, ranging from starting a job, the conditions for doing it to the feelings an individual experiences at work.

If a worker's job is interesting, his pay is good, he has the opportunity to be promoted, his executives are supportive and colleagues are friendly, then he is satisfied with his work, Brief (1998). Brief as well as Whitman, Rooy, and Viswesvaran (2010) defined job satisfaction as a condition of the individual that is experienced by emotional and mental appraisal and that causes, to some degree, satisfaction or dissatisfaction.

Also, job satisfaction is defined as “a positive feeling about work that is caused by an appreciation of its aspects and characteristics” (Robbins and Judge, 2008, p. 20).

Many definitions of job satisfaction have been provided, based on studies in the field, but Locke's (1969) remains the most accepted, which defines that as a pleasant emotional state that is caused by the appreciation from the work he performs, helps the individual values.

### **2.2. Different theories on pleasure**

There have been various opinions regarding the factors that cause job satisfaction or dissatisfaction. Many theories on job satisfaction have been presented and discussed at various times. Traditional theories, supported by Hoppock (1935) and Maslow (1954), have argued that job satisfaction and



dissatisfaction are part of the same space. When positive factors are present, workers are described with feelings of satisfaction and, when they are absent, with feelings of dissatisfaction.

Traditionalists have also argued that both internal and external factors have the capacity to create satisfaction or dissatisfaction.

Maslow sees job satisfaction as a result of fulfillment needs which he categorized into five scales.

- The lower grade contains basic physiological needs such as water, food, and shelter.
- The second level is physical and financial security.
- In the third degree are social needs that include feelings of belonging to a group, love, and acceptance of others.
- The fourth degree is the feeling of self-worth and recognition of the group's merit.
- Fifth grade, the highest order of needs, is self-fulfillment, which includes self-development, autonomy, and self-direction.

According to Maslow, needs at one level had to be completed before the needs of the other level could become motivational. When one of the desires is attained, another desire takes its place, and so on. This means that teachers will not always be satisfied with their work. If teachers have been satisfied with their work over the past year, this does not necessarily mean that they will be satisfied at the same level for the present, or even the future.

The main theories related to job satisfaction are two-factor theory motivation-hygiene, opponent-process theory, equity and job satisfaction theory, intrapersonal comparison theory, and interpersonal comparison theory, which will be explained in the following sections.

### **Two-factor theory, motivation-hygiene**

Removing the characteristics that negatively affect workers does not necessarily make them satisfied, but it reduces dissatisfaction. If the factors that bring pleasure are lacking, this does not necessarily lead to dissatisfaction, but rather low levels of satisfaction. So between pleasure and dissatisfaction, there is a neutral state.

The set of factors that bring satisfaction (*motivators*) include career opportunities, appreciation/gratitude, work (nature of work), responsibility and professional development (Herzberg, 1968).

Factors that cause dissatisfaction (*hygiene factors*) include factors such as policy and administration of the institution, management, salary, working conditions, relationships with management, relationships with colleagues, and job security. (Herzberg, Mausner, and Snyderman, 1959).

Hygiene factors stem from the external nature of work, while motivation factors stem from the internal nature of work.

### **Equality theory and job satisfaction**

According to equity theory, in any organization employees tend to make comparisons of what everyone gets from work. The comparisons they make are based on the input-output proportion, that is, to evaluate what the report is the contribution they have made to the job and what they have benefited from (Robbins and Judge, 2008).



The relation between remuneration and job satisfaction is related to how the worker perceives the remuneration to be received and how much it actually receives (Vroom, 1982).

Each individual, according to this theory, judges his / her own reward related to inputs, such as experience, education, hours of work, performance at work, comparing it to the reward given to others, such as pay, and rewards others, responsibility at work, etc. Feelings about inequality are related to the comparisons made between workers in the same organization, but also to the comparisons that the worker makes with people in other organizations similar to the organization in which he works. Workers consider their salaries justified if salaries are valued as those of workers in other organizations of the same or similar type (Milkovich and Newman, 1990).

### **Oppositional process theory**

Man has a physiological mechanism that protects him from strong positive or negative emotions. These mechanisms bring him back to the state before strong emotion occurred. If an event causes human satisfaction, then physiological protective mechanisms act to restore it to its former state. The same thing happens with negative emotions. If an event causes a negative emotion, physiological mechanisms again act to restore it to its original or neutral state.

### **The process of intrapersonal comparison**

According to this theory, the level of satisfaction depends on the difference between what the person wants and what the person actually gets from work. The smaller is the difference, the higher is the level of satisfaction (Mc Cormick and Ilgen 1980).

What a person wants is about the level or standard to fulfill their physical and psychological needs. A sense of satisfaction fulfills basic psychological needs. (Mobley and Locke, 1970). This theory is called intrapersonal because comparison occurs within each individual.

### **The process of interpersonal comparison**

According to this theory, people compare themselves to others who do similar work. From observing others, they conclude how much they are satisfied. Then, they compare themselves with others and bring a conclusion. This conclusion is accompanied by corresponding feelings of satisfaction or dissatisfaction (Salancik and Pfeffer, 1977).

## **2.3. Factors related to job satisfaction**

Factors affecting teacher job satisfaction have attracted the attention of many researchers. These factors include pay, working conditions, opportunities for advancement, co-operation and support by colleges, and quality of leading school management (Sargent and Hannum, 2005).

Job satisfaction factors are divided into two main groups:

- ⇒ factors in the work environment, factors that are related to work and have a significant impact on job satisfaction, and
- ⇒ individual or demographic factors of the teachers themselves.

Job satisfaction is linked to five key factors, such as "achievement, gratitude, self-employment, responsibility, and job promotion" (Herzberg, Mausner, and Snyderman 1959, p. 80).



From studies conducted, Murnane and Olsen (1990) concluded that teacher pay is an important determinant of the length of time teachers stay at work. Their results show that teachers who are paid more stay longer in teaching than teachers who are paid less. Also, they proved that teachers who have invested the most in their education have a higher tendency to leave than other teachers.

Usually, teachers are also paid based on years in the profession. Age has a positive and direct relationship with job satisfaction and a positive and direct relationship with pay.

The assumption is that the higher is the level of education, the greater are chances of securing a better and satisfying job. Thus, the link between education and job satisfaction is significantly nonlinear (Quinn, 1974).

Wisniewski (1990 and 1991) concluded that autonomy for taken decision and encouragement to experiment with different methods was also an important driver of job satisfaction.

#### **2.4. The tendency to leave a job**

Different aspects of work also have particular importance in the tendency for teachers to leave their jobs.

Some studies have proven that a teacher's age has a significant impact, showing us that younger teachers and older teachers are leaving at much higher rates than middle-aged teachers (Ingersoll, 2001).

Although educators and policymakers agree that working conditions play a key role in leaving teachers' jobs, only a few states have established specific programs to improve working conditions (Hirsch, 2005; Loeb, Darling-Hammond, and Luczak, 2005).

In recent years, in US studies, data show that teachers' working conditions have an impact on teachers to leave the job (Hirsch, Emerick, Church, & Fuller, 2007). Various studies have found that teachers who are dissatisfied with working conditions have low achievement in their work and more opportunities to leave the teaching profession (Loeb, Darling-Hammond, & Luczak, 2005).

#### **2.5. Job satisfaction and demographic factors**

Demographic factors have been analyzed in many studies to determine their effect as at the general level of job satisfaction, as well as at the level of job satisfaction a variety of work. Demographic factors are factors that refer to aspects, such as gender, age, educational level, the subject teachers teach in school, work experience, school size, and school location. Studying the relation between teachers' characteristics and job satisfaction is of particular importance. (Crossman and Harris, 2006).

✓ **Age** - The general findings, reported by Herzberg (1957) on the relation between job satisfaction and age show that, with age, job satisfaction increases to a higher level, then declines and then begins to increase again. To the question, *Why does job satisfaction vary with age?* Herzberg (1957) responded by explaining that job satisfaction increases with aging because the individual adjusts to the job and life situation. Job satisfaction continues to increase with aging because external remuneration continues to increase with age.

✓ **Gender** - The view that women are satisfied at work is based on the view that women are



educated in values, attitudes, and behaviors that are socially in nature; while men are educated with productive values and behaviors.

Gruneberg (1979) concluded that female workers were less concerned with career aspects and more concerned with the social aspects of work. The general consensus regarding gender satisfaction for job satisfaction is that there is little practical relevance between the two sexes.

✓ **Work experience** - Cytrynbaum and Crites's research on job satisfaction and life stages

found that job satisfaction was higher at the beginning of the profession when initial expectations were high. Job satisfaction drops sharply when early obstacles emerge; then job satisfaction increases again when credibility and success at work are achieved. The authors concluded that, at the final stage, job satisfaction levels as careers stabilize.

✓ **School/classroom size** - Barker (1986) concluded that one of the advantages of small

schools is that the relationships between students, teachers, and school principals tend to be closer. The internal relations aspect has been identified as a factor that significantly affects job satisfaction, and the size of the school/classroom should be studied for the possibility of its impact on job satisfaction.

## 2.6. Job satisfaction of teachers in North Macedonia

Some studies have also been done in North Macedonia, such as the study "Working conditions, working style, and job satisfaction of teachers".

According to this study, teachers are generally more than "moderately" satisfied with their work.

Other factors that affect job satisfaction:

- Supported by colleagues
- Teaching workload
- Working conditions
- Work effectiveness

Teachers expressed dissatisfaction with their pay, deficiency of literature and teaching materials, and demanded further training.

## 3. Teachers thoughts on different aspects relating to their work

In order to identify problems related to teacher performance was made a synthesized analysis of teachers' agreement or disagreement on different aspects of their work. The results that will be identified and analyzed below reflect the opinions that teachers have different aspects of their work, but not the overall level of satisfaction with the different factors of teachers' work.



**1. Teachers' opinions on school management**

No.	The statement	I disagree	Indecisive (swinging)	Agreed
1.	I am supported by school leaders	7.8	9	83.2
2.	The school administration helps me whenever I need to	5	10.7	84.3
3.	The school management makes it clear to me the objectives and tasks I need to accomplish	4.3	8	87.7
4.	The school management evaluates the work of the teacher objectively	8.6	18.2	73.2
5.	The school management makes available to me the materials I need to make the lesson better	24.5	21.1	54.4
6.	In this school, the management consider the suggestions of the teachers	7.5	13.6	78.8

**2. Teachers' opinions on working conditions**

No .	The statement	I disagree	Indecisive (swinging)	Agreed
1.	The school has all the conditions for me to work normally	28.4	20.9	50.7
2.	I enjoy the environment around the school	49	50.9	0.1
3.	It is comfortable to teach with separate classes (not merged classes)	2.6	2	95.3
4.	I have all the tools I need to develop the lesson	50.6	22.5	26.9
5.	In the school where I work, the library is rich in teacher-assisted textbooks	41.5	27.4	31.1

**3. Teachers' opinions on pay**

No .	The statement	I disagree	Indecisive (swinging)	Agreed
1.	The teacher's pay allows you to live normally	60.9	22	17.1
2.	I am well paid concerned to my abilities	55.8	24.1	20.1
3.	I am satisfied with the pay I receive as a teacher	64.7	21	14.3

**4. Teachers' opinions about communicating with colleagues**

No .	The statement	I disagree	Indecisive (swinging)	Agreed
1.	The teachers at the school where they work collaborate closely with each other	6.8	15.6	77.6
2.	I like the colleagues I work with	2.5	8.2	89.3
3.	I do well with my colleagues	1.3	3.3	95.3
4.	Colleagues help me to improve my work	16.2	15.5	68.2

**5. Teachers' opinions on communicating with students**

No .	The statement	I disagree	Indecisive (swinging)	Agreed
1.	Student behavior at our school today has improved	22.4	20.1	57.4
2.	I feel that communication with students is not a problem in our school	13.9	21.5	64.6
3.	Maintaining student discipline in the classroom is not a problem in our school	14.9	19.5	65.4
4.	Students are very interested in learning	34.9	35.3	29.8
5.	My students respect me as a teacher	1.2	2.9	95.9

**6. Teachers' opinions about autonomy**

No .	The statement	I disagree	Indecisive (swinging)	Agreed
1.	I have enough independence and freedom to do the work in the way I think	11.3	15.5	73.1
2.	The requirements and guidelines in our school are very flexible and allow me to apply them under specific conditions	10.5	21.4	68.1

**7. Teachers' opinions about safety**

No .	The statement	I disagree	Indecisive (swinging)	Agreed
1.	The teacher's profession provides me with a secure future	43	32	25
2.	I am confident in my work because the appointments, movements, and promotions of teachers are made based on clear and objective criteria	38.3	28	33.7

**8. Teachers' opinions on educational policies**

No	The statement	I disagree	Indecisive (swinging)	Agreed
1.	The government is striving hard for a better education system.	18.3	24.4	57.3

**4. Conclusions**

Teachers aged 25-34 years and teachers with experience 6-10 years at work are less satisfied with school management than teachers of other age groups and experiences. Teachers with high school are more satisfied with school management than teachers with a university degree. Teachers from the city are more satisfied with school management than teachers from the village.

The pleasure of communicating with peers in different age groups of teachers is increasing with age. By communicating with colleagues, teachers from the city are more satisfied than teachers from the village.

New teachers in the profession are more satisfied with pay than older teachers.

Between the level of job satisfaction and the tendency to leave a job, there is a substantial, negative correlation. Much more is the lower level of job satisfaction; the higher is the tendency to leave the job.

The results of the study show that men are more likely to leave the job than women. Younger age groups have a higher propensity to leave the job than older age groups.

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- **CARPE DIEM! IN THE FUTURE TEACHERS STUDYING IN MEĐIMURJE**

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### **Abstract**

This paper is a continuation of the research initiated by a group of authors on the subject of life habits and the use of time that was conducted among younger population in the Croatian region of Međimurje ("Carpe Diem! In One-Teacher Education Students", Nessebar, Bulgaria, 2017., N=31 of Roma children in primary education; "Carpe Diem! Primary School Students in Grades 1-4 from the County of Međimurje, Edirne, Turkey, 2019., N=50 non-Roma children). However, in this current paper the authors approached future teachers, students studying at the university in their 1st and 2nd year, with the question "What do you do when you do nothing?" trying to determine students' preoccupation in their free time. On a sample of 100 students (N = 100) it was established that this population when doing nothing spends time in socializing with friends or family, sleeping, contemplation, watching television, or reading. The time in which they do nothing is usually the time of rest between activities that have just passed and those that about to come. The respondents often associate this time of "pauses" with the term "boredom". On the other hand, university studies and all that is related with it this population considers to be their "job", as well as all the activities related to maintaining the living space and also helping parents. According to the obtained results, during the time when "nothing is done" hardly any of the respondents spend the time in nature or in some physical activity. In addition, although the participants were exclusively women, none of them "while doing nothing" are engaged in some manual work or some other typical female activity. From this one can also learn about their relationship towards home, marriage and family.

Keywords: value orientation of the youth, leisure time, practical pedagogy, natural environment.

### **Introduction**

The research conducted by a group of authors followed the research conducted on a group of Romani children in Međimurje (north-western region in the Republic of Croatia) in primary education (Lapat, Kiš-Novak, Tomić, 2017; N=32), to establish whether there are indications in primary education of future social tendencies (production and consumption). The children were asked how they would spend their day (Carpe diem!), i.e. what they would like to do during the day. It was established that the said population showed poor ambitions in their planning of the day, which in authors' opinion, results from the lack of modern means of communication, which again results from poverty. At the same time, this lack was compensated through games and socializing in modest, natural surroundings.



The second research conducted by the same group of authors (Kiš-Novak, Tomić, Lapat, 2018; N=50) presented the feedback by non-Romani children (N=50) in primary education. The authors asked them “What do you do when you do nothing?”, i.e. to clarify, “What do you do after school?”. It was established that the mentioned population of children is directed towards consumerism and achievements of the modern life style and they are not limited by the predominantly rural surroundings.

The aim of the research was to establish how the students spend their time during which they have no engagements. Therefore, this refers to extracurricular time, the time during which they do not perform any academic tasks, like learning, making seminar papers or other things they consider their duty in the widest sense of the word. The authors start from the hypothesis about the active use of free time, based on the extremely pragmatic relation towards education showed by the students in another survey (Tomić, 2019), as well as results by some other authors, e.g. in Zadar (Vrkić Dimić, 2005) and Zagreb (Bouillet, 2008; 2008a) where students during their free time put socializing with friends first, then excursions to nature and finally, as third, rest and relaxation. Also, having in mind the results from the survey taken by the same students, in which they showed an extremely pragmatic approach to teaching courses (Tomić, 2019), the authors expect the students to show a greater effectiveness in their use of free time.

### **Methodology**

The survey was conducted among the students of integrated Teacher Education Studies at the Department in Čakovec of the University of Zagreb, Faculty of Teacher Education in April 2019. The questionnaire contained only one close-type question: “What do you do when you do nothing?” The survey was conducted on the courses Pedagogy (first year) and Philosophy of Education (second year). Without any particular introduction or interpretation, the subjects were asked to answer the question and return the questionnaire at the end of the class. They were stimulated in a particular way to participate in the survey with extra points that they collected for their final grade.

The survey encompassed 101 students, a hundred of which were female and one was male. The male colleague questionnaire was singled out, although in content (but not in the sequence of activities) it was the same as those written by female students: playing games, reading books, visiting social networks, sleeping. The female subjects (N=100) tested attended the first (36%) and second (64%) year of study. Although during analysis the results for the first and second year of study were separated, there was no significant difference in the type and sequence of activities. The students’ socio-economic status was not recorded separately. Only one student was not born in the north-western Croatia or in Zagreb. The age of the subjects was from 19 to 21.

### **Findings**

#### **Activities analysed in group**

The subjects listed 370 activities which they do “when doing nothing”. That is 3.70 activities per person. Some subjects (16 of them) wrote just one activity, while one of them wrote as many as 11 activities that she does “when doing nothing”.

In general, “when doing nothing”, almost one fifth of activities (18.9%) included sleeping (40 of them) or lying (16 of them). Almost the same number of answers (18.3%, or 68 of them) included



thinking. They mostly think about what they could do or the tasks they should perform, about something that happened or that could happen, or that will happen, they imagine a different world or a different life, they think about the meaning of life and their future, they daydream, meditate, pray to God or even do not think at all. The additional 7.5% (28) activities were: idling, not doing anything useful, “wasting time”, feeling useless, shutting down or not using the brain, staring at the ceiling or around, getting bored only to pass the time, or in general, resting (6.7%, 25). In the same percentage (6.7%, 25), they watch or type on their mobile or computer, text over the social networks, i.e. 6.2% (23) watch TV and films and 4.5% (17) listen to the music or radio. Reading a text on a paper media (book, article, or else) constitutes 3.5% (13) of activities.

Besides that, approximately every tenth activity (8.1%, 30) included walking in nature, walking a pet or taking a walk with a boyfriend, or in general any kind of walk or outing. Almost the same amount (8.3%, 31) involved talking, visits and socializing with family, friends or pets, having coffee with them or having coffee in general. The following activities were mentioned a bit less (4%, 15): enjoying life and free time, enjoying in general, not getting tired, doing nothing, but still performing some activity, relaxing the soul and the body.

The remaining number of activities to comment, 5.9% (22) of them, performed during the time “when doing nothing”, related to the activities that the subjects particularly like but do not have time for, something like a hobby: drawing (2), playing the guitar (1), crossword puzzles (1), going to the cinema (1), writing poems (2), singing (4), research (1), bookmark making (1), performing some other creative (1) or any other kind of entertaining activity, like star gazing, sitting on a bench in the yard, in general, search for something interesting to do, fooling around. Several activities referred to the additional physical activity: riding a bike (1), roller skating (1), exercising (1), walking on a treadmill (1) or working in a flower shop (1). Few activities referred to household chores: cooking (1), vacuum cleaning (1), ironing (1), washing (1) mowing (1) or just eating (1) and smoking (1).

### **Activities observed in series**

After the analysis of the first activity that the subjects mentioned in the survey (100 answers), it can be observed that less than a half of the subjects (47) “when doing nothing”, they sleep, lie or rest. A bit more than a quarter of the subjects (27) think, shut their brain, waste time, lazy about, or do nothing useful. About every tenth subject (8) “when doing nothing” uses their mobile, computer, watches TV or listens to music. The remaining one fifth of the subjects (18) spend their time a bit more actively: seven of them spend time with their family and friends, drinking coffee with them, five of them draw, read, sing, create or play the guitar, three of them take a walk in nature and three enjoy life and free time.

The analysis of the second activity in a row (85 answers) that the subjects perform “when doing nothing” showed the following: 30.5% (26) of them think and daydream or simply ease their mind (do some sort of mental activity), get bored, stare, lazy about and mostly do nothing, neglecting their duties, feeling useless. Sleeping, lying and resting was stated by 22.3% (19), while 20% (17) use the mobile, watch TV or movies, listen to music, while 4.7% (4) read some text, while 9.4% (8) are a bit more active. They walk in nature alone or with friends, spend time with their family and friends or pets and have coffee with friends. Other 5.8% (5) of them exercise, research, sing, eat, smoke, while 2.3% (82) just enjoy.

When considering the third activity on the questionnaire (69 answers), 24.6% (17) of them watch or type on the mobile or computer, watch TV and movies, visit social networks. The same percentage of students are more active while “doing nothing”: they socialize with their family and friends along with a cup of coffee, enjoy, take walks in nature, with a pet or a boyfriend,



drive a bike or walk on a treadmill. While 23.1% (16) of them think about their future, unimportant things, the meaning of life, things to do, meals or just stare and relax, do not think about anything, get bored, do nothing, 5.7% (4) of them lie and rest and 4.3% (3) read and pray to God.

The fourth activity mentioned (44 answers) is ranked as follows: 36.3% (16) of subjects talk with their friends and have coffee, take walks or ramble around, go roller skating, work in the flower shop, go on a trip or to the movies, sit on a bench in the yard, make bookmarks, read books or articles, write, wash, eat; 31.8% (14) of them watch movies and TV, use the mobile or computer, text on social networks, listen to music or radio; then, 27.2% (12) of them sleep, lie and rest, let go, watch the stars, enjoy life, while the same percentage of subjects think about something or do not think at all, do not rack their brain too much, get bored, do nothing, feel useless, daydream or meditate.

As the fifth in the line, the students mentioned 31 activities. A total of 38.7% (12) claim that they spend time and talk with friends, family and pets, have coffee and do something they like, iron, sing, fool around. Then, 22.5% (7) sleep and lie, do not tire out, rest, enjoy, do nothing, but are still active. A total of 12.9% (4) think who invented something and why, get bored or stare, while 9.6% (3) watch movies and TV, listen to music, 6.4% (2) read books and the same percentage of them walk.

## Discussion

Referring to Ilišin's research about the young in the Republic of Croatia (1999), which claimed that the young in Croatia on average have more free time than the other citizens, among their activities Babić (2003) singled out socializing with friends (82%) and following the media (newspapers, TV, radio, 66-89%). Researches conducted in Zadar (Vrkić Dimić, 2005) and Zagreb (Bouillet, 2008; 2008a) about the use of free time among the student population also placed socializing with friends first, then trips to nature, and rest and relaxation on the third place. In 2014, Anić and Tončić established that students state social activities more rarely than expected as their favourite free time activities. It is also not surprising to find differences in answers in comparison to the primary education children, who replied to the same survey question in this sequence of frequency: playing (with someone), watching TV, sleeping or playing games (Kiš-Novak, Tomić, Lapat, 2018). The authors found the results of this survey somewhat compatible with the so called media form of spending leisure time (Ilišin, 1999), which is characterized by fun and entertainment, a passive form of spending free time, urban content related to electronic media, a form closer to the female gender, the young living in urban environment and predominantly "home" activities. Finally, as the students recognize their free time first and foremost as work-free time, as leisure, and then as time for creative activities (Polić, 2009; Tomić 2014, 2015).

Considering the activities analyzed in group, it is clear that they represent a welcome break after teaching activities, i.e. before some other activity that will be thought of in the meantime, "when doing nothing". It was demonstrated that a quarter of the meantime activities included sleeping or lying, i.e. resting (26.5%, 95), whereas another third of activities (32.7%, 127) was directed towards some kind of mental activity without a clear structure. A fifth (21%, 78) of activities is related to a mobile phone or a computer, TV, music or reading. A fifth (20.5%, 76) of activities are related to socializing or performing some outdoor activity, while the smallest percentage refers to some house activity (5.9%, 22). Finally, four fifths (80.1%, 300) of activities



are related to minimal physical strain (lying position, mobile phone, TV, thinking), while one fifth of activities imply some moderate physical activity.

Considering the activities observed in series, meaning according to sequence of events, in principle, it is possible to reconstruct what the first and second year students of the integrated Teacher Education Studies at the Department in Čakovec of the University of Zagreb Faculty of Teacher Education do “when doing nothing”: the students sleep, lie or rest, at the same time (second activity) think and daydream or do not think at all, get bored, stare, lazy about and mostly do nothing and neglect their duties, feeling useless. After that (third activity): they reach for their mobile phone or the computer, watch TV and movies, visit social networks or listen to music. Then (fourth activity): talk to their friends (or family), have coffee, walk and ramble about, go on a trip or the movies, sit, read books and articles, write, wash, eat. This is the dominant activity in the fifth series of answers: socialize and talk with friends, family and pets, have coffee and do something they like, iron, sing, fool around.

It follows that the students, “when doing nothing”, first rest (sleep), then or at the same time they visit social networks, watch TV or listen to music. Then they socialize with friends or family, i.e. they stay at home and perform some less tiresome activity that makes them happy.

## Conclusion

The authors of the research have in mind the differences conditioned by the surroundings, world view and generally way of life and are aware that the structuring of the survey question “What do you do when you do nothing?” has placed the survey results beyond free time itself, into a more intimate space of the subjects, even closer to the question “What do you do when you are alone?”

Therefore, it was established that individual spending of free time and following or communicating by means of electronic media come first, they are followed by socializing with friends and family, and finally the last place is taken by some kind of creative free time activity. Bearing in mind that the subjects perform free time activities in extracurricular time, i.e. time when they are not bound by study commitments (learning, seminars and other), it is assumed that these are performed in late afternoon or evening. A part of the answers might refer to weekends, mostly regarding socializing with friends and family, or walks. Also, it seems that the subjects in that age do not have any firmer emotional ties that would “draw” them out of their home.

It can be observed that the time when they do nothing is spent in their homes, and if they do socialize, it is with their family and friends. This means that they stay and move in safe, family and friendly surroundings, which corresponds to the expectations of the environment and their gender. As they spend their time in their homes, the fact that they do not perform some typical household activities regarding maintenance and hygiene may be surprising, but that can be justified by the fact that they stay in rented rooms, which they share with others.

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- **SLAVIC MANUSCRIPTS**

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### **Abstract**

Archeographic collections in the world are the treasure of the specific institution and state, but are also the literary-cultural and historical treasure of the world. In the National and University Library "St. Kliment Ohridski" - Skopje there are 4,000 original manuscripts in the Oriental collection, written in Arabic, Persian and Turkish. The oldest manuscript is from the 12th century. The Archeographic collection contains about 270 original Slavic manuscripts from the 13th-19th centuries. The oldest is a fragment of the Lenten Triod of the second half of the 13th century, written on parchment. The descriptions of the manuscripts are presented according to the following criteria: paper, dimensions, number of sheets, script, redaction, watermarks, ornaments, cover, content, records, note. The manuscripts were written on parchment and paper. This handwritten treasure is open to study from various aspects of interests.

Key words: manuscripts, archeographic collection, parchment.

Archeographic collections in the world are the treasure of the specific institution, the specific state, but are also the literary-cultural and historical wealth of the world. In the National and University Collection St. Kliment Ohridski of Skopje there are 4,000 original manuscripts in the Oriental collection, written in Arabic, Persian and Turkish. The oldest manuscript is from the 12th century. With the research activity of V. Moshin and during his stay in Macedonia, a systematic study of Slavic manuscripts begins. The research was conducted in churches and monasteries in Macedonia. Some were purchased from private owners, and some of the manuscripts were a gift from personal owners. Research actions continue. The manuscripts in the Archaeological collection are kept in a certain depot, in which temperature and humidity are measured daily. With the field research and follow-up of the existing manuscripts begins the formation of the Archaeological collection in the National and University Library "St. Kliment Ohridski" - Skopje.

The Archeographic collection contains about 270 original Slavic manuscripts from the 13th-19th centuries. The oldest is a fragment of the Lenten Triod of the second half of the 13th century,



written on parchment. There is only one sheet saved. From the back it is hard to read. The text refers to the Old Testament character Solomon. Saved manuscripts from the older period are: the Four Gospels of Vrutok dating from 13 and 14 century (D.P. Ms 1), a fragment of the Four Gospels from the first quarter of the 14th century (Ms 72), the Kratovo Four Gospels from mid-14th century (Ms 20), the Zletovo Four Gospels parchment sheets from the 14th century (Ms 184), the Four Gospels of Bencevo with miniatures from the first half of the 14th century (Ms 167), the Four Gospels from the last quarter of the 14th century (Ms 212), etc.

The descriptions of the manuscripts are presented according to the following criteria: paper, dimensions, number of sheets, script, redaction, watermarks, ornaments, cover, content, records, note. The manuscripts were written on parchment and paper. This handwritten treasure is open to study from various aspects of interests.

Most of the manuscripts are fragmented. Dimensions are different. It depended on the material condition of the monastery or scriptorium, the writer, or the purpose of the manuscript. Certain manuscripts were to be ordered by a dignitary. These are richly illuminated manuscripts. The script can be in different columns. The number of rows is different depending on the writer and the format of the manuscript. Sometimes a handwriting was written by more writers who seldom signed it. Hence, today's challenging confrontation with their identification. Therefore, most of the authors, writers of the manuscripts, are anonymous.

The ornamentation may have a floral, zoomorphic, and geometric style. Flags and braids are often encountered. Watermarks have different symbols. Often, one part of them can not be recognized or visible. They can be: initials, symbols, etc. The cover is usually made of leather and boards. The leather can be ornamented with different symbols. In many cases it is damaged. The content is different. Almost all mediaeval literary genres are present. Apart from canonical books, apocryphal texts were also written. They reflect the creativity of the writers, the leisurely period of writing texts. The entries are valuable information about historical events, sociological references, comparative analyses, etc.

The analysis of the manuscripts from the Archeographic collection in the National and University Library "St. Kliment Ohridski " showed that the most present are the anthologies. The collections are mixed in content.

In relation to ornamentation there are illuminations, initial letters and modest drawings. What is particularly interesting and rare is the presence of insolubility of the ink used in the manuscripts. An attempt was made to dissolve the ink in the 14th-century manuscript, but the ink remained insoluble. Plant based, it proves its longevity. It all points to the indisputable richness of the literary-historical, cultural, economic, and political life in the past periods.

Comparison with oriental manuscripts suggests that certain miniatures have influence from large schools. The influential Illuminator Constantinople School had quite an impact on the handwritten heritage of the later period. In this way, a cultural exchange of tradition and culture took place. And that is the treasure of the world. Handicraft is a treasure of every country and every nation. This pride in a wider context is the world's literary treasure.



The attached facsimiles are from the Four Gospels of Vrutok of the 14th century, written on parchment.

The analysis of the writings in the Archeographic collection in the NUL St. Clement of Ohrid showed that most common are the: collections, psalters, triodions, fourfold gospels etc.

The collections have mixed contents: A mixed liturgy collection from the third fourth of the XVI century (Ms 2), A mixed liturgy collection from the first half of XVI and the second half of XVII century (Ms 33), Liturgy collection, first half of XIX century (Ms 7), Collection of lessons and morals, the beginning of the XIX century (Ms 191), Liturgy collection, the middle of the XIX century (Ms 58), Collection of the year 1585 (Ms 85), Liturgy collection, second half of XIX century (Ms 194), Apocrypha collection (Ms 44), Mixed liturgy collection, end of the XIX century (Ms 209), Liturgy collection, end of the XIX century (Ms 162), Mixed liturgy collection, end of the XIX century (Ms 214), Apocryphe collection at the end of the XVIII century (Ms 236) etc. The collections with mixed content were sought reading by the Christians, because their variety answers their curiosity, spiritual and intellectual needs. These collections were made in the beginning of the Slovenic literacy. Vladislav Gramatik and Visarion Debarski are one of the most known collection authors. The apocryphe collections are also sought by the readers in the middle ages. The interesting part of the Apocryphe collection in 1864 (Ms 237) is the text concerning the philosophy of St. John the Baptist (from 1.13 to 29). Also the part in the apocryphe collection from the XVIII century (Ms 236) where Marta blames Pilat (in 1.41 b) is of great interest. This text is also found in the Antologist Apocryphe of Tikveshian collection from the XV century, which is kept in the Sofian public library under the number of 677. The liturgy collections contain texts that are needed for the religious service. The collections have philosophically-theologian, dogmatic and polemic content. There are four types of Psalters: formal, interpretatory, soothsayer and successive. The formal psalter is divided into 20 kathismas, while the interpretatory psalter has comments. The soothsayerpsalter is from an apocryphe origin. The successive psalter contains horologion, troparion, kontakion, prayers, morals etc. The old edition of the psalter is connected to the literary work of St. Cyril and Methodius. In the hagiography by Methodius, it is said that he and the philosopher have translated the psalter. Some of the oldest Macedonian psalters belong to this psalter, such as: Sinian psalter from the XI century, the Bologna psalter from the first half of the XIII century, the Pogodin psalter from the second half of the XIII century. The new psalter made during the XIV century on Mount Athos or the Holy Mountain is known as a redaction of the psalter's text from the Holy Mountain. The Archeographic collection contains the following psalters: a fragment from a Psalter from the middle of the XVI century ( Ms 175), two pages from a psalter from the second half of the XVI century (Ms 99), a Psalter from the second half of the XVI century (Ms 163), a fragment from a



Psalter from the first half of the XVIII century (Ms 139), fragment from a Psalter the first half of the XIX century (Ms 147), a fragment from the second fourth of the XIX century (Ms 94), a fragment from a psalter from the 30s of XIX century (Ms 181), a fragment from a psalter from 1838 (Ms 218), a fragment from a psalter from the middle of the XIX century (Ms 146), a fragment from a psalter from the XIX century (Ms 185) etc.

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- **NON-EDUCATIONAL FEATURES OF TALES**

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### **Abstract**

In recent years, the following striking results have emerged in fairy tale research; Fairy tales as the source of output are not for children. Because fairy tales violence, sexuality, severity, mobbing etc. they contain elements intensely in them. Therefore, it is necessary to distinguish between fairy tales and adaptation tales. Reading children's tales is the right of every child and must be read. In this respect, the fairy tales should be arranged according to the child and should be free from any unwanted or inappropriate elements. In this study, the unfavorable features of the fairy tales of Grimm will be discussed due to the negative elements it contains. The elements such as violence, sexuality and oppression will be shown in the text. Accurate value training should be provided through adaptation tales. Due to the negative content of fairy tales, arrangements should be made in children according to various age groups. This most rooted and richest text type of humanity should be exploited correctly and its negative aspects should be avoided. The topic that is to be discussed through this study is the principle of relativity to the child. Children's literature should include texts that should be according to the child. Therefore, the criterion of selecting texts in tales should be the relative criterion for the child. Values can be provided through these criteria.

Keywords: Fairy tale, values education, literature, children, Grimm tales.

### **Education of Fairy Tales**

Until now, there has always been talk about the education of tales. It is of great importance in terms of values education. As stated in the definitions of classical fairy tales, there is absolutely an educational aspect. There are lessons to be learned from each fairy tale and so on. However, when the tales are considered in terms of their non-educational elements, it is seen that they contain a number of elements which are quite inconvenient in terms of education. For example; physical, mental violence, sexuality items and others. In this respect, it is concluded that fairy tales are not suitable for children. When we look at the films adapted from fairy tales, it is seen that these films are made entirely for adults. It is seen that the non-educational elements mentioned in these films are highly exaggerated or increased and enriched with visuals. In this context, firstly, educational and non-educational elements should be emphasized based on the definitions and characteristics of fairy tales. Only some of the Grimm tales are covered in this study. The adaptations of these tales on the screen will also be discussed in terms of education.



## Definitions and Explanations

Fairy tale in the world of literature in general; place, time and heroes are often ambiguous, with extraordinary characteristics, some of them heroes are animals, who can not believe in the claim of credibility; morality, useful, educated, often spoken prose, but can accommodate rhymes, resources are based on the old, the time and culture traces that are said, spoken for children as well as the type of spoken expression (Boratav 1982).

The word asal fairy tale inden has changed from the Arabic word el parable eye into Turkish. In Anatolia, instead of fairy tales, there are also uses like "metel, matter, matal, hekâ, story, hikiya, hekeya, proportion, bard and nagil" (Sakaoğlu 2009). Many definitions of fairy tales have been made in Turkish literature. In the Turkish Language Dictionary of the Turkish Language Association, "Generally created by the people, based on imagination, living in the oral tradition, mostly people, animals and witches, gin, giant, fairy, etc .. beings describing the extraordinary events of the beginning of the literary genre." (TDK 2017). Saim Sakaoğlu, in his book "Fairy Tales", "The place and time of events is not known, fairy, giant, gin, dragon, heroes such as arabic chimneys, stories do not represent certain people." as defined. Each culture has its own fairy tales, but in general, tales are universal texts on nations and nationalities, and they are universally transmitted from country to country, from culture to culture, and from each culture. In this sense, it can be said that fairy tales have an inexhaustible universal journey.

## Non-Educational Elements of Tales

Fairy tale is an indispensable species for children, decorating, nourishing and enriching their imagination. It is of great importance in this respect. "Fairy tales have contributed to children's education as well as historians, linguists and children's literature ve (See H. Güneş 2006). Tales are also the source of children's literature all over the world. Fairy tale books have a big role in child development. Therefore, family members and educators should pay attention to this issue, there are issues that can create negativity.

These:

*Fairy tales do not reflect reality*

*Fear, violence and sexual motifs in fairy tales*

*Penalties in fairy tales*

*Distinction between masculinity and femininity*

"Hansel and Gretel" is one of the reasons why we deal with the tale of violence, bad examples and horror scenes in the Grimm Tales. According to experts, telling tales containing violence to children is very harmful and dangerous for children (Güneş 2006 et al.). The main reason for this is that it was related to the education understanding of the nineteenth century when the Grimm brothers were compiled, and the general understanding of education in the 19th century and earlier was punishable. It was also a method that became important in societies in the natural education process, so the main functional task of all the elements of violence in traditional tales is to teach by punishment. It can be said that thanks to the new educational sciences and child



psychology fields of singing this understanding has radically changed. In this respect, fairy tales need to be adapted to the new adaptations and to today's educational approaches. As for films, the issue of violence in films is used as the main material of entertainment-oriented horror films and is made entirely for adults.

### **On the Grimm Brothers**

Jacob Ludwig Karl Grimm (1785-1863) and Wilhelm Carl Grimm (1786-1859), who became famous as the Grimm brothers, co-wrote the book *Kinder- und Hausmärchen / Children and Family Tales* in the early 19th century after Charles Perrault. Language and literature scientists. The Grimm Brothers' *Family Tales* book is a source of many horror tales as well as some fairy tales, such as "The Little Red Riding Hood" they undertake from Charles Perrault (R. ŞENTÜRK, S: 9, 2013). In the foreword of the tale compilations, the Grimm brothers explained their methods and reviews. While making these compilations, they emphasized the language and stated that they were conveyed with a simple and standard German that everyone could understand. They continued their compilation studies starting from 1810 until the 1840s, and they revised the compilation by adding or subtracting it from time to time (Brüder Grimm 2008).



*Name: Hansel and Gretel, Director: Len Talan, Production Year: 1987*

### **Tale-Film Adaptations**

1987 *Hansel and Gretel*, shot in 1987, reflects the tale in exactly the same way. Everyone knows the story of Hansel and Gretel. The two brothers who disappeared in the forest see a house made of chocolate and candies and go and start eating it. Meanwhile, the old witch, who owns the house, tolerates the two. But the goal is different. Make Hansel fat and eat and make Gretel the house cleaner. Although it is an adaptation of the children's fairy tale, there is a scene of horror and violence in the film. In accordance with the broadcasting principles of the day, the film is not included in the daytime generation, but +13 is warned.





*Poster image of a film with a fairy tale version*

When the various narrative and screening genres of cinema history are examined, it is seen that classical narrative principles based on contrast, conflict, fear and anxiety remain valid.

It has never been said that drama, melodrama, tension-detective films, adventure, psychological and science-fiction films, each of which develops its own unique forms of expression in the history of cinema, nourish a culture of conflict, fear and anxiety that has become so traditional in the West, elsewhere in the world, even in Indian geography. also will not be an exaggeration. (Şentürk 2013, P.12) More than the horror violence motifs included in the fairy tale of Hansel and Gretel, the 2013 production film is also clearly revealed.

The film starts with the end of 'The Witch's Death alan which is in a fairy tale. Weapons, blood, fighting, etc. witches are in their most terrible form. The witches are divided into two groups as black witch (evil) and white witch (good). In addition, the film includes scenes and elements of sexual content. Witches turn the city into chaos, kidnap children, attack them, behave badly and affect children negatively. Witches drink human blood or eat part of the body as part of the content of fear motifs.

At the end of the fairy tale, the Witch was destroyed by being thrown into the furnace, and now life is a new beginning for Hansel and Gretel. It is the expression of transformation from helplessness to power, from imprisonment to freedom, from neediness to wealth. Hansel and Gretel are the tale of hope and triumph, in the sense that a family who is willing to give up their children in the fight against poverty will prosper. There is a similar victory in the film. The witches were killed. Only the most powerful witch in the film killed his mother by hanging his father.

### **Conclusion and Recommendations**

In our study, there is basically a fairy tale text and an adult film editing adapted from this text. Although there are some formal similarities in the comparison of fiction and text, it has been observed that it is enriched in terms of visuals and effects with many elements while adapting to film editing, but it is highly negated in terms of values education. Therefore, the fact that the



film editing was rated as +13 is quite appropriate. It is inconvenient for children. The text of the classic fairy tale is not suitable for children as it is mentioned in general. Children will be given the appropriate or original fairy tale texts for values education. Thus, it is confirmed that all film editions adapted from the non-educational features of tales are not for children.

As a suggestion, the classic fairy tale texts should be adapted to the child. Like adult fairy tale film adaptations, fairy tale texts for children and youth need to be adapted in terms of values. In the context of youth literature, classical fairy tale texts can be taught at high school level.

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- **UNDERSTANDING AND APPROACHES TO THE METHODOLOGY OF THE PEDAGOGICAL RESEARCH IN THE INITIAL EDUCATION**

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### **Abstract**

Methodology of pedagogical researches in the initial education of educators and teachers, among other things, has special significance and several aspects, starting with the general need for inclusion of them in terms of explanation and understanding of certain educational phenomena, needs and situations in practice, to an individual level which is perceived in increasing the objectivity and appropriateness of the teacher and the educator in supporting certain educational procedures in relation to a particular child, a pupil in the actual educational practice.

The treatment of the issue of methodology of pedagogical research in the initial education is also related to the contemporary interpretations and approaches to the professional preparation of the educators, teachers in the initial period, as a prerequisite for their further professional and career development. Also, the methodology of pedagogical research is a prerequisite for building the basic, mandatory necessary knowledge, abilities and skills of educators and teachers for the quality realization of their entire profession.

In closer examination of the mentioned, a qualitative research was conducted, using a descriptive method and appropriate approaches, then analyzing content as a research technique. The sample of research refers to the analysis of the study programs for initial education of educators and teachers from the Republic of R. North Macedonia.

Keywords: methodology of pedagogical research, initial education, educators, teachers.

### **Introduction**

The need for methodological preparation of future educators and teachers from the period of their initial education, necessity is determined by the modern assumptions, requirements and expectations of the professions mentioned in the educational practice itself. Therefore, knowing, building and applying methodological approaches, approaches to knowing, interpreting, explaining, solving and evaluating pedagogical, more precisely educational situations and realities, is of particular importance for the profile of educators and teachers in an educational institution.



### **The importance of methodology of pedagogical researches in initial education**

The methodology of pedagogical researches, as one of the basic pedagogical disciplines, enables "the construction and development of pedagogical theory and practice. ... It is intended to promote pedagogical activity (theoretical and practical) ... as well as to recognize, discover and affirm scientific thinking about education and education "(Murati, J., 2004, pp. 15-17). is "..... defined as part of a pedagogy that studies ways of scientific knowledge in the field of education" (Mouzić, V., 1986, p. 11), and "... about new scientific knowledge and their scientific verification, ... ." (Milat, J., 2005, p. 25). Regardless of the existing definitions of the pedagogical discipline, the most important question is to change certain restrictive views that change the overall approach and its understanding. For this purpose, modern approaches and understandings of methodology of pedagogical researches are connected with the basic tasks of the pedagogical discipline itself: "... two basic sets of tasks: theoretical and practical, or more precisely, theoretical-epistemological and theoretical-practical task. ...." (Knežević Florić, O. & Ninković, S., 2012, p. 16). Theoretical-epistemological tasks concern science, development, study of the structure, functions and development of scientific knowledge in pedagogical science and their critical consideration, evaluation and the like. While theoretical-practical tasks are related to the study and finding of new scientific research processes, components, cognitive values, methods, techniques, research instruments, in order to adequately respond to the new contemporary needs of educational reality, practice. These tasks clearly indicate that the methodology of pedagogical researches applies not only to pedagogical scientists, but also to all persons associated with pedagogical work, practitioners (teachers, educators, pedagogues, etc.). Accordingly, the aforementioned pedagogical discipline was not accidentally introduced as a subject of study in the initial education of educators and teachers, but also in other forms of academic, professional and vocational training of persons in the field of pedagogy, upbringing and education.

### **Contemporary approaches to methodology of pedagogical researches in initial education**

There are numerous approaches to understanding the place, role and meaning of methodology of pedagogical researches in initial education for future educators and teachers, starting with: a) concepts of social reality, including upbringing, education, personality; b) paradigms explaining pedagogical phenomena, realities, etc., c) types of research; d) the research methods, techniques, instruments themselves; f) access to knowledge, assessment, interpretation; etc. According to the above recognizes all the scopes and possibilities that the methodology of pedagogical researches has, not only for pedagogical science, but also for pedagogical practice and its implementation, ie for educators and teachers. Approaches need to respect the basic parameters for the successful realization of the said pedagogical discipline not only through theoretical preparation of future educators and teachers, but also through practical work and active participation in acquiring: 1) contemporary methodological study competences,



understanding and interpreting educational and other phenomena, demands, needs, factors, etc. of the pedagogical reality itself; 2) developing a methodological culture among practitioners (educators, teachers, etc.); and 3) promoting active learning as a new trend in the reforms and other commitments of universities, in particular in the faculties of teacher education.

The introduction of a methodology of pedagogical researches in initial education contributes to enhancing personal human capacities and potentials for independent, critical, creative, active and actionable future educational work and practice that is essential for quality in the profession and every day educational activity.

### **Conducted research**

We conducted research in order to consider the place and treatment of methodology of pedagogical researches, as a pedagogical discipline in the initial education curricula of educators and teachers. We applied qualitative research using a descriptive method and a range of approaches appropriate to it, as well as content analysis as a research technique. The research sample refers to the analysis of the study programs for initial education of the educators and teachers from the four state universities in Skopje, Bitola, Stip and Tetovo, in the Republic of North Macedonia.

### **Findings and discussion**

The analysis of the study programs for the grade teachers and preschool educators at the four state universities in Skopje, Bitola, Stip and Tetovo of the Republic of North Macedonia, showed differences in the setting, goals, status, scope, expected outputs, etc., in the methodology of pedagogical researches as a study subject.

In the general and specific qualification descriptors, in the preschool education curricula and in the department teachers curricula, in the study programs of the faculties covered by the research, there are certain indicators that relate to the particular study subject.

In the area of general qualification descriptors, some indicators implicitly indicated to methodology of pedagogical researches such as: "Can apply research methods, techniques and instruments and possess knowledge of engaging in action research" (in the section on Applying Knowledge and Understanding); Recognizes, distinguishes different ethical norms and is able to select and use content and activities to foster ethical experiences and values (in the section on Assessment); "Able to find, process, use and exchange expert and scientific information in his field (in the Learning Skills section); (Skopje, educators and department teachers study programs); "Demonstrates knowledge and understanding of the design, course and stages of various types of research to enhance practice (in the Knowledge and Understanding section); Performs simple sociometric, small, micro-research in practice (in the section on Applying Knowledge and Understanding) (Stip, educators and department teachers study programs).



In part of Specific Qualification Descriptors it is indicated as a: "Possesses knowledge in pedagogy ..." (in the section Knowledge and Understanding), "Possesses skills in locating current educational problems and uses appropriate pedagogical strategies to solve them" ( in the section on Applying Knowledge and Understanding), "Applying methods, techniques and instruments for monitoring and evaluating teaching processes and using self-assessment techniques" (Skopje, educators and department teachers study programs); "Demonstrates knowledge and understanding of the design and stages of various types of research to advance practice" (in the Knowledge and Understanding section), "Performs simple sociometric, small, micro-research in practice" (in the section Application of knowledge and Understanding), " He is capable of assessing educational problems "(in the section on Assessment Ability), (Bitola, educators and department teachers study programs).

Such settings of general and specific descriptors in the curricula for educators and teachers points to the perhaps modest but still present knowledge of the importance of methodology of pedagogical researches in the process of initial education, as a prerequisite for achieving the necessary professional qualifications on the methodological aspect. The way they are recognized is it more or less implicit or explicit, with different language of description and understanding of the specifics of the methodology of pedagogical researches itself.

When analyzing the methodology of pedagogical researches as a study subject in the study programs of the faculties covered by the research, we can conclude that there are some differences in terms of:

1. The status of the mentioned study subject (at the Faculty of Pedagogy in Skopje for the two study groups - preschool education and department teachers education, is compulsory; in some faculties the mentioned study subject is elective (Faculty of Pedagogy in Bitola), or in some faculties the preschool education study group have only the study subject - Action research in preschool age (Faculty of Pedagogy in Tetovo), while in the other faculties (Faculty of educational sciences in Stip) in the preschool education group of study, the study subject is elective);
2. Placement of mentioned study subject into a group of subjects covering practical teaching (Faculty of Pedagogy in Skopje - compulsory practical teaching for both study groups; Faculty of Pedagogy in Bitola and Stip - is set but not explicitly designated as a subject of practical instruction; Faculty of Pedagogy in Tetovo - no practical training);
4. Placement in certain study years - ranging from fourth to seventh semester, (for both study groups in Faculty of Pedagogy Skopje, and only in the preschool study group in Stip, the mentioned subject is in the third year, i.e. fifth semester; Stip - second year, i.e. fourth semester for the study group of department teachers education, and in Bitola and Tetovo in the fourth year, seventh semester);
5. Fund of the planned classes for realization of the planned lectures and exercises for the mentioned study subject (fund 3 + 2 + 1, with 6 ECTS - Faculty of Pedagogy in Skopje for both study groups and Stip with 8 ECTS for the study group for department teachers in primary education; 2 + 2 + 1, with 6 ECTS - Bitola for both study groups and Stip for the preschool study group; 2 + 1, with 5 and 4 ECTS - Tetovo for both study groups regardless of the study subject);



6. Offering as a study subject from a list of university subjects and as an optional subject in the study program - Faculty of Pedagogy in Skopje (methodology of pedagogical researches in a list of university electives study subject with 6 ECTS, and as an optional study subject named as Action Research in Education - educational work for both study groups, with 2 + 1 fund, third year, 3 ECTS);
7. Placement of mentioned study subject as one of the two elective courses offered, as follows: 1. Methodology of Pedagogical Research; and 2. Applied Research in Education; with the same number of credits and the number of classes (preschool study program, Faculty of Education Sciences, Stip);
8. Absence of the given course, i.e. study subject and replacement with Action Research (preschool study program, Faculty of Pedagogy, Tetovo).

### Conclusion

Contemporary approaches to the meaning and approaches of introducing and applying methodology of pedagogical researches in initial education have completely different treatment today, realizing it not only as one of the pedagogical disciplines taught in elementary education, as a fundamental pedagogical discipline that extends far beyond the building and creation of the teacher and teacher profile itself.

Starting from contemporary understandings, there is a growing need to build methodological competences since initial education, with the aim of enabling quality work of future generation of educators and teachers, like as enhancing the professional approach to the process of upbringing and education itself, appropriate monitoring, assessment and evaluation to each specific educational reality, practice and participant. All of today's diversity and variability presupposes having a broad and quality methodological culture of educators and teachers, in response to the challenges of modernity.

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- **INFLUENCE OF ACADEMIC SUBJECT VISUAL ART EDUCATION ON UNIVERSITY STUDENTS' METACOGNITIVE THINKING SKILLS**

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#### Abstract

The purpose of this study is to investigate the influence of academic subject Visual Art Education on university students' metacognitive thinking skills. The study was realized with 57 students from the Faculty of Pedagogy 'St. Kliment Ohridski', Skopje, who followed the academic subject Visual Art education as a compulsory content in the 3rd year of their academic studies (5<sup>th</sup> semester). The subject incorporates the content of visual art language, visual art techniques and visual art motives; with the aim to provide adequate level of reached visual art literacy to the students, future primary school teachers.

Implementation of various modes of learning during the course is carried out with student's obligation to pass theoretical exam, as well as realization of significant body of visual art works.

This research relies on a numerous of studies that have shown that metacognitive awareness plays a significant role in the academic success of students. Based on the character of the course which rely on implementation of various thinking process, realization of practical work, analyze and evaluation, the research was conducted to connect metacognition with visual art education. We use a 'Metacognitive Thinking Skills Scale' to create a questionnaire adequate for the area of research as a data collecting tools.

The results present findings of moderate student's awareness of implementation of metacognitive strategies in realization of visual art educational content.

Keywords: metacognitive thinking skills, metacognitive awareness, methods of visual art learning, visual art education, visual thinking.

#### Introduction

Metacognition is a term used to regulate and evaluate cognitive processes such as learning, problem solving, comprehension, reasoning and memory. The concept of metacognition was first used by Flavell(1985), who defines metacognition as "knowledge and cognition on cognitive phenomenon" and "one's own on his self-cognitive processes and use of this knowledge in order to monitor cognitive processes". There are a lot of various standpoints in the relevant literature, that use different concepts or a synonyms for the concept of metacognition: upper level thinking or learning (Steinbach, 2008), executive skill, metacomponents, high order skills (Veenman, Hout-Wolters and Afflerbach, 2006) or judgments of learning (Aktürk & Şahin, 2011).

To gain the successful learning process, learners must be able to reflect upon what they currently know and consider how the new information is applicable to them or the task they are completing. Most importantly, learners begin to think about their own thinking processes involved in the task and what it means to them. To move the information from short-term memory, the brain must make several strong connections with existing information. Processing information can be matched with metacognition strategies in outcomes-based curriculum design





and facilitation. The metacognition process requires the learner to sort, reflect, evaluate, and apply the information in meaningful ways.

Many institutions of higher learning, most recently Harvard University (Harvard Magazine Inc., 2012), are recognizing that their professors may not be aware of how to employ student-centered or outcome-based learning strategies effectively, and are taking action to hire academics with advanced curriculum and instruction experience to assist them with improving the quality of instruction.

Evidence for incorporating metacognition may be found from the work of Mason, Boldrin and Ariasi (2010). They found that students who used metacognition strategies to evaluate information, including Internet sources, outperformed learners who did not. The power of teaching and using metacognition was also demonstrated by experiments performed by Halamish, Goldsmith, and Jacoby (2012). The researchers showed that learners constrained recall to the way the information was originally processed and used some of the same processes as retrieval cues. Both sets of research are important for showing that memory and performance can be improved with adequate information-processing and metacognition strategies, which also matches our need to include outcome-based instructional strategies across the curriculum.

Teachers and students must be shown how to use metacognition to advance the learning process. Modeling and application of the metacognition strategies can generate the necessary buy-in, but perhaps most importantly, ongoing scaffolding and support is needed to ensure the success of any initiative.

There are two processes going on around learning how to learn. Most often students (and adults) are unaware of what they are and what is required to improve them.

1. Knowledge of Cognition (Declarative, Procedural, and Conditional)

1. Awareness of factors that influence your own learning

2. Knowing a collection of strategies to use for learning

3. Choosing the appropriate strategy for the specific learning situation

2. Regulation of Cognition

4. Setting goals and planning

5. Monitoring and controlling learning

6. Evaluating own regulation (assessing if the strategy you are using is working or not, making adjustments and trying something new).

### **Aim of the research**

The purpose of this research was to investigate the influence of academic subject Visual Art Education on university students' metacognitive thinking skills.

### **Methodology**

The study was realized with 57 students from the Faculty of Pedagogy 'St. Kliment Ohridski', Skopje, who followed the academic subject Visual Art education as a compulsory content in the 3rd year of their academic studies (5<sup>th</sup> semester). The subject incorporates the content of visual art language, visual art techniques and visual art motives; with the aim to provide adequate level of reached visual art literacy to the students, future primary school teachers.

We implemented the questionnaire that refers to student's critical abilities focused on the reflection about own thinking in the process of visual art creation.

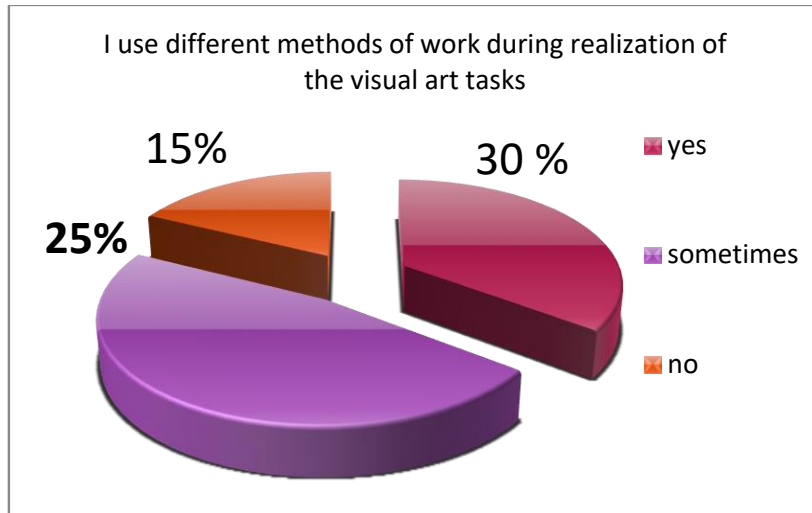


We compared the results

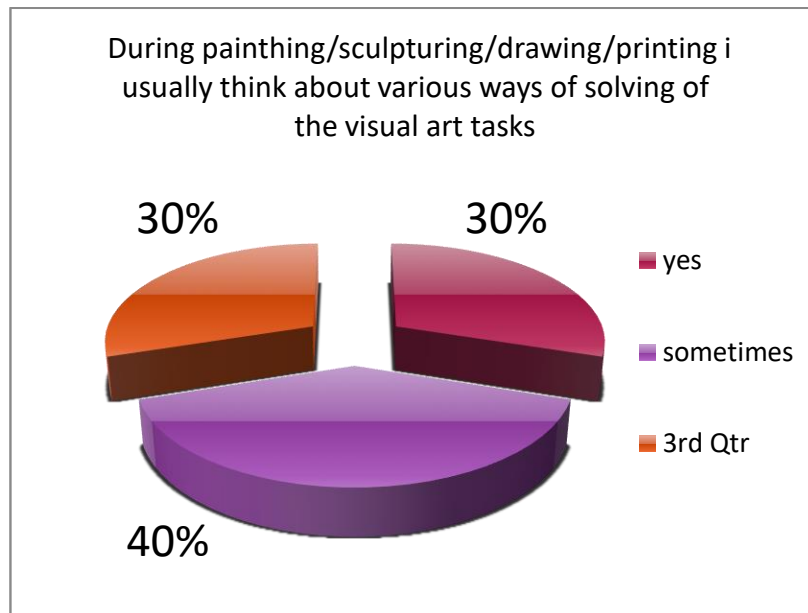
### Results

We received following results:

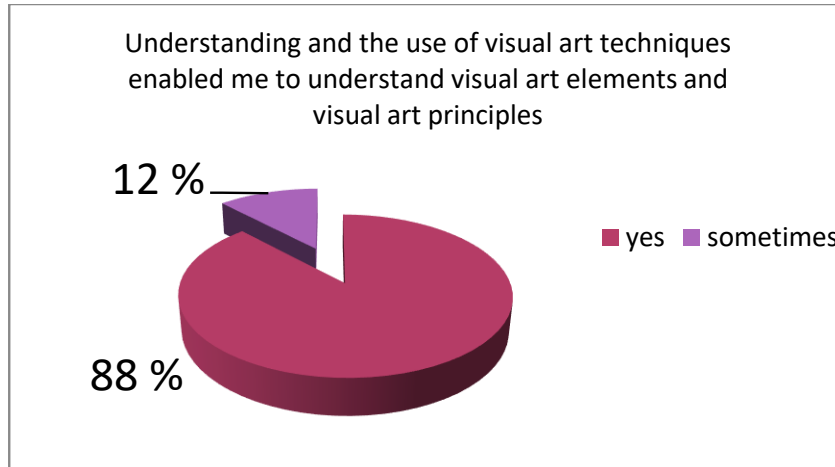
1. First question:



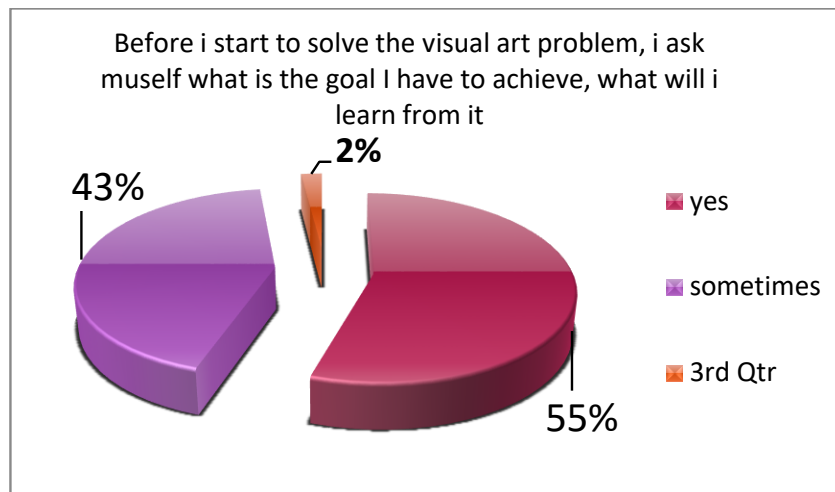
2. Second question



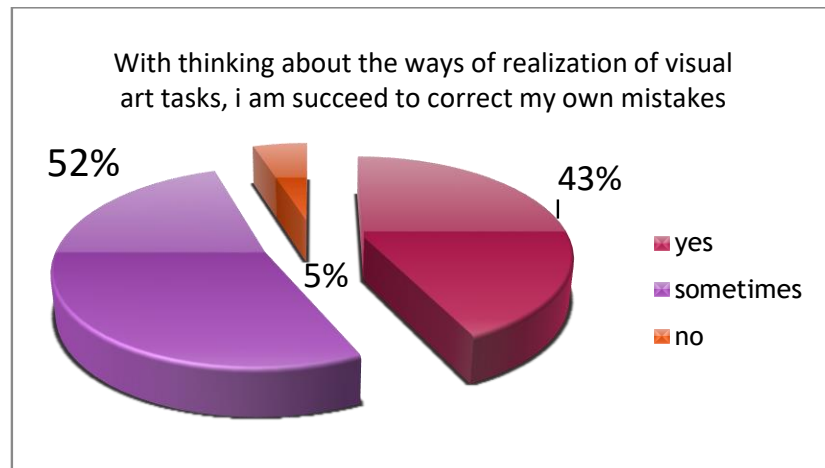
3. Third question:



4. Forth question:



5. Fifth question:





## Discussion

We compare this results with the awarded grade from the subject “Basic of Visual art education” for each student with the results of the questionnaire. We comparing the level of critical skills implemented during the student`s practical work at the university and on the written and oral exams.

Findings show high correlation of 72 % between the students mark and the reached level of metacognitive abilities. The students with the highest mark on the exam, shows with also the high analytical and critical skills implemented in the process of evaluation of own thinking.

## Conclusion

Results of the findings indicate that the student success in the subject “Basic of Visual art education” are strongly related to the implementation of metacognitive thinking skills during the process of learning and practical realization of visual art tasks.

We can conclude with the recommendation that teachers and students must be introducing to the use of metacognition to advance the learning process.

This success inseparable part of the educational process, but also an invaluable contribution to the students” - Individual development of metacognitive thinking skills will allow students to act with higher professional competencies and achievements.

We strongly support research of the use of metacognitive thinking skills in different educational institutions and different socio-demographic conditions.

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- **IMPLEMENTATION OF ICT IN ELEMENTARY MATHEMATICS**

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### **Abstract**

Students and teachers now have a wider access to information communication technology (ICT) than before but the presence of ICT in the classroom does not equate to improved student outcomes. For the successful integration of ICT, the role of the teacher is critical, because it is the teacher who decides when, where, how, and who, will use ICT. Evidence from the literature and syllabuses examined shows that there are a range of factors influencing ICT integration of mathematics in the classroom. In the present study, the goal is to investigate the factors that influence elementary school teachers' use of ICT in their classroom practices.

The research used a questionnaire that included statements related to each one of the above concepts. This questionnaire was distributed to 173 teachers in elementary schools in Tetova, Gostivar, Kicevo, Debar and Struga. The research findings show that more than seventy percent of the participating teachers have positive perceptions of their competence in ICT and English language as one of necessary requirements of ICT use. Further, they have positive attitudes towards the integration of ICT in teaching and learning Mathematics. The findings indicate also that the teachers are ready for the integration of technology in their teaching. The results also show that in most schools there are conditions for ICT use in teaching. This study proves (Pearson coefficient) the hypothesis that teachers' attitudes about ICT in classroom is not depended on teachers experience, teachers' gender and teachers' school location (urban/rural). According to the hypothesis, ICT integration has no obstacles to be implemented in the teaching process.

Keywords: teacher, teaching, Elementary Mathematics, ICT, teaching tools.

### **Introduction**

The use of modern educational information and communications technology (ICT) in the construction of educational paradigms (Anyaeibunam N.G., Anyaeibunam FNC; 2007) has irrevocably changed the way in which teaching and learning will be done in the 21-st century. Teaching decisions must be adjusted to suit the subject-matter, available resources, students and teachers' individual strengths and weaknesses (Anyaeibunam FNC, Anyaeibunam NG, 2007).



Effective ICT use in education increases all round development students. If ICTs are to be used effectively that adequate teachers to develop new skills, explore their integration into their existing teaching practices, develop critical thinking and utility base curriculum. (Rani & Anisha, 2017)

## **2. Importance of using ICT in education**

According to Carlson and Gadio (2002), teachers are the key to whether technology is used appropriately and effectively in the school. Several studies have attempted to relate adoption of ICT to teachers' skills in ICT. For example, while investigating the factors hindering teachers' readiness and confidence in using ICTs, Tella, et al.(2007) found that inadequate knowledge to evaluate the role of CT in teaching and learning, lack of skills in the use of CT equipment and software had resulted in a lack of confidence in utilising ICT tools. This is consistent with Preston (2000) who concluded that lack of technical support to be key inhibitor to the use of ICT in classroom. (Kariuki, 2012)

According to UNESCO (2011) teachers' development on ICT-pedagogy integration goes through four stages namely emerging (applying productivity tools) applying (enhancing traditional teaching), Infusing (facilitating blended learning within or across subject areas), and Transforming (Creating & managing ubiquitous & interactive e-learning environments). This is because teachers need to become aware of ICT, learn how to use ICT in subject teaching, understand how and when to use ICT and specialize in the use/design of ICT. (Kariuki, 2012)

Cox and Webb (2004) identified a range of activities in their literature review which related to teachers' ideas, beliefs and actions about ICT in teaching. These include: teachers' beliefs about how students learn; the types of ICT resources teachers choose to use; their knowledge about their own subject and the potential for ICT to enhance their pupils' learning; and their abilities to integrate ICT into their whole curriculum programme. The evidence shows that when teachers used their knowledge of both the subject and the way students understood the subject their use of ICT had a more direct effect on students' attainment. This occurred more reliably when students were challenged to think and question their own understanding, albeit through students using topic focussed ICT software on their own or in pairs or through a whole class presentation. (Cox, Marshall, 2007)

Schools use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information. (Blurton, 2000) In some contexts, ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time, and the "flipped classroom" model where students watch lectures at home on the computer and use classroom time for more interactive exercises.

When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their



understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace. (Goodwin, 2012)

### 3. ICT integration in mathematics

The use of ICT in the mathematics classroom has long been a topic for consideration by mathematics educators. Some examples of ICT use in mathematics include: portables, graphic calculators and computerized graphing, specialised software, programmable toys or floor robots, spreadsheets and databases. Studies have shown that a range of portable devices exists which allow pupils to collect data, and manipulate it using spreadsheets and databases for work in numeracy. Some portable equipment also enables the study of maths to move out of the classroom and to incorporate fieldwork investigations (Moseley and Higgins 1999).

Ittigson & Zewe (2003) cited that technology is essential in teaching and learning mathematics. ICT improves the way mathematics should be taught and enhances student understanding of basic concepts. Many researchers have carried out studies to evaluate the benefits of using ICT in mathematics.

While some teachers are beginning to report that ICT can save time in lesson preparation through the re-use of learning objects, practitioners in both schools and colleges struggle to find the time to select and evaluate digital resources and then embed them effectively into their practice, including the required changes in planning for learning and teaching. (Becta, 2006)

ICT is viewed by teachers as the most common need for future training and CPD. However, headteachers consider that the ICT skills of their staff meet or exceed current needs. ICT and elearning training for staff in colleges is not as extensive as in schools, although the role and effectiveness of informal training peer support networks are similar in both sectors. (Becta, 2006)

There is a growing body of evidence that the use of ICT in education has a positive, if small, impact on learner attainment as measured in national tests. The ICT Test Bed evaluation, for example, found that technology deployment and use predicted an improvement in test performance relative to 'benchmark' comparators. (Becta, 2006)

The reliability of resources and the confidence of staff in using ICT are dependent on good in-house support (Ofsted, 2004). Technical support is most effective when included as an integral part of strategic ICT planning. Unfortunately, schools rarely utilise a cost-benefit analysis of their technical support, and many primary schools fail to address the need to plan for technical support in the total cost of technology ownership. (Becta, 2006).

According to Binginlas (2009), ICT in the classroom is very important for providing opportunities for students to learn to operate in an information age. According to WOB (2010), ICT can help teachers: improve the quality of lessons and contact with students, explain difficult topics, exchange learning materials and lesson plans, make teaching diversified and child centred and



bring the reality of the world into the classroom. Nevertheless, ICT can never replace the inactive stage in learning where students need to do/experience something (solid, liquid, gas). It remains always important for a student to have a real experience. Teachers need a shared vision on how ICT should be used in the classroom. The se four basic elements need to be coordinated but teachers alone cannot create this cohe sion. Support from school managers is necessary. The managers provide leadership in this process and create conditions for support and collaboration with other professionals. (Kariuki, 2012)

#### **4. ICT in education sistem of Republic of North Macedonia**

The first activities for mass application of ICT in primary and secondary education in the Republic of Macedonia were recorded in 2003, when the NGO sector launched the E-School Project (2003-2008). During this period USAID project E-School has implemented two programs: Innovative use of ICT in primary and secondary schools and the ToolKid project. The low level of information literacy of teachers was one of the reasons for the trainings to dominate the content of basic information literacy, or to remain primary, as opposed to the planning and methodology of computer application in the teaching process. Since 2007 the implementation of ICT in primary and secondary education in the Republic of Macedonia has become part of the Strategy for the Development of Education. Statistics show that the key intention of the Strategy - as of January 2011, for all grade teachers to be digitally literate has been achieved. The next higher objective is the commitment of the line ministry by 2015 for teachers in the Republic of Macedonia to actively use ICT in teaching. The result of this commitment is the latest efforts of the Government of the Republic of Macedonia, according to which 30% of the realization of the teaching activities should use ICT. (Sterjoska-Mitreska, 2014)

The use and integration of ICT in all subjects remains a commitment of the Ministry of Education and Science of the Republic of Northern Macedonia, and therefore plays an important part in the new strategy for the development of education 2018-2025. It states that Even though all primary and secondary schools are provided with personal computers available for all their pupils, the ICT use in education process is not effective enough. Particularly, standards of the ICT use in education process are missing, all teachers are not well trained. The available software is not serving the current needs, and ICT is not necessary for learning many of the contents, but on the contrary, the computers are obstructing, occupying the space and hindering communication between teacher and pupil. Moreover, pre-schools institutions and VET schools are poorly equipped with computers and other ICT means. (The Republic of North Macedonia. Education strategy for 2018-2025 and Action Plan)

#### **5. Research Methodology and Results**

This study is aimed to show the research on ICT implementation in Math classes in the I-V th grade. According to the curriculum the teachers needed to accomplish a limited number of hours using ICT. Using this tools in the classroom during math classes, teachers need to have some basic knowledge. The aim of this study is to see the level of preparedness of the teachers.





Processed data is collected from the questionnaires, which have been answered in total 194, 164 of which are female. Teachers of urban schools are 55% and 45% are of rural schools of Tetovo, Gostivar, Debar, Struga, Kicevo. 78% are teachers that finished faculty of education for elementary school teachers, while 13% are teachers that finished faculty of education for pedagogues and 9% finished other faculty. Teachers involved in this research are of various experience and background. This is shown in the following table:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	35	18.0	18.0	18.0
	5-10	18	9.3	9.3	27.3
	10-15	37	19.1	19.1	46.4
	15-20	37	19.1	19.1	65.5
	mbi 20	67	34.5	34.5	100.0
	Total		194	100.0	100.0

Tab.1 Teachers experience

In this table is visible that 34.5 % of the teachers are with experience more than 20 years, 19% are teachers with experience from 15 until 20 years and experience from 10 until 15 years. Beginners are represented with 18% of the total number.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	163	84.0	84.0	84.0
	No	31	16.0	16.0	100.0
	Total	194	100.0	100.0	

Tab.2 Computers at school

Table 2 is showing teachers answers regarding computers that are in their schools. 84 % of teachers answers are that their schools have computers. Also 88% of teachers stated that they own personal computers, and 63% own smartphone.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	180	92.8	92.8	92.8
	No	14	7.2	7.2	100.0
	Total	194	100.0	100.0	

Tab.3 ICT Knowledge of teachers

In table 3 is shown that 92.8% of teachers stated that they have ICT skills, which represents a great percentage, which means that teachers are prepared for applying ICT in their classrooms. Also 98% of teachers stated that they have internet access at home, and 79% stated that they have internet access at their schools. Using internet requires knowledge in English language, therefore in the questionnaire are also included questions regarding knowledge in English



language. Teachers answers are various and according to their answers they have various English language knowledge. In table 4 is presented in the graded form starting as nothing, very little, enough and very good for listening, reading in English language, writing in English

		Nothing		Very little		Enough		Very good		Total
Valid	Listening	41	21.1%	56	28.9%	57	29.4%	40	20.6%	194
	Reading	49	25.3%	55	28.4%	55	28.4%	35	18%	194
	Writing	70	36.1%	58	29.9%	48	24.7%	18	9.3%	194
	Communication	58	29.9%	64	33%	52	26.8%	19	9.8%	194

language as well as communication.

From table 4. is seen that percentage is almost same for three grading categories, very little and enough which means that teachers have enough knowledge of English language for using ICT in education, as a tool,

Tab.4. English knowledge of teachers

but also as a resource of knowledge for fulfilling school literature. If it is needed this knowledge to be valued then we would gain this average values which are shown in Table 5.

	Listening	Reading	Writing	Communication
Mean	2.4948	2.3918	2.0722	2.2216
N	194	194	194	194
Std. Deviation	1.04434	1.05356	.98956	1.24149

Tab.5 Mean Value for English language

In the upper table is shown that English language listening is more understandable for teachers because it has the average value 2.49, and following English language reading average value 2.39. English language communication average value 2.22 and last English language writing average value 2. This average values tell that teachers should pay attention in learning English language. This can be provided by schools organizing courses for teachers, by parties in charge for professional advancement of teachers or by attending private courses of English language. Table 6 shows ICT skills of teachers, where is shown the number of teachers statements about skills in Word, Exel, Power Point, Font Page, Math aplications and Math links arranged from no skills, very little, enough and very good. In the table is seen that greater skills teachers have in Word and Exel and then Power Point. Very little knowledge and skills teachers have in Math aplications.



	Nothing		Very little		Enough		Very Good		Total	
Word	8	4.1%	17	8.8%	65	33.5%	104	53.6%	194	100%
Exel	6	3.1%	35	18.6%	67	34.5%	85	43.8%	194	100%
Power Point	11	5.7%	44	22.7%	72	37.0%	67	34.5%	194	100%
Font Page	23	11.9%	65	33.5%	56	28.9%	50	25.8%	194	100%
Math Application	34	17.5%	62	33%	58	29.9%	40	20.6%	194	100%
Math Links	22	11.3%	50	25.8%	57	29.4%	65	33.5%	194	100%

Tab.6 ICT knowledge

Up mentioned has arguments in the table 7 which represents average value of those skills. Greater average value is for Word 3.36; for Exel 3.19; Power Point 3, and the smaller average value is for Math applications 2.53. From this average values we can arrive to a conclusion that teachers are prepared to use ICT in their classes in general and Math classes in particular.

	Word	Exel	PowerPoint	FrontPage	Math.Aplica	Math.Links
Mean	3.3660	3.1907	3.0052	2.6856	2.5361	2.8505
N	194	194	194	194	194	194
Std. Deviation	.81124	.84542	.89615	.98649	1.00838	1.01457

Tab.7 ICT mean value

One of the factors that might can affect in using ICT application in the classroom is the teachers persuasion on positive effects of this new tools. Therefore teachers opinion regarding ICT influence in the classroom is presented in table 8.

	Learning	stimulation	Cooperation	New skills	Attractive class	Help teachers
Mean	3.0928	3.1907	3.2371	3.3711	3.3814	3.2938
N	194	194	194	194	194	194
Std. Deviation	.84660	.82054	.86705	.72440	.76779	.83403

Tab.8. Teachers opinion about ICT in classroom

In the table 8 is shown that teachers think that by applying ICT in the classroom other new skills are developed by students and this opinion represent average value 3.37, also their opinion is that by using ICT in the classroom classes become more attractive (mean value 3.38) and ICT helps in the work of the teachers (3.29). Teachers have also the opinion that ICT stimulates learning, affects cooperation in between students in group work.

Table 9 represents correlation coefficient values in between variables in this research, from where we have reached to prove following hypothesis

**H<sub>01</sub>:** The attitude of teachers to the ICT implementations in process of teaching-learning does not depend by teachers' gender. (Pearson coefficient 0.064, 0.040; -0.051; 0.003; 0.045;)

**H<sub>02</sub>:** The attitude of teachers to the ICT implementations in process of teaching-learning does not depend by teachers' experience. (Pearson coefficient 0.06, 0.084; 0.01; -0.148; -0.112;)



H<sub>03</sub>: The attitude of teachers to the ICT implementations in process of teaching-learning does not depend by teachers' school. (Pearson coefficient -0.098, 0.015; -0.051; -0.151; 0.019;)

		Correlations										
		gender	experience	city	school	ICT for learning	ICT encourages	ICT for cooperation	ICT new skills	ICT- attractive	ICT help teacher	
gender	Pearson Correlation	1	.117	-.011	.264**	-.064	.040	-.051	-.003	-.045	-.151*	
	Sig. (2-tailed)		.105	.883	.000	.376	.583	.477	.971	.529	.036	
experience	Pearson Correlation	.117	1	.030	-.148*	-.060	-.084	.001	-.148*	-.112	-.018	
	Sig. (2-tailed)	.105		.675	.040	.402	.243	.986	.039	.121	.800	
city	Pearson Correlation	-.011	.030	1	-.151*	-.252**	-.103	-.147*	-.228**	-.134	-.203**	
	Sig. (2-tailed)	.883	.675		.036	.000	.152	.040	.001	.063	.005	
school	Pearson Correlation	.264**	-.148*	-.151*	1	-.098	.015	-.151*	.019	-.113	-.206**	
	Sig. (2-tailed)	.000	.040	.036		.174	.835	.036	.795	.115	.004	
ICT for learning	Pearson Correlation	-.064	-.060	-.252**	-.098	1	.698**	.655**	.619**	.583**	.666**	
	Sig. (2-tailed)	.376	.402	.000	.174		.000	.000	.000	.000	.000	
ICT encourages	Pearson Correlation	.040	-.084	-.103	.015	.698**	1	.686**	.656**	.575**	.569**	
	Sig. (2-tailed)	.583	.243	.152	.835	.000		.000	.000	.000	.000	
ICT for cooperation	Pearson Correlation	-.051	.001	-.147*	-.151*	.655**	.686**	1	.659**	.603**	.655**	
	Sig. (2-tailed)	.477	.986	.040	.036	.000	.000		.000	.000	.000	
ICT new skills	Pearson Correlation	-.003	-.148*	-.228**	.019	.619**	.656**	.659**	1	.713**	.685**	
	Sig. (2-tailed)	.971	.039	.001	.795	.000	.000	.000		.000	.000	
ICT attractive class	Pearson Correlation	-.045	-.112	-.134	-.113	.583**	.575**	.603**	.713**	1	.714**	
	Sig. (2-tailed)	.529	.121	.063	.115	.000	.000	.000	.000		.000	
ICT help teach	Pearson Correlation	-.151*	-.018	-.203**	-.206**	.666**	.569**	.655**	.685**	.714**	1	
	Sig. (2-tailed)	.036	.800	.005	.004	.000	.000	.000	.000	.000		

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

Tab.9. Correlations

## 7. Conclusions

From the collected and processed data of this research we reached these conclusions: Teachers have capacity to implement ICT in teaching elementary Mathematics. Teachers attitude about implementation of ICT in process of teaching and learning does not depend by teachers' gender, experience or school. Faculty of education must pay more attention in Math and ICT teaching, Educational policy should pay attention to teachers' professional development and Governements should take care about social status of the teachers. This things would stimulate teachers to work more in the classroom during Math classes as well as in other courses with one aim for better success in teaching and learning.

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- **СТРУЧНИТЕ СЛУЖБИ ВО УЧИЛИШТЕТО ВО ФУНКЦИЈА НА УНАПРЕДУВАЊЕ НА КВАЛИТЕТОТ НА ОБРАЗОВАНИЕТО**

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**Апстракт**

Специфичната и мошне значајна професија – стручен соработник, во која ги вбројуваме: училишните педагози, психолози, дефектолози, социолози и библиотекарите е поврзана со сите сегменти од работата на училиштето. Оттука, тие треба да имаат огромен удел во креирањето на развојните и превентивните стратегии, како и во внесувањето иновативни приоди во работата на целото училиште. Нивниот професионален ангажман го анализираме од аспект на учениците, што подразбира: следење и поддршка на развојот и учењето на учениците, како и насоки за нивна професионална ориентација. Од аспект на колегите – наставници, што подразбира: поддршка за планирање, реализација на воспитно-образовниот процес, како и поддршка во работата со учениците. Од аспект на соработката со родителите, што подразбира: советувања, консултации и едукација, како и вклучување на родителите во животот и работата на училиштето. Од аспект на соработка со пошироката заедница, што подразбира: соработка со локалната заедница и со стручните институции. Од аспект на личниот професионален развој, но и поддршка во професионалниот развој на наставниците; како и од аспект на аналитичко-истражувачката работа со цел унапредување на училишната структура, организација и училишната клима. За да одговорат пред мошне сложените работни предизвици, стручните соработници треба да поседуваат некои општи компетенции, но и специфични компетенции врзани за нивниот тесно-стручен профил, што подразбира и нивно постојано стручно усовршување. Статистиките покажуваат дека во голем број училишта не се комплетно екипирани стручните служби, ниту пак се запазени приоритетите во нивното дејствување. Исто така, кога дел од специфичното поле на дејствување на некој од нив останува непополнето, најчесто се премостува со преземање ангажман од недоволно стручни лица, со што се намалува ефектот што би се постигнал со навремено стручно превенирање. Оваа потреба особено се однесува на училишните дефектолози, а е потенцирана со воведувањето на с# поголемата инклузија на децата со посебни образовни потреби во редовната настава.

Клучни зборови: училиштен педагог, училиштен психолог, училиштен дефектолог, училиштен социолог, училиштен библиотекар.

**Вовед**

Стручните соработници во основните и средните училишта во нашата држава, како составен и значаен дел од воспитно-образовниот процес, може и треба, значително да придонесуваат за унапредувањето, развојот и афирмацијата на училиштата.



Нивната работа ја согледуваме преку дејствувањето во повеќе подрачја:

- работа со ученици
- работа со наставници
- работа со родители
- соработка со заедницата
- професионален развој и професионална соработка
- аналитичко-истражувачка работа
- училишна структура, организација и клима

## 1. Правна рамка

Стручните служби во училиштата со години наназад беа главен фокус на голем број експерти од земјава и странство, со цел да се изнајдат системски начини заопределување на нивниот делокруг на работа, согласно основните професионални компетенции, како и да се овозможи нивен професионален и кариерен развој. Утврдувањето на професионалните компетенции на стручните соработници во вид на подзаконски акт се случи во март, 2019 година со објавувањето на „ Правилник за основните професионални компетенции на наставниците во основните и средните училишта по подрачја“. Правилникот е резултат на долгогодишната работа на стручните служби на Бирото за развој на образованието; Македонски Центар за Граѓанско Образование и УСАИД, кои ги подготвија анализите и останатите стручни документи. Понатамошното системско заокружување на професионалниот и кариерниот развој на стручните соработници се случи со донесувањето на „ Законот за наставници и стручни соработници во основните и средните училишта “, објавен во Сл. весник на РСМ, бр. 161 од 05.08.2019 година.

### ■ Заеднички компетенции на стручните соработници

Законот ги препознава следниве стручни соработници: педагог, психолог, социолог, социјален работник, дефектолог, библиотекар и стручен соработник во структурата.

Сите дефинирани компетенции на стручните соработници, генерално се поделени на :

- Заеднички компетенции ( кои се однесуваат на сите профили на стручни соработници )
- Специфични компетенции за одделните профили на стручни соработници.

Заедничките компетенции на стручните соработници се организирани во седум подрачја, а секое подрачје се состои од неколку потподрачја.

### 1. Подрачје Работа со учениците

Ова подрачје е организирано во три потподрачја:

*Поддршка на учениците во учењето*

Подразбира познавање и користење на соодветни стратегии за учење и поддршка на учениците; разбирање на индивидуалните разлики во учењето кај учениците и сл.

*Следење и поддршка на развојот на учениците*





Подразбира правилна комуникација со учениците, која води кон јакнење на нивната самодоверба, емпатија, социјални вештини, меѓуетничка соработка и сл.

*Професионална и кариерна ориентација на учениците*

Познавање и соодветно користење на методи и инструменти за професионално насочување и професионална ориентација на учениците.

1. Подрачје *Работа со наставниците*

Ова подрачје е организирано во три потподрачја:

*Поддршка на наставниците во планирањето и реализирањето на воспитно-образовниот процес и самоевалуацијата*

Подразбира познавање на стратешките, концепциски и стручни документи по кој е организирана наставата; познавање на принципи и приоди во планирањето и оценувањето и поддршка на наставниците за истото.

*Поддршка на наставниците за работа со учениците*

Подразбира давање на стручна поддршка на наставниците во процесот на наставата и помош во воспоставување позитивна комуникација меѓу: ученик-наставник; ученик – ученик.

*Поддршка на наставниците за работа со родителите*

Подразбира давање на стручна поддршка на наставниците во соработката со родителите.

2. Подрачје *Работа со родителите*

Ова подрачје е организирано во три потподрачја:

*Индивидуални и групни советувања со родителите*

Подразбира дека стручниот советник треба да има познавања за влијанието на семејството врз развојот на личноста на ученикот. Препознавање на „кризни ситуации“ во семејствата и соодветна комуникација и стручна поддршка.

Подразбира препознавање на потребите за едукација на родителите поврзана за нивната родителска улога.

*Вклучување на родителите во животот и работата на училиштето*

Подразбира знаења и вештини за мотивирање на родителите за нивно вклучување во важни сегменти од воспитно-образовниот процес.

3. Подрачје *Соработка со заедницата*

Подрачјето е организирано во две потподрачја :

*Соработка со локалната заедница*



Подразбира учество и соработка во изготвување на годишната програма за работа на училиштето и следење на активностите за реализација и соработка со локалната заедница.

*Соработка со стручните институции и организации*

Подразбира знаења, вештини и способност за остварување непосредна соработка со стручни институции и организации во насока на унапредување на наставата и училшната клима.

#### 4. Подрачје Професионален развој и професионална соработка

Подрачјето е организирано во две потподрачја:

*Личен професионален развој*

Подразбира знаења и вештини за примена на стекнатите знаења за подигнување на квалитетот на својата работа и професионално евиденција на сопственото портфолио.

*Поддршка на професионалниот развој и соработка во училиштето*

Подразбира перманентно развивање на квалитетни инструменти за сондирање на потребите од професионален развој на наставничкиот кадар во училиштето.

#### 5. Подрачје Аналитичко-истражувачка работа

Подрачјето е организирано во две потподрачја:

*Анализа и проценка на воспитно-образовна работа*

Подразбира знаења и вештини за анализа на документацијата за воспитно-образовната работа во училиштето, врз основа на кои дава стручни препораки за унапредување на наставата и училшната клима.

*Истражување на воспитно-образовната работа*

Подразбира знаења и вештини учество/ водење на истражувања и интерпретација на резултатите.

#### 6. Подрачје Училишна структура, организација и клима

Подрачјето е организирано во две потподрачја :

*Училишна структура и организација*

Подразбира знаења и вештини за организација и функционирање на училиштето, потребите и приоритетите на училиштето и сл.

*Училишна клима, безбедна средина и демократско учество*



Подразбира знаења и вештини за развивање програми за социјална и образовна инклузија.

- Заклучок

Определувањето на системска рамка во однос на дефинираните стручни компетенции на стручните соработници во нашата држава, претставува голем напредок во осовременувањето на наставата во основните и средните училишта. Долги години, работењето на стручните соработници во училиштата, не можеше да биде објективно мерливо заради непостоењето на стандарди ниту пак дефиниран делокруг на работа. При тоа, мотивацијата за себенадградување беше на ниско ниво, заради неможноста за професионален и кариерен развој. Со системското решение за овој профил на вработени во училиштата е дадена солидна рамка за подигнување на квалитетот на нивната работа и нивна валоризација во рамки на училиштата и пошироката заедница.

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- **THE ELEMENTS OF PHYSICAL VIOLENCE IN THE GRIMM FAIRY TALES: A STUDY IN THE CONTEXT OF HUMAN – ANIMAL**

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Even if the purpose of the emergence of the fairy tales is to entertain the adults, this type of literature entered into the field of children by getting out of the adults' fields. That's why, the fairy tales have been rearranged in a way that is suitable for the children in terms of the content. What comes to the mind for the first time as to the child literature is the fairy tales and it is considered to be an important type of literature in the development of the children's inner world and personality and the formation of the emotions of mercy and love. However, although this type of literature is tried to be made suitable for the child reader and listener, it's possible to come across lots of elements which are not appropriate for the children. One of these elements is physical violence.

In this study, the element of the physical violence towards animals from the humans in the Grimm Fairy Tales will be examined. In this study in which 200 fairy tales will be examined, the findings will be gained through the method of document scanning. Those which result in death and don't result in death will be examined by determining the rate of the fairy tales containing physical violence towards animals from humans. According to the results, it will be discussed if the fairy tales are suitable for the children in terms of the violence towards animals from the humans.

Keywords: Fairy tale, physical violence, Grimm fairy tales, animals, value education.

### **Introduction**

For fairy tales there are different definitions. The remarkable one could be from Sezer, that it is an "imagination discipline", "hayal disiplini" (Sezer, 2012, p. 11). Actually fairy tales are indispensable for children and they are at the same value with love, food and water because it feeds their soul, inner world and imagination. But at the beginning, the starting point of fairy tales was the entertainment of adults. Over time this type of literature entered into the field of children. This fairy tales were suitable rearranged for children so that they can develop their personality, form their emotions of mercy and love (see Asutay, 2013; Yılmaz, 2011). But this research will offer a little glimpse if this rearrangement is sufficient. Fairy tales can be classified in two main categories; folk tales and literary fairy tales. Both connect that they show the subjects

between good and bad, beautiful and ugly and right and wrong in a literary way and that the good and beautiful one always win (see Oğuz, 2008). The main difference between folk and literary fairy tales is; folk tales are anonym and were oral transferred whereas the writer from literary fairy tales is known and he has the opportunity to present his subjective attitude and personal phantasy (see Sezer, 2012;Asutay, 2013). But both have the capacity to influence the reader and/ or the listener.

### Methodolog

The aim of this research is to examine the elements of physical violence in context of human and animal in the fairy tales of Grimm “Kinder- und Hausmärchen” (see (Grimm, 2017). The results of this qualitative based research were gained through the document analyzing method in which 200 fairy tales were examined. The population of the research was determined with the “criterion sampling” of the purposive sampling methods. In this case, the researcher is able to decide the criterion (see (Yıldırım & Şimşek, 2016). For the fairy tales of Grimm “Kinder- und Hausmärchen” were the criterions and limitations are as follows;

- All the fairy tales in “Kinder- und Hausmärchen” excluding Low German
- Fairy tales which contains physical violence
- in context between human and animal

### Findings

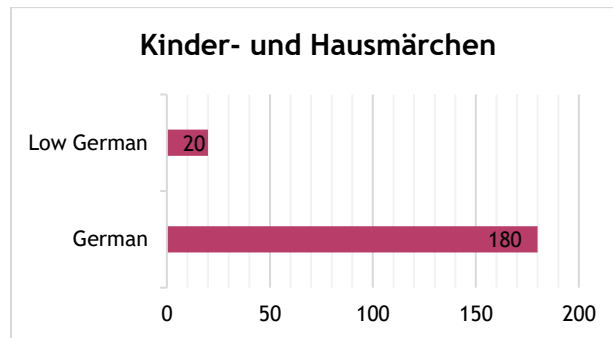


Diagram 1

The research gave that 20 of 200 fairy tales of the Grimm fairy tales were Low German. Concerning the criterions and limitations these 20 fairy tales were excluded of the research. The remaining 180 fairy tales are forming the object of the study.

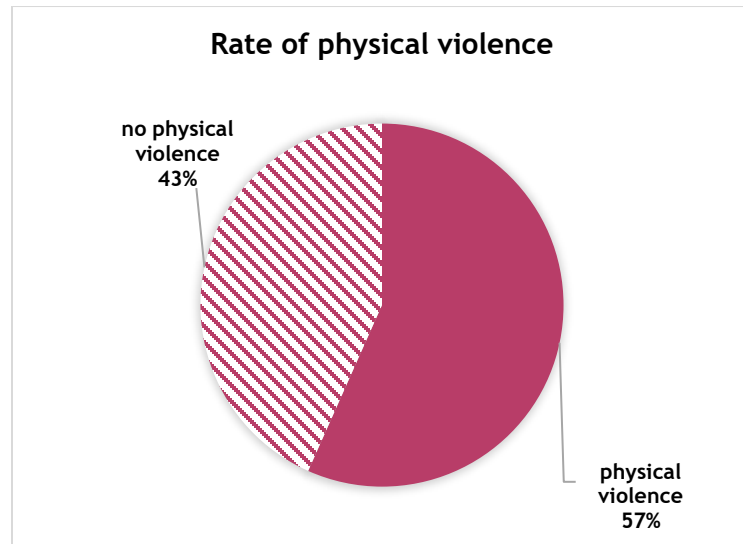


Diagram 2

The diagram illustrates that 57% of the remaining fairy tales (102 fairy tales) contains physical violence whereas 43% (78 fairy tales) contains no physical violence.

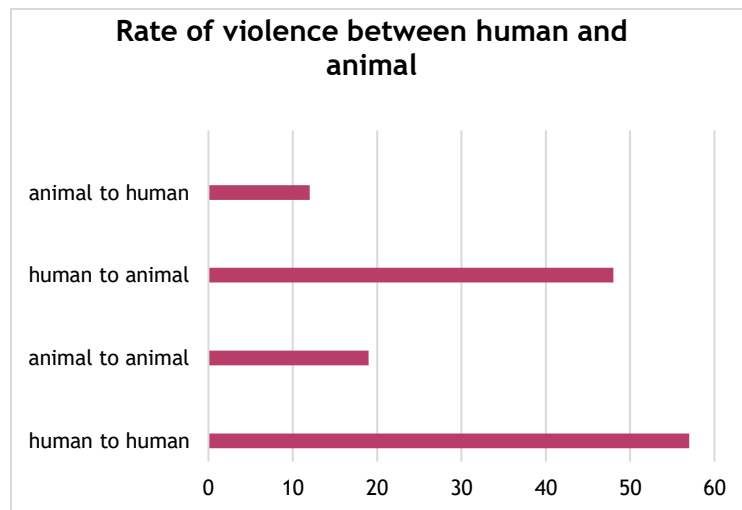
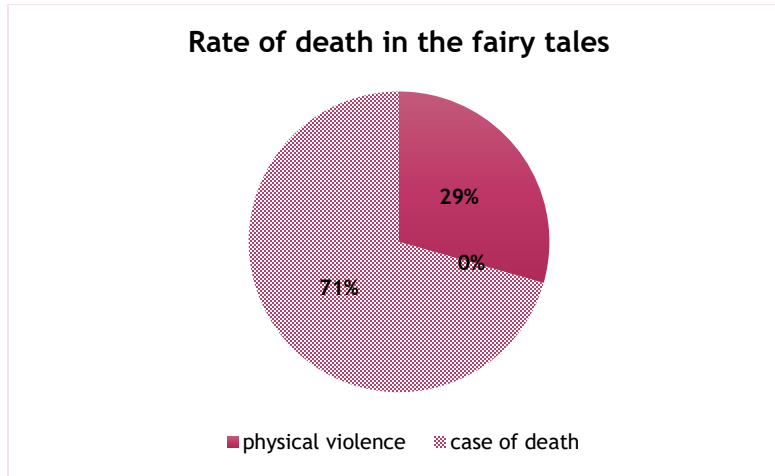


Diagram 3

When we look at the diagram we can see that the highest rate of violence is between human and human which we can see in 57 fairy tales. At second place behind the category human – human, takes the category human – animal with 48 fairy tales. The physical violence from animals to animals was counted in 19 fairy tales and from animals to humans in 12 fairy tales.



*Diagram 4*

The diagram shows that from the 102 fairy tales which contains physical violence, 72 fairy tales, 71%, also contains or ends with a case of death.

### Conclusions

The research resulted that in contrast to animals, humans does use more physical violence. Nearly three-quarter of the fairy tales with physical violence contains case of death. According to the results, we can say that the fairy tales are not suitable enough for the children in terms of the violence between animals and humans. We have mentioned that the fairy tales were at beginning for the adults and during the time it has changed to the children. But the results show, that there arrangement is not enough at all and the physical violence should be reshaped.

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- **TEACHER OPINIONS ON INSTRUCTIONAL LEADERSHIP COMPETENCES OF SCHOOL ADMINISTRATORS IN PROCESS OF TECHNOLOGY INTEGRATION IN EDUCATION**

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### **Abstract**

The purpose of this research is to put the instructional leadership competencies of school administrators in the context of teacher perspectives in the process of technology integration in education.

Within the scope of the study, missing data analysis was performed to determine whether there were any missing data in the collected data from 232 teachers. As a result of analysis, 64 teachers' data were extracted from the analysis. For the analysis of the data, SPSS 20.0 software was used. The level of significance during the analyzes was accepted as 0.05. Parametric tests were preferred in the analysis of data in the study. It is accepted that when the values of the skewness and kurtosis are between -1 and +1, the scores do not deviate from the normal distribution excessively, and thus the normality assumption is satisfied.

One-factor analysis of variance was not conducted to determine whether the school's leadership of instructional and technological leadership differed from school to school because the normality hypothesis was not provided in the survey. This analysis was carried out with the non-parametric Kruskal Wallis H-test. In evaluating the instructional and technological leadership of school administrators, unrelated samples were used to determine whether there was a difference according to the gender of the teachers.

As a result of the research, the instructional leadership of the administrators was confirmed at a high level in the research conducted to determine the instructional leadership and technological competence of the school administrators in the technological development. Teachers see enough instructional leadership of managers.

Keywords: Technology integration, instructional leadership, technology leadership.

### **Introduction**

The purpose of the research is to put the instructional leadership competence of school administrators to the context of teachers' perceptions to the process of technological integration in education. It is also aimed to examine the competence in the context of various variables in context.



## Leadership

Leadership is generally defined from the following view points: personal features - leadership behaviour interaction model -role relationship perception of followers effect on the followers - duty and objectives - the effect of organizational culture (Yukl, 1989, Akt: Aktepe, Buluç). Although leadership is one of the common topics of research of the social sciences ( psychology, sociology, political science and management science ) there is no a common agreed upon perception about it yet. Leadership is a term that can be analyzed and defined in different ways when approached at it from different view points. ( Şişman, 2012:1). With its most common use and definition leadership is the power to direct and effect other people on certain aim and goals ( Şişman,2004:3) , and all the knowledge and skills to gather a group of people around certain aims and to activate them to realize these aims.( Eren,1991:357). A leader is considered to have a succesful leadership feature if he/she can overcome usual applications and certain authority sources in affecting and directing the staff's ideas, emotions, values, believes and behaviours.(Tahaoglu ve Gedikoğlu 2009: 276). Being an educational leader, the school administrator can reach the school vision by taking the following into consideration:

- the structural features of the education system the school is in, - the social and enviromental values, expectations, - an accurate analyses of what there should be, -taking the students and staff into consideration, applying the mission he/she has developed. ( Akdağ,2002 )

## Instructional leadership

Instructional leadership is a schools specific leadership approach which takes the educational program, academic success and activities about the educational process into consideration and it consists of three dimensions like defining the school mission, administering the educational and instructional programIf the subject is approached from the view point of the school administrators, instructional leadership means the administrator's determining strategies in order to reach the aims and goals that the school has determined, defining the school's vision and mission and sharing these with the techers in the school, students, parents and the society. ( Arslan, 2007: 30 )

In reconstruction studies in education, instrucional leadership of the school administrators is one of the topics which is given great importance and emphasis because instructional leadership of the school administrators plays an important role in the success of the school as a personal skill and an organizational feature.Instrucional leaders possess five general features.( Özdemir, 2000:57 ) :

- 1- Possessing a vision; 2- Turning vision into action; 3- Creating a supportive environment;
- 4- Being aware of the duties in school
- 5- Activating knowledge



### **Educational technology**

Technology is a term that has continued its existence since the beginning of the human being. Nevertheless, as it is understood nowadays the technological devices such as computers and television do not date back very far. The Technologies developed until the 18th century for the purposes of industry and production, have been used by the USA and other countries for educational purposes. ( Reiser, 2001a )

Educational technology is a research field that is based on ;the coordination of staff and instructional material for a more effective learning-teaching environment, keeping under control environmental factors in a more sensitive way unifying theory and application ,being continuously developed by educational processes (Alkan,1997: 340)

Using technology in education, how to implement it to teaching based on modern educational theories and many issues about educational technologies have attracted the attention of researchers from all over the world and become a topic for research. When the researches about educational technology that are published in the USA are analyzed it is seen that they mostly center on media, computer assisted education, educational methodology and educational psychology (Göktaş, Küçük, Aydemir, Telli, Arpacık, Yıldırım ve Reisoğlu, 2012).

Nowadays, a plan which was named the FATİH PROJECT initiated by the State Planning Organization ( 2006-2010 ) is in action and it aims to complete the technological substructure of all the primary and secondary education institutions in Turkey according to the use of the information Technologies for the Knowledge-based Society Strategy

### **Increasing Opportunities and Enhancement of Technology Movement ( FATİH ) Project**

After the projects such as the Primary Education Project conducted by the Ministry of Education, the Internet Access Project, the 'No School Without a Computer Project' and the Cooperation in Education Project ( İslamoğlu, Ursavaş ve Reisoğlu, 2015) ; the FATİH Project which aims to give students equality in the use of information and communication Technologies is one of the biggest Projects of the Ministry of Education.

In scope of this Project the aim is to provide every student and teacher a tablet, provide every preschool,primary school and secondary school with internet network substructure and every classroom with smartboard in order to provide an education that addresses to all the senses. ( MEB, 2016a)

The project which aims to increase technology use, providing every student equal opportunity and to create an information society consists of three stages. In the first stage the project is planned to be initiated in the high schools, in the second stage it is to be initiated in secondary schools and in the third stage it is to be initiated in the preschools



Moreover, it is planned to give seminars to all the teachers in state schools with the protocol between the Ministry of Education and the Information Technology Communication Institution held on 21st of May 2012. (Uluyol ve Eryilmaz, 2015. The education about the Project is given and continues under various titles as distance education and face to face education.

The project which aims to increase technology use, providing every student equal opportunity and to create an information society consists of three stages. In the first stage the project is planned to be initiated in the high schools, in the second stage it is to be initiated in secondary schools and in the third stage it is to be initiated in the preschools.

The study conducted by Çiftçi, Taşkaya & Alemdar in 2013 and which aimed to find out primary education class teachers' opinions about the FATİH Project revealed that the majority ( % 69 ) of the teachers believed that the Project was important and necessary

For the reason of stating this project as important and necessary they gave the necessity of using technology in education, keeping up with the times and enriching teaching

- In addition to their regular duties with this Project the school administrators had also the following duties to be carried out :
- - buying the necessary technology
- - arrangement of the environment with information technology
- - possessing a strategy repertory to form new education processes that are appropriate for the new situation,
- -to plan the teachers' professional development so that they can use the information technologies in the classroom in an effective way,
- - to be able to administer this new culture in the schools.(Turan, 2002)

#### **Education Information Network ( EBA ) Project**

One of the changing roles of teachers in the 21st century makes it necessary for the teachers to be able to use such technologies and to have enough knowledge and skills on information Technologies. (Korkmaz, 2013 )

- In this respect the teachers are provided with Education Information Network (EBA) service so that they can use it with the new Technologies
- Some of the main aims of the Education Information Network Project are as follows :
- - To provide different, rich and educative contents
- - To make the information culture wide spread and to make sure it is used in



- education
- - To be an answer to the needs about content
- - To ensure information Exchange with the help of social network structure
- - Being a contribution to the lessons with its rich and every moment extending archive
- - To be able to restructure information while learning it and to be able to generate information from information
- - To appeal to students with different learning styles
- - To gather all the teachers on a common aim and to direct the education process together

#### AIM OF THE RESEARCH ;

The aim of this study is to reveal the opinions of teachers about integrating technology into education and the school administrators' educational and technological leadership competence about the issue. In addition to these, the study also aims to analyze the competences in question on other variables as well. In this respect the following question have been tried to be answered :

- 1- According to teachers' perception how are the distribution of the scores on the school administrators' educational and technological leadership scale ?
- 2- Do the school administrators' educational leadership show a significant difference in respect of school type and school level ?
- 3-Do the school administrators' technological leadership show a significant difference in respect of school type and school level ?
- 4- Is there any significant relationship between the school administrators' educational and technological leadership features ?

#### **The research model**

This study which aims to reveal the opinions of teachers about integrating technology into education and the school administrators' educational and technological leadership competence in Istanbul-Başakşehir district schools, uses scanning model.

In the survey model the basic aim is to describe the current situation as it is at that moment. Appropriate to the aim of the research in this study a correlational screening model is used. With the correlational screening model the existence or level of change between two or more variables are tried to be determined. ( Karasar, 2005 )



### The demographic features of the participants

Cinsiyet	Kademe	N	%	Toplam	Toplam %
Kadın	İlköğretim	56	33,33	91	54,17
	genellise	16	9,52		
	mesleklise	10	5,95		
	Diğer	9	5,36		
Erkek	İlköğretim	45	26,79	77	45,83
	genellise	7	4,17		
	mesleklise	14	8,33		
	Diğer	11	6,55		
Toplam				168	100

#### Data gathering tools

In the study the following data gathering tools have been used: Personal Information Form

Educational Leadership Behaviour Scale, School Administrators Technological Leadership Competence Perception Scale

#### Educational Leadership Behaviour Scale

The scale has been developed by Mehmet Şişman ( 1997 ) and it consists of 50 items and 5 factors taking the following theoretical ideas into consideration :

- (i) Determining the school aims and sharing it,
- (ii) The administration of the educational program and the instruction process
- (iii) Evaluation of the instructional process and the students
- (iv) Supporting and improvement of teachers
- (v) Constructing a regular teaching and learning environment and climate
- (vi) After the scope validity, the draft scale consisted of 50 items that were rated from 1-( Never ) to 5 ( Always ) on a likert scale

#### Educational Administrators Technological Leadership Self- efficacy Scale



The aim of the scale which was adapted into Turkish by Özge Hacifazlıoğlu, Şirin Karadeniz and Gülay Dalgıç is to determine the school administrators' technological leadership self-sufficiency scale and it was developed by ISTE (International Society for Technology in Education-Uluslararası Eğitimde Teknoloji Topluluğu) in 2009 for educational administrators using the technological leadership standards (NETS-A). In the scale, Cronbach Alpha coefficient, the mean and standard deviation values, Pearson Moments Correlation technique for the correlation between the factors, and a t-test is used to determine whether there is a significant difference between factorial and item points.

### Analysis of the Data

In the study, the data gathered from 232 teachers have been analyzed to determine whether there are any lost data by means of a lost data analyses. As a result of the analyses the data of 64 teachers have been excluded from the study. Thus the analyses about the research has been carried out with the data of 168 teachers. For the analysis SPSS version 20.0 has been used. During the analysis the meaningfulness level has been taken as 0.05.

### FINDINGS AND EVALUATION

**The educational leadership levels of the administrators according to teacher perceptions .**

Dimension	Item Number (k)	Score Range	N			SS
Determining the school aims and sharing them	10	19-50	168	40.74	4.07	7.58
Administering the educational program and the instructional process	10	20-50	168	40.67	4.07	7.61
Evaluating the instructional process and students	10	19-50	168	40.33	4.03	7.30
Supporting and developing teachers	10	16-50	168	39.43	3.94	8.29
Constructing a regular teaching and learning environment and climate	10	19-50	168	39.82	3.98	8.07



<b>Educational Leadership</b>	<b>50</b>	<b>96-250</b>	<b>168</b>	<b>200.99</b>	<b>4.02</b>	<b>34.39</b>
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As seen in table 3 the educational leadership scores of the administrators according teacher perceptions range between 96 and 250. The average of the educational leadership scale is 200.99. The points obtained by dividing the lower dimension average values to the number of items (  $X/k$  ) are found to be greater than the average value 3 and that the scores are nearer to the high score which is 5 . The greatest average point belong to the «**Determining the school aims and sharing them**» (  $X /k =4.07$  ) and «**Administering the educational program and the instructional process**» (  $X/k=4.07$  ) sub-dimensions.

According to this finding in general the teachers think that the educational leadership level of the school administrator in their school is high. Especially, the teachers think that the administrators are proficient in determining school aims and sharing this information with the teachers and students. When it is considered that the minimum score that can be obtained from the whole scale is ( 50 ) and the maximum ( 250 ) it is seen that the average is high. ( 200.99

#### The Technological Leadership Levels of the Administrators according to Teacher Perceptions

Dimension	Item Number	Score Range	N	SS	SS	
Visionary Leadership	4	1-20	168	84	3.71	3.87
Digital Age Learning Culture	6	6-30	168	42	3.74	5.67
Perfectness in the Professional Application	5	6-25	168	83	3.77	4.57
Sistematic Development	6	1-30	168	51	3.75	6.01
Digital Citizenship	5	4-25	168	05	3.81	5.09
Teknological Leadership	26	23-130	168	65	3.76	22.81





As seen on table 4 the **Technological Leadership Levels of the Administrators according to Teacher Perceptions** score ranges are between 23 and 130 . The average of the technological leadership scale is 97.65. The points obtained by dividing the lower dimension average values to the number of items (  $X/k$  ) are found to be greater than the average value 3 . The greatest score belongs to the « Digital Citizenship» (  $X/k=3.81$  ) sub-dimension.

This finding shows that the teachers' in general think that the technological leadership of the administrators is better than the average. The teachers think that the administrators are especially sufficient at digital citizenship. When the minimum score ( 0 ) and the maximum score ( 130 ) are taken into consideration it is seen that the average is high ( 97.65 ).

#### The variation of Educational Leadership of the school Administrators according to School Type and Gender

Descriptive Statistics	Level			
	Primary Education	General High School	Vocational High School	Other
N	101	23	24	20
Avarage	201.92	194.52	193.88	212.25
Means	212.00	191.00	195.50	222.50
Standart Deviation	37.02	30.09	30.40	27.57
Distortion	-0.73	0.23	-0.48	-1.61
Flatness	-0.30	-0.92	-0.04	2.25

To find out whether there is any difference between the averages seen on table a one factor variance analysis is planned to be used ( ANOVA ). But as the normality hypothesis has not been provided the Kruskal Wallis H-test has been used. The scores obtained from the analysis is given in table 6



### The Kruskal Wallis H-Test Results of the Comparison of the Administrators' Educational Leadership in Different School Levels

Descriptive Statistics	Level			
	Primary Education	General High School	Vocational High S.	Other
<b>N</b>	101	23	24	20
<b>Avarage</b>	201.92	194.52	193.88	212.25
<b>Means</b>	212.00	191.00	195.50	222.50
<b>Standart Deviation</b>	37.02	30.09	30.40	27.57
<b>Distortion</b>	-0.73	0.23	-0.48	-1.61
<b>Flatness</b>	-0.30	-0.92	-0.04	2.25

As seen on Table 6 the educational leadership of the school administrators shows a significant difference. .

(  $[\chi^2]_{(3)}=5.69; p>0.05$ ).

This shows that the educational leadership of the school administrators do not change depending on school type and level.

### The t-Test results of the Comparison of the points given to the Educational Leadership Levels of Administrators depending on the Gender of Teachers

Gender	N	SS	sd	t	p	
<b>Female</b>	91	204.98	33.40	166	1.64	0.10
<b>Male</b>	77	196.27	35.16			

When Table is evaluated it is seen that there is no significant difference about the points given to the school administrators in respect of Female ( $\bar{X}=204.98$ ) and Male ( $\bar{X}=196.27$  gender).



( $t_{(166)} = 1.64$ ;  $p > 0.05$ ). In general female teachers think that the school administrators educational leadership level to be higher but the difference is not significant compared to male teachers' points.

### The Variation of the Technological Leadership of the School Administrators depending on School Level and Gender

Descriptive Analysis	Level			
	Primary Education	General High School	Vocational High School	Other
<b>N</b>	101	23	24	20
<b>Avarage</b>	96.83	96.17	94.38	107.45
<b>Means</b>	101.00	96.00	100.50	107.00
<b>Standart Deviation</b>	24.80	15.54	24.82	13.87
<b>Distortion</b>	-0.55	0.26	-1.43	-0.88
<b>Flatness</b>	-0.66	-0.63	1.83	0.83

As the normality assumption could not be provided the data on Table 8 could not be analyzed by means of (ANOVA) the one factor variance analysis.

Instead of this, the data was analyzed by the Kruskal Wallis H-Test. The results of the analysis is shown on Table

### The Kruskal Wallis H-Test Results of the Comparison of the Administrators' Technological Leadership in Different School Levels

Kademe	N	Sıra Ortalaması	sd	$\chi^2$	p
Primery school	101	84.21	3	4.56	0.21
High School	23	74.91			
Vocational School	24	78.46			
Others	20	104.23			

School administrators technological leadership at show a significant differences depending on school level ( $\chi^2_{(3)} = 4.56$ ;  $p > 0.05$ ). According the finding there is no difference among the



technological leadership levels of the school administrators compared to the different school levels.

**The non relational t-Test results of the technological leadership of the school administrators' compared to the teacher gender**

Gender	N	$\bar{X}$	SS	sd	t	p
Female	91	98.89	23.90	166.00	0.76	0.45
Male	77	96.19	21.52			

As depended on table the points given to the school administrators by female (  $X= 98,89$  ) and male (  $X= 96,19$  ) dont show a meaningful difference. (  $t(166)=0,76$ ;  $p>0.05$ ). Although the poins given to school administrators by female teachers is higher than that given by the male teachers the difference is not significant

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- **THE ROLE OF TRANSLATION IN THE SOCIALIZATION OF THE INDIVIDUAL**

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### **Abstract**

Man is a social being and is a member of socialization. It takes part in life by learning the value judgments, behaviors and attitudes of the society. It gains a certain personality. The individual acquires these gains through various social institutions. In this context, socialization is a process of interaction. They can not survive alone. Because if human beings are away from the socialization interaction, their individual development is all negatively affected.

The individual has different experiences and information in the same society. They even have different personality. This is due to the different contributions of the institutions that make up the community to the development of the individual. Although the individual is a social product of a particular culture, the social relations that the individual has establish end have a positive or negative effect on its development. Communication is very important in the process of socialization for the individual.

In today's world, global factors play a role in the socialization of the individual. Globalization leads to cultural differentiation in the social development and life styles of individuals.

In addition to a sociolinguistic agreement, translation has become a social behavior that enables differences in a common life to sustain their existence and to enable individuals to meet on a common basis in the process of socialization. The scope of the expanding translation phenomenon is explored in relation to other disciplines and undertakes tasks to serve humanity as in the historical process.

In this study, the role of translation activity for the socialization of the individual will be examined in terms of institutions, cultural and differences. Interpretation of translation activity in the context of individual adaptation to society, multilingualism and multiculturalism in terms of changing world life will be examined as a qualitative research.

**Key words:** Socialization, Globalization, Multiculturalism, Translation.

### **Introduction**

As a social entity, human beings socialize through various social institutions. In this process, the individual learns his / her society's value judgments, emotions, thinking styles and behaviors. The individual forms his own character by internalizing what he has learned during the socialization stage. This process is a process of interaction between the individual and the society in which the



society shows its effect on the individual. The fact that the individual is excluded from this interaction means that the socialization process does not take place.

The individual is a product of the culture of the society in which he lives and lives. Incomplete culturing of the individual means negatively affecting his / her adaptation to the society. Culture, which is vital for the socialization of the individual as the legacy of a society's way of life, is a dynamic phenomenon unique to each society. Öznel Language olan, which is a subjective ability of individuals, plays a major role in the transfer of culture from generation to generation. Language and culture interact and influence each other.

Language, which is a social agreement tool, is a mirror reflecting culture. However, rapid technological developments in the world also affect the field of communication. In this sense, inter-communal relations in the world become more stringent and multifaceted. Therefore, individuals who are socialized in different cultures and different socio-cultural environments have to meet on the same ground. A common linguistic tool is necessary to communicate with each other. This is also a translation. Translation serves as a bridge between differences.

Through the translation activity, a dialogue between cultures is formed and individuals from different societies know each other and socialize by internalizing the differences so that they can live in harmony. This opportunity, which translation activity offers to social life, enables individuals to develop themselves and live in tolerance in a multicultural environment. The different cultural products offered for individuals to recognize through translation contribute to their socialization by being influenced by different cultures.

### **The Socialization Process of the Individual**

Human beings are in need of help as soon as they are born. He cannot survive without help. He is not at the level to know the society and social structure he is in. As they complete their biological, sociological and psychological development over time, they become familiar with society and become a part of it. In the process of socialization, the individual is first affected by his or her family, environment and many close groups. This process of interaction enables the socialization of the individual. Thus, the bond between the individual and society becomes stronger and the individual becomes unable to exist without society. In this sense, Özkalp says:

*There are other groups outside the family that affect our learning. For example, friends, teachers, neighbors. We learn life with these people, we are influenced by them and at the same time we influence them. Socialization is therefore an interaction process. In this process, the individual gains an identity and becomes a member of the society in which he lives (Özkalp, 2005: 77).*

Society has developed its own unique behavior patterns over time. The individual learns these behaviors while socializing. Thus, it acquires a certain personality by adapting to the society. Socialization process is a phenomenon that persists throughout the life of the individual. However, the most important moments of this process are infancy and childhood, where



learning is fast. The experiences gained by the individual over time determine their social status. Based on the idea that each individual's experiences in the socialization process are different, each individual is different from each other. The culture of society is of great importance in the development of the individual. Culture, which is the heritage of society, is the most effective tool in the attitude and behavior of the individual. Socialization can show differences between cultures. Yavuzer thinks about it as follows.

*The individual's reactions to cultural norms indicate that his learning power is normal. Due to the influence of cultural factors, human behavior differs from one society to another. The same difference is found between socio-economic classes as well as between generations in the society (Yavuzer, 1984.311).*

The language used in the process of transferring the cultural heritage of the society to the individual plays an important role in the formation of the personality of the individual. The fact that language is a social agreement tool plays a major role in reflecting cultural phenomena to the individual and transferring most of the social norms that individuals should acquire during the socialization process. This close connection between language and socialization enables the formation of the character of individuals by acquiring cultural facts that include social values and towards the socialization of the individual. The relationship between language and society provides information about the structural conditions of societies. Because the dynamic structure of the language makes the society open to change. For this reason, it is necessary to examine how different cultures are involved in the farklı Cultural Interaction birey of the individual during the socialization process.

### **Cultural Interaction in the Process of Socialization**

There is a multifaceted and complex relationship between culture and socialization. The cultural heritage of the society plays an important role in the socialization of the individual. The personality of the individual is formed according to the cultural phenomena applied within the society since birth. Everything that an individual learns in the process of socialization is the cultural elements that society creates in the historical process. In particular, the spiritual values that regulate community life are cultural elements consisting of spiritual rules, beliefs, traditions, customs and morals that determine the individual's behavior in society. Culture is all the common values of society. Society is the area where these values are applied. In this sense, individuals interact in the process of socialization. Vermeer (1986), in describing the concept of culture, expressed the relationship between culture and society as *bütün the norms that govern the behaviors of a society or an individual, the conclusions of the consensus (value provisions) "*. Culture is defined on the website of the Ministry of Culture and Tourism as follows.

*Culture is the way of living and thinking that makes a society different from other societies, which has changed since the past, and which has its own unique art, beliefs, customs and traditions, understanding and behavior. It is a set of material and spiritual values that give an*



*identity to the society and provide order in the society in which it gives a sense of solidarity and unity (Akt: Aktaş, 2016: 3)*

Without society, without culture, it is not possible for society to exist. Culture is the source of common values shared in society. The transfer of culture to individuals in the process of socialization takes place through "language.. Because language is a social agreement system. With this in mind; all the value judgments, norms, certain features and traditions that the individual has acquired in the process of socialization constitute the forms of behavior in the individual through language. Social factors (such as social status, gender, social power, social network) play a role in individuals' different behaviors. Social factors determine individuals' vocabulary. Language and social interaction determine the language habits of individuals. In this sense, Özkalp says:

*Culture is the social heritage of people. This heritage is learned by newcomers to the community. And each generation transmits it to future generations that will change it. The creation and transmission of culture is based on symbols, a special skill of man. The most important of these symbols is the language or language used (Özkalp, 2005: 61).*

Culture is a social product created by a nation in the historical process. The interests, perceptions, attitudes and behaviors of a society have been transferred from generation to generation as cultural heritage. In this sense, culture is a social accumulation business. This accumulation is permanent. It is acquired by sharing by individuals of the society. Based on the idea that language is the most effective tool in the transfer of cultural elements, cultural interaction is essential for the continuation of community life. As a phenomenon open to interaction, culture contributes to the individual being a social entity. Because culture is a shared and learned phenomenon. The encounter of societies means the encounter of cultures. Every individual can become a civilized individual by acquiring cultural phenomena which have a very important place in the formation of civilizations. Because every culture has cultural values that will improve the quality of human life in the world. From this perspective, cultural interaction is a phenomenon that plays a major role in the socialization, harmonious living and world peace of individuals.

### **Cultural Interaction and Translation**

Every society, from the most primitive to the most modern, has created its own culture. What distinguishes humans from other living things is culture. The necessity of social unity in peace "customs, traditions, ideas makta is kneaded in the systematic of culture and applied in society. In addition, all of the systems created for the acquisition of material resources to ensure the prosperity of the society are closely related with cultural facts. Cultural phenomena developed in this sense differ from society to society. The necessary material and spiritual arrangements to solve the problems that create obstacles for the comfortable lives of societies lead to the creation of original culture. In this sense, Bağlı and Özensel think as follows.





*Although it is assumed that the globalization realized through increasing communication technology in the world will eliminate cultural differences, it should not be forgotten that in the last analysis, there is an approach that maintains that the main references that determine the mentality of individuals are in an organic relationship with local values. In fact, the life and thinking style of each individual or community is unique (Bağlı / Özense, 2013: 51).*

Culture is a social phenomenon and transmitted from generation to generation among community members. In this sense, culture is a social heritage and an accumulation of social experiences. The individual learns culture and gets a place in society. It integrates the culture specific to its society with the contribution of social institutions and integrates it into its own personality and adapts to the society. All cultural values can be learned in written or oral language. In other words, the importance of language in the context of socialization of the individual is quite great. Based on the idea that each community has different cultures; "Cultural Interaction" occurs as a result of different cultures encountering each other for various reasons and recognizing and influencing each other. It is the language that provides cultural interaction between people who are social entities. Translation is a necessary phenomenon in order to recognize and understand different cultures. The translation, which provides recognition of cultural phenomena as a heritage of humanity, has a great role in the socialization of the individual. Regarding cultural interaction, Özkalp expresses the effect of cultural phenomena on the socialization of the individual.

*Socialization is a process of interaction in which the individual gains an identity and becomes a member of the society in which he lives. .... Socialization; it shows the new members of the society what settled customs, values, attitudes and behaviors that exist in that society, and how to adapt to them and learn (Özkalp, 2005: 77).*

The most general definition of translation is known as aktarım transfer from one language to another dile. However, it is necessary to take into account both the source language and the culture of the target language that the translation is not only a linguistic transference. With this idea, transferring the language and cultural elements belonging to a society to another language will allow the individual to create new horizons by recognizing the differences. On the other hand, through çeviri translation that makes the unknown known ve, prejudices about the unknown will be eliminated and the individual will look at the world through different windows. This will contribute to the fact that the individual is a multi-faceted thinker and socialize in a way that tolerates differences. In this context, it is seen how important the translation activity is in the socialization of the individual. Aktaş expresses the importance of translation activity as follows.

*As a result of the translation process, which is a complex process in which the source language is transferred to the target language by taking into consideration many elements such as the language, history and culture of a society, it recognizes other languages and cultures, compares the known and the unknown, and as a result, opens new windows on known horizons. Through translation activity, "language, literature or culture can spread beliefs to the crowds and turn*



*them into a storm that breaks them down or becomes the light that guides them through their dark nights Ak (Aktaş, 2016: 4).*

Translation activity is not only between the two languages, but also between the cultures of both languages. The encounter of cultures and the transfer of cultural phenomena from one culture to another culture is through translation. Since language is the main medium of translation, it is a phenomenon that should naturally participate in the translation process in culture. In this sense, Cinar (2010) says this.

*In order to translate a language, it is necessary to fulfill two conditions, one alone is not enough, learning the foreign language well, knowing the culture of the community using that language. No translation is considered sufficient unless these two conditions are met (Akt.Yalçın, 2015: 38).*

Each language is the starting point of its unique culture. Therefore, culture carries traces from the society to which it belongs. All kinds of cultural products in the culture reflect the cultural elements of that society. Translation activity has to make the transference of cultures understandable while performing the function of transferring from one language to another. In this sense, translations enable cultures to recognize and interact with each other.

#### **Meeting of Different Cultures on the Same Ground for Translation**

Translation activity has been evaluated in the context of linguistic context and in-text relations throughout history. The cultural and social background of the translation activity has been constantly ignored. Translation activity is a mental activity that cannot be considered separate from the context of culture and society. It is a common point where society and culture are confronted with the strict source culture and target culture. In this sense, Yalçın thinks.

*Translation takes place between two languages and thus between two cultures. The act of translation plays a role in the use of language as a means of transition from culture to culture. Moving elements in one culture to another culture takes place only through language. The use of language in translation inevitably leads to the inclusion of the phenomenon of culture, because language and culture cannot be considered separately (Yalçın, 2015: 37).*

The era of globalization in the world has led to a multi-faceted international relations. Economic, political and cultural phenomena change social structures in this era called the New World order. Changing socio-cultural structures have become interdisciplinary research topics as a force that accommodates different cultures. These developments widened the scope of translation, which played a sociocultural activity role, and led to a more effective role in social life. In this sense, Karaca expresses his thoughts as follows.

*It is important to consider translation as a social practice, to bring the two social and cultural levels together and to examine it as a "sociocultural olgu phenomenon. Translation as a social phenomenon and as a social "practice;; It is important in terms of social organization, institutional structures and sociocultural changes it causes (Karaca, 2011: 362).*



The main task of the translation activity is to transform the unknown into a known language. As a result of encountering the unique cultural elements of each society for various reasons, translation activity helps to establish communication between different cultures. According to Gadamer (1976), translation; This is the point where different cultures fuse on this horizon. Translation is not only a meeting point between different cultures. In the same and different cultures in the "dead texts" to reintegrate the society is the effort to revive. Tosun expresses this situation as follows.

*The Renaissance was defined as the revival of ancient times. Can This revival was the result of the revival and reinterpretation of the ancient Greek and Roman works, reviving the culture of death. In the Renaissance process, the translation of books has led to the revival of ancient artifacts that have been forgotten for centuries, and the forgotten dead books have brought their lives to life and brought the world to life again. In the same way, the Reformation movement did not only revive the Bible at a time when the Bible was read, but also caused people to awaken from the Middle Ages with dead soil sown (Tosun, 2007: 285).*

It is evident that translation and translation language gain importance in bringing together different cultures and establishing intercultural communication. In this sense, it is inevitable for the tolerant individuals who will keep the differences in harmony together and respect the emotions, thoughts and lifestyles of each society and recognize the different cultural elements brought together on the same ground through translation activity. This is possible for individuals to recognize different cultures, ie different cultures, at the stage of socialization.

### **Conclusion**

Every society has its own culture. It presents a pattern of thought and behavior to its individuals in the context and context of this culture. This cultural pattern is not inherent. It is a phenomenon that can be learned later. When an individual enters this pattern, they adapt to the environment they live in. As these patterns change from society to society, differences may occur in the process of internalizing these cultural patterns of individuals living in the same society. This causes the individual to form a different character in the socialization process.

The main reason why an individual has a different character is that he / she does not acquire cultural phenomena belonging to the society because he / she does not establish a healthy communication. Communication, especially language, has a great importance in transferring the unique cultural facts to the new generations and socializing them. There is a close connection between language and socialization. Because language is a social agreement tool. Language plays an important role in transferring cultural facts to the individual.

Language is not only an instrument of agreement used by individuals who make a society into a certain pattern and constitutes the society, but also a means of recognizing different cultures. In order to recognize different cultural values, it is necessary to benefit from the dynamic phenomenon of language and the reflection of social lives to language. The only way to do this is



to translate as an interlingual reconciliation tool. Individuals who recognize different cultural values through translation not only recognize different cultures but also socialize as a harmonious and tolerant individual. By recognizing multiple cultures, these individuals will reflect this across society.

Translation, which serves as an intercultural bridge, leads to cultural interactions. The traces of each cultural product in its own society reflect the emotion and thought styles and behaviors of that society. Translation activity enables not only two languages but also both cultures to come across and to recognize them. Especially in the world where globalization is experienced, the existence of translation activity is inevitable in the socialization of the individual.

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- **CULTURE AND LANGUAGE TEACHING: ELT STUDENTS' PERSPECTIVES**

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This study investigates cultural awareness of the students attending English Language Teaching Departments at a Turkish University. Since language is a part of culture, the integration of culture into language teaching is considered as a crucial issue. In this study, learners' views on culture, culture learning, coursebooks and the ways they recognize culture were to be investigated. For data collection, a questionnaire with 53 items was designed by the researcher and administered on 113 students. The research findings revealed that the students from ELT Department had positive attitudes towards culture learning and believed that culture is the crucial part of and language learning. Another optimistic outcome was that the students have the importance of cultural awareness in language learning. It is assumed that the results of the study will highlight language educators in terms of students' awareness of culture learning.

Keywords: Culture, culture learning, cultural awareness, language, language learning.

### **Introduction**

Culture is a part of a language reflecting the beliefs, ideas, values, life style, customs and historical background of the particular society. The majority of the discussion on the place of culture in EFL has problematized whether or not to incorporate culture into the language teaching process. The question of teaching 'culture' along with English has been discussed by some scholars from the fields of applied linguistics and sociolinguistics for nearly two decades. Sárdi (2002) claims that in the literature, one can find two widely spread and opposing views regarding the relationship between culture and ELT. One view supports that culture and language are inseparable, therefore, English cannot be taught without its culture (or, given the geographical position of English, cultures). On the other hand the other view supports that English teaching should be carried out independently of its cultural context. Instead, contexts familiar to the students should be used.

Therefore, it is clear that both views support the importance of integrating cultural elements into language teaching. Language reflects culture, and at the same time is influenced and formed by it. From this point of view, neither any language, nor any individual language user, can be considered to be as 'culture-free'. Brown (1994:165) suggests that "language is a part of culture and culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture". In the widest sense, language is a form of learned behavior and therefore a part of culture. Hinkel (2001)



asserts that culture includes speech acts, rhetorical structure of texts, sociocultural behaviors, and ways in which knowledge is transferred and acquired. Culture is displayed through body language, gestures, concepts of time, hospitality, customs and even expressions of friendliness. Furthermore, Hinkel divides culture into two: invisible and visible culture. By visible culture, he refers to more apparent side of it, including style of dress, cuisine, festivals, customs and other traditions. The more complex invisible side of culture is shown through socio-cultural norms, world views, beliefs, assumptions and values” (qtd in Sarigül & Ashton, 2006:2).

According to Ellis (1990) students who are interested in the social and cultural life of the native country can learn a foreign language better than the other students; therefore students should be given support which will enable them to acquire the necessary cultural knowledge. For that reason, in the widest sense, it may be stated that culture learning has positive impact on the learning of a foreign language. Moreover, it is known that children acquire the formal properties of the native language together with the cultural knowledge of it. Therefore, some linguists and language educators support the belief that language teaching is almost impossible without teaching culture. Troike (1989) suggests that child language learning is an acculturation process and similarly learning a second language requires learning a second culture (qtd. in Er, 2006: 3). For this reason it may be stated that learning a language is more than knowing the meanings of the words and the grammatical structure of the language as all cultures have different cultural expressions and components that shape the language. In other words, without integration of culture to language teaching, the learners will be exposed to an empty structure of language.

Considering the above mentioned ideas, it can be suggested that in cultural awareness process, learners explore the concept of ‘otherness’ through the strategies used by the teacher and identify and define cultural barriers to communicate effectively. Baker (2012: 62) claims that “cultural awareness has emerged over the last few decades as a significant part of conceptualizing the cultural dimension to language teaching. That is, L2 users need to understand L2 communication as a cultural process and to be aware of their own culturally based communicative behaviour and that of others. So in other words, it can be put forward that it is the process of comparison of one’s own culture and other cultures, thus beginning to help students to perceive and cope with difference. Sarigül & Ashton (2005: 11) assert that “raising awareness of culture is a valuable and important teaching resource that has the potential to promote greater understanding, interaction and cooperation among students and teachers alike”. Therefore, it may be put forward that teachers and learners should gain awareness of factors generating cultural differences in order to communicate internationally and inter-culturally.

The teaching of culture is an integral and essential part of foreign language instruction and great significance has been attached to the teaching of culture in the teaching of English as a foreign language. Sarigül & Ashton (2006: 5) assert that “understanding the cultural context of day to day conversational conventions such as greetings, farewells, forms of address, thanking, making requests, and giving or receiving compliments means more than just being able to produce



grammatical sentences”. To illustrate, provided that language learners do not have sufficient cultural knowledge and cultural awareness they may produce utterances that are not acceptable by the native speakers of the target language. It can be said that this generally occurs by translating the cultural expressions of the native language into the target language. However, each language has different linguistic or non-linguistic expressions differs from one culture to another. That is to say; In addition, according to Bada (2000: 101), “the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers.” (qtd. in Genc and Bada, 2005: 73).

### **Method**

Survey method was used in the study for data collection.

### **Research questions**

In the study, answers to the following questions were sought out:

- What are the perceptions of ELT students into culture?
- What are learners’ views on the cultural elements in ELT?
- What is the role of coursebooks in presenting cultures?
- Are the instructors effective in representing cultures?
- How learners are able to recognize other cultures?

### **Participants**

The participants of the study are the students attending English Language Teaching Division at the Faculty of Education in Trakya University, Turkey. 113 students participated in the study. The participation was on a volunteer base.

### **Data Collection and Analysis**

3 point Likert type scale was used as a data collection tool. A questionnaire with 53 items developed by the researchers was used for data collection. The items were designed for evaluating learners’ cultural awareness, their views on the role of culture in language learning, and the ways of getting familiarized with culture. The questionnaire was completed by the students for 15 minutes. Of 53 items, 19 items search for learners’ cultural awareness, 9 items pertain to the participants’ views on the role of culture in language learning, 10 items seek out the role of coursebooks in presenting culture, 8 items are concerned with instructors’ methods in presenting cultures and lastly 7 items are concerned with how learners recognize with cultures . The order of the positive and negative expressions was arranged carefully so as not to affect the subjects’ objectiveness. During the application process, the written instructions were also explained verbally. The statistical analysis of the data was computed through SPSS 13.0 software program. Each item was evaluated on the base of frequency and percentile values.



## Findings

The questionnaire was analyzed and displayed in three tables separately.

**Table 1. Cultural awareness of learners**

	Disagree		Neutral		Agree	
	f	%	f	%	f	%
I am sufficiently familiarized with different cultures and societies.	46	40,7	37	32,7	30	26,5
I want to be more familiarized with different cultures and societies.	7	6,2	2	1,8	104	92,0
I am aware of the fact that there are different cultures and societies in the world.	6	5,3	1	,9	106	93,8
It is necessary to get familiar with different cultures and respect them.	7	6,2	1	,9	105	92,9
The existence of different cultures is prosperity because it means that there are different points of views.	6	5,3	5	4,4	102	90,3
People who are familiar with more than one culture possess much more critical and a broader thought system.	6	5,3	8	7,1	99	87,6
I find thought, behavior and living styles of people from different cultures strange or odd.	78	69,0	23	20,4	12	10,6
I am sufficiently familiarized with English culture and society.	31	27,4	60	53,1	22	19,5
I want to be more familiarized with English culture and society.	10	8,8	15	13,3	88	77,9
I have a positive attitude towards English culture and society.	16	14,2	46	40,7	51	45,1
I think that life styles of people from different cultures resemble us.	48	42,5	48	42,5	17	15,0
I think that life styles of people from different cultures are totally different from our life style.	23	20,4	49	43,4	41	36,3
I believe that people speaking different languages have also common values.	10	8,8	10	8,8	93	82,3
I want to learn similar aspects of different cultures with our culture.	74	65,5	14	12,4	25	22,1
I have begun to think that English culture and society have totally different characteristics by getting familiar with English culture and society.	29	25,7	50	44,2	34	30,1





I want to learn <u>only</u> the similarities between English and Turkish cultures.	86 76,1	13 11,5	14 12,4
I want to learn <u>only</u> the differences between English and Turkish cultures.	88 77,9	13 11,5	12 10,6
By learning about different cultural values my world view changes positively.	9 8,0	19 16,8	85 75,2
Learning a different culture makes me feel that I lose my national identity.	90 79,6	15 13,3	8 7,1

In Table 1, the findings of the cultural awareness of learners are displayed. As seen, most of the learners think that their world views change positively by learning about different cultural values (75,2 %). Nearly half of them (45,1 %) have a positive attitude towards English culture and society, and most of them (79,6 %) disagree that learning a different culture makes them feel that they lose their national identities. Most of the learners (40,7 %) do not agree that they are sufficiently familiarized with different cultures and societies, but want to be more familiarized with them (92,0 %). Furthermore, most of the students (90,3 %) agree that the existence of different cultures is prosperity because it means that there are different points of views and find it necessary to get familiar with different cultures and respect them (92,9 %). In addition, most of the learners (69,0 %) do not find thought, behavior and living styles of people from different cultures strange or odd and have the idea that people who are familiar with more than one culture possess much more critical and a broader thought system (87,6 %). While, most of the learners (60,0 %) do not have an idea whether they are sufficiently familiarized with English culture and society, 77,9 % learners have the opinion that they want to be more familiarized with English culture and society. The percentages are equal in an item as 42,5 % students consider that life styles of people from different cultures resemble us and 42,5 % students do not have any idea about it. Moreover, most of the students (43,4 %) also do not have an idea that life styles of people from different cultures are totally different from our life style, and are neutral (44,2 %) about whether they began to think that English culture and society have totally different characteristics by getting familiar with English culture and society. While most of the learners (93,8 %) are aware of the fact that there are different cultures and societies in the world, they believe that people speaking different languages have also common values (82,3 %). In addition, most of the learners (65,5 %) do not want to learn similar aspects of different cultures with our culture and only the similarities (76,1 %) or differences (77,9 %) between English and Turkish cultures.

**Table 2. Views on the role of culture in language learning**

	Disagree		Neutral		Agree
	f	%	f	%	f %
We can never learn the language of a society without learning its culture since language cannot be separated from culture.	20	17,7	20	17,7	73 64,6
While learning a language it is not necessary to know about the culture of people speaking that language.	75	66,4	25	22,1	13 11,5
Getting familiar with different cultures increases my desire to learn their languages.	13	11,5	19	16,8	81 71,7
Having knowledge about English culture and society increases my desire to speak English fluently.	15	13,3	18	15,9	80 70,8
Getting familiar with English culture while learning English makes the courses enjoyable.	10	8,8	20	17,7	83 73,5
I find learning English culture boring and unnecessary while learning English.	88	77,9	14	12,4	11 9,7
I want to learn English culture because having knowledge about people speaking this language increases my motivation in learning the language.	9	8,0	17	15,0	87 77,0
I find difficult to understand some words and expressions due to the fact that I am not familiar with the culture of the language I have learned.	22	19,5	30	26,5	61 54,0
Literary works reflecting culture should be widely used in language teaching/learning.	15	13,3	29	25,7	69 61,1

Learners' views on the role of culture in language learning are displayed in Table 2. Most of the learners (64,6 %) have the idea that one can never learn the language of a society without learning its culture since language cannot be separated from culture and agree that while learning a language it is necessary to know about the culture of people speaking that language (66,4 %). Most of the learners think that getting familiar with English culture while learning English makes the courses enjoyable and do not find learning English culture boring and unnecessary while learning English. (73,5 % and 77,9 % respectively). And 77,0 % of them want to learn English culture because they think that having knowledge about people speaking this language increases their motivation in learning the language. They (71,7 %) think that their desire to learn languages increases when getting familiar with different cultures and having knowledge about English culture and society increases their desire to speak English fluently (70,8 %). They mostly (54,0 %) find difficult to understand some words and expressions due to

the fact that they are not familiar with the culture of the language they have learned and agree that literary works reflecting culture should be widely used in language teaching/learning (61,1 %).

**Table 3. Views on the role of coursebooks in presenting cultures**

	Disagree		Neutral		Agree	
	f	%	f	%	f	%
I have an opportunity to learn customs and life styles of people from many different cultures via coursebooks.	31	27,4	36	31,9	46	40,7
I have an opportunity to see similarities and differences of many different cultures via coursebooks.	28	24,8	39	34,5	46	40,7
Coursebooks do not allow us to recognize many different cultures and make comparisons among them.	34	30,1	35	31,0	44	38,9
Coursebooks should include cultural elements of our culture.	20	17,7	33	29,2	60	53,1
Coursebooks should include cultural elements of many different cultures.	11	9,7	16	14,2	86	76,1
Coursebooks mostly include cultural elements of our culture.	68	60,2	34	30,1	11	9,7
Coursebooks mostly include cultural elements of English speaking societies.	38	33,6	41	36,3	34	30,1
I learn the life styles of English people via coursebooks.	31	27,4	41	36,3	41	36,3
Coursebooks are insufficient in presenting English culture and society.	18	15,9	39	34,5	56	49,6
I am able to learn English culture and characteristics of English society only by coursebooks.	87	77,0	14	12,4	12	10,6

Learners' views on the role of coursebooks in presenting cultures are displayed in Table 3. Most of the students (60,2 %) do not have the opinion that coursebooks mostly include cultural elements of our culture, but have the idea that our cultural elements should be included in coursebooks (53,1 %). While most of the learners agree that coursebooks should include cultural elements of many different cultures (76,1 %), they do not have idea whether coursebooks mostly include cultural elements of English speaking societies or not (36,3 %). However, most of the learners (49,6 %) agree that coursebooks are sufficient in presenting English culture and



society. Moreover, they consider that they have opportunity to learn customs and life styles of people (40,7 %) and see similarities and differences of many different cultures (40,7 %) via coursebooks. However, they (38,9 %) think that coursebooks do not allow to recognize many different cultures and make comparisons among them. Learners who do not have idea whether they learn the life styles of English people via coursebooks and learners who learn via them are equal (36,3 %). However, they (77,0 %) reject the idea that they are able to learn English culture and characteristics of English society only by coursebooks.

**Table 4. Assessment of instructors in presenting culture**

	Disagree		Neutral		Agree
	f	%	f	%	f %
Our instructors bring materials from many different cultures to the class and present them to us.	64	56,6	34	30,1	15 13,3
The information that our instructors give us about different cultures increases my desire to visit the places of these cultures.	32	28,3	30	26,5	51 45,1
Our instructors provide us to watch videos introducing English culture.	48	42,5	23	20,4	42 37,2
Our instructors bring important photos of different societies.	81	71,7	20	17,7	12 10,6
Our instructors inform us about subjects such as important days, habits related to daily life etc. of different cultures.	58	51,3	28	24,8	27 23,9
Our instructors enable us to get familiar with foreign authors and their works.	46	40,7	11	9,7	56 49,6
Our instructors emphasize cultural points during courses.	83	73,5	12	10,6	18 15,9
Our instructors inform us about the different cultures.	41	36,3	42	37,2	30 26,5

Learners' assessments of instructors in terms of presenting culture are displayed in Table 4. Most of the learners (56,6 %) have the opinion that instructors neither bring materials from many different cultures to the class and present them nor provide them to watch videos introducing English culture (42,5 %). Moreover, they (71,7 %) think that the instructors do not bring important photos of different societies and inform them about subjects such as important days, habits related to daily life etc. of different cultures (51,3 %). They (73,5 %) consider that instructors do not emphasize cultural points during courses, but enable them to get familiar



with foreign authors and their works (49,6 %). Learners do not have opinion whether their instructors inform them about the different cultures, but agree that the information that instructors give about different cultures increases desire to visit the places of these cultures (37,2 % and 45,1 % respectively) .

**Table 5. Learners’ ways of recognizing cultures**

	Disagree		Neutral		Agree	
	f	%	f	%	f	%
Culture can only be learned at its place.	22	19,5	30	26,5	61	54,0
In order to learn culture it is not necessary to visit its country.	61	54,0	31	27,4	21	18,6
Movies and books provide me to be knowledgeable about the culture of a society.	7	6,2	19	16,8	87	77,0
I acquire knowledge about different cultures from other people.	41	36,3	32	28,3	40	35,4
I have been in different countries and I have a chance to recognize different cultures and societies in this way.	85	75,2	1	,9	27	23,9
Coursebooks provide me opportunity to get familiar with many different cultures.	30	26,5	38	33,6	45	39,8
I recognize cultures via information that my instructors give us.	36	31,9	42	37,2	35	31,0

Learners’ ways of recognizing cultures are displayed in Table 5. Most of the learners (54,0 %) agree that culture can only be learned at its place, and consider visiting a country as necessary in order to learn the culture (54,0 %). They (36,3 %) do not acquire knowledge about different cultures from other people, but movies and books provide them to get knowledge about the culture of a society (77,0 %). While they (39,8 %) agree that coursebooks provide opportunity to get familiar with many different cultures, they (37,2 %) do not have idea whether they recognize cultures via information that instructors give them. However, nearly most of the learners (75,2 %) have not been in different counties and have a chance to recognize different cultures and societies in this way.

**DISCUSSION AND CONCLUSION**

Overall findings of the study revealed that students had a positive attitude towards other cultures including English culture and consider necessary to get familiar with different cultures and respect them. However the problem lies behind the fact that though participants are



prospective English teachers, they did not have idea whether they were sufficiently familiarized with English culture and society and want to get more familiarized with it. Such findings are consistent with the former study by Önalın (2005). This can be resulted from the fact that other skills are given the highest priority and culture is frequently be neglected by the educators. They think that people who are familiar with more than one culture possess much more critical and a broader thought system and learning different cultural values changes one's world view positively. Such an outcome is in line with what İter and Güzeller (2005) have mentioned about students' ideas about culture. However, they are not sufficiently familiarized with different cultures and societies and want to be more familiarized with them. This problem can be aroused because of the fact that most Turkish people cannot have a chance for travelling to other parts of the world compared with the European people. Thus, universities and locally faculties should provide more exchange programs and encourage the students to participate in these programs in order to provide opportunities for them to recognize other cultures. In addition, foreign instructors may help learners to recognize different cultures so foreign instructors should work in faculties along with Turkish instructors. Moreover, at the courses learners neither wanted to learn only the similarities nor only the differences between English and Turkish cultures. In addition they did not think that life styles of people from different cultures resemble their culture, but they did not find thought, behavior and living styles of those people strange or odd. These may reveal that the learners had a high degree of cultural awareness and not have prejudices for different cultures since they can accept cultures as neutral and want to learn them without making comparisons with their own culture. However, they did not have idea whether had begun to think that English culture and society have totally different characteristics by getting familiar with English culture and society, but did not agree that learning a different culture makes them feel that they lost their national identities, which is in line with the findings of İter and Güzeller (2005). These show that although students did not have enough cultural knowledge, they did not possess negative feelings for new cultures.

In the study students' views on the role of culture in language learning were also investigated in order to determine whether prospective teachers have positive or negative ideas in integrating culture into the language teaching practices. According to the results, it is revealed that learners were quite aware of the existence of a close tie between culture and language learning and view cultural learning as an important and inseparable aim during the process of language learning. Such outcomes is in line with what Kahraman (2005) have mentioned about in his study. Moreover, students believed that getting familiar with different cultures increases their desires to learn these languages and having knowledge about English culture and society increases their desire to speak English fluently. On the other hand learners declared that they find difficult to understand some words and expressions due to the fact that they are not familiar with the culture of the language they have learned. In addition, they found learning English enjoyable together with cultural learning and agree that cultural learning motivates them in learning the language. As pointed out by Ozil (1997) many people have misunderstandings about language learning that they consider it merely consists of learning vocabulary and structure (as cited in Er, 2006). However, findings in this study showed that views on the integration of culture in



language teaching have been changing positively by the recent generation. Thus, it can be suggested that the problem that lies in the integration of cultural teaching into language teaching sourced from educators' misunderstanding of language teaching may disappear in the course of time.

In the survey, learners' views on coursebooks were also examined to find out what learners think about the cultural elements and points in the coursebooks. According to the results it is appeared that coursebooks are important in expressing cultures and learners widely get to familiarize with other cultures via textbooks. However, the students agreed that coursebooks should include elements of many cultures, including their own culture, and declared that coursebooks do not allow recognizing many different cultures and making comparisons among them. This showed that learners gave importance to multi-cultural point of view in coursebooks and will probably pay attention to choose such coursebooks in their future teaching careers. On the other hand in the study, learners did not have idea whether coursebooks mostly include cultural elements of English speaking societies and stated that coursebooks are insufficient in presenting English culture and society which are not in line with the former study by İltter and Güzeller (2005).

In the questionnaire students also assessed their instructors in terms of presenting culture. In the light of the findings, it is shown that the instructors were inadequate in presenting culture at the courses. They did not use cultural materials, did not emphasize cultural points, give information about subjects such as important days, habits related to daily life etc. of different cultures. On the other hand, learners thought the instructors enable them to get familiar with foreign authors and their works and consider information that instructors give about different cultures as important in that it increases desire to visit the places of these cultures. Findings about the instructors demonstrates that instructors did not pay attention to cultural learning and according to Ozil (1997) this problem results from the fact that they apply the same teaching methods of their learning process in the way that they learn the language. Moreover, he adds that the problem may be sourced from the fact that they do not have chance to go to countries where the language is spoken and meet native speakers of the languages (qtd. in Er, 2006). Due to the fact that teachers need to be exposed to alternatives for current teaching approaches to change their beliefs regarding culture teaching, (Sercu, Garcia and Prieto, 2004); the problem can be avoided by providing exchange programs for the academic staff and encourage them to much participate in academic organizations such as conferences, congress and etc. in order to broaden their vision in language teaching. Another reason for not emphasizing culture in courses can be resulted from teachers' concerns about the disadvantages of including cultural information in their lessons. They may be anxious about integrating too much cultural information for this might create a boring atmosphere or may lead to linguistic/cultural imperialism.

In the study, students' ways of recognizing cultures were also investigated and it is generally found out that learners had the idea that culture can only be learned at its place. However, they



had not been in different countries and had chance to recognize different cultures and societies in this way. Learners recognized culture with the help of coursebooks, visual and written materials such as movies and books. On the other hand, they did not have idea whether they get familiar with cultures via information that instructors give and do not acquire knowledge from other people. Therefore, instructors should much allow for visual and written materials at the courses and pay attention to choose coursebooks since these materials have importance in contributing to student's cultural knowledge and cultural competence.

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- **THE SCHOOLING AND INCLUSION IN SPECIAL EDUCATION**

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**Abstract**

The students who need special education are underserved in relation to opportunities to develop literacy due to the several reasons and teachers feel themselves not being prepared to teach literacy skills to this population. With the increase in the number of students who need special education, it has become crucial to study the nature of schooling experiences that provide these students access, the fullest access possible, to learning activities and experiences that develop their literacy. This current study tries to give brief information about schooling in special education and inclusion in general. First part of the study focuses on the parts related to the special educational services in the report of 2017-2018 Education Reform Initiative in Turkey circumstances. Second part of the study discusses the literature review on inclusion in special education and mentions the studies done in the last five years (2015-2019). The third and the last part analyses the data and give some suggestions in order to raise the quality of the educational process.

Key words: special education, inclusion, early childhood, quality in education.

**Introduction**

Children with special education needs (SEN) must be given education in different ways corresponding to their physical, intellectual, behavioural and social needs. Instructional implications of children with SENs has shifted with the changes in understanding of the scope of special education. For example, the first education institutions of children with SENs were day and boarding special schools, but today, inclusive education has been more accepted in all over the world including Turkey. However, the issues on understanding the process of implementation on inclusive education and whether it has a positive or negative impact on pupils with and without SENs (Kalambouka et al., 2007) are still debatable.

The meaning of inclusion (integration or mainstreaming) is to educate children with SENs in general education settings with their peers by providing extra education services to fulfill children's special education needs and to support both children with disabilities and the classroom teacher (Kircaali-Iftar, 1992).

For the children with special needs, the environmental factors such as peer interaction play a crucial role on their academic performance, social development and behaviors (Lipsky and Gartner, 1996). In addition, typical development children continue positive attitude towards



their friends with special needs and gain knowledge about developmental disability (Diamond and Huang, 2005).

The importance of inclusion is getting higher and higher in the time we live. We need to understand the implications and results of the researches done in the field. Understanding the studies carried out on this issue have a strong impact on the future studies. Gathering the researches, published studies, review and journals together and grouping them into categories will enable the professionals having a wide-range of ideas and discussions on different aspects of children with SEN.

#### **Aim:**

The purpose of this study is to review inclusive education focused studies within the scope of inclusive published studies between 2015-2019. There are some methods such as meta analysis and meta evaluation in order to evaluate the researches and studies carried out and concluded before. Analysing the studies by using meta analysis provides researchers having an overall information about the researches which are concluded. In this current study meta analysis was used to analyse and evaluate the researches carried out on inclusive education in Turkey circumstances and abroad between 2015-2019.

#### **Research questions**

1. What were the aims of the studies carried out on schooling and inclusion in special education between 2015 and 2019?
2. What types of studies were carried out on schooling and inclusion in special education between 2015 and 2019?
3. What were the conclusions of the studies carried out on schooling and inclusion in special education between 2015 and 2019?

#### **Methodology**

Research method: Basic interpretive qualitative design research was used to conduct this study. This research design is a qualitative method that the researcher tries to understand a situation and perspective, or examine the collected data with document analysis in order to present the existing situation (Merriam, 2002). In this study, the articles obtained from the searching results were examined within the scope of the document analysis and tried to put forward the existing situation regarding the studies about inclusion.

Data collection: Data resources providing a basis for the reviews are stated as Google, EBSCO-Host, Web of Science, Academic Search Complete, ULAKBİM, Google Scholar and also Ankara University Journal of Special Education of Educational Sciences Faculty, Hacettepe University Journal of Faculty of Education, Hacettepe University Journal of Faculty of Health

Science. Key words were “inclusive, schooling, special education, attitudes, programs for special education”.

Data analysis: In the study, the form was adapted from “Research Data Evaluation Form (RDEF) to gather the data for meta evaluation. While composing the form some scales were omitted to correspond the aim of the study. In the light of these scales a new form was composed.

Sampling: 16 recent researches about the inclusive education carried out between the years of 2015-2019 were included in this study.

**Findings and discussions**

The findings of current study were discussed around the three research questions. In order to answer the first research question, the papers were analysed and classified according to their emphasis.

Table 1 Findings about stating the aims of the studies

		f	%	Valid %	Total %
Aim of the research	Explained	15	93,8	93,8	93,8
	Partially explained	1	6,2	6,2	100,0
	Not explained	-	-	-	
	Total	16	100,0	100,0	

Table 1 displays that 15 (%93,8) researches of 16 explained the aim of the research. Only one research (%6,2) partially explained the aim of the research. The aims are classified in terms of their focus and the table 2 shows the classifications that the researches emphasise.

Table 2 Findings of the classifications

		f	%	Valid %	Total %
Classification	Attitudes	9	56,2	56,2	56,2
	Research reviews	3	18,8	18,8	71,1
	Theoretical constraints	4	25	25	100,0
	Total	16	100,0		



Table 2 presents that 9 (%56,2) of the 16 researches were on the attitudes of the teachers, classmates or families of the inclusive children towards inclusion. 3 (%18,8) of 16 studied the researches done before and they analysed the types of the researches on inclusive education. 4 (%25) of 16 studies mentioned the theoretical constraints such as legislation, current educational programs and history of inclusion.

Denizli and Uzunoğlu (2016) stated that teachers were not well aware of Individualised Education Program (BEP) and could not prepare a study plan deliberately. They concluded that teachers feel responsible but sorry for not; making enough time for students, paying enough attention for students who have special needs and teaching them on the basis of their level.

Mertoğlu (2018) found that the attitudes of the science candidates towards the inclusive are moderate or even close to negative. The findings of the study revealed that the prospective teachers were not informed enough on inclusion, they are inadequate to integrate them in science education. It has been found that teacher candidates focused on activity planning, material preparation, giving lecture for integration students in science lesson.

Yazıcı and Akman (2018) searched for the attitudes of preschool teachers towards inclusive students with autism and found that they know general characteristics of autism and agree the idea of having inclusive student in their classrooms which can be beneficial for them and classmates as well.

Nketsia, Saloviita and Gyimah (2016) in their study found positive attitudes and considerable support for inclusive education. On the other hand, they concluded that the majority of teacher educators thought that Ghana was inadequately prepared for the implementation of inclusive education due to the reasons such as inadequate teacher preparation, unpreparedness of teacher educators, inadequate emphasis on inclusive instructional strategies and lack of teaching and learning materials.

With regards to the second research question, the types of studies were analysed on schooling and inclusion in special education between 2015 and 2019. Table 3 shows the findings about stating the research model and Table 4 shows the findings about research models.

Table 3 Findings about stating the research model

f	%	Valid %	Total %
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Research model	Explained	9	56,2	56,2	56,2
	Not explained	7	43,8	43,8	100,0
	Total	16	100,0	100,0	

9 (%56,2) researches of 16 researches explained the type of the studies such as qualitative or quantitative research. 7 (%43,8) of 16 researches did not classify their studies as qualitative or quantitative research.

Table 4 Findings about research model

		f	%	Valid %	Total %
Research model	Qualitative	9	81,8	81,8	81,8
	Quantitative	2	18,2	18,2	100,0
	Total	11	100,0	100,0	

Table 4 shows that 9 (%81,8) of the 11 researches used qualitative researches whereas 2 of the researches (%18,2) used quantitative researches. This indicates that most of the researchers preferred descriptive study, literature analysis or desk-work researches. Interestingly, quantitative research model was used by only two researchers. However, there has been a great amount of need for implementations and their effects on children with special needs.

To find answer to the third research question, the conclusions of the studies carried out on schooling and inclusion in special education between 2015 and 2019 were analysed. Table 5 shows the results and suggestions of the researches; Table 6 shows the findings of suggestions.

Table 5 Findings of stating results of the studies

		f	%	Valid %	Total %
Findings and results	Discussed	15	93,8	93,8	93,8
	Not Discussed	1	6,2	6,2	100,0
	Total	16	100,0	100,0	

Table 5 shows that 15 researches (%93,8) of 16 researches discussed the findings of the studies. Only one of the researches did not discuss the findings. Kılıç and Arslan (2016) found



similar degree of the results consistent in the study. Eren, Çelik and Oğuz (2014) think similarly as to results of the study as a whole which are consistent.

Table 6 Findings of stating suggestions

		f	%	Valid %	Total %
Suggestions	Mentioned	10	62,5	62,5	62,5
	Partially mentioned	4	25	25	87,5
	Not mentioned	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

Table 6 displays that 10 (%62,5) of 16 researches mentioned suggestions, 4 (%25) of them partially mentioned suggestions and only 2 (12,5) of them did not mention suggestions. Overwhelmingly, suggestions were expressed in the researches. Kılıç and Arslan (2016) found similar high degree of results which are consistent in the study.

#### Conclusion and Suggestions

The findings of this study revealed that researches about inclusive done in the country and abroad are carried out on students, teachers, administrations and families. When domestic studies were analysed, it was found that qualitative research model was used mostly. Most of the researches focused on the attitudes of teachers, students and families to the children with special education in inclusive education circumstances. The foreign researches studied the same issues and they additionally conducted researches on inclusive education programs and how much they met the needs of the children. Both domestic and foreign educational implementations and legislation about inclusive education and schooling should also be studied and searched. In this respect, the variability in the research field plays a crucial role in the future development of the preparation of both teachers and programs.

Opportunities should be provided for teacher educators to enable them to access a wide range of practical experiences with SEN pupils in mainstream schools, further enabling them to model inclusive values and competences for trainees. Teachers of children with SEN need to be supported by additional services such as resource room, counselling, teaching assistants, and so on. In-service education or seminars giving knowledge about inclusive pedagogical practices and experience in inclusive settings should be organised. Further researches could be conducted by comparing the teachers who have children with SEN and without SEN. The effect of social media or public service announcement should be tried in order to raise the positive attitude towards the children with SEN.



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- **AN OVERVIEW OF THE LAW ON UNIFICATION OF EDUCATION IN THE FRAMEWORK OF TURKISH EDUCATION HISTORY**

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### **Apstrakt**

Republic of Turkey founded in October 29, 1923 and to train the citizens reformist, populist, nationalist, secular, free and widerange of perspective in the field of education, provide primary education to be generalized, future generations have pursued the—in the training level- contemporary and aims to equip them with ration al knowledge. Renovations and legal arrangements were made in the light of the aforementioned ideas in the local schools and foreign schools, which are due to the support of the Westernization policy as well as the nationalism policy.

Republic, which was seen as the most important of the legal regulations, was taken with the Law on unification of education, which was adopted on March 3, 1924 - in other words, "Combining the Training". With in the frame work of this law, first aligning its own schools, the states on tried to remove all religious concepts and movements in order to prevent missionary activities by including foreign schools in this policy. The Republic of Turkey has done this arrangement, the state's first constitution April 20, 1924 Fundamental Law Organization in all education and training in stitutions with the provisions of Article 80 embodies the controls on the right.

In this study, newly established by the Ottoman Empire reflection on education movement started modernization in the 18th century the Republic of Turkey's example of a Unification Law of Education, the steps taken in this regard, in general terms, examining, Mustafa Kemal Ataturk's ideas about education and especially training in union philosophy, The results of the reflection of the Republican era education were evaluated. The basic idea of the study, the regulations applied in domestic and foreign schools, innovations and the attitude of the state in these studies have been examined carefully and it has been tried to draw attention to the point in Turkish Education History.

Key words: Education, Unification of Education, Ataturk, Law, Republic of Turkey.

### **Introduction;**

Madrasahs played an significant role in the increase of Islamic civilization in the Middle Ages, where the Western world was experiencing the dark era. The educational activities carried out in the mosques, libraries and houses since the early periods of Islam have been made more organized and organized in the madrasahs that were formed by the state during the time of the Karahanids. (Zengin, ZS, 2002: 15) Nizamiye Madrasahs, Nizamülmülk Madrasahs, opened in Baghdad with the idea of protecting and spreading Sunni faith against the Shia propaganda that





became widespread during the Seljuk period, were provided with scholarship to the needy students. It is the first university in the present sense of Islam to meet its social needs. (Akyuz, Y., 2009: 43)

The Ottoman Empire education system is the continuation of the school scheme that started to be created in the Seljuk Empire. This system demonstrates in itself a cohesive integrity, based on Islamic Civilization foundations. Education and training activities in the Ottoman Empire remained outside the state's remit until the middle of the 19th century. Education and training was only considered a charity, a religious duty, and was conducted only through foundations set up by philanthropists. (Ari, A. , 2002 :182)

The number, physical conditions, architectural features and curricula of the madrasas gained by the state after the madrasas that Orhan Gazi had set up in Izmit have been important developments. It was also a settled custom for the Ottomans to build a madrasa in the newly conquered settlements. The establishment of a madrasa in places under Ottoman rule was aimed not only at the purpose of education, but also to help spread the religion and culture of Islam, to ensure the reconciliation of the state, intellectuals and people and to make the administration accepted by the societies. (İpşirli, M., 2003:327 )

The mosque constructed by Fatih in his name after the conquest of Istanbul was made up of eight madrasas and social amenities. This madrasa complex, which later became known as Sahn-ı Seman, became an organization of higher education and study with the material equipment supplied and its curriculum in particular. The highest level in the development of madrasas was reached with the "Suleymaniye Madrasa" which was organized in a gradual system during the reign of Sultan Süleyman the magnificent. (Doğan, R. , 1997: 409)

The madrasas, which since its establishment had assumed an significant role in the Ottoman Empire's educational life, were 16. Since the century, it has experienced a period of decrease. (Ozdemir, E., 2013, 203)

The inadequacy and negligence in education and training is one of the most significant reasons for the decrease of the Ottoman Empire. The growth of the academic scheme over the years, structured during the establishment and elevation phases, has been an significant cause that supports political and army accomplishments. The education policies followed during these strong years of the state ensured that the educational institutions continued to exist intact. However, as in many areas of the west towards the end of the ascension period, the failure to follow the developments in science-technique and education and the continuation of Education under the rule of non-competent people caused the Ottoman education system to be deprived of the requirements of the era. Although Western-style reforms were attempted in education since the end of the XVIII century, these efforts resulted in the emergence of a dual education system. (Demirtaş, B. , 2008 : 156)



In fact, the duality in the education scheme reflected the contradiction in which the state had fallen. The Ottoman Empire, a religion-based state, was unable to dismiss the education system's Islamic tradition. However, the logic of the innovation movements also required that educational institutions focus on contemporary knowledge and advancing science and technology. The serious difficulties encountered in directing the system were due to this contradiction. (Oğuzkan, T. , 1983: 116)

The Ottoman education system was mainly under Islamic impact until the Tanzimat period. It is seen with the Tanzimat period that Islam's pressure has somewhat eased. Western culture, however, started to have an impact on Ottoman society with this easing. In addition to the old-fashioned institutions such as madrasas, Western-style schools were opened. With the opening of minority and foreign schools, dual institutions providing education in different ways emerged in the Ottoman education system. (Demirel, R. , 2009: 16th)

#### **Tawhid-i Tedrisat's preliminary law studies (unification of education):**

The newly established schools and the army were excluded from the influence of religious authorities during the reform years in the Ottoman Empire, while the schools that provided religious education were strictly untouched. So the old ones continued to live alongside the new schools, and these different sources of Education raised two generations apart, and often even against each other. The first movement to unite these different educational institutions and eliminate duality was made by the "Union and Progress Party". This initiative was based on the ideas of Ziya Gökalp. (Basgöz, I.,- Wilson, H.,1968: 80)

The Ottoman intellectuals suffered the damage of this dual education system, but despite the measures taken, they were unable to make an improvement.

Mustafa Kemal stated that during the years of the national struggle, this dual education would be eliminated, that the entire country's children would be educated together from primary school to higher education, and that this problem would be solved. (Ergün, M. , 1982: 47)

It is observed in the establishment of the new Turkish state that all the problems that led to the decrease and ultimately the collapse of the Ottoman state were thoroughly regarded and that the painful experiences experienced were decided to take full benefit of them. The words mentioned at this stage refer to the bad progress and mistakes made in the Ottoman Empire and it is emphasized that they will not fall into similar mistakes. It must have been understood that the loss of the teaching union in the collapse of the Ottoman Empire and the dissolution of the Ottoman society was an institution; the Turkish Maarif Congress was convened to prepare a new program for the arrangement of education and training procedures in the new state to be established in the most interlocutory days of the war of Independence. (Turan, M. , 2011: 191)

The meeting of the Turkish Maarif Congress in Ankara on 16 July 1921 is an issue that must be addressed in terms of the main purpose, nationality and importance of Education. In his speech at the opening of the Congress, Mustafa Kemal Pasha, I.He stated that the enemies who were



instrumental in the defeat of the Ottoman Empire in World War II wanted to destroy the Turkish nation completely; he said that after expressing the Assembly meeting in Ankara, the Congress that would establish the National Maarifi” of Milli Turkey was also meeting in Ankara. Mustafa Kemal Pasha, who thinks that the gathering of the Turkish Maarif Congress is as important as the gathering of the Turkish Grand National Assembly, said:”... although today we are obliged to use our resources of material and spiritual power against the enemies who are occupying our countries within our national borders.”After saying, even in the days of the war, “kemalish” emphasized that it is necessary to try to establish a national education program that has been processed and drawn with attention and care. (Güven, I. , 2010 : 212)

Mustafa Kemal saw that the future of the Turkish nation would be achieved only by addressing the problem of education during the years of internal war as stated above. The education scheme of the Turkish nation, which became a citizen and obtained a fresh republic identity, had to be reconsidered and set up in accordance with the Republic's values. With Atatürk's vision and work, which seeks to take the Turkish nation to the stage of modern civilization in all areas, this work would certainly be feasible, and would fall upon it as a necessity of its excellent significance in this matter. (Dönmez, C. , 2010 :255)

Atatürk's first objective was to discover guidelines and paths in every stage of education, from primary to university, that suit our domestic realities and needs for our community. He therefore first asked for plans to raise the literacy rate throughout the nation in a short time. In this context, he made great efforts to ensure the unity of education and training, to prepare educational programs according to the realities of the country and to establish cultural centers. (Izgi, D. , 1988: 561)

Atatürk has taken care of education as a whole and the new schools opened at all levels are the most beautiful proof of this work, that all our children and young people should be taught without distinction between boys and girls.

#### **Acceptance and content of the Tawhid-i Tedrisat (Education Unification) Law ;**

After the Great Victory, Atatürk placed into practice what he believed about setting up a contemporary system of education. The first effort on this path was the adoption of the law of Tawhid-i Tedrisat (teaching union) in the Turkish Grand National Assembly on March 3, 1924. By this law, madrasas were abolished and all schools within the borders of the Republic of Turkey were attached to the Ministry of National Education. Thus, it was ensured that educational institutions were gathered under one roof and that education became a national quality. (Güven, I. , 2010 : 212)

Although the Education Union was adopted as a complete system with the Law No. 430 of Tawhid-I Tedrisat adopted on 3 March 1924, the law of Tawhid-I Tedrisat, which achieved a very important stage in the cultural life of the new Turkey, was in fact a major cultural move. (Sungu, I. , 1938: 397) the unification of Education brought an end to the continuing dichotomy of



madrasa – school, which has been seen in Turkish education especially since the end of the XIX century. In addition, the possibility of raising the Republican generations with a national education system far from superstitions and foreign ideas and influences has been obtained. Training with the national education system has also enabled the National Cultural Union to come into existence. The consolidation of educational institutions and the implementation of the national education system has also served the integrity and unity of the country. (Eroğlu, H. , 1987: 35)

Educational services were modernized with the implementation of this act. In order to spread National Education, it rapidly managed to open elementary schools, secondary schools, high schools, and vocational schools, making primary schools mandatory. 2 years after the adoption of the teaching union law, the law on the education organization was adopted on 2 March 1926. Beginning in 1926, the secondary education was transferred to coeducational education, allowing girls and boys to study together in the same school with the same program. Thus, Atatürk managed to base National Education in Turkey. Because Atatürk was aware that the damage that would be caused by the delay in ensuring the unity of education would be great. (Guven, I. , 2010 : 212-213)

The following are the articles of law adopted in the Assembly on 3 March 1924.

Law No: 430

Date Of Admission: 03.03.1924 Official Gazette: 06.03.1924-63

Article 1. All science and education institutions in Turkey are affiliated to the Ministry of National Education.

Article 2. All madrasas and schools administered by the Shar'iyya and Awkaf Ministry or private foundations were transferred and attached to the Ministry of National Education.

Article 3. The appropriations for schools and madrasas in the budget of the Shar'iyye and Awkaf Ministry will be transferred to the national education budget.

Article 4. The Ministry of National Education will establish a theological faculty at the university to train high experts in religious knowledge and (also) open separate schools for the training of civil servants tasked with performing religious services such as Imamate and oratorio.

Article 5. From the date of publication of this law, general education and training services are provided, until now under the Ministry of national defense and military juniors and idadis, orphan homes under the Ministry of health, budgets and teaching staff will be connected to the ministries will be determined and organized, and until then teachers belonging to the military will maintain this status.

Article 6. This law is valid from the date of publication.



Article 7. The provisions of this law shall be enforced by the Council of Ministers. (Arı, A. , 2002: 187-188)

As a consequence, on the axis of domestic values, the Republic of Turkey felt the need to reorganize the educational system it had taken over from the Ottoman Empire and embraced Tawhid-i Tedrisat. Thus, the building of a monolithic country in terms of culture, thoughts and feeling of society was taken as the basis in the newly formed Turkish state. In this respect, Tawhid-i Tedrisat is also important today for the survival of the Turkish state and society and is as indispensable as the date it was accepted. (Turan, M., 2011: 197)

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- **CLASSROOM MANAGEMENT IN THE CONTEMPORARY TEACHING**

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**Abstract**

The issue of classroom management has been, it is and will be, one of the key topics of every global society aimed for a qualitative education of young generations from which the future of the country is created in all socio-economic aspects. Basing to the fact that how is the education in one country, as well is the development of that country, in parallel with this we can say that how is the class management as well are the successes of that school, with particular emphasis for students of that classroom. In contemporary teaching, its main impact is class leadership and its guidance by a contemporary teacher with attributes that make it distinct from the past, always changing the position of its students as a form of cooperation for each kind of rule, classroom tasks that can assign together with his students.

Being a teacher of this era is considered to be challenged as the category of these teachers are surrounded by technological innovations, which are necessarily required to be the didactic tools of the classroom and the teaching process too, in each school subject. In the Balkan Countries for the Education System of Bologna there are many criteria and rules that are required to exercise the calling workers: educator, teacher and professor. Against this countries such are Kosovo and Macedonia under the application of this system and the numerous curricular educational reforms made since 2003, are continuing to make this category of teachers feel challenged by these educational changes, especially in the field of class management, mostly for the deafening of teachers, obliging the use of technological equipment in classroom lectures.

Key words: collaboration, management, organization, planning, challenge.

**Introduction**

Consequently, the concern of time beside the *Contemporary Teaching* is considered to be the Classroom Management process from the side of each category of teachers, the consequence of which is the aim of having a better working atmosphere within the classroom lessons. Since classroom management is a key criterion for achieving the success of the *Teaching* and learning process, it is undoubtedly required the greatest commitment and perfection of teachers in their professional aspect in order to be able to use Contemporary Techniques and Methodology, in order to adapt them in accordance with this educational work methodology that requires numerous technological innovations.

Therefore, to have a contemporary teaching climate in the 21st century, the teacher should be "MASTER" within his class. All this clearly shows that every effort to achieve maximum results in the educational process requires a proper classroom management, part of which are these issues; classroom management, pupil behavior, student assessment process during class,



classroom management, adherence to classroom rules, and many pedagogical issues that will be addressed in this conceptual project, aimed at which will be scientific research as a whole.

Since the learning process in XXI<sup>ST</sup> Century schools in Balkan schools has been alienated and has taken a different course compared to the past when the learner was an object to the learning process and the teacher a subject within the classroom, who is increasingly being it hampers the concept of classroom management, a process that itself entails many issues that depend on and the quality in education both in the primary and in the higher education.

### **Classroom management definition**

Initially, the Classroom is a social educational group, consisting of students of relatively similar age, with experience and background knowledge, who, at the same time, under the guidance and cooperation with the same teacher, mastering the contents envisaged by the curriculum through the use of technology and teaching technology, acquire knowledge, develop skills and form certain habits for life and work. (*Musai, B. 1999*) Therefore, to have a class with the most successful students, of course, the key role is its fair management by the teachers of any educational level. **Classroom Management** in itself is a process of maintaining rules and maintaining a healthy environment in the classroom, relatively free from behavioral problems. (*Sylaj, 2010*). In the main context, the word management means direction and organization of the teaching process and class leadership. It should be clear that the notion of today's "A Good Student or Classroom" differs from the past. (*Sylaj, S. (2010)*). In today's ideal classrooms, emphasis is on civic behavior, co-operation and self-control. Students are thought to be free from fear, because they are citizens who form a social group and not objects for teachers. Therefore class management is undoubtedly a major component of student success, but also the success of the classroom, particularly in the teaching and learning process as well.

**According to many researchers, key aspects of classroom management are as follows:**

- Well-planned and interesting lessons;
- Development of positive relationships in the classroom;
- Motivating students to learn;
- Class rules;
- Positive classroom discipline;
- Good communication skills of teachers and students. (*Grup Autorësh, 2006*)

**The cases of undesirable behaviors for students are not limited and frequent as:**



- Talking outside or without permission;
- Being Noisy;
- Lack of attention to the teacher
- Failure to perform the given assignment;
- Unjustified rise from the country;

The same effect should be said to play positive messages as well. A teacher can tell his student: You will be successful in any profession you may choose in life and the learner will grow not only will not forget the words of his teacher but he will too have additional motivation to move on in his career. According to him, "Do not wait for students to respect you when you do not respect them." Rule for the sake of rule is an empty goal.

Possessing pedagogical teaching by teachers requires trust in student education; rely on his positive qualities and actions and not to point out the shortcomings and weaknesses. Therefore violence and insults must never be used! No one can forgive a serious word. The people say: *"The word is heavier than lead!"* That in the end of the teaching be without chaos according to pedagogical requirements it is required that it should be structured, as well as its beginning. Closing exercises will provide a quick review of the day's lesson. So if a teacher exercises proper pedagogical tactics, he certainly adheres to these principles as well:

- ❖ **Reinforcements** - thought as reward types, but applied to specific student's behavior;
- ❖ **Awards** - in the group of which enter: praises, student of the day, week, month and student of the year, posting the task in the table before the students etc;
- ❖ **Punishments:** time is over, classroom attendance, last classroom at the end of classes, writing essays about the problem, etc.

Therefore, **contemporary teaching** and active learning requires more flexible organization and management of school work by its staff and in particular from teachers and student's parents to achieve the desired outcomes in the educational process. During such teaching, the pupil is at the center of attention and critical thinking. Critical thinking means: "A Reasoned Reflection". In realizing contemporary teaching, it is obviously influenced by how the teacher prepares and manages the three phases of the lesson: Evoking, Realizing Understanding and Reflecting. Therefore keeping the discipline and order in the class depends on how the teacher teaches the lesson, how much attention is given to the integration of the students in the lesson and how it





tries to avoid manipulation by the students. Classroom methodological criteria do not prefer aggressive responses and authoritative attitudes when through this practice to put discipline in the classroom.

Other distinguishing features which are noticed from a management point of view are those of creating a **classroom climate**, which are the full competence of the teaching or the teacher. He should always show willingness and physical consistency to control and activate the subjects-learners as a whole. It would be constructive if the teacher shows joy, interest, sincerity and pleasure before and during the whole classroom. Even the results of surveys conducted with students have concluded that students want their teachers to be dressed with the abovementioned qualities. Definitely, in practical terms it has been proved that all positive features are acceptable to the students, which in some way promote the student's activeness (willingness). When talking about the classroom climate, it is worth pointing out that it is a characteristic feature that is distinguished or noticed in the teacher, which he creates during the teaching work. The classroom environment, created by the teacher, can have an impact on student motivation, reflected in their active attitude to learning. Precisely such an environment is what is called "**classroom climate**".

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## Session II

### Quality development **Strategies** in education



- **КВАЛИТЕТЕН УЧЕБНИК – ИЗВОР НА КВАЛИТЕТНО ЗНАЕЊЕ**

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**Апстракт**

Неоспорно е дека освен креативниот и мотивираниот наставник незаменлива улога во спроведувањето на квалитетни образовни процеси има и современиот учебник. Современиот учебник треба да придонесува за поттикнување на активноста и за развојот на учениците на когнитивен и афективен план во процесот на стекнување знаења, умеења, навики, способности и сл.

Сите иновации кои се преземаат во воспитно-образовниот процес нужно претпоставуваат постојано осовременување и иновирање на учебниците. Учебниците мора веднаш да се ослободат од дидактичкиот материјализам и формализам, од неприфатливите постапки на учење, како и од сите содржини што го задушуваат слободниот развој на учениците. Изработката на квалитетен современ учебник е клуч за успехот во воспитно-образовната работа. Современиот учебник треба да ги презентира современите научни сознанија преку дидактичко-методски постапки кои ќе го ставаат ученикот во активна положба да сознава и да мисли. За успешна реализација на функцијата на учебникот од исклучително значење е неговата структура, односно адекватното композирање на елементите на структурата. Исто така, од начинот на претставување на наставните содржини зависи квалитетот на учебникот. Конкретно, тоа подразбира начин на излагање кој ќе овозможи лесно помнење на фактите, разбирање на поимите, законите, правилата, дефинициите и поттикнување логичко мислење.

Во овој труд ќе се обидеме преку презентирање конкретни сопствени авторски примери да одговориме на повеќе прашања: на пр., како да се групираат елементите на структурата на учебникот со цел да се обезбеди потребната систематичност, колкав обем на информации треба да нуди квалитетниот учебник, како да се аргументираат и да се изложуваат наставните содржини, каква треба да биде дидактичко-методската апаратура, како да се оспособуваат учениците за негово самостојно користење и сл.

Клучни зборови: учебник, знаење, структурни елементи, аргументација, дидактичко-методска апаратура.

**Вовед**

За да одговориме најдобро на прашањето што ја отсликува суштината на квалитетниот учебник ќе наведеме една дефиниција во којашто се сумирани повеќе изнесени тези. Учебникот е *добро осмислен научен материјал во тесно-стручна и педагошка смисла, наставен комплекс насочен на творечките потенцијали на ученикот и на неговата индивидуална активност, носител и стимулатор на различните видови активности во процесот на учење, интегративен фактор на различните извори на знаења и силно*



*воспитно средство.* (13 средба на наставниците, Белград, 21 и 22 јануари, 2000год.) Во продолжение ќе наведеме и уште неколку општоприфатени одредници на учебниците:

- учебниците се основни, главни, задолжителни училишни книги;
- тоа се најтиражни книги, затоа што се печатат во големи тиражи
- во многу чести случаи тоа се најдостапните и единствените книги кои допираат до учениците;
- тоа се сигурни и објективни извори на информации и одговори на основни прашања од одреден домен;
- основноучилишниот учебник произлегува од наставниот план и програма со кои се одредува кои теми учебникот ќе ги опфати;
- учебникот ја презентира содржината на одредена наука со која е во врска наставниот предмет;
- учебникот е главен ориентир за наставниците во поглед на димензионирањето на наставната материја, во поглед на обемот, редоследот и длабочината;
- учебникот е модел на организација на наставата и на учењето;
- учебникот е осмислено сценарио за идниот процес на учење.

#### **Резултати од on-line анкетирање на наставници**

За потребите на овој труд, а со цел да ги согледаме ставовите на наставниците во однос на учебниците кои ги применуваат во основното образование спроведовме анкетирање на 100 наставници по електронски пат. Анкетата содржеше десет прашања, но за да не го обременуваме трудот со графичките прикази од обработката на резултатите и во прилог на почитување на пропозициите, истите наративно ќе ги презентираме.

На првото прашање кое се однесуваше на изразување согласност со ставот *дека квалитетниот учебник е клуч за успехот на воспитно-образовната работа* ги добивме следниве резултати: 75,92% од наставниците се согласуваат со овој став, 18% не се согласуваат, а 22,22% делумно се согласуваат со ваквиот став. На прашањето кое гласеше *дали учебниците кои се применуваат во основното образование придонесуваат за поттикнување на активноста и за развој на учениците на когнитивен и афективен план во процесот на стекнување знаења, умеења, навики, способности и сл. најмногу наставници 67, 27% сметаат дека само делумно тоа се остварува, 25,45% одговорија дека не гледаат таква можност во постојните учебници и само 7 % позитивно се изјаснија. Понатаму, 60% од наставниците сметаат дека *учебниците по кои тие работат делумно се атрактивни на перцептивен, интелектуален и емотивен план*, 18,18% сметаат дека учебниците не се атрактивни и само 1,82% позитивно е изјаснија по однос на атрактивноста на учебниците. Следните две прашања се однесуваа на структурата на учебниците. Во тој контекст, 60% од анкетираниите наставници сметаат дека учебниците во основното образование делумно имаат добра структура, односно елементите на структурата се адекватно компонирани, 34,55% се изјаснија дека учебниците немаат добра структура и само според 5,45% структурата на учебниците позитивно е оценета. На следното прашање во кое се бараше посочување на конкретни структурни елементи кои недостасуваат во учебниците: 70,91% од анкетираниите наставници се изјаснија дека *недостасуваат елементи кои се во функција на усвојување на содржините и ефикасно активно учење (дидактичка и методска апаратура, прашања, задачи, вежби)*, според 10,91% од наставниците недостасуваат елементи кои се во функција на излагање на*



содржините, а според 18,18% - елементи кои се во функција на лесно снаоѓање и ориентација во работата со учебникот.

Бидејќи едно од клучните прашања при оценувањето на квалитетот на еден учебник е *обемот на информации кои тој им ги нуди на учениците*, следното прашање беше во таа насока. Интересен е податокот што на ова прашање добивме спротивставени мислења, имено 46,30% од анкетираниите наставници сметаат дека во учебниците за основно образование има преголем број информации, а 48,30% се изјасниле дека учебниците содржат недоволен број на информации. Понатаму, на прашањето дали содржините на учебниците се добро преработени и усогласени со можностите на учениците, 49,09% од анкетираниите одговорија со делумно, а 43,64% дадоа негативен одговор. Исто така привлекува внимание *одговорот на 64,81% од анкетираниите наставници дека во учебниците преовладуваат репродуктивни прашања и задачи наменети за учениците*, само 14,81% сметаат дека преовладуваат продуктивни прашања и задачи, додека според 20,37% анкетирани наставници застапени се проблемски задачи. На прашањето дали учениците се оспособени за самостојно користење на учебниците, 55,56% од анкетирани одговорија со делумно, 35,19% дадоа негативен одговор, а само 9,26% сметаат дека учениците се оспособени за самостојно користење на учебниците. И на последното прашање 49,09% од анкетираниите наставници се изјасниле дека имаат потреба од дополнителни насоки за користење на конкретен учебник, 27,27% делумно имаат потреба од дополнителни обуки, а 23,64% немаат потреба од дополнителни насоки. Врз основа на добиените резултати од спроведеното анкетање на одреден примерок на наставници, како и врз основа на сопствени авторски и коавторски искуства стекнати при креирање на учебници за примарното образование во продолжение на трудот ќе изнесеме научни согледувања кои се од исклучително значење за изработка на квалитетен учебник.

### **Очекувања од современиот, квалитетен учебник**

Ако се има предвид можноста на учебникот да влијае на развојот на учениците, нужно треба да се создава учебник кој ќе води и кон активизација на учениците. Учебникот колку и да претставува добро организиран систем на знаења, ако не нуди активен и критички однос на ученикот кон тоа знаење, неговите влијанија врз ученикот ќе бидат ограничувачки. Современите учебници се очекува да бидат атрактивни на перцептивен, интелектуален и на емотивен план.

За да се постигне перцептивна, визуелна атрактивност, учебниците треба да ги задоволат следниве критериуми:

- учебникот да биде модерно дизајниран (корицата и секоја негова страница да ги задоволуваат современите стандарди на дизајнирање);
- учебникот да има современ ликовно-графички израз;
- да понуди квалитетни технички решенија на текстот и на илустрациите.

За да се постигне интелектуална атрактивност, учебникот треба да содржи интересни, актуелни содржини изложени во форма којашто подразбира активно мисловно, логичко, креативно и критичко ангажирање на ученикот во доаѓањето до ново знаење. Тоа подразбира:

- насловите и поднасловите во учебникот да се дадени во вид на провокативни прашања;
- добра структурираност на излагањето, што ќе овозможи брз увид во содржината на текстот (прецизно и доследно изведен систем на наслови и поднаслови, истакнување на битните идеи и термини, на заклучоците и резимеата);
- да нема предолги воведи во содржините, излагањето да биде директно;



- да се излагаат само точни и целосни информации и податоци;
  - да се застапени содржини наменети за развој, освен на когнитивните способности и на метакогницијата: (за усовршување на сознајните процеси, за усовршување на вештината за индивидуализирање на сознајните активности, за усовршување на вештината за доаѓање до информации и нивно користење, за вреднување на сопствените сознајни активности);
  - при излагањето на содржините да се воспоставуваат врски меѓу научените и спонтаните знаења, меѓу старите и новите знаења и со знаењата од другите предмети;
  - содржините треба да овозможуваат развој на знаењата во согласност со можностите и способностите на ученикот;
  - излагањето често да биде проблематизирано (со вербални и со невербални проблемски задачи кои ќе бидат добро дозирани и реално остварливи);
  - учебникот да обезбедува повеќе можности за избор кои ќе одговараат на сите ученици, имајќи ги предвид нивните различни способности, предзнаења и афинитети (диференцирани содржини и проблемски задачи на повеќе нивоа на сложеност, истовремено излагање на содржините во различни форми);
  - секогаш да се укажува на секојдневниот домен на примена на знаењата (да бидат наведени доволен број примери);
- За да се обезбеди емотивна атрактивност потребно е да се одбираат содржини кои ќе предизвикуваат разновидни емоции, со што ќе се поддржува внатрешната мотивација и интересите кај учениците.

### Структурни елементи на учебникот

За успешна реализација на функцијата на учебникот од исклучително значење е неговата структура, односно адекватното компонирање на елементите на структурата. Притоа, особено е важно групирањето на елементите со цел да се обезбеди потребната систематичност.

Структурата на учебникот ја сочинуваат:

1. елементи кои се во функција на излагање на содржините;

Во оваа група елементи спаѓаат текстовите со помош на кои наставните содржини се изложуваат вербално и сликите (илустрациите) се од помош кога содржините се излагаат визуелно. Текстот може да биде основен и дополнителен. Со основниот текст се излагаат главните содржини. Тој треба да биде јасен, прегледен, структуриран во посебни содржински целини. Со сликите и со сите други ликовно-графички елементи се овозможува графичка презентација на содржините, со што појасно се истакнуваат основните пораки на текстот и се истакнува најбитното. Ова е во согласност со сознајниот процес на учениците во раниот училиштен период, кој треба да биде поткрепен со нагледност. Дополнителниот текст служи за дополнување, проширување и за продлабочување на основниот текст. Со негова помош, тоа што е изложено во основниот текст станува појасно и им е поразбирливо за учениците.

2. елементи кои се во функција на усвојување на содржините и ефикасно, активно учење (дидактичко-методска апаратура);

Дидактичко-методската апаратура е во функција на усвојување на знаења, развивање способности низ систематизирани активности, како и оспособување на учениците за нивна примена. Значи, основна цел на овие елементи е да се обезбедат квалитетни активности за учениците со кои ќе се гарантира усвојувањето на содржините. Дидактичко-методската



апаратура ја сочинуваат прашањата, задачите и вежбите; заклучоците и прегледите; ликовно-графичките прилози; речникот и различните инструкции и упатства за учениците. 3. елементи кои се во функција на лесно снаоѓање, ориентација во работата со учебникот. Во оваа група елементи влегуваат предговорот, содржината, библиографијата, легендите и сл. Тие се насочени кон објаснување на начинот на користење на учебникот и овозможуваат полесно снаоѓање низ него.

### **Артикулација на наставните содржини**

Наставните содржини во квалитетниот учебник треба да бидат распоредени според редоследот кој се предлага во наставните програми. Наставното градиво треба да се подели на помали делови, структурни единици, при што треба да се внимава на нивната функционална логичка поврзаност. Ваквата артикулација на содржините треба да овозможи јасно согледување на структурата на темата, лесно уочување на основните прашања, темелна анализа на деловите и успешна обработка на темата во целина.

Кога станува збор за конкретна наставна единица, артикулацијата подразбира нејзино структурирање на воведен, главен и завршен дел. Во воведниот дел учениците се мотивираат за работа, се поттикнува нивната љубопитност и постепено се воведуваат во содржината. Во главниот дел постапно се излага содржината на темата (факти, ставови, генерализации, образложувања). На овој дел му се посветува најмногу простор. Во завршниот дел се систематизираат знаењата, се истакнува најбитното и се изведуваат заклучоци.

### **Обем на информации**

Едно од клучните прашања при оценување на квалитетот на еден учебник е обемот на информации кој тој им ги нуди на учениците. Токму во однос на ова прашање авторите ја прават најголемата грешка, сметајќи дека со повеќе информации обезбедуваат поголема научност на содржините. На овој начин само доаѓа до натрупување на преголем број информации, со што се намалува разбирливоста на текстот и можноста за успешно учење. Од друга страна, со брзиот развој на науката и на технологијата информациите се умножуваат со таква брзина што е невозможно да се следат. Многу од нив брзо застаруваат и поради тоа не е потребно да се усвојуваат. Затоа, клучна задача на авторот е селекција на информациите. Тоа подразбира одредување на оптималната мерка на информации (факти, податоци) од една страна и основните пораки на текстот, генерализации, заклучоци од друга страна.

Аргументацијата во изложувањето на наставните содржини во учебникот треба да биде целосна и богата, но не преопширна и пренатрупана со информации.

Поврзано со претходното прашање е и начинот на поврзување на претходните со новите знаења. Многу често авторите на можат да ја воспостават врската меѓу старите и новите знаења и најчесто на старите само ги додаваат новите знаења. На овој начин повторно го оптоваруваат учебникот со непотребни информации. Решението треба да се бара во интеграција на старите и новите знаења во еден систем, односно реструктурирање на претходните знаења и инкорпорирање на новите знаења во еден систем.





### ***Претставување на содржините***

При претставување на наставните содржини доаѓаат до израз дидактичко-методските знаења на авторот. Всушност, од начинот на претставување на содржините зависи квалитетот на учебникот. Тоа е така затоа што дидактичко-методските знаења подразбираат умешност наставниот материјал да се оформува на начин на кој учениците најлесно ќе го разберат и ќе го усвојат. При дидактичко-методското оформување на текстот, многу е важна врска со конкретните науки од кои произлегува наставната содржина. Меѓутоа, научните содржини не смеат да се пренесуваат во неизменет вид, туку мора да се преработуваат и да се усогласуваат со возраста на учениците, односно со нивните можности, способности, сознājни карактеристики, претходни искуства и знаења итн. Притоа, треба да се внимава да не се отиде во друга крајност, наставните содржини до таа мера да се поедностават што ќе ја изгубат секоја врска со науката. Во тој контекст, ќе истакнеме дека излагањето на наставните содржини треба да биде едноставно, но не просто, јасно, прегледно и достапно за учениците. Конкретно, тоа подразбира начин на излагање кој ќе овозможи лесно помнење на фактите, разбирање на поимите, законите, правилата и на дефинициите и поттикнување логичко мислење. За да се остварат ваквите цели, треба, освен рецептивно, секаде каде што природата на наставниот материјал дозволува, да се користи и проблемско излагање. На ваков начин знаењата нема да им се нудат на учениците во готова форма, туку тие ќе бидат поттикнати сами да трагаат по нив, да ги откриваат преку сопствената активност. Во прилог на ова е и констатацијата дека учебникот, за да го задржи вниманието на учениците, треба да се менува, т.е. да се менува начинот на излагање на содржините.

### ***Прашањата и задачите како дел од дидактичко-методската апаратура***

Прашањата и задачите се еден од најважните структурни елементи на учебникот. Затоа, едно од клучните прашања е нивниот квалитет и функцијата на учебникот. Постојат повеќе видови прашања, во зависност од критериумите што се земаат во преден план. Најчесто, како критериум авторите ја земаат формата на учење и прашањата и задачите ги класифицираат во две групи: репродуктивни и продуктивни прашања. Основна функција на репродуктивните прашања е запомнување, односно повторување и утврдување на материјалот. Одговорите на овие прашања се наоѓаат во текстот и при нивното одговарање доаѓа до израз помнењето, вниманието и перцепцијата на ученикот. За разлика од овој вид прашања, продуктивните прашања се насочени кон ангажирање на мисловните процеси (анализа, синтеза, споредување, воопштување, откривање на причинско-последичните врски и односи, издвојување на битното од небитното и сл.) (Требјешанин, 2001). За да одговорот учениците на овој вид прашања и задачи, треба да вложат сопствен интелектуален напор. За учениците од одделенската настава препорачливо е да се креираат прашања и задачи со кои ќе се развиваат флуентност, оригиналност, флексибилност и елаборација, кои се одлики на дивергентното креативно мислење (Зуев, 1988). Поради ваквите квалификации, прашањата и задачите од продуктивен тип имаат поголема сознајана моќ.

Интересни за учениците се и прашањата од типот на ребуси, крстозборки, гатанки, дополнувалки, лавиринт и сл., кои исто така имаат проблемски карактер и ја поттикнуваат мотивацијата на ученикот.



### Учебникот и оспособувањето на учениците за негово самостојно користење

Самостојното користење на учебниците од страна на учениците треба да биде континуирана форма на работа во реалниот воспитно-образовен процес. Колку тоа ќе биде остварливо во голема мера зависи од структурата на учебниците. Тоа подразбира големи очекувања од современите основно-училишни учебници, бидејќи за учебникот да овозможи самостојност на учениците во неговото користење - самоучење - потребно е тој да задоволи многу принципи и правила.

Ќе се обидеме да изнесеме и да потенцираме неколку предлози за конкретни постапки за ангажирањето на учениците при користењето на учебниците по природни науки и општество кои се во функција на поттикнување на нивната активност. Она што посебно ќе го потенцираме е дека од особено значење е постојаното континуирано вежбање на активноста. Ако во учебникот плански се вградат содржини и постапки кои, како што наведовме погоре, се визуелно, интелектуално и емоционално атрактивни и се во функција на индивидуализирање на активноста на учениците, тогаш употребата на учебникот во наставата од природонаучното и од општественото подрачје може да се смета за активност која води кон индивидуализација. Она што исто така ќе го потенцираме, бидејќи цениме дека е особено важно, е дека учебникот мора да го олеснува учењето, зашто, во принцип, учениците не сакаат да се занимаваат со нешто што тешко им оди. Важно е ученикот при користењето со учебниците по природни науки и општество да е сигурен во себе *“можам сам”*. Добрата структура на излагањето, разбирливиот јазик на авторот, добро дозираните барања, метакогнитивното водење и горе наведените правила се можности тоа да се постигне. Исто така, важно е учебниците да нудат добар модел на интелектуално функционирање. Тоа подразбира:

- демонстрирање како се размислува, како се уочува битното, како се воопштува и се генеализира и како се следи сопствената активност;
- опишување на чекорите при планирање или при изведување некои активности, демонстрирање вештини на различни начини на водење;
- уочување и разбирање на информациите (битно – небитно, причина – последица, слично – различно);
- сугерирање за изградување сопствен систем за обележување на текстот;
- задачи за самостојно практикување на демонстрираните интелектуални, самонасочувачки и самоконтролирачки вештини;
- сигнализирање на тежината и на типот на задачите;
- сигнализирање на критериумите на успешност;
- поттикнување на самоанализа;
- водење и насочување на процесите и на активностите на учење;
- упатување на други извори на знаење, начин на користење и на размена на информации (според Требешјанин Б., 2001, стр. 194).

### Функција на учебникот

Главна функција на учебникот е да го поддржува воспитно-образовниот процес, односно реализацијата на наставата како и да ја поттикнува индивидуалната работа на ученикот. Втора функција е да ги поврзува наставните содржини со реалниот секојдневен живот на учениците, со што се обезбедува практичното значење на стекнувањето знаења,



способности и вештини. Третата функција на учебникот е трансформациона функција која се состои во прнесување на социјалното искуство на младите во наставниот процес (Зуев, 1988, стр.54) како и во преработување, систематизирање и приспособување на научните знаења со сознајните можности на учениците.

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- **КОРИСТЕЊЕТО НА МЕДИУМИТЕ КАЈ ДЕЦАТА ОД 2-6 ГОДИНИ**

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### **Abstract**

Digital technology and the media are changing the way we live today. Digital technologies have changed what it means to be literate and to gain experience in literacy. Today, acquiring literacy does not end with mastering the reading skill. Technological, media and information literacy are only part of the skills that are important for modern living. All these challenges require new knowledge, new professions and new competencies. As a result to these needs, Finland introduced the concept of “multidiscipline”. In this research we pay attention to the media and their role in the development of children at pre – school age. Should electronic media be used? How much time is it appropriate to use it? How should technology be properly used? What are the consequences of its improper usage?

**Key words:** media literacy, children, parents, educators.

### **Вовед**

Дигиталната технологија и медиумите го менуваат начинот на денешното живеење. Дигиталните технологии го променија она што значи да бидеме писмени и да стекнуваме искуства во однос на писменоста (Stordy, P. 2015:2). Денес описменувањето не завршува со совладување на вештината читање. Технолошката, медиумската и информатичката писменост се само дел од вештините кои се важни за модерното живеење. Сите овие предизвици бараат ново знаење, нови професии и нови компетенции. Како резултат на овие потреби Финска го вовеле концептот „мултиписменост“.

Денешните деца трошат многу повеќе време со дигиталната технологија отколку времето кое го поминуваат во детската градинка, училиштето и со своите родители. Децата од најмала возраст поседуваат телефони, играат игри без ограничувања на своите таблети и паметни телефони. Родителите не контролираат каков вид на игри играат нивните деца, колку време поминуваат пред телевизор и како го поминуваат слободното време. Децата го моделираат однесувањето на нивните родители и се воведуваат во дигиталната технологија на многу порана возраст отколку децата претходно.

Многу психолози и педијатри покренуваат многу важни прашања дека во овој дигитален универзум родителите и предучилишните установи треба да развиваат нова култура за користење на дигиталните технологии и правила за децата.



## **Улогата на медиумите во воспитанието и образованието во 21 век Воспитание и медиумска писменост**

Медиумската писменост е дефинирана како способност на поединецот самостојно и критички да го интерпретира текот, содржината, вредностите и последиците од медиумите во сите нивни форми (EAVI студија, 2010). Од друга страна пак воспитувањето е процес на планско и системско усовршување на сензомоторни, интелектуални, емоционални, морални и духовни својства и способности на детето, но и на возрасниот. Како облик на социјализација, воспитувањето е насочено кон формирање на однесувањето во социјално посакуваната насока (Видановиќ, 2006).

Воспитувањето игра една од клучните улоги во развојот на децата од 2 – 6 години. Медиумската писменост покрај останатото се дефинира како способност. Детето како мал поединец од оваа возраст за да се стекне со оваа способност потребна му е помош од воспитувачот и родителите. Медиумската писменост како способност е дел од важните вештини на 21 век.

### **Медиумска култура**

Медиумската култура користи слики, звуци и претстави, кои ги формираат содржините на секојдневниот живот, доминираат во слободното време, ги оформуваат политичките гледишта, општественото однесување. Содржини што го обликуваат идентитетот на луѓето. Овие содржини преку филмот, радиото, телевизијата (електронските медиуми) создаваат модели. Со содржините на медиумската култура се формираат сфаќања за класите, етничката припадност, националност, сексуалност. Медиумската култура ги формира општествените вредности, доминантните ставови – што е добро, а што е лошо, што е морално, а што неморално. Сликите во медиумите се симболи или митови што ја прават општата културна клима. Со нив се создава идентитет и, според тоа, медиумската култура создава нови форми на глобална култура (Kellner, 2003: 12).

Медиумската култура е дел од образовниот систем во Македонија и се користи за пренесување на едукативни пораки преку мултимедијални содржини, има за цел да пренесе позитивни примери и да предизвика позитивни промени.

Медиумската култура во училиштата генерално има педагошка улога (Tolic, M. 2011:96). Медиумската култура треба да го подигне нивото на култура и да пренесе позитивни вредности и пораки преку аудиовизуелни содржини. Во никој случај медиумската култура не треба да предизвика зависност кај децата од технологија. Не е дозволено содржините од областа на медиумската култура во образованието да содржат насилство или да промовираат искривени вредности. Отстапка може да има само доколку постојат содржини наменети со цел да пренесат некаква порака која едукаторот како насочувач треба дополнително да ја објасни и да потенцира што е во ред, а што не е.

### **Мултиписменоста како една од клучните вештини за учење во Финска**

Во светот постои зголемена свест за потребата од медиумска писменост како една од вештините за учење на 21 век. Да се донесат медиумските содржини во училишната за анализа, проценка и откривање е еден од големите предизвици на модерното образование. Можноста да се поврзи образованието со секојдневното живеење е нешто неопходно.



Мултиписменоста не е прв концепт кој се користи за опфаќање на променливата медиумска култура во образовниот систем на Финска (Kupiainen, Sintonen&Suoranta, 2008). Последната реформа на наставната програма во Финска која се реализираше во 2016 година воведо нова трансверзална компетенција наречена „мултиписменост во образовен систем“. Трансверзалните компетенции се состојат од знаење, вештини, вредности, ставови и волја (Palsa&Ruokamo 2015).

Мултиписменоста не е само клучен концепт на медиумското образование во контекст на основното образование во Финска, туку е воведена во целата наставна програма – од најраното детско образование и предучилишна возраст, па до крајот на средното образование. Статистиката покажува дека користењето на медиумите започнува од многу рана возраст. Во 2013 година, на пример, 20% од децата на возраст од 0 до 2 години во Финска веќе биле изложени на содржини на интернет (Palsa, L., & Ruokamo, H., 2015: 103). Финска чиј образовен систем е еден од најдобрите во светот се залага за стекнување на вештини и практично знаење. Во нејзиниот систем приоритет се вештините за учење на 21 век, медиумската, технолошката и информациската писменост се граѓанска надлежност. Овие вештини кај нив е важно да се стекнат уште од најмала возраст.

Медиумското и информациско описменување започнува многу рано во финскиот образовен систем. Националниот образовен курикулум за предучилишно образование вклучува теми како мултиписменост и употреба на ИКТ во активностите. Курикулумот опфаќа теми од областа на мултиписменост, медиуми, општество и технологија кои меѓусебно се вкрстуваат. Во нашите предучилишни установи мултиписменоста и вештините за учење на 21 век не се опфатени во курикулумот.

### **Едукативните содржини за деца од предучилишна возраст**

Еден од најважните критериуми кои треба да ги исполнуваат содржините за предучилишни деца е јазикот. Тие треба да бидат синхронизирани на мајчин јазик. Содржината треба да биде посебно дизајнирана во склоп на курикулумот за ран детски развој. Не треба да бидат наменети за широка целна група. Односно за деца од 0 до 18 год. туку треба да бидат изработени и конкретно наменети за деца на возраст од 2 до 6 год. Во овие содржини треба да доминира едукативната функција, да се промовираат вистински вредности и да се избегнува промоција на насилство.

Децата не треба сами да гледаат, туку со своите родители или со некое друго повозрасно лице со кои заедно ќе разговараат за содржината што ја виделе. Содржините треба да бидат прикажани во соодветен временски период кои би одговарал на семејниот распоред на поголем број семејства. Треба да бидат внимателно дизајнирани од страна на стручен тим кои ќе ги исполни сите критериуми за добро дизајнирана едукативна содржина. Тоа значи: содржината ќе промовира вредности, ќе биде прикажана во соодветно време со ограничено времетраење, ќе поттикне критичко размислување кај децата, ќе ги учи на креативност, ќе ја развива нивната имагинација, ќе придонесе за рано описменување, односно стекнување мултиписменост.

Содржината ќе треба да стимулира квалитетен физички, психолошки, социјален, емоционален и когнитивен развој. Може да покаже примери за развој на детската моторика. Може да го промовира другарството и детското излегување и играње во двор, да укаже на штетното влијание од лошата физичка неактивност и преголемата изложеност пред несоодветни медиуми.



### Анализа и интерпретација на резултатите од анкетањето на родителите

Во рамки на истражувањето имавме за цел да добиеме информации од родителите, нивни мислења и ставови за користењето на медиумите од страна на деца на возраст од 2 до 6 години. Примерокот го сочинуваа 1030 родители на деца на возраст од 2 – 6 години од нашата држава.

**Возраста на децата** е застапена прилично подеднакво. Најголем процент од децата (29%) се на возраст од 5-6 год. Со (26%) се застапени децата на возраст од 2 – 3 год. Со (22%) се застапени децата на возраст од 3 – 4 год., а најмала е застапеноста на децата на возраст од 4 – 5 год., со (20%)., (3%) од родителите не дале одговор за возраста на нивното дете.

**Употреба на технолошки уреди** - прашањата во тој дел од анкетата имаа за цел да испитаат *кои технолошки уреди ги поседуваат овие семејства?; Кои од овие уреди ги поседува детето како лични?; Колку часа децата се изложени пред технолошки уреди, медиуми?; И колку контролираат какви содржини гледа нивното дете на медиумите?;* Најголем дел од семејствата односно (97%) од испитаниците, поседуваат *телевизор* во својот дом; (92%) од анкетираниите поседуваат *паметен телефон; лаптопот* е застапен во домовите кај (78%); *таблет* поседуваат (61%), а (56%) поседуваат *компјутер* во домовите. Интересно е тоа што 11 испитаници или околу (1%) дополнително навеле дека поседуваат *уред за видео игри*, а (32%) од испитаниците навеле дека ги поседуваат сите технолошки уреди кои се наведени (*телевизор, компјутер, лаптоп, таблет и паметен телефон*).

**На прашањето дали децата лично поседуваат некаков технолошки уред** -(55%) од родителите изјавиле дека децата не поседуваат уред; но (27%) од децата на анкетираниите родители поседуваат таблет, што и не е мал и незабележителен процент; (11%) од овие деца имаат сопствен паметен телефон, а (10%) имаат телевизор во детската соба за спиење; само (4%) од децата поседуваат обичен телефон, а (8%) имаат лаптоп или компјутер. Речиси (2%) од анкетираниите, дополнително навеле дека нивното дете на оваа возраст поседува уред за видео игри.

Контролирањето на содржините што ги гледа детето на оваа возраст игра улога во неговиот психички, когнитивен и социјален развој. Најголем процент од родителите *секогаш* контролираат какви содржини гледа нивното дете. Дури (70%) од анкетираниите, што е прилично висок и изненадувачки процент кој е многу тешко да се усогласи со модерното живеење; (24%) од прашаните *често* контролираат, (4%) од родителите одговориле дека *понекогаш* контролираат, а двајца родители или (0,2%) одговориле *ретко* или *никогаш*; 21 испитаник не одговориле на прашањето.

Што се однесува на временската изложеност на децата на оваа возраст помалку од половината испитаници (45%) изјавиле дека нивното дете поминува од 1 до 2 часа во текот на еден ден; (28%) посочиле дека нивното дете користи електронски медиуми од 0 до 1 час; 3 до 4 часа на ден користат (20%) од децата на анкетираниите. Мал е бројот на деца кои се изложени пред електронски медиуми од 4 до 6 часа во денот, а уште помал или (2%) е бројот на деца кои користат електронски медиуми повеќе од 6 часа во текот на еден ден. Но од друга страна кога и да влеземе во која било куќа или стан ќе забележевме дека телевизорот работи, насекаде можете да видите мали деца кои гледаат видеа на телефоните од своите родители или пак вклучени лаптопи или други електронски уреди.



Помеѓу омилените идоли на децата на возраст од 2 до 6 години како најпопуларни се јавуваат „Маша и медо“. Тие се омилените на **(91)** дете. Втори на листата се супер херојот „Спајдермен“, кој е избор на **(77)** момчиња, а за „Фроузен“ се одлучиле **(73)** девојчиња. Помеѓу популарните цртани идоли кај децата се јавуваат и „Прасето Пепа“ како избор на **(59)** дечиња. Популарни помеѓу децата на оваа возраст се и „Кучешка патрола“ која ја одбрале **(41)** дете, а „Миќи Маус“ го одбрале **(32)** деца. „Том и Џери“ ги сакаат **(18)** деца, а „Нинџа желки“ и „Малото пони“ се идоли на **(17)** деца. „Бетмен“ и „Петко“ ги избрале по **(7)** деца, а за „Коли“ се одлучиле **(6)** деца. 13 деца како свој идоли ги издвоиле јунаците од „Odboods“ чии превод на македонски јазик е „Палавковци“.

Прилично висок е процентот на родители што се информирани за последиците од негативното влијание на одредени содржини во медиумите и изнесува **(85%)**. Делумно се информирани **(11%)** од анкетираниите родители, а воопшто не се информирани само **(1%)** од анкетираниите. Нема податок за **22** испитаника.

**(70%)** од родителите рекоа дека ги почитуваат предупредувањата на медиумските содржини кои не се соодветни; **(23%)** родители изјавиле дека ги почитуваат понекогаш, а **(4%)** или вкупно **44** родители воопшто не ги почитуваат предупредувањата на медиумите кои и онака сеуште не се соодветно креирани според возраста. Останатите испитаници или **(2%)** од вкупниот број испитаници, не оставиле податок.

**126** деца на возраст од 2 – 6 год. сами одлучуваат што ќе гледаат на телевизија или интернет. Тоа е **(12%)** од вкупниот број испитаници; **236** родители или поточно **(23%)** од вкупниот број, гледаат телевизија и користат интернет заедно со своите деца; сепак **(61%)** од родителите, или **627** родители рекле дека нивните деца гледаат телевизија и користат интернет само во одреден дел од денот. Родителот одлучува кога и колкав временски период; **(4%)** од испитаниците не дале соодветен одговор.

Незадоволството е големо кај родители кога станува збор за квалитетот на едукативните медиумски содржини за деца во Македонија. **(38%)** од родителите изјавиле дека не се задоволни или воопшто не се задоволни од едукативните содржини за деца во македонските медиуми. Што вкупно излегува високи **(76%)** незадоволство. Делумно се задоволни **(19%)** од анкетираниите, а задоволството се јавува само кај помалку од **(1%)** од испитаниците. Огромната потребата за производство на квалитетни едукативни содржини во медиумскиот етер уште еднаш се потврдува. Високи **(97%)** од анкетираниите родители го истакнуваат недостатокот од едукативни медиумски содржини за деца на мајчин јазик.

### Заклучни согледувања

Родителите и јавноста не поседуваат доволно компетенции од областа на медиумската писменост и култура, кои се неопходни за правилно воспитување на децата од 2 до 6 години. Резултатите покажаа дека најголем процент од децата 45% поминуваат од 1 – 2 часа пред екраните, со што се покажува дека се придржуваат кон препораките, но во пракса тоа воопшто не е така. Над 18 месеци се препорачува електронските медиуми да се употребуваат со голем надзор и не повеќе од еден час на ден. Децата од 2 – 6 години треба да користат електронски медиуми најмногу два часа на ден.

Неизбежно е да се земе во предвид важноста и неопходноста на образовните ресурси кои се прилагодени на модерното живеење како и едукацијата за правилно користење на електронските медиуми. Современи нагледни средства кои ќе го олеснат процесот на пренесување знаење треба да бидат изработувани од медиумски едукатори во соработка со стручни лица. Овој тип на ресурси се неопходни за модерното образование и за целокупното модерно живеење.





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- **IMPLEMENTATION OF STRATEGIES FOR INTERNATIONAL SCIENTIFIC COOPERATION IN ERASMUS + PROJECT**

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### **Abstract**

The study presents standards for international cooperation in research and innovation implemented in on-going Erasmus+ project "Development of Literacy and Language Learning for Disadvantaged Young Learners (DEAL)" with the contribution and active participation of the team of university professors from: Faculty of Teacher Education, University of Zagreb, Croatia; Faculty of Philosophy, University of Maribor, Slovenia and Faculty of Pedagogy "St. Kliment Ohridski", University "Ss. Cyril and Methodius" in Skopje, North Macedonia.

Fostering international cooperation in research and innovation is a strategic priority for the EU to allow access to the latest knowledge and the best talent worldwide, tackle global societal challenges more effectively, create business opportunities and use a scientific discoveries as a tool for global development.

With the proactive engagement of the European Commission in improving the framework conditions for worldwide cooperation in research & innovation, we include several strategies as: reciprocal access to programmes, mutual access to resources, fair intellectual property rights systems and mechanisms for co-funding.

International intellectual outputs (IO1 and IO2) are presented and discussed.

**Keywords:** international team management, internationalism, international innovation, international team intellectual outputs, strategies for international scientific cooperation.

### **Introduction**

Development of new methodological tools for implementation in a teacher training curriculum is a process conducted by the academic staffs in the almost each European university. The need to establish contemporary system which would provide learners with knowledge, skills and understanding, capable in the same time to module their attitudes and behavior is one of the top priorities for each country. Although the conditions can vary, critical mass is lacking in many cases and the strategy driving the development of the actions is not always clear<sup>1</sup>. This is one of the reason why recommendations of the interim evaluation of the Seventh Framework Programme (FP7)<sup>13</sup> presents suggestion for the "intensification of international cooperation" and the



activities focused on “engaging with partners outside of Europe on equal terms in programmes and activities of high mutual interest”<sup>1</sup>.

Research and innovation in a past decades are increasingly interlinked internationally, aided by rapidly developing information and communication technologies. The number of internationally coauthored scientific publications and the mobility of researchers are increasing.

International research aims to be carried out across two or more countries, often with the purpose of comparing responses between them. This might be done in order to devise strategies that work well across both or all these cultures, or to suggest local adjustments to a global strategy (Hantrais, 2008).

### **Cross - national research**

Cross-national research is conducted when the individuals or teams set out to examine particular issues or phenomena in two or more countries with the intention of comparing their manifestations in different socio-cultural settings, using the same research instruments to carry out secondary analysis of national data and to conduct new empirical work. The aim of our on-going Erasmus+ project “Development of Literacy and Language Learning for Disadvantaged Young Learners (DEAL)” was to seek explanations for similarities and differences, to generalise from them or to gain a greater awareness and a deeper understanding of specific topic (for a more effective education of students lies in the opportunities to help the students to develop literacy and language skills not only in formal learning situations, but also in non-formal and informal situations) in different national contexts.

The mix of countries selected in comparative studies affects the quality and comparability of the data as well as the nature of the collaboration between researchers. European programmes (in these case Erasmus+ programme) typically include all EU member states, although the countries concerned may represent very different stages of economic and social development and be influenced by different cultural value systems, assumptions and thought patterns.

In that case, Hantrais & Mangen (1996); Lewis, Brannen, Nilsen (2009) suggested that project team manager should include researchers with appropriate knowledge and expertise to undertake the work, capable of organising meetings which all participants in a project can attend, of negotiating a research agenda, of reaching agreement on approaches and definitions and of ensuring that they are observed are not to be underestimated. Linguistic and cultural affinity is central to an understanding of why researchers from some national groups find it easier to work together and to reach agreement on research topics, design and instruments. Even within a single discipline, differences in the research traditions of participating countries may affect the results of a collaborative project and the quality of any joint publications.

### **Selection of strategies based on the concept and on the aim of the project**

In the on-going Erasmus + project “Development of Literacy and Language Learning for Disadvantaged Young Learners (DEAL)” the contribution and active participation is provided by the team of university professors from: Faculty of Teacher Education, University of Zagreb, Croatia; Faculty of Philosophy, University of Maribor, Slovenia and Faculty of Pedagogy “St. Kliment Ohridski”, University “Ss. Cyril and Methodius” in Skopje, North Macedonia.



The European societies and educational systems are becoming increasingly multicultural and multilingual due to the increased mobility and migration from European and non-European countries. The educational institutions and educators are facing two challenges: to provide the students with different cultural and linguistic backgrounds the possibility to acquire the language of the education as soon as possible, and to help the students to maintain their native language. Even though these challenges are usually resolved at the policy level, they are not always effective in the teaching practice.

According to the available data within migrant groups, there are 32% of adults with basic literacy skills and only 13,9% of them are familiar with the language of the host country (Eurostat, EU-LFS (2014)).

This situation can lead to a decreased access to education, early leaving from the educational system, and a missed opportunity to fully develop potentials of the students with different cultural and linguistic backgrounds (migrants, asylum seekers, national minorities such as the Roma minority etc.) and because of it they can be perceived as a distinct group of disadvantaged young learners (DYL). The important goal of the project is to promote positive attitude towards language learning of DYL, to show the educators that all life situations can be useful and important for language learning and to provide with language teaching materials that can be used in those situations.

In order to make the education of the DYL more effective, it is necessary to provide students with more learning opportunities and educators with additional training. A great potential for a more effective education of students lies in the opportunities to help the students to develop literacy and language skills not only in formal learning situations but also in non-formal and informal situations. The aforementioned situations provide opportunities to be used for enhancing language skills and literacy (for example, giving instructions, describing situations, asking for opinion, expressing agreement/disagreement). On the other hand, participation in non-formal and informal learning activities can depend to large extent on participants' verbal competence. The potential of nonformal and informal situation for children's social and psychological development is well known and recognized. However, the most educational documents still do not recognize potential of those situations for language learning and literacy development. The proposed project addresses this opportunity, and by inclusion of all types of learning it encourages cross-sectorial connections (between schools and universities). Various types of intellectual outputs (activities, manuals, database for teachers) will be designed at the project, which will reduce disadvantages that students with different cultural and linguistic backgrounds face in all type of learning. That situation refers to all partner countries. Having the similar educational tradition, as well as similar experience with non-native speakers included in the educational system, the partner countries share similar issues and face similar challenges.

Therefore the project carried out in the partner countries can very effectively resolve the issues and produce outputs that can successfully be implemented in other countries as well<sup>12</sup>.

### **Strategies for international scientific cooperation**

With the aim to produce high quality educational project, we included several contemporary research strategies for international scientific cooperation:



- mutual access to resources (provided by SRCE.Hr on-line e-learning module system)
- fair intellectual property rights (secured by Erasmus+ participant contract)
- reciprocal access to working materials (e-mail correspondence, Skype meetings)

We had also implemented:

- descriptive studies based on the analyze of the situation on the field ( legal state published documents, interviews and surveys with participants previously involved with education of the group of disadvantaged young learners (DYL).
- actual life situations (examples of good practices in each of participating countries)
- correlational research (transnational meetings)
- causal comparative analyze.

### **Implementation of the strategies in the Erasmus + project**

The project is its second phase of realization. We produced two intellectual outputs (IO1 and IO2) as a group of international researchers. Implemented strategies are presented by it chronological order based on the careful planning of the project proposal:

#### **1. Intellectual output IO1: Report of the Activities of Good Practice**

The goal of this Report of the Activities of Good Practice was to show that in partner countries there already exists a good practice of helping disadvantaged children acquire literacy and language learning skills. Examining these best practice examples also showed certain mutual challenges and issues which are becoming starting points for coming up with other materials which shall be presented as the intellectual results of this project. Creating this Report was done in several phases: 1. defining the criteria of selecting best practices 2. examining available data on disadvantaged children's acquisition of the language of their education 3. collecting data through interviews and practice examinations 4. selecting and describing best practice examples.

Based on the collected interviews, we have selected several best practice examples from each country and presented a total of 14 best practice examples from all partner countries. The examples were described with regard to content and activities, the possibility of implementation at other participants, other contexts, and through formal/non-formal/ informal learning and different age of the children. We have recognised mutual challenges and problems appearing in every country<sup>13</sup>.

#### **2. Intellectual output IO2: Transdisciplinary literacy developing activities**

Based on the mutual correspondence and transnational meeting, the team produced separate activities that have to fulfill standards as: 1.innovativity, 2.transferability, 3.transdisciplinarity for which special descriptors were created (7 -16 different descriptors for each criterion). We had corrected produced activities based on a mutually developed model during the transnational meeting and shared them on the on-line e-learning module system).

### **Conclusion**

Proposed strategies with theoretical foundation in the contemporary referenced author's works were the base for the realization of research process. In this on-going project, we find that mutual understanding and close cooperation, as well se careful planning are the crucial for selection and implementation contemporary strategies in international projects. Implemented



strategies enable us as researchers, not only to test the possible solutions, but also to provide the most adequate environment for project realization.

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- **DEVELOPING REFLECTIVE THINKING AND INCREASING MOTIVATION THROUGH ACTION RESEARCH**

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### **Abstract**

An language teacher education process, affective domains of prospective teachers need to be taken into account while training them for teaching profession, since affective domains shape their learning process. Of those domains, motivation is the most striking prompter for prospective teachers. But motivation may diminish in some occasions and lead to unexpected behaviors in classroom practices such as classroom presentations, discussions, and microteaching sessions in methodology courses.

Since motivation is a kind of affective domain that regulates learning behaviors, increasing motivation levels of prospective teachers by developing reflective thinking on the part of prospective teachers is an inevitable matter in the methodology courses of teacher training departments. Therefore, in this study which is designed as a replicated study in nature, it is aimed to search for the effectiveness of action research cycles and reflective thinking and to discuss and compare the results of the former study and this replicated study. As in the former study, the data in this study displayed that the prospective teachers gained self-confidence and self-efficacy. They felt that they were intrinsically motivated for the methodology course, since they thought each topic was useful for them in terms of professional development.

Key words: action research, motivation, self-reflection, autonomy, teacher training.

### **Introduction**

Research suggests that increasing teachers' and learners' awareness on reflective skills can be a catalyst for making a distinction between the weak and strong learning and teaching behaviors. The partners, namely teachers, learners, schools, families and policy makers, of language education system aim to make education system work effectively. The struggles devoted for a well-designed and operative education system are provoked by the educational innovations all over the world. Accordingly, numerous opportunities and suggestions are offered for yielding better outcomes in the language education system, and teacher education programs and education system are revised and regulated accordingly.

In language teacher education process, along with the recent innovations on language teaching approaches, prospective teachers are placed in the center of teacher training settings. Placing the prospective teacher in the center of the education setting means taking all learner related variables into account and to design language courses as consistent with the variables. Therefore, there has been a growing interest to reflective thinking skills of prospective teachers in education



process.

Action research as one of the classroom research procedures is widely used to reflect on various classroom practices. Action research is a self-reflective, collaborative act and systematic training that may lead to development in teaching practice (Stringer, 2007; Creswell, 2008). By improving the quality of action and by supplying practical judgments in concrete situations for fostering reflective thinking (Cohen, et al. 2000, Burns, 2009), action research may help prospective teachers to value their own teaching practice.

### **Action research**

Action research is a standpoint in which the researcher is engaged in the experimentation and the outcomes of any practice. Depending on the definitions of the action research methodologists, it can be assumed that action research leads to practical decisions and evaluation in classroom situations and deals with the implementation of theoretical ideas into practice (Nunan & Bailey, 2009), since action research is a form of self-reflective inquiry. In other words, during the reflective process, by collecting and interpreting data, the researcher begins to plan an action in order to address a problem in educational context (Bailey, 2001; Burns, 2009; Dörnyei, 2007). Action research, thus, is a process in which information about classroom events is gathered for employing certain follow-up actions in order to trigger the required changes; it gives opportunities to the research to monitor the effects of the change.

Cohen and his friends (2000) outline eight stages of action research process.

1. Identify the problem.
2. Develop a draft proposal based on discussion and negotiation between interested parties.
3. Review what has already been written about the issue in question.
4. Restate the problem or reformulate hypotheses.
5. Select research procedures, resources, materials, methods, and so on.
6. Choose evaluation procedures.
7. Collect the data, analyze the data, and provide feedback to the research team.
8. Interpret the data, draw out inferences, and evaluate the project.

Implementing action research procedure may also require a number of practical and interesting considerations such as reflecting upon learner behavior and motivation.

### **Can motivation be triggered through action research?**

In language classrooms, there are numerous factors that need to be taken into account while designing courses and implementing the designed tasks. Motivation among those factors is an affective domain and a type of source that shapes learners' progress and success or failure. On the other hand, motivation is also stimulated by numerous factors such as learners' age levels, linguistic levels, prior knowledge and world knowledge, cultural and social milieu as well as their needs and expectations (Brown, 2007; Rahman et al., 2010; Dörnyei & Ushioda, 2012).

Motivating learners is occasionally assumed to be the main goals of education. To motivate learners in a suitable way, initially learners' intentions and purposes need to be determined and then their orientation types need to be shaped. For learners of foreign language two types of orientation are defined: instrumental and integrative orientation types. When learners want to learn the target language for any instrumental purposes such as getting a job or furthering a





career, they are instrumentally oriented in language learning settings. On the other hand, some learners may just want to be a member of the target culture and community; therefore, they take place in educational settings due to the integrative orientation (Brown, 2007; Dörnyei&Ushioda, 2012; Gardner & Lambert, 1972). Such aspects of orientation type are assumed to be shaping the motivation intensity.

Literature on motivation types makes a distinction between two types: extrinsic motivation and intrinsic motivation. When the motivation intensity of the learner is boosted by external forces such as rewards, money, grades, and etc., the learner is presumed to be extrinsically motivated, and the success level of the learner during language learning process is increased as long as s/he is supported by those external forces. But when the learner just wants to learn the target language in a volunteer way and engages in the learning process without being expecting any external motivating force, the learner is anticipated as intrinsically motivated learner (Garcia &Pintrich, 1996; Brown, 2001; Brown, 2007; Dörnyei, 2001). Scholars in language education field suggest similar ideas for increasing the motivation level of the learner; for instance, Nunan (1997) recommends that in order to increase the motivation level of the learner, cultural appropriateness needs to be considered while preparing teaching materials; similarly, Dörnyei and Ushioda (2012) take attention to the quality of task value. In this context, by providing some structural formats such as setting groups, controlling them, and inviting to discussion sessions, students can be directed to behave on their own (CoşgunÖgeyik, 2015).In language teacher training programs, particularly, prospective teachers need to be motivated in order to learn how to motivate their own students in their teaching profession. In other words, if prospective teachers are exposed to motivating tools when they are educated, they can replicate their own experiences in their teaching profession. Thus, they can comprehend the significance of using motivation tools on learning process in order not to lose interest towards courses. If learners are demotivated, they can lose their commitment to learning (Sakai & Kikuchi; 2009; Dörnyei&Ushioda, 2012).

In this present study, therefore, it is aimed at discussing the benefits of some motivating tools while training students. Action research is assumed to be one of the motivating factors when designed and conducted for the benefits of prospective teachers in order to find practical solutions to possible problems, since they can find opportunities to judge their performance (Senior, 2006).

**Method:**This study is a replication of a formerly carried out study by the researcher (CoşgunÖgeyik, 2015). It presents the data collected via action research designed in a teacher training program. To collect the data a questionnaire was used.A 30-item questionnaire was developed by the researcher. Since the present study is a replicated one, the questionnaire was initially used for the former study.

**Purpose:** The purpose for designing this replication study is to check and test additional samples of the target population with the same method in order to provide supporting or contradictory evidence of the phenomenon under discussion. In this sense, for contributing to explanatory



power of the previous findings, this replication study seems to be required for supporting both the findings and analysis of the former research as well as the findings of the present one. As regards the study purpose, answers are sought to the following research question:

“Can prospective teachers develop enthusiastic attitudes towards action research during teacher training process?”

**Participants:** The participants of the present study were the third year prospective teachers attending English Language Teaching –ELT- Department at a Turkish University. Twenty six prospective teachers (all members of thesecond year class) participated in the study. The data were collected after the action research procedure which was carried out for eight weeks. The action research procedure was implemented in the ELT Methodology course in order to increase the motivation level of the prospective teachers.

**Action research steps in the present study**

Action research provides the teacher with the opportunities to reflect on their teaching process (Herr & Anderson, 2005; Stringer, 2007; Creswell, 2008; Burns, 2009; Nunan & Bailey, 2009). The stages of action research are planning, analyzing, acting, and reviewing, teachers can investigate and discover innovative ways for teaching. In this study, the action research project was based on the following stages suggested by Cohen and his friends (2000).

**Step 1.** The first stage of the action research was to identify the problem “motivation may diminish in some occasions and lead to unexpected behaviors in classroom practices.”

**Step 2.** Before designing the action research process it was assumed that triggering reflecting thinking might increase prospective teachers’ motivation level.

**Step 3.** The prospective teachers were encouraged to participate in the action process by reflecting on their performances and to redesign the ambiguous stages of the courses. Thus, they would be able to find their own ways in an autonomous manner.

**Step 4.** Initially, the prospective teachers’ needs and expectations were detected and identified. They demanded to participate in the courses in an active manner and search for the predesigned syllabus topic on their own, since lectured courses were thought to be too theoretical and boring. They wanted to have group tasks and discussions on the teacher training topics. After getting their desires, they were assigned some responsibilities to design their own tasks and activities. Each group selected a topic among the given ones and searched for the data on the topic before attending the course. They used “WhatsApp” groups and discussed the topics in detail.

**Step 5.** During the course time they reflected on their practice and research process. Both the lecturer and the classmates gave feedback on their practice. After the action research process, the questionnaire which had been used for the former study was administered on the participants in order to search for their attitudes toward the process and to get their reflections.

**Step 6. and Step 7.** The prospective teachers’ reflections during the process were reported regularly, and it was observed that their collaboration and cooperation led to constructive learning behaviors



### Findings and discussion

The questionnaire comprised thirty items about the benefits of the course in which action research was designed. In other words, it was used to judge the quality of the work.

Table 1. Prospective teachers' reflections about the Methodology course designed with action research

	<i>In the methodology course, I think</i>	agree %	no idea %	disagree %
1	I was able to carry out my tasks more efficiently	81	9	10
2	I was able to further my ideas	88	3	9
3	I was aware of my personal development	76	12	12
4	I took the control of my learning	83	1	16
5	I liked integrating in classroom discussions	97	-	3
6	I improved my proficiency in English during the classroom discussions	68	14	18
7	I spoke in English during the course time without hesitation	83	5	12
8	I could conduct teaching practice on my own	57	11	32
9	I felt myself more autonomous	75	11	14
10	I could freely reflect my ideas	81	5	14
11	I could find solutions to the problems I faced	72	10	18
12	I found the courses more enjoyable	92	1	7
13	I liked participating in group works	90	3	7
14	My creativity got increased in due course	76	4	20
15	I learnt novel things day by day	87	7	6
16	I shifted from passive learner to active learner	68	28	4
17	I always looked forward the day when we had methodology courses	91	1	7
18	I got rid of bad-tempered mood	75	10	15
19	I was somehow anxious in the class	46	5	49
20	I got nervous when I gave a presentation	55	12	33
21	I did not want to participate in discussion sessions due to my English	34	8	58
22	I felt good because I know I did well	77	17	6
23	I felt frustrated due to much work load	85	-	15
24	I felt disappointed when I did nothing	79	11	10
25	I gained self-confidence	92	-	8
26	I gained more knowledge through group works	96	-	4
27	I could pass my exams easily	92	3	5
28	I liked interacting with my classmates	97	-	3



29	Being in collaborative and cooperative learning made me feel myself in comfort	89	-	11
30	I liked deciding on the selection of the course materials	79	9	12

The responses to the items display that the participants of this action research had positive attitudes towards such implementations. They evaluated themselves as successful. Though they were eager to take place in discussion sessions, some of them had some hesitation due to their performance in English. The positive results towards the course and the hesitation about English usage show similar rates in both former study and in this replicated study. As a whole, they found the courses more comprehensible and enjoyable as long as they searched for their topics and discussed the topics with their classmates. The participants declared that they could evaluate their own success and failure through such activities. And getting feedback initially from their classmates and then from the lecturer made them become more confident and self-assured. As in the former study, the data in this study displayed that the prospective teachers gained self-confidence and self-efficacy. They felt that they were intrinsically motivated for the methodology course, since they thought each topic was useful for them in terms of professional development. As for the answer/s of the research question “Can prospective teachers develop enthusiastic attitudes towards action research during teacher training process?”, it can be said that nearly all participants developed enthusiastic attitudes towards given responsibilities and tasks.

### Conclusion

By taking the findings of this replicated study and former study, it can be concluded that designing and implementing action research projects can be evaluated as an opportunity for encouraging students to involve in learning process. To yield the expected results, the action process needs to be designed well. To do this, some suggestions are offered below:

- Initially students’ needs and expectations need to be determined.
- Consultation with students is necessary for diagnosing the problem/s.
- Action should be planned regarding the needs and expectations.
- Students should be encouraged to declare their ideas.
- Students should be encouraged to involve in the action process voluntarily.
- Evaluation and reflection should be done properly.

The striking point of this study is that action research may be supportive for growing better relationships with students, create a warm atmosphere inside and outside the school, motivate students, and develop autonomous learning behaviors.

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- **TO DISCOVER THE WORLD – A CONCEPTION OF COMPLETENESS IN PRIMARY SCHOOL**

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### **Abstract**

The report examines the idea of creating an educational model which is aimed at developing a model of curriculum on integrated topics combining the knowledge and skills of the various subjects studied in elementary school as a holistic educational system. The aim of the project is to create an educational model as an innovative practice for getting a complete picture of the world to the child by pooling the knowledge received by individual subjects at school. Each unit is based on learning by action, observation, analysis, and summary generates an information base of knowledge, skills and competencies to encourage children from elementary school to seek and rediscover the phenomena in the world and themselves as a part of this world.

Specific objectives are: 1. Development of an innovative model of curricular content on summarized topics for application in extracurricular forms of organization in primary school; 2. Training of target groups of teachers to implement the developed model; 3. Approving the developed model as an innovative practice of primary school level education by the target group of teachers; 4. Exploring the opinion of the teachers included in the target groups on the effectiveness of the approved innovative educational model.

Key words: educational model, integrated topics, complete picture.

### **Introduction**

Childhood is the period in which the child becomes aware of the physical world with all his consciousness, using his senses. During this period, his perception changes with the changes in his development - physical and spiritual. Each object or phenomenon through the child's gaze involves many aspects of reality - those that enable him to use the knowledge he has acquired in connection with the actions and activities he performs at a particular age. When children enter the educational system - kindergarten and school, things change. The overall feeling and understanding of the world is disturbed because the object or phenomenon is separated into its constituent elements, attention is paid to external properties, in most cases these properties are analyzed without making any connection with the qualities of that object or phenomenon as integrity. This separation is necessary to some extent, because it is directed at creating qualities that would help the child to extract such information as is necessary and sufficient for the particular moment or situation regarding the discipline and the country of knowledge. On the other hand, over time, if links to the information base created are not sought and complete representations are not created, the single information cannot be used to the full. This leads to a lack of knowledge, inability to relate it to other aspects, to an inability in the future to seek and discover new and apply it in a real environment.

The child in early and elementary school age has a well-developed imagination and imagines the world with the help of fairy-tale characters and related situations, learns from the stories of adults, accepts the world through pictures and music, the actions he performs, the life situations



in which it is placed. However, this quality gradually diminishes when the world through educational subjects is divided into parts - its properties and external parameters. Teachers turn the attention of the children's audience to the mathematical, linguistic, spatial and other aspects of knowledge, thus losing the idea of the whole. By analysis, without it leading to the synthesis and combination of the knowledge acquired in all subjects, the synthesis proves to be *causa perdata*. The result of analysis without synthesis has two aspects: in the near term the child shows distraction and lack of interest, as there is no motivation for his own search and suppression of his natural curiosity for finding the unknown, finding points of contact with the already known, impossible for drawing conclusions.

In the long run, the result can be seen much later in life, when one cannot make connections in a real life or professional situation to help him or her find any solution to any problem. In this case we are talking about functional illiteracy, regardless of the person's qualifications.

Our observations on pre-primary and primary school child development show that there is a need to rethink the educational model and look for ways to integrate all aspects of knowledge into a whole in the minds of children. The study of pedagogical literature and educational models in different countries shows that there is a need to develop a training concept whereby the world is perceived by the child in its entirety and the connections between its countries are sought (principle of synthesis and analysis). This has led to the creation of a new model, known as "Getting to Know the World", through which we propose, through several global themes, to address phenomena in their entirety, so that it directs children's thinking to search and discover different countries and aspects of a phenomenon that in turn lead to an even greater need to seek new information and creativity for the child.

The model we propose can be realized in extra-curricular form, since in the current situation it is too early to bring it into the general system of education and upbringing. At the heart of the educational model's priorities is to help primary school children acquire basic skills and key competences, to focus on socio-educational and personal development through an innovative educational model to gain a comprehensive picture of the child in the world. To this end, a partnership between different educational institutions is envisaged, which will allow to monitor the effectiveness of the proposed educational model for work on integrated generic topics in elementary school children in different schools from different cities participating in the project. Innovative pedagogical, teaching, assessment and teaching environments will be used in the work process; applying competency-based approaches and assessing their quality, impact and relevance. The implementation of the innovative educational model will contribute to the higher quality of education and training. The proposed educational model is open-ended and broadly advocates actions that promote innovative teaching, learning and assessment methods that enable teachers and students to use digital technologies in creative, collaborative and effective ways.

The educational model is an innovative practice for gaining an overall picture of the child in the world by integrating the knowledge acquired in the different subjects in school. Each lesson is based on learning through action, observation, analysis and summarizing, and creates an information base of knowledge, skills and competences to stimulate elementary children to seek and rediscover phenomena in the world, as well as themselves as part of this world.

The educational idea is a model of educational content on generic topics, combining the knowledge and skills of the various subjects taught in primary school as a holistic system of education. The educational model develops key core competences for lifelong learning -



understanding the natural world and being able to apply knowledge and technology to life; learning skills - the ability to effectively manage one's own learning (individually and in groups); creativity in the real environment and transformation of ideas into deeds (applying initiative and entrepreneurship in developing and implementing the innovative educational model); use of art as a tool for education, for cultural communication and for building assessment skills, competences in the field of digital technologies.

An innovative, working pedagogical system, applicable in a real environment, is created.

The educational model offered is targeted at different target groups:

- Primary school children;
- Primary teachers and students, future pedagogues;

The project aims to examine whether and how the issue of comprehensive education is addressed in the education systems of other countries; development of selected global topics, depending on the content of the curriculum, the conceptual apparatus, interests, cultural affiliations, inclinations and interests, the orientation of children of the same age group in different countries; exploring the possibilities of applying the educational model in different schools, in different cities and in different countries and analyzing the results, which would improve the model of education integrity and make it flexible and effective.

The educational model developed is an innovative practice for integrating the knowledge and skills acquired in individual subjects and getting a comprehensive picture of the child in the world based on learning through action. The knowledge, skills and competences gained in this way create an informational basis for each lesson to encourage students to seek and rediscover phenomena in the world and themselves as part of the world in which they live. The global picture of phenomena viewed through global topics enables the child to better navigate the surrounding world, to make different connections between the elements of each phenomenon, to search for other parts of it and to upgrade his knowledge, to supplement the ideas to solve problems in an unfamiliar learning and life situation in perspective. The innovative model is implemented in the extracurricular form of work. It is directed to:

- enhancing the child's competence;
- enhancing the personal qualities of the individual child;
- improving the microclimate in the school environment;
- enhancing the professional qualities of the teacher;
- improving the digital and language skills of children and teachers;
- enhancing communication between teachers and children, as well as between children themselves.

The study of the pedagogical and methodological literature, as well as the review of the curriculum in the individual subjects studied in elementary school, shows that there is no working educational system aimed at pooling knowledge in the individual subjects and extracting common topics to enable children to look at the phenomenon as a whole. This necessitates the development and validation of an educational model that puts at the center of children's intellectual development the discovery of knowledge from the child as a whole. The proposed educational model is an innovative system, because the unification of the child's knowledge by making, observing, synthesizing and analyzing the countries of a phenomenon is an innovation in the educational field, because it provides a complete idea of the object or phenomenon and enables the child to search for more connections not only between its





elements, but also for connections with other phenomena, for summaries and conclusions. Teams working with children's groups in extracurricular work include two teachers in a group - an experienced teacher and a young teacher / student in pedagogy, thus allowing each team member to better communicate with the children for use. different methods and tools based on their own childhood discovery, to incorporate experience and non-standard approach into action.

The project activities should be implemented in seven stages:

The first stage - The parameters of the innovative educational model for acquiring a comprehensive picture of the child in the world are determined by integrating the knowledge and skills acquired in the different subjects in school.

The second stage is the development of an innovative educational model of ten global themes.

The third stage is the harmonization of the educational content on the already developed topics of the educational model. The purpose of this alignment is to work in the same way in the partner teams formed in different schools in several cities, regardless of the differences in the educational and intellectual level of the children in them.

The fourth stage - training of the target groups of "teachers" (groups of 2 teachers - teacher - student / young teacher), each to work with the children in one extracurricular group. The target group trained teachers approve the innovative educational model in a real-world learning environment in an extracurricular form of primary school organization.

The fifth stage of the project is the development of an evaluation toolkit for the effectiveness of the model. The purpose of this toolkit is to determine the effectiveness of an innovative educational model by analyzing and summarizing the results. After the assessment is made, a decision is made on the vision of an electronic version of the model in an electronic platform.

The sixth and the seventh stage are related to the promotion of the results of the research - development of a digital version of the innovative educational model for obtaining a comprehensive picture of the child in the world by integrating the knowledge and skills acquired in the individual subjects in school, which will be published in an electronic platform that has a separate page on the site of the Workshop for Art Center.

The promotion of the innovative educational model and the reporting of project results are foreseen to be carried out with the help of an educational forum for the presentation of innovations and innovative approaches in the educational field. Its purpose is to present the results of the overall training with the help of global topics and the effectiveness of the model, in order to enable its promotion and use not only in primary schools in Bulgaria but also in other countries. The results would make it possible to spread the educational idea more widely and to apply it to the public education system.



- **YOUNG TEACHERS AND THE IDEA OF COMPLETENESS OF THE EDUCATIONAL PROCESS IN PRIMARY SCHOOL**

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The article describes how the young teachers and students - future teachers ask for a new educational methods because they don't like the present-day situation in our schools. The educational model that we present makes children see the world in it's completeness, not to see the object or occurrence only by it's parts, but to see and understand that everything has different sides in it's integrity.

The educational model is supposed to be used in out-of-court forms of study. It will help children to study better and to understand how to use the school information in their life. The model will help young teachers in their search for new ways, pedagogical methods and effects of their work. For future teachers it may be an additional form of pedagogical practice and can turn their gaze to another direction of primary school work.

Key words: educational model, pedagogical integrity, out-of-court study.

### **Introduction**

In recent years, the problems that accompany school education in relation to teacher-student relationships, lack of discipline and non-compliance with school rules have been discussed. The reasons are sought for children to be distracted and lose interest in the teaching material, to fail to make connections between the known and the unknown, by finding points of contact. The generation that visits schools today has different interests, perceives information more or less with the help of interactive "toys", its digitalization shows the world in a way very different from what we are aiming for. The use of technology is a tool for easier learning, but it cannot be an end in itself because it reduces the ability for observation, for the development of imagination, for flexibility and for search - what the living world needs.

The new age needs people who can respond to its demands, "re-assemble" children's minds, direct them to knowledge in ways that are appropriate for them, use technology to get students to search and discover the world, whoever they are, assemble their image in order to orient themselves and live full blood when they are older. Educators need to know the child's psyche and the changes that take place in the process of growing up, to use the opportunities of the child's imagination, to develop it, to encourage children to seek the unknown, to curiosity, to learn by doing. In general, it means to make the most of the child's capabilities and looking at the world through his or her eyes. And he sees the world as one, with all the qualities that a child's consciousness at a certain age can capture. The child's gaze also sees the mathematical side of an object, its emotion responds to the color and formal sides, its hearing to the sounds, to the music as part of the surrounding world, feels nuances in different people's speech, changes in moods, etc. In a teaching environment, however, the world, which in the children's eyes is one indivisible whole, is divided into mathematics, language, the outside world, music, art, etc. It is broken into pieces. Later, these pieces, without looking for the connection and not discovering the qualities



of the phenomenon or the subject with the help of different sides of knowledge, can be very difficult to use, thus leaving functionally illiterate people who cannot cope or have difficulty coping with an ordinary life situation.

In order to change this critical situation, it is necessary that knowledge is not gradually divided, but gradually discovered, through observation and experience; the teacher, the school need to strive to find the way of perceiving the individual child in order to understand how he sees this object or phenomenon, and from the perceptions of all individual children, the whole conception will be "born" again, which is the true knowledge of that phenomenon.

Students who prepare to be educators see a discrepancy between the knowledge they receive at universities and the reality at school. Many of them do not agree with the current school education system and are looking for other ways of working, which, however, can be used only in private schools or in extracurricular forms of work with children - schools, workshops, clubs of interest. In these forms, children are few, which automatically reduces the possibility of aggression; they have common interests. On the other hand, teachers are aware of each child's capabilities and interests, are able to bring several children together to work together, and encourage children to seek and easily find the information they need, and to interpret it on a case-by-case basis.

The Art Workshop Association works with elementary school children (6 - 11 years old), and each child is offered the opportunity to practice arts of their choice in their free time. The workshop is not an alternative to art schools, but aims to create clubs or workshops of interest in the arts, in which to create their own product and to develop the creativity of the individual child.

The association unites the efforts of two university professors, several students of pedagogy and arts who participate on a voluntary basis and several teachers in primary school. They strive to awaken children's need for beauty and to develop their creative abilities through Art and Mathematics Workshops, to develop their imagination by prompting children to create stories themselves, to "dress up" their characters in music and movements, to create scenery and their clothing.

In other words, create a whole - a whole product.

These process has several sides:

- Selection of children who wish to engage in activities bringing together several countries of knowledge;
- Supporting parents, on the one hand, to allow their child to participate in this activity and, on the other, to cooperate when necessary;
- Selection of creative and courageous young people (students and young teachers) who will embark on the unknown, will create the rules themselves, will seek with the children the hidden knowledge.

The association works in several primary schools in Shumen, Bulgaria, with the permission of their administrations. Art workshops are being created that bring together children who want to engage in their leisure with these activities. The duration is one hour twice a week. The workshop is run by two leaders - a student and a young teacher or two students - volunteers who, together with the children, decide what to do together, how to organize the process, what each child in the group should be responsible for in the work process, whether there is a need for help by the head or parent.



Artistic studio leaders are selected by creatively-minded young people who have professional pursuits and want to change how children develop. Students from different pedagogical specialties fill in a questionnaire in which they have to answer questions related to satisfaction with professional realization; teaching practice; their idea of working with children in their future profession; to propose their own concept if they do not like the current school situation; to answer the question if, if given the opportunity, they would use non-traditional methods and tools, education systems that are not popular in mainstream school but think they would have an effect, and what they would use. In the survey, students and young teachers need to give their opinion, as well as a suggestion to use art as a learning tool other than the standard art lesson currently.

Applicants are selected who are interested, offer non-standard job ideas, have experience in any of the arts. They are introduced to the essence of the idea of using the arts as a means of perceiving the world as a whole by children, thus developing thinking, observation, imagination. They help to examine programs in different subjects, analyze them and select topics that have points of contact, but in school form they are viewed at different times without making a qualitative link between their elements. A work plan is drawn up and groups are formed to direct each workshop.

The parents are required to hand in a declaration of consent for their children to participate in such an extracurricular form of work - an art workshop. At a special parent meeting, the parents become acquainted with the nature of the work, the purpose of participation of the children in the workshop is clarified, their consent is required for assistance and participation, if necessary and when necessary. It is explained to the parents the purpose of the work in the atelier - on the basis of the syllabus in the various subjects, to work on common topics that integrate all possible aspects of the topic (phenomenon) so that with the help of art, as a means for children to acquire a more complete picture of this phenomenon, of the world and of developing themselves.

Work in the studio is conditionally divided into months. The most important thing is to create interest in the children, as well as motivation to search and find for themselves, to express their imagination, to create a plot, to define characters, to dress the characters with the help of expressive arts.

The creation of a fabulous situation can be considered as the first stage. Various ways are used to provoke children's imagination. The fairy tale must meet the criteria for fairy-tale form, have characters who will come into conflict, have magical helpers, have a purpose (reward) that they will receive thanks to their qualities, and finally the fairy tale ends happily. A children's fairy tale should not duplicate situations and characters from current animated films, but should be its own creativity, as well as lead to conclusions that are necessary in an educational way. At this stage, the basis of the topics will be laid out, which will be considered from different countries, so that children in creative, educational, artistic situations can get an idea of the whole phenomenon (earth; sky; seasons; rhythm; sun; moon; age, etc.). The topics listed are exemplary and depend on both the analysis of the curriculum at that age and the specific work outlined for the workshop. Through work, children will not only make a common creative product in the expressive arts, but will also look differently at a "global" theme. This will enable the school to be more successful, motivated and active.

The second stage is generally concerned with determining the categories that need to be addressed in the work in order to accomplish educational tasks. During this period, the story is created and draws attention to the characters. Each is subject to judgment by children and



teachers; good or bad; old or young; social affiliation and more. Characteristics necessary not only for future visualization but also for observing, clarifying and understanding human qualities and motives for life's activities.

In the third stage, the traits of each of the characters are subject to "dressing" with the expressive means of the various arts. Here every child has the right and the opportunity to offer what the character should look like, what to wear, how to move, what dance to perform or what his steps should be, where to be in the space of the room (stage), what to do be the spatial placements of two or a group of characters at any one time. The role of the teacher-leader is essential here. He knows the interests of children, their preferences for one art or another, their character traits. In addition, the teacher carefully directs the child to find the best and adequate way to draw the character (s) with the art that he / she likes and to observe and seek with him / her other characteristic elements that complement the picture related to some of the global topics. As a last resort, the children clarify with the help of teachers the generalized images of their fairy-tale characters, manage to imagine the space in which the story is situated and develop, to dress their characters with music, dance, and to tell how they imagine the scenery. about the fabulous action.

The fourth stage is a stage in which the characters have already been clarified, their appearance has been found with the help of the arts. Here parents can be of great help to the children and the work process itself. This stage has a two-sided effect: on the one hand, relationships between parents and children are improved, on the other, parents learn together with their children and teachers in the work process, observe and discover elements of the world in a way they did not know existed. Parents become "students", which enables them to become better parents, but also more fulfilling and happy people.

The fifth stage presents the joint theatre product to the public. This is also the time when teachers from schools where children are present to see and appreciate this form of interaction and learning. Particularly important in the performance are the managers of the studio. They, with the help of a jointly created fairy tale, offer the public a different way of learning - through creativity and action, through search and observation, through generalization. This stage is important because apart from one product it demonstrates the increased opportunities for children to be released, to communicate, to be confident in their abilities and knowledge, to learn more easily, to be motivated, curious, knowledgeable.

Working on common themes conditionally united by a theater-based project allows for the development of all three target groups. With the help of the arts and directed by their leaders, students develop (retain) observational imagination, discipline and organization, and work in a team. They learn to perceive and evaluate an object or phenomenon not only on its external sides, but to seek and find something new constantly, as well as to relate already acquired knowledge to other unknown aspects. Use their knowledge in an unfamiliar situation. Children become more active and confident in themselves, develop social qualities, empathy.

Parents gain the opportunity to interact with their children differently, seeing them in an unfamiliar light. In the gaming situations in which they themselves are involved, they gain more freedom, improve relationships in their children, in their families and with other people.

Students and young teachers gain self-confidence; they learn to look for and use new forms of work, to discover different pedagogical systems, with the help of which they can improve their pedagogical and community communication.



- **FORMING AND DEVELOPMENT OF AESTHETIC CATEGORIES FOR FINE ART WORKS IN EARLY CHILD DEVELOPMENT**

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**Abstract**

The formation, encouraging and development of aesthetic categories for fine art works in the period of early child development are the parts of the process of art appreciation. Art appreciation is a segment of fine art education of children's that is neglected in curriculums. The paper presents the results of the conducted research with children from 4 to 6 years of age. The purpose of this research was to determine the aesthetic categories for fine art works that children use, to understand the essence of these categories, the perspective and criteria that children use to form the aesthetic categories.

**Keywords:** aesthetic categories, fine art works, early child development

**Aesthetic categories**

Defining aesthetic categories is an important and difficult task for aesthetics as a science. Lot of questions that impose thos expresion are: What does it mean? Is it possible to talk for the same? Is it possible to classify and classify aesthetic categories? By what criteria can aesthetic categories be determined? Do all categories have the same or different values? Which categories are more or less downgraded? Is the definition of these categories subjective or objective? And countless other questions are imposed by the arguments used by the various representatives of philosophy and aesthetics and their different understandings, approaches and attitudes. What the literature on aesthetic categories offers shows that in a history categories have been treated differently and discussed as a subject for which to this day no definition can be found that "fully satisfies". The number of aesthetic categories that a researcher differs depends on which criteria they use for their level definition.

If we compare only a part of the researchers who are interested in these problems at the same time, and in a different place, we will see that they are somewhat independent of the time and space in which the historical form of the development of art and number of other criteria to be discussed in the historical debate. Milan Uzelac in his 2003 Aesthetics outlines the divisions given by V.P. Shestakov in 1983 (a) a conceptual category (aesthetic), (b) general aesthetic categories that are simultaneously categories of aesthetics (beauty, sublime, tragic, comical and ugly), (v) aesthetic modifications (harmony, sympathy, ideal, heroic, catharsis, irony, grotex, horrible, disharmonic) (Uzelac, 2003, 53).

The aestheticists' historical quarrels and efforts to provide a definitive list of aesthetic categories that could be said to be universal are well represented through Etienne Souriau's statement. This French aesthetist, late in his life, acknowledged: „All efforts to make a list of aesthetic categories in an exhaustive system are a wasteful subfat, because new taste can be arise at any time and people can adore them“ (Surio, 1971, 8).



### **Forming and development of aesthetic categories in the period of early child development**

Very often we hear from children about certain things, events, things that are beautiful, sad, cheerful, ugly, funny, scary. These are in fact categorizations of the aesthetic value of a particular subject. As we can see, they also appear in aesthetics. But do children have certain criteria for defining categories and what are they? The process of fine art aesthetic appreciation aims to define the terms that children use and which they use as aesthetic categories. As it is not enough just to see the notions children use at this age, this process also aims to understand the essence and understanding of the notions that children use from the point of view of children and on what criteria they form them.

The subjective experience which greatly influences the determination of the categories as well as the age and intellectual abilities of the children should not be excluded. That is why artistic aesthetic appreciation implies the development of critical thinking.

The creation of aesthetic categories is an exercise of children's fine art vocabulary through which they express and reflect on the possible categorizations of works of fine art. In addition to their original categories that are most often heard by them as: beautiful, sad, cheerful ... there are possible variations that children would choose, or overwrite as an aesthetic category for a work of art. Later these categories become part of the children's vocabulary and they will tend to use different categories. Practicing the skill of forming aesthetic categories involves repeating, searching for new categories, and encouraging children to offer an aesthetic category.

This could for example be done by means of a list of categories offered and a selection for works of art, so that children may be asked to place the works in a particular category which they consider appropriate for the work they are observing.

### **Methodology of research**

The purpose of the research is to examine the value of the process of fine art appreciation in the field of fine art education, as well as the influence on the development of certain phenomena.

#### **Tasks**

To investigate the effects of fine art appreciation on the development of aesthetic categories of children

This research is designed as a development experiment with a single-group model of work. The introduced changes are measured after the end of the experimental group's working process.

**Hypothesis** The work on fine art appreciation influences the development of aesthetic categories at children's

#### **Special hypotheses**

The work on fine art appreciation influences the development of aesthetic categories for drawing at children;

The work on fine art appreciation influences the development of aesthetic categories of painting at children;

The work on fine art appreciation influences the development of aesthetic categories for sculpture at children;

The population consists children's from 4 to 6 years of age in several kindergartens in the municipalities of Bitola, Prilep and Ohrid in the Republic of North Macedonia. Sample - Stratified. The total number of children included in the sample is 80. Statistical procedures for

data processing and analysis of results were used for the purposes of the research: graphical representation and interpretation of results, descriptive statistics method.

One of our tasks in this research was to examine the development of aesthetic categories among students. We examined the specific hypotheses according to the number of categories and the percentage of children using the aesthetic categories.

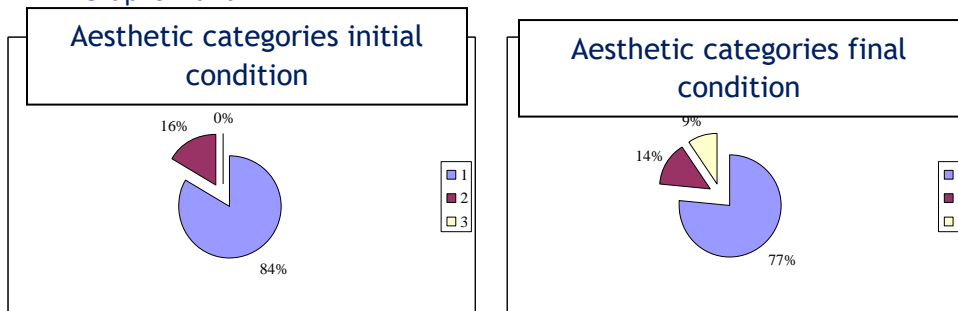
To The children were offered two categories and were given the opportunity to offer another answer that is considered 3 categories. Our goal in the category research is to help children in early childhood development through fine art appreciation to develop fluency in thinking and to use it in a greater number of categories. Confirmation of the hypotheses is according to the number of categories and the distribution of the children, the legend will only list the emerging types of answers.

### Analyses and interpretation of the results

The work on fine art appreciation influences the development of aesthetic categories for drawing at children;

The graphs 1 and 2 show the percentage of total children's and the number of categories they have selected. In the initial state that number of categories is lower than the final state. According to the graphs and the expert consensus for checking this hypothesis, we can conclude that it is accepted and is in line with the anticipated expectations for the development of aesthetic categories at children's in early child development.

Graphs 1 and 2



Legend 1 Beautiful 2 Ugly 3 Sad

The work on fine art appreciation influences the development of aesthetic categories of painting at children;

The graphs 3 and 4 show the percentage of total children's and the number of categories they have selected. In the initial state that number of categories is lower than the final state. According to the graphs and the expert consensus for checking this hypothesis, we can conclude that it is accepted and is in line with the anticipated expectations for the development of aesthetic categories at children's in early child development.



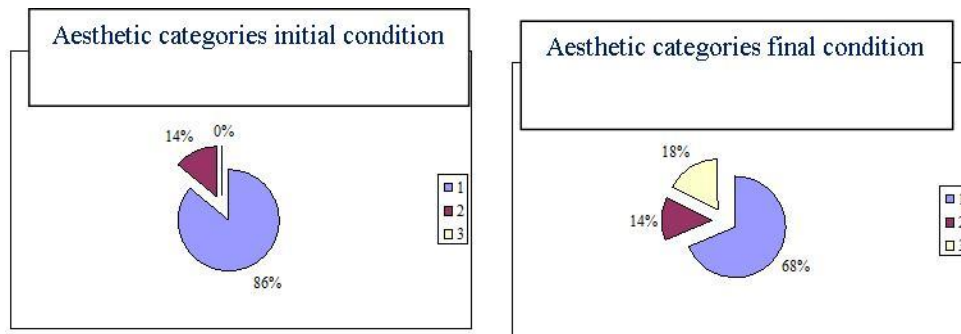


Legend 1 Beautiful 2 Ugly 3 Funny

The work on fine art appreciation influences the development of aesthetic categories for sculpture at children;

Graphs 4 and 6

The graphs 5 and 6 show the percentage of total children's and the number of categories they have selected. In the initial state that number of categories is lower than the final state. According to the graphs and the expert consensus for checking this hypothesis, we can conclude that it is accepted and is in line with the anticipated expectations for the development of aesthetic categories at children's in early child development.



Legend 1 Beautiful 2 Ugly 3 Funny

### Conclusion

The work on fine art appreciation influences the development of aesthetic categories at children's. Fine art appreciation in the period of early child development enables and encourages the active visual cognition and development of thinking. Fine art appreciation gives an extraordinary opportunity for children to develop abilities for forming aesthetic categories for fine art works and to develop abilities to use and understand aesthetic categories. Exploring the aesthetic beauties and qualities of fine art works, reach the appreciative experience of children.

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- **ROLE OF GALLERIES AND MUSEUMS IN EDUCATION OF CHILDREN IN VARIOUS ARTISTIC MEDIUM**

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### **Abstract**

Education program in National Galleries and Museums plays a particular role in children's education and training based on the importance these institutions of national and international values have in the presentation of overall visual and artistic values.

These institutions should also have a curriculum to launch different workshops and conduct lectures and activities on creative work in visual arts with different groups for children.

A laboratory called a Creativity Laboratory shall be established among the children's groups which will be dedicated to making the art works as a campaign to see their creativity in the acquired knowledge from the lecturer.

Through photography, collection, zine-art, video-art, installations and other types of art, the participants will create their works which will then be exhibited to the audience.

A concept will be drafted for all execution steps, including researches, documentations by pictures, video and art works made from recycled materials.

Curricular purposes:

1. Concept and creation of original art work
2. Development = understating the visual art techniques and glossary
3. Critical thinking, challenges and framing the solutions to problems of different areas in society
4. Communication of information in form of visual and communicating art.

Key words: children, education, galleries, museums, medium.

### **Introduction**

The educational program at the National Galleries and Museums plays a special role in educating and training children. It is based on the importance and values that these institutions have both nationally and internationally in presenting general visual and artistic values. During the last decades of the 20th century, the emphasis that museums and galleries placed on their educational programs shifted from a quantitative to a qualitative practice. While there was an urgency in the 1980s regarding the use of educational visits that would increase the number of visitors in the following decade there was a growing interest in issues of intellectual and physical access. Governments and museum institutions, especially the local authorities responsible for museum policies begun to recognize their potential as incentives in the areas of formal and informal education. Research initially started under the auspices of powerful foundations such as the Getty Institute for Art Education in America was increasingly demonstrating that museum



education can change people. Case studies were on the rise which showed that new issues were being raised through museum education which could be empowering for the student, leading to fun moments while understanding it.

### **Development and understanding of art techniques and vocabulary**

Visual arts are art forms such as painting, drawing, printmaking, sculpture, ceramics, photography, video, filmmaking, design, crafts and architecture. Many artistic disciplines such as the performing arts, conceptual art, textile arts also include aspects of the visual arts as well as other types of arts. Also included in the visual arts are applied arts such as industrial design, graphic design, fashion design, interior design and decorative art. The current use of the term "visual arts" includes fine art as well as applied or decorative arts and crafts, but not always. The increasing tendency to paint privilege and to a lesser degree sculpture over other arts has been a feature of Western art as well as of East Asian art. In both these regions painting was seen as relying on the highest degree in the artist's imagination and the furthest removed from manual labor - in Chinese painting the most appreciated styles were those of "studio painting", at least in theory which were done by young amateur gentlemen. The western hierarchy of genres reflected similar attitudes. Museum and gallery education services have been developed in ways that increasingly addressed the needs and interests of different types of audiences (such as families, youth, adults, people with disabilities, etc.). But schools still remain the audience that is best served by most institutions that make up to a third of their public (Xanthoudaki 1998). Be it in the form of traditional one-day visits or long-term collaborative projects museum programs aim to encourage active engagement of students with art and artifacts, the development of skills, knowledge and understanding, as well as the development of a lifelong habit of visiting museums. However, research has shown that school visits are (or they should be), just one component of a three-units of museum-related activities. In order for the visit-oriented skills and knowledge to be consolidated, enriched and utilized in the long run, the student museum experience should be extended to the classroom both before and after their visit (Hooper-Greenhill 1991 Hargreaves 1983); whereas the museum experience should be seen in the context of an educational project, jointly designed by the museum curator and teacher (Mascheroni 2002). The importance of museum-related classroom activities, as well as the growing development of school and museum collaborations, raises the issue of educational responsibility that museums and galleries have towards schools especially for supporting teachers in enriching their students knowledge and understanding.

### **The Influence of Original Works on Museums and Galleries**

The contribution of museums and galleries to arts education in particular by examining the ways in which different pedagogical approaches to museum visits and educational activities would help teachers broaden their students museum experience and develop their art teaching. In terms of arts education, opportunities for direct encounter with original artwork and artifacts encourage the development of aesthetic experience as a motive for learning and creative / educational interactions between children's knowledge and experiences with new information transmitted in



the works. (Budd 1995; Hargreaves 1983; Tickle 1996). Emphasize on students experiences of original artwork and links to classroom practice. It offers an account of the impact of such processes on children's emotions, cognition, and abilities, emphasizing the necessity of developing children's knowledge and experiences through encounters with original works, pointing at the importance of linking gallery visits to art making in class (Dalloni 1996). The opportunities that help children while coming across original works would not only enable them to become aware of cultural and artists' work in different periods and places but they would also encourage the experience of different symbolic systems, the development of aesthetic preferences and the inclusion of stimulation and ideas in the artwork itself. All of the above arguments emphasize not only the importance of linking museum visits with classroom work, but also the educational responsibility of the institution implicit in each individual museum experience and its potential that stimulates learning. Decisions about teaching and learning methodologies and the choice of pedagogical approaches to museum and gallery education services influence the nature of the museum experience but also have implications on how the teacher will use this visits in the classroom.

### **Education, art, museum and curriculum**

The curriculum framework within which teachers design their visit-related activities is presented below. In England, the requirements of the National Curriculum Art include the key guidelines for art practice in schools on the basis of which students will be equipped to cope with the knowledge and competence of the modern world 2d (DES / WO, 1991). The main structure and content of the museum and gallery programs used for research are as follows: English Gallery 1 offers educational programs tailored to the requirements and needs of individual teachers and to the classroom theme taught during the visit. The programs are concerned with art education, directly and indirectly through cross-curricular approaches to a non-art topic. They consist of discussions between a gallery teacher and a group of children in front of the original artwork. Art workshops are rare due to the lack of space in the galleries. Published teacher packages provide general ideas for using EG1 and for connected classroom work. The main purpose of the gallery's policy is to support the National Curriculum by "helping teachers help themselves." English Gallery 2 has only temporary exhibitions, they offer short-term educational programs focused on the themes derived from the exhibition's work. These programs have the same content and structure and are common to all schools they visit. Teacher packages are available for each exhibit offering ideas for classroom work. The existence of links between museum or gallery programs and classroom instruction seems to contribute more positively to the use of museums and galleries for art education than to programs with no visible links. The main reason seems to be that the visit was used to support the classroom / curriculum theme and, therefore, it's artistic. However, this cannot be considered as a 'cause and effect' given that the three-part unit of prior preparation and follow-up also depends on teacher's preference, curriculum requirements and teaching context. In practice it was found that the three-part unit did not always constitute a unity within each of the educational models. Preliminary hearings were not usually regarded as specific preparation and purpose of the children to visit but rather



implemented the requirements of the specific topic and syllabus. The ideas from their visit were used during the follow-up work and assessed as reinforcing children's knowledge in the first model. When museum and gallery visits took classroom lessons into account and provided support and incentives for further teacher work, the components of the "three-part unit" were reinforced and expanded even within the limited scope of art. However, subsequent work remained limited, again because of a lack of time, taxing the curricula requires all subjects and teachers' lack of confidence in art teaching. Such evidence raises the issue of collaboration as the first thing that should be addressed by museums and galleries, as well as schools for the improvement of arts education. This collaboration implies the following: a) reviewing the context of curricula for the development of (at least some) museum and gallery school services; b) the widespread use of museums and galleries by teachers for the development of artistic education and the support of their needs and curriculum requirements; c) developing long-term relationships between the museum and the school staff (in the form of teacher packages, in-service teacher training, direct contact during a school visit, etc.), which opens the museum to teachers and makes them those aware of the opportunities to support their work; and it also opens the school to museum professionals that would help them understand the world of schooling. This issue of teachers using and learning to use museums and galleries and that of the need for resources for art in schools emerge as topics for further development and research as they strongly influence not only curriculum implementation but also collaboration between schools and museums (Tickle 1983, 1996). Only through adequate recognition and teaching support can the objectives of the curriculum be successfully met and students' knowledge can be enriched while also encouraging a lifelong relationship with museums and galleries.

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- **МУЗИКАТА – ДВИГАТЕЛ ВО РАЗВОЈОТ НА ДЕЦАТА ОД ПРЕДУЧИЛИШНА ВОЗРАСТ**

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**Апстракт**

Во трудот ќе бидат преставени неколку основни начела за влијанието на музиката за развојот на децата од предучилишна возраст. Музичкото воспитание кај децата од предучилишна возраст започнува од најрана возраст. Со самото раѓање децата реагираат на секој звук, а посебно музичкиот звук тие го доживуваат, музиката ја чувствуваат и со внимание ја слушаат и ја распознаваат. Предучилишните установи се вистинскиот извор на воспитно делување со соодветен дидактичко – методски приоди. Преку мисловни активности кај децата се развиваат позитивните емоции, се развиваат способности за забележување, синтетизирање на стекнатите знаења. Во музичките активности пеење, слушање музика, постојат голем број на содржини, кои делуваат за поттикнување на детското изразување преку движење, детското изразување преку говор, како и преку ликовното изразување. Сите овие подрачја како воспитно – образовни стратегии содржани се во музичките активности. За реализација на истите потребно е соодветно образование на едукаторите – педагошки факултети, желба за работа со деца од предучилишна возраст, мотивација, како и поседување на креативност.

**Клучни зборови:** воспитание, музички активности, детски музички инструменти, музички ритам, мелодија, детски игри.

**Вовед**

Во рамките на детската игра детето не е само дете кое треба да ги исполнува наредбите на возрасните, тоа е личност кое умее само да мисли, да планира понесено од својата имагинација, ги изразува своите формирани карактерни особености и го манифестира своето расположение кон одредени појави и предмети.

Значењето на примената на музиката во работата со деца од најмала возраст има важна улога во поттикнување и развој на музичките способности. Музиката има значајна и важна улога. Со помош на музиката се создаваат услови за отворање на спонтан, топла комуникација и меѓусебно општење меѓу децата и децата со возрасните. Радост, тага или

некое друго расположение изразено преку музика го доживуваме и тогаш, кога не сме во состојба да објасниме на кој начин музиката поттикнала одредено расположение кај нас. Детето е желно и отворено за нови сознанија, спонтано прифаќа она што му се нуди, а тоа е од посебно значење во периодот кога секојдневно ја менува средината и поголемото време од денот го минува во градинка, посебно во периодот на адаптација во нова средина. Соодветен избор на музика, со весела содржина може да се ублажи несигурноста кај детето, кое тагува поради одвоеноста од своите родители, своите најблиски, здравствени или други причини. Моќта на музиката може да поттикне одредено расположение, но исто така има големо значење и во практикување на децата од предучилишна возраст, кои ја прифатиле градинката како дел од секојдневниот живот. Музичките активности ги поттикнуваат социјалните вештини кај децата, развиваат поголемо ниво на социјалната кохезија и полесно им е да се разбират самите себе, а исто и своите другарчиња. Емоционалните аспекти на музичките активности, исто така развива и поттикнува една многу сериозна социјална вештина како што е емпатијата (сочувство со другите). Исто така со музиката детето на полесен начин ги изразува своите внатрешни емоции, како и со помош на музиката полесно ја развива самодовербата, која претставува важен фактор за изградба на една мала детска личност. Како еден вид на нејазичко изразување, музиката е во состојба да пренесе комплексност на емоции. Таквата комплексност доминира посебно кај страмежливите и плашливи деца, кај кој е потешко да комуницираат со говор, музиката помага за нивно изразување.

### Влијанието на музиката во развојот на позитивни емоции

Музиката допринесува за создавање на пријатна воспитна средина за игра и креативна работа за воспитувачите. Опуштено, расположено дете со радост ги восприма и прифаќа поттикнувачките напатствија за секоја музичка активност од воспитувачката. Постојат голем број на активности и содржини кои се преплетени со музичка конструкција, а тоа за секое дете значи радост во играта со музика, доградувајќи ги започнатите процеси во развојот на личноста.

Како пример ќе посочиме една едноставна музичка содржина – детска песна која децата ја изведуваат со пеење и движење:

#### ПРОЛЕТ



Про- лет- та се бу- ди ве- се- ло е се, дин, дин, дин,  
Рас- цве- та- ло цве- ке ле- та бу- ба ма- ра,  
дон, дон, дон, слу- шни ве- сел сво - он, слу- шни ве- сел свон.



Едноставната мелодија на оваа песничка се движи во опсег од интервал кварта, од  $e^1$  до  $a^1$  во умерено темпо. Мелодиското движење е постапно, едноставно, мелодијата е певлива во духот на детското изразување. Децата без поголеми потешкотии ја усвојуваат со задоволство, а исто така и движењата во ритамот на музиката не изостануваат, односно децата се среќни и исполнети. Што се однесува на литературниот текст на песничката содржи голем број на поими, за некои од децата се познати, а за некои деца се нови (пролет, буди, весело, дин - дин, своно), чии значења децата ги усвојуваат и лесно ги запомнуваат и изговараат, но воедно го поттикнуваат мисловниот процес.

Додека осетите и перцепциите претставуваат непосредно сознавање на дадени предмети или појави, мислењето секогаш претставува процес на нивно посредно сознавање. „Мислењето е сознаен процес, чии главни карактеристики се насоченост кон определена цел, увидување на односи, користење на знаци или симболи, перцепции, престапи, зборови, поими итн“ (Тодорова, И. 2002: 92). Кај помалите деца тоа е конкретно, односно се темели главно на перцепциите и претставите, за да премине постапно во својот повисок степен – апстрактно мислење кое, главно, користи симболи, најчесто зборови. „Слушајќи музика, децата ја забележуваат и утврдуваат врската меѓу текстот на песната и нејзиниот музички израз – дека на ведар текст одговара жива музика, додека на песна со сериозна или возвишена содржина и одговара силна, достоинствена музика“ (Манастериоти, В. 1982: 21).

Својот однос кон музиката децата го изразуваат со разни видови творечки активности. Тие ги изнесуваат своите претстави, даваат слобода на својата фантазија во цртежите, во кои претставуваат нешто од она што го слушале; сами творат кратки нови мелодии; играат на дадена композиција и сл. Во слободните детски игри децата ги изразуваат впечатоците и знаењата стекнати при музичките активности, менувајќи ги слушаните музички фрази интонациски, ритмички, текстот кој ги придружува, бојата на тоновите и сл., создавајќи нови мелодии со различни карактеристики од познатата.

Секое дете има фантазија, иако способноста за остварување на она што го замислило не е кај секое дете еднаква. Таа е во почетокот ограничена и кај талентираните деца, поради нивното ограничено искуство.

### **Развивање на способности за забележување и синтетизирање на стекнатите знаења**

Слушајќи музика децата ги развиваат способностите за забележување, како на пример разликата во висината на мелодијата (тонската низа), траењето на тоновите, бојата на музичкиот тон (изворот на мелодијата), како и динамичката изведба. Со текот на времето децата го забележуваат и промената на ритамот, различните мелодиски текови, како и карактерот на музичкото дело. Во низата на индивидуални искуства децата ја развиваат способноста за заклучоци, ги систематизираат предходно стекнатите знаења и често знаат да донесат и логични заклучоци.

Со големата воспитна група направивме еден мал експеримент. Во текот на повеќе активности децата слушаа музика од В. А. Моцарт, познатиот „Турски марш“ во клавирска изведба. На децата им беше објаснето „музиката која ја слушате се изведува на клавир“





(од предходните активности имаа слушано и други композиции во изведба и на други музички инструмент, а исто така и клавир). Слушајќи го „Турскиот марш“, децата плескаа со рачињата, тропкаа со нозета, се движе во ритмот на музиката и свиреа на детски музички инструменти со неодредена висина на тоновите. Овај процес се одвиваше во траење од осум активности (средби), во временски период од четири седмици. После тоа на децата им се презентира истата композиција, но во оркестарска изведба со симфониски оркестар. На поставеното прашање, дали децата ќе ја препознаат и на кој начин ќе реагираат, затоа што предходно не беа запознати со насловот на композицијата. Добивме различни одговори, а воедно и прашања: „тоа требаше да биде клавир, но не е клавир“, „кој инструмент сега свири?“, „кои се тие инструменти?“ и сл. Со тоа се потврдува дека децата ја препознаа мелодијата, но ја забележале разликата во бојата на тонската изведба – треба да биде клавир но не е клавир.

Малите деца од две годишна возраст и децата од мала воспитна група разликуваат музика со танцовелен карактер (во бавно, во брзо темпо), додека децата од пет – шест години можат да препознат заспивни песни, песни со маршов карактер, народни песни, народни ора, како и одреден број на музички инструменти.

Примената на детските музички активности (пеење, слушање музика, свирење на детски музички инструменти, музика и движење, детски музички игри...), се поттикнува детското внимание и способноста за забележување, што преставува значаен сегмент за понатамошниот развој на децата од предеучилишна возраст.

### **Музиката како ритмичка основа и поттикнување на детското изразување со движење**

Движењето е природна потреба кај секое живо суштество така и кај децата. Таквиот внатрешен импулс спонтано делува и се развива во движење со помош на музиката. Музиката со танцовелен карактер е доволен поттик на кој голем број на деца се подготвени да реагираат. Говорејќи за значењето и користењето на музичките содржини во реализација на програмите кај децата од предучилишна возраст, ние ги преминуваме границите на развивање на чувството за ритам во хомогеност на музиката и движењата. Играта во ритмот на музиката преставува и развивање на слободата на изразување. Слободното определување за движење преставува слободно делување, додека успехот во складност со играта допринесува стекнување на чувство на сигурност во сопствените способности. Знаејќи ги придобивките на музиката во развојот на комплетната личност, како и воспотно – обрзаовните постапки во ова подрачје (музика и движење), играта во слободна форма на движење добива предност над игрите со правила.

Играта (движењето) со придружба на музика со правила, допринесува за развивање на организираното движење, односно изведба на едноставни „кореографии“, во таквите постапки се запоставува индивидуалното изразување - индивидуалната креативност, затоа што целата група односно сите треба да го направат заедно. Во секој случај таквата постапка делува во социјализација на младата детска личност. Но, поттикот од воспитувачот е важен фактор во слободата на ритмичко изразување т.е. „ослободување“.



Доволно е некое дете да биде во непосредна близина на воспитувачот (конкретно за деца од затворен тип) како поддршка за изразување на неговите движења. Учеството на воспитувачот во играта делува не поттикнувачки, но има можност децата да ги искористат движењата на воспитувачот, односно да го имитираат воспитувачот со сопствени движења. Сепак воспитувачот ги насочува, а покасно со стекнатите искуства децата применуваат варијанти на играта барајќи сопствен израз.

Игра со правила, со предходно поставени одредени барањата во играта, корисно е, но и значајно, затоа што децата се интегрираат во групата, поточно детето е ставено пред одреден „проблем“ кој треба да го реши со останатите деца. Овој вид на игра овозможува развивање на чувството за задоволство, кој го следи успехот во реализација на поставената задача.

За да се постигни поголема успешност воспитувачот потребно е да обрне внимание на изборот на движењата, формации на одредена игра со правила.

Предходно совладани движења „кореографии“ во организирана игра, движење во еден или во неколку кругови, игра во групи во спротивни движење, соло играње, играње во парови, за децата има голем број на новости и со леснотија ги решаваат поставените задачи. Таквите игри остануваат како предизвик за движење со музика и во домашен амбиент. Што значи таквите игри базирани на детските решенија во слободните игри со придружба на музика, децата играат самостојно со некаков поттик од страна на воспитувачот. Тоа се применува во предпладневните активности, но и во попладневните активности, кога децата самостојно ги организираат игрите. Пренесувајќи ги во домашна средина, децата создават мост меѓу градинката и семејството. Оваа постапка има и други придобивки. Пратејќи ги движењасо придружба на музика, воспитувачот забележува деца кои имаат потешкотии во развивање на вештините за складно формирање на одредени движења. На таквите деца воспитувачот потребно е да им зададе задачи кои истите ќе можат да ги исполнат, како на пример: свирење на детски музички ударни инструменти со неодредена висина на тонот, со едноставен ритам во четвртини нотни вредности, на секој метрички дел на основната мерна единица.

### **Музиката го поттикнува говорот**

Вештина во говорното изразување на детето му овозможува комуникација и активно учество во сопствената работа. Развојот на говорот кај децата од предучилишна возраст е предмет на анализи, ставови, мислења поради збогатување и осовременување на воспитно – образовниот процес. Првите зборови на детето се за своите потреби и она што го опкружува. Способноста за забележување, доживување и потребите за активности се основните начела и потреба за искажување на своето доживување.

Доживувањето на музиката се значајни за поттикнувањето на говорот, посебно што ја поттикнува детската имагинација, способност за опишување на сопствените идеи со говор. Во содржинскиот контекст на музичките активности, децата се запознаваат со првите впечатоци и поими, тоа им се овозможува преку песни со разновидна содржина (детски песнички, кратки детски композиции: вокални, инструментални, вокално –



инструментални), истите изразени преку ритамот на музиката со „кореографии“. Песна со јасна текстуална содржина детето со интерес ја следи, како и приспивни песни подржани со слоговите ни-на, на-на, или ла, ла, ла.

Со доаѓањето на свет детето како прво ги регистрира различностите на бојата на човечките гласови, тоа јасно говори за препознавање на гласот на својата мајка и најблиските – оние кои најчесто му се обраќаат. Но, исто така и впечатоците од вокалната музика – човечките гласови и музиката која се изведува со музички инструменти. Во рамките на таквите карактеристики, детето брзо ги развива способностите за разликување она што може да го прави, но исто така и она што му е забрането. Тоа е патот за разбирање на говорот, но и одредување на карактерот на музиката, каде што детето во поголем број на случаи покасно, кога ќе биде и говорно развиено ќе ги искажува своите емоции и асоцијации, таквото реагирање ќе биде преку неговото активно говорење.

Смислата на музиката кај детето е базирана на знаењата и впечатоците кои му ги пласираат возрасните, често пати и несвесно тоа го прават. Има моменти кога детето е воодушевено со фрлање на предметите, односно неговата играчка се крши и детето се вознемирува однеочекуваниот непријатен звук. Возрасните за да го ослободат детето од страв, на скршената кукла им пеат нежна песна. Тоа се изрази на човечко расположение, кое детето покасно ги препознава во бојата на музичкиот звук, доградувајќи во својата имагинација од предходните искуства создава одредена приказна. Музичкиот ритам е особеност на музичкиот говор, каде што детето рано го разликува. Детето го имитира ритамот со говор на брборење, додавајќи му одредена содржина, користејќи мелодика во говорот, како исо израз на лицето.

Поттикнување на говорот со музиката потребно е да предходат активности пропратени со музика. Тоа можеда бидат игри со кукли – куклен театар, приспивни песнички за кукли, марширање на војници, соодветни вежби за физички вежби, свирење на детски ударни музички инструменти, придружувани со музика и други активности.

Изборот на композиции или фрагменти од одредени големи музички дела треба да одговара за соосветната возраст, како и композиции со различен карактер и содржина. Како пример ќе посочима Е. Григ „Марш на џуџињата“, К. Сен Санс „Карневал на животните“, С. Прокопјев „Петре и волкот“ и др. Музиката која им се нуди треба да биде со контрасти, од мирна мелодиска линија, спротивставена разиграна со карактеристичен и брз ритам, да има промена во динамиката, начинот на изведба, темпото, како составот на музичките инструменти. Исто така пожелно е да има композиции со музички дијалог, за соло инструмент со голем состав. Композиции од лимени или дрвени дувачки оркестри, клавирски дела, гудачки инструменти (жичани музички инструменти), се разликуваат по боја на музичкиот тон. Разликата во бојата на звукот, често пати детето го поттикнува да размислува и да говори. Во таквиот вид на музички активности доминира мотивацијата, која го расплантува креативниот говор на детето. Затоа е потребно тоа што им се нуди да биде музички избор со заокружена музичка форма, но исто така музичкото дело да не е предолго, но не и кратко.



Реализација на музичките активности со соодветен број на деца во групата (од 10 до 12), има поголема предност. Воспитувачот има поголема прегледност и сите забелешки, сугестии, корекции има поголема можност да ги воочи, за разлика кога се работи со поголем број на деца во групата.

### **Заклучок**

За реализација на сите активности кај децата од предучилишна возраст секако главен фактор е воспитувачот. Што се однесува за музичките активности воспитувачот има голема можност воспитно– образовно да делува преку музичките активности: пеење, слушање музика, музика и движење, детско музичко изразување и творење. Во истите содржини има голем број на поимикои се составен дел во програмските напатствија за реализација на годишните програми. Во интерес за континуираниот и целокупниот развојот на децата од предучилишна возраст, пожелно е музичките активности да бидат често застапени, затоа што разноликоста и шаренилото на понудените содржини ги содржат воспитните, но исто така и образовните компоненти кој се многу битни за развојот на малата детска популација.

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- **ПРОГРАМИРАЊЕТО НА ИНСТРУМЕНТАЛНОТО МУЗИЧКО ОБРАЗОВАНИЕ И СОВРЕМЕНИТЕ ПРЕДИЗВИЦИ**

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**Апстракт**

Авторите на трудот поаѓаат од тезата дека последниве години не е дојдено до битни промени во музичкото образование во европскиот образовен систем, иако бројни технолошки парадигми во повеќе области брзо ги заменуваат старите. Во балканските средини, посебно во Македонија, која по Втората светска војна ги наследува европските традиции во доменот на музичкото образование, ситуацијата е уште потешка. Новите технолошки изуми, особено во доменот на музичките инструменти, на новите медиумски капацитети на восприемањето на музиката, како и традиционалниот однос на музиката како феномен на изразување на народот, доведуваат до ситуација да се преиспита музичкото образование и посебно изучувањето на инструментот, кој денес е и еден вид катализатор на восприемањето на музичката уметност. Покрај класичните бенефити на музиката – како постигнување поголема концентрација во учењето, поттикнување на сензибилитетот, помош при учењето странски јазици, развој на меморијата, музичката терапија, симултаниот развој на двете мозочни хемисфери, постигнување мир и хармонија и сл., изучувањето на музиката во сите фази на животот претставува незаменливо отворање на индивидуалниот и колективниот пат кон уметноста и културата. Во трудот авторите ја разгледуваат состојбата на музичкото инструментално образование во македонскиот училиштен систем и предлагаат можни решенија.

Клучни зборови: образование, музички инструменти, училиштен систем, медиуми.

**Вовед**

„Лесно е да се свира на било кој музички инструмент: треба само да се притисне на вистинската дирка во вистинскиот момент за да свират инструментите сами од себе.“ Јохан Себастијан Бах

„Уште од најстарите времиња, сета музика (освен вокалната) била создавана со помош на направи. Било флејтата, било рубата, или во најдобар случај виолината се комплексни инструменти со кои може да ракува само „техничарот“. “ Умберто Еко

„Флејта може да се смета и за метална цевка на која ѝ се внесува живот!“ Ив-Пјер Арто



„Кога започнав да учам виолончело јас се вљубив во овој инструмент зашто свирењетето ми наликуваше на глас:мојот глас!“ М. Распопович

„Кај што царува музиката нема место за зло.“ Сервантес

**XX** век ќе означи бројни фундаментални иновации и трансформации во доменот на образованието. Школата која се потпираше врз добивањето на целосен увид, разбирање и прифат на културното наследство во неговиот интегрум со соодветните структури, постанува и школа која истовремено се потпира и инвентивноста и иницијативноста на учениците, кои кои образовните значања ќе ги бараат во реалноста на животот.<sup>4</sup>

Се појавуваат идеи според кои противречностите кои постојат помеѓу традиционалното и новото образование, да се артикулираат самостојно во секој од овие два домени: знаењата и културата, од една страна, како искуството и акцијата, од друга страна.

И музичкото образование во сите нивоа и облици ќе биде опфатено од овие мисловни процеси. Во прв план, релацијата учител-ученик, карактеристична за музичкото образование во текот на повеќе векови во европската традиција, ќе се одвива паралело но поставки и методи кои ќе го фаворизираат на прогресивно и структурно здобивање на знаења и нивното пренесување. Меѓутоа, овие тенденции ќе бидат сконцетрирани и насочени, кон личното и усовршување и еволуирање на главниот субјект во музичката креација и изведба.

Во последните педесетина години, музичкото образование во европските средини го карактеризираат и други придружни облежја, во духот на новата епоха: развојот на технологијата, ќе предизвика вистинска револуција во усовштувањето на музичките инструменти, квалитетот на изведбата и преносот, ќе се овозможи енормна дифузија на музичките дела, преку интернетот, дигитализацијата, ќе се дојде до максимална индивидуализација на слушањето на музиката низ соодветни технички средства.

Така музиката низ своите различни облици на емисија станува објект на енормна консумација, но потчинета и на феноменот на модата. Музиката со право може да се смета за вистински дел од животот.

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<sup>4</sup> Токму во XX век се појавуваат и развиваат вистинските теории за музичката педагогија со авторите како што се Шн-Жак Делакроз, Карл Орф, Е. Вилијамс, М.Мартенон и др.



Музиката доживува експанзија на планетарно ниво, таа ќе има свои постојани поттици и обнови, така на пример прославата на 200 – годишнината од смртта на Моцарт во 1991 година, уште еднаш ќе посети на универзалната вредност на големата музика, како иманентно обележје на човештвото.

Станува јасно дека овој збир на релевантни фактор за вредноста на музиката како едно од битните обележја на човекот и човештвото, ќе предизвика фактори на власта, како и професори по музика, со здружени сили да се позанимаваат со преиспитување на начините и методите на претставувањето на вредностите на музичкото дело, посебно во сферата на музичкото образование во сите нивоа од основното до високото образование, специјализациите и тн. Со други заборови, со други зборови, со интензивирање на педагошката акција во овој домен на уметничкиот живот.

Меѓутоа, овде секако не се работи за музиката како образовна дисциплина, резервирана само за специјализирани училишта, туку исто така и за улогата и местото на музиката во општото образование. Во оваа проширена перспектива музичкото образование и воспитание имплицира не само здобивање извесни знаења, туку таа треба да учествува и во развитокот на културниот животот, да го фаворизира зреењето на сензибилитетот и имагинацијата на учениците.

Развојот на музичкото образование кај младите е под директно влијание на односите кои се остваруваат меѓу музиката, воспитувањето и општествената заедница. Меѓутоа системот на музичкото образование се артикулира и засебно во секоја земја или поширок регион во зависност од нејзината историја и содржините на актуелниот живот.

Во Италија во образованието се валоризира музичката култура засновата операта и главните напори се свртени кон музичката педагогија. Во Велика Британија во музичкото образование се зема предвид актуелниот живот на ученикот, интегрирано во еден музички универзум кој е комплексен и варијабилен.

Во Шведска битна карактеристика на музичкото образование е тесната поврзаност помеѓу музиката во класот на образовната институција и музиката во секојдневниот живот. Овде станува збор за еден вид „автентично музичко образование“, или „етно- дидактично“. Во Кина музичкото образование служи како поддршка на идеолошкиот и политичкиот дискурс.





Но и покрај овие влијанија, музичкото образование останува означено од филозофијата на Конфуције, според кој музиката ја придружува убавината, добродетелите и самоцовладувањето. Во Јапонија почнувајќи од XIX век, главните принципи на музичкото образование се потпираат во вредностите на европскиот образовен систем

Во Русија и во повеќе соседни земји, во реконструкцијата на општеството, односно во минување во нов систем, доживуваат промени и во доменот на националните музика.

Инструменталното музичко образование во Европа се карактеризира со широк распон на едукативни и образовни и национални системи. Меѓутоа, од историски аспект на развојот на музичкото образование беше придружен од релацијата *лице/спроти* лице во музичките нижи и средни училишта во конзерваториумите, прватните часови и други институции.

Овој систем на образование често пати бил критикуван, бидејќи се ставало посебен нагласок на техничката инструментална или вокална изведба на музичкото дело, како и за пренагласено влијание и арбитрање на професорот спрема ученикот, оставајќи простор објективно да се помисли дека инструменталната (како и вокалната) педагогија се потпира врз традиционалниот модел *професор/ученик* што има импликации во стриктното имитирање на професорот од страна на ученикот. Овој пристап на образование се сметаше повеќе диригиран од професорот отколку да биде центриран од самиот студент што претставуваше последица на традицијата која свои корени влечеше уште од XIX век.

Професијата на професорот инструменталист има повеќе аспекти и забрзаната еволуција на инструментот и можностите за интерпретација се наоѓаат пред нови предизвици во доменот на воспитувањето и образованието, во воведувањето на нови практики, потоа посебно ги ангажира музичките институции во различните земји на Европа и пошироко. Низ дијалог помеѓу носителите на професијата и заедницата, за да зајкне улогата и прошири местото на музиката во општеството.

Музичкото образование во Европа и светот има наследено долга традиција според која инструменталното и вокалното учење на музиката претставува еден вид „аскеза“, односно стоичко и аскетско подведување на ученикот, чија употреба и значење варираат возраста и различните нивоа на учениците, кај кои како финален резултат – можеби ќе произлезе дарбата!



Според оваа концепција на музичко образование, се пледира да се интензивираат прекумерните активности на професорите и учениците, кои откако се интегрираат во соодветен систем, во верување дека на овој начин ќе се дојде до очекуваните резултати и корист.(Guiraud,1998,p.92).

Овој начин на музичко инструментално образование може да придонесе да се постигне извесен – *перфекционизам* кај учениците, радо прифаќан од учениците и нивните семејства. Меѓутоа со оваа метода на учење за постигнување брзи цели и резултати, не се избегнуваат негативните ефекти: нералното и пребрзо дејствување го нарушува нужниот етапен и континуиран процес на овој вид образование.

Функционирањето на овој тип образование се подведува на категоријата , односно објаснувањето со синтагмата *успех/неуспех* на ученикот. Овој начин на форсирање на образованието, кај ученикот создава комплекс за (не)можноста да се искачи на „музичкиот пиедестал“, односно да го поставува прашањето на (не)надареноста.

Според денешните научни видувања во развиените европски музички средини, вистинското место на изучувањето на музиката во соодветните музички образовни институции се гледа во просторот меѓу индивидуалната развојна логика, од една страна, како и учењето од друга страна, како и логиката на социјалната дистинкција и логиката на перформансата, од друга страна.

Поточно се работи за тоа ученикот во образовниот музички процес, да биде во две ситуации, но без да се губи автохтониот капитал на личноста, односно неговите капацитети да бидат израз на самиот себе и изворната креативност. (Guirard,1998).

Што се однесува до логиката на перформансата , постоечкиот систем го храбри ученикот постојано да го одржува нивото на своите знаења и капацитет, да биде секогаш брилијантен, да освојува први места на локални и меѓународни музички натпревари. Раководењето со напредувањето на учениците студентите низ сите негови аспекти станува мошне комплексно, разновидно, но често и непредвидливо. Врзовие елементи се надоврзуваат и нагласените психолошки елементи, според кои ученикот се става во посебна положба – да го засили вежбањето, над реалните и објективни можности, да се соочи со последиците од категориите – пораз или победа, соодветно на капацитетот на



ученикот. Во секој случај тежината на социјалната компонентанможе да се одрази на музичкото образование на ученикот.

Едно од битните прашања што се наложува и на кое постојано се бара одговор: е улогата на музиката како моќно изразно средство, но и како изразит поттична интелигенцијата на ученикот. Според еминенти теоретичари на музиката и музиколози во светот тоа е една од најамбициозните цели на музичкото воспитание-образование. Музичкото инструментално музичко образование не би можело да се ограничи само на техничките аспекти, без присуството на афективната компонента. Со други зборови овде се работи за индивидуалното изразување, за естетската димензија и за емотивната комуникација. Според други музиколози, музичкото воспитание-образование ги регулира и осветлува и другите човекови активности. Во оваа ситуација пресудна е улогата на професорот, односно неговиот максимален ангажман со што ќе биде зголемена и неопходната мотивација во музичкиот образовен процес. Не е можен вистинскиот напредок во совладувањето и увршувањето на техниката на свирењето на музичките инструменти, без разбирањето и имагинацијата...

### **Заклучок**

Во заклучокот на трудот, во кој ставен нагласокот врз инструменталистот и музичкото воспитание-образование, како во универзален, така и во локален контекст. Композиторот Хектор Берлиоз својата *Расправа за инструментализација и оркестрација* (*Traité d'instrumentalisation et d'orchestration*, 1843), на самиот почеток нагласува дека „секо сонорно тело оживеано од композиторот е еден музички инструмент.“

„Музиката има моќ да ја стави душата во хармонија со се што постои!“ (Оскар Вајлд), „Музиката останува најголема мистерија на науките за човекот“ (Клод Леви-Леви Строс). Ова и многу други искажувања за трајноста на музиката во човековиот живот, за нејзиното прилагодување на различни системи и режими во историјата на човекот и човештвото, говори и за константната потреба, таа како инструментала и вокална, низ своите бројни жанрови и институции, да заземе заслужено, достоинствено и неопходно место во музичките воспитно-образовни институции од сите нивоа и земји. Живееме во време кога планетарните процеси на глобализацијата, воспоставувајќи нов економски поредок, кој ги брише релевантните мултити културни разлики, не штедејќи го и



мусизичкото творештво и богатство, заштитата на воспитно-образовниот музички интегрум, станува императив на географски малите земји, но со голема и разновидна музичка традиција. Се наложува, засилувањето на главниот актер, во одржувањето на музичкиот процес, во образовната институција во спрега со ученикот, односно образовната институција, како и општествената заедница. Во заклучок на крајот да го наведеме мотото на стариот париски Симфониски оркестар истанат со големи букви на неговата порта:

*„ Може да се живее без музика, но не толку добро!“*

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- **THE EMOTIONAL IMPACT OF MUSIC ON CHILDREN BETWEEN THE AGES OF 4 TO 6t**

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### **Abstract**

Music is a universal language. With its help, we go through time without being dependent on space. The flight of fantasy cannot be stopped and constrained, even by the perfection of the technology. The digital age in the 21st century is merciless in plundering thoughts and feelings, turning them into robotic functions of the brain and heart. 21st-century children born with computer information are extremely vulnerable to education - family, school, public.

The presented material is part of personal and pedagogical experience in the superstructural sphere of art, and in particular, music. How do children react to music? What does it provoke in them? How does music stimulate them to dance, talk, share, feel, think? This higher art can become a fairy tale, a picture, a task, a play. Of course, the active, provocative, creative attitude of the teacher is an important factor in the understanding and the emotional impact of music in early childhood.

The essence of the problem is focused on understanding the children's musical language - its explanation, imagery, treatment, as well as the creation of taste, associativity, creative thinking and affinity to the musical art. Various methods have been described to provoke children's fantasy, to look for a way for personal expression, and to feel satisfied with the music lessons through the musical instrument.

The ideas and inspiration of the children themselves, active participants in the creative process, have been explored. Conclusions have been made on the impact of piano training on the overall musical, creative and personal development of children.

Key words: music, creativity, kindergarten.

Imagination is more important than knowledge - Albert Einstein

### **Introduction**

Music is a universal language. By dint of music, we pass through time without being dependent on space. The flight of fantasy cannot be stopped or restricted, because the speed of thought and the color of the image are embedded in human nature.

Music is one of the most accessible arts for the child. Its lively and dynamic language attracts children's attention, awakens joy, and enhances emotional tone. Musical education is the process by which the musical abilities of the child are developed: melodic hearing, rhythmic feeling, musical memory, musical receptivity and the development of the artistic creative abilities of the child.(Atanasova-Vukova,1965)



The path to emotional self-knowledge goes through the construction of emotional standards and the identification of emotional states. Such an opportunity is created through the performing and the receptive activity in the music-educational process, in which the emotional message in the musical work is discovered and determined. (Marcheva, 2011)

The proposed material is based on observation and two years of work by the author in a private kindergarten in Sofia. The age range of children is 4 - 6 years (II, III and IV group), and their total number is 30.

#### **Aims of the study:**

1. Development of musical abilities in children.
2. Development of emotional sensitivity in children with the means of music.
3. Development of children's imagination, fantasy, and creativity through the invisible musical image.
4. Development of skills to orientate on the keyboard of the piano and according to the individual abilities of the children - to achieve a certain level of mastery of the instrument.
5. Educating and preparing future listeners.

#### **Research Tasks:**

1. Introduction to the piano as a tool - mechanics, sound extraction.
2. Children's auditory introduction to piano pieces that are different in character and content
3. Using the game as a factor that develops children's thinking and imagination.
4. Enriching the verbal expression of children by setting creative tasks.
5. Realization of children's creative ideas.

#### **Case study**

The perception (listening) of music is one of the three main activities in the pedagogical process. Its essence is expressed in the interaction between sensory, emotional and cognitive abilities, on the basis of which the understanding and empathy of the musical message is realized. (Marcheva, 2016-a)



A selection of short piano pieces with figurative titles has been made:

P.I.Tchaikovsky - Children's album: Italian song, Naples song, Old French song, Sweet dreams, The Sick doll, The New doll, Waltz, The witch, Chorus;

Nakadalossinao - Dance of the Aborigines;

Frank Bjorn - Alley Cat ;

William Gillock - Sarabande, French Doll, Eastern Market, Flamenco, Fiesta.

Some piano pieces by Bulgarian composers have also been selected :

pieces from the cycles of ParachkevHadzhiev's "Grandmother's Tale" and "15 Little Preludes," and AleksanderRaychev - Children's Album.

The variety and possibilities of keyboard literature are endless. The works listed are part of the repertoire that was introduced to the children.

In order to stimulate imagery, the name of the piano piece and its author were announced at the first performance of the play.

This way of contacting and understanding the music appealed to many children. They began to comment on what was heard, "clarifying" the image of the title.

The next step involved the task of children explaining what they were feeling listening to the music - cheerful, sad, etc., without knowing the title of the play. The answers were short and in most cases intuitively accurate.

After explaining the mood in the plays, the task gets more complicated: the children should tell what they imagine, "see" while listening to the music. Depending on their temperament and current state, as well as on the knowledge gained in the family and kindergarten, they responded adequately and responsibly to the task.

The children were particularly interested in Tchaikovsky's The Sick Doll. Each child had to guess what the doll was sick of. Most children responded through personal knowledge of the illnesses they experienced - runny nose, cold, hurt leg, eye pain, etc. There were also non-standard answers - a child had pushed the doll and broken it; the doll was alone and suffering; there were two viruses - blue and green; the blue one was weaker and the green one was heavier and scarier, the doll was sick because of the green one.



It turns out that Sick Doll intrigues both girls and boys. It was the most listened, discussed and repeated piece. In one of the lessons with a 4-year-old girl, I decided to "tell" by playing the contents of "Sick Doll". For her physical impotence and for the struggle of her "spirit" - to rise, to stand up, to have the power to live, to be noticed in the pile of broken and forgotten toys... but alas... all her efforts end unsuccessfully. Playing and telling at the same time, with the dynamics and intonation of the voice, corresponding to the irrepressible desire for a doll's life, the struggle with her fall and powerlessness in the end, aroused great interest in the child, as well as sympathy and pity for the suffering of the doll. The play is so emotional and imaginative to the girl that each of our lessons begins with a musical account of the story of the sick doll.

Musical rhythmic movements and dance activities are a favorite of modern children. They are based on the connection between the movements of the human body, emotions and musical art. Improvised movements under a variety of music can eliminate the accumulated tension, release the hidden suppressed feelings such as aggression and fear, helplessness, frustration and improve both physical and mental state. (Marcheva, 2016-b)

There is no child who does not like dancing. Dance is an expression of both the joy of the movement, combined with music, as well as the "enjoyment" of the role of the ballerina (especially of the girls), of the sensation, the desire for the stage where the young dancers feel like artists.

In order to create and maintain interest in the so-called serious music, most of the dance pieces were samples of classical music - waltz, minuet, polka, sarabande, march, as well as plays with the meter and the rhythm of these dances.

I had an interesting student. Once while I was playing a miniature of Nakada - "Dance of the Aborigines", the boy was listening very carefully, and then he asked me to play it again at least 7 times and he began to dance to the music. He used sharp, forceful movements that suited the character of the play, and probably the image in his thoughts and fantasy. I repeatedly played the Nakada's dance at each of our next meetings in the course of 2 months. And every time the boy danced. I noticed that he often stopped dancing and gazed in a certain direction, "frozen", without movement, even without breath. Discussing this with him, it became clear that the stagnation posture is related to the spiritual, invisible struggle of the chosen character, in whose image he embodies himself - sincere, focused and real.

There was another boy who loved to dance. In the moments of fatigue from solving his problems and tasks, he turned to dance. He danced - devoted to his own sense of dance and movement, to the emotions he expressed through them, to the artistic image he recreated, depending on the emotions that excited him. It was a pleasure watching him while I was playing





the piano - following the expression of his eyes, the movements of his body, his sense of stage presence.

The girls were particularly interested in the dance genre in music. Most indulged in the pleasure of dancing, through learned movements in kindergarten or ballet lessons. I always gave them information about the characteristics of the individual dances, as well as the time and place in which they appeared. The historical aspect of the information evoked stories of distant times, of the specifics of fashion then, of the inherent serenity, pastoral idyll or revolutionary spirit. The children transformed these explanations in a dance according to their personal imaginative ideas about the distant epochs: the smoothness of the movements; striving for elegance, flirtatiousness, teasing or passion in the interpretation of sound fabric; freedom of imagination and fantasy in the choice of figures, steps and creative inspiration that shape the content of their dance.

Of course, the song was always present in the classes. The children sang with joy and excitement everything had learned at home or in kindergarten. The kids had their favorite songs that they repeatedly performed because they were active participants in the content of the songs.

As young students successfully began to focus on the keyboard, the first steps in playing the piano were through popular and favorite children's songs. At some point in their training, they played these songs and sang. This created a feeling unknown to them until then - to play and sing at the same time.

The synchrony between the manual and the voice apparatus has shown them that they can perform two different activities at the same time. This gave them both the pleasure of new skills and the confidence that they are significant and skillful.

Following this brief review of personal experience and observations, it can conclude that:

1. Music is a language that affects the emotional sensitivity and imagination of children.
2. Children are open to the world of music, especially when presented with an interesting and intriguing experience.
3. The role of the teacher in the musical education and schooling of children is extremely important.

The artistic image in music is that 'awakened' sensuality, which, speaking in its specific and abstract language, manages to inspire a person to perceive the visible 'materialization' of his invisible nature.



Based on movement (metrum, rhythm, melody), evolving over time, music through its image is a kind of impulse, irrational impetus and a sense of unlimited freedom of human imagination and its flight. (Smilkova, 2003)

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- **FRACTIONS IN MATHEMATICS CURRICULUM IN MACEDONIA AND KOSOVO**

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### **Abstract**

Fractions as one of the basic concepts in mathematics are widely incorporated in learning curricula and textbooks; however, everywhere around the world, their understanding and learning is one of the key problems for students, teachers, curriculum and textbooks authors. Problems in learning fractions, most of the time relates to planning (what?, when?, and how?). These problems and difficulties are even encountered in countries with rather more advanced education systems, and as such are subject to numerous studies and researches of national and international academic and scientific institutions.

In this work I will analyze the inclusion of fractions in primary education curricula in Macedonia and Kosovo to see how the vertical and horizontal distribution of the contents on the fractions is done.

In this research I will try to understand what are the goals, grounds, approaches, patterns, and on which researches the curricula drafters and content of fractions are based on, as far as the recommendations of the relevant institutions and the fractions learning experts are concerned. In this research we will also analyze the experiences and approaches of different countries with advanced educational systems and successful mathematics learning, especially in learning fractions in order to provide a comparative basis between these two countries and other countries well-known in learning mathematics, especially in learning fractions.

Keywords: fraction, mathematics curriculum, Macedonia, Kosovo.

### **Introduction**

Teaching fractions as one of the basic concepts in mathematics is considered as one of the most problematic issues for elementary and secondary school students. Although they are traditionally taught in schools, we hear students, teachers, and parents everywhere complaining about problems with learning and understanding fractions.

One of the reasons that impedes students' proper understanding of fractions is the presentation and taking fractions' contents in a formal way by applying procedural templates and cliché. This is also due to the lack of adaptation of the contents to the appropriate age of the children. Adapting learning to the age of students today is considered one of the most important principles of teaching and learning, as it expresses the necessary demand that likewise the content and the volume of teaching material, so should the methods of teaching be in accordance with the students' mental powers, their perceptual and assimilative abilities, without jeopardizing the scientific character of learning, the acquisition of knowledge at the level of modern scientific knowledge. Excessive workloads, compression of teaching material with information outside of the mental forces, as well as the usage of inappropriate methods, lead to formalism, to a mechanical remembering, lowers students' creative activity and the effectiveness of the educational process. (Çepele, 2011) Both overload and underload in learning lead to the detriment of student formation.



This has led many students to develop the false belief that they know the fractions and know how to handle them. These defects were observed in the 1970s, when the applied mathematical phase began in particular in computer sciences. The presence of false belief was observed through a series of empirical research such as those focused on arithmetic operations, which highlighted the fact that a large number of students thinks that multiplying fractions always gives greater fractions and dividing them always gives smaller fractions, while dividing by zero results in a number. It has also been noted that a significant number of students have problems with the conception of the size of the fraction, namely their comparison, so, for example, many of them think that  $\frac{1}{3}$  is greater than  $\frac{1}{2}$  because they know that number 3 is greater than number 2. All of this is a consequence of the creation of false beliefs based on primitive schemes for actions with numbers that transcend observable facts. (Ciosek & Samborska, 2016) Therefore, the introduction of new concepts on fractions should be done with caution, taking into account the particular properties of fractions, which conflict with the meanings of natural and full numbers learned earlier.

All these recorded and documented observations influenced all stakeholders' awareness of the time (when?), and the way (how?) of learning fractions, their relevance to the field of mathematics, to other fields, and to the further education of students in general. Dr. Tom Dick, a mathematics teaching expert, says that solid knowledge and understanding of fractions is one of the foundations upon which high school mathematics is built. (Nelson, 2015)

#### Fractions in some countries' curriculum

In **US**, national and state standards have moved fractions content from grade IV to grade III. This was done as a result of the recommendations from the researchers and the research done, and in accordance with teachers. Fractions are presented in different ways, shapes and contexts, and reflect the ideas suggested by Jean Piaget, Jerome Bruner, Zoltan Dienes, which were adapted by Richard Lesh, one of the founders of the Rational Number Project (RNP).<sup>5</sup> Initially unit fractions ( $\frac{1}{n}$ ) are learned which are explained through division into equal parts of surfaces (e.g. circle or rectangle), or a segment defined within the interval 0 and 1

Fractions in **Japan** are taught since class II. Initially unit fractions  $\frac{1}{n}$  are taught to move on to  $\frac{m}{n}$  fractions, which are sometimes considered unit fractions  $\frac{1}{n}$ , e.g.  $\frac{3}{5}$  is interpreted as 3 times  $\frac{1}{5}$ . (Bruce, Chang, & Flynn, 2013). In class III, fractions are associated with decimal numbers, fractions and decimal numbers are presented in numerical straight line, and compared. Then is proceeded to addition and subtracting fractions with the same denominator. In class IV is continued to irregular fractions which return to mixed numbers, their addition and subtraction always with the same denominator). (Watanaba, 2007) Whereas in class V students learn to add, subtract and compare fractions with different denominators, express fractions as numerator quotient with denominator ( $\frac{3}{4} = 3:4$ ); associate fractions with decimal numbers and integers to continue in Grade VI by performing all fractional operations (addition, subtraction, multiplication and division) with any denominator. Practical fraction patterns and

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layouts are used all the time as fractions are taught (The National Council of Teachers of Mathematics, 2006).

In **Korea**, fractions are taught in the third grade and have much in common with those in the US and Japan. Initially fractions are taught as numbers representing part of a whole, part of a group, or points in the numerical straight line. Even here, as in Japan, the fractions are linked to decimal numbers to help strengthen the connection between them. Grade III also learns the comparison of fractions with the same denominator, whereas in grade IV there are different types of fractions, such as mixed numbers, irregular fractions; as well as the basic arithmetic of fractions, and the interpretation of fractions as coefficients and as ratio. In Grades V and VI, an expansion of knowledge is done regarding fraction arithmetic, learning the multiplication and division of different types of fractions. Also throughout the fraction learning process, the relation between fractions and decimal numbers continues to be explored and further expanded. In Korea, fractions are learned through problems and more problematic situations than in US and Japan, where each teaching content is handled through four or five different activities, some of which are focused on conceptual understanding and some others are focused on using fractions in real-life contexts.

Most activities are accompanied by questions that encourage students to explain their thinking process when offering a solution.

In **Taiwan**, as in the US and Korea, fractions are taught since grade III, when the basic meanings of fraction concept are taught, whereas their addition and subtraction are taught in grade IV, when is learnt the addition and subtraction of regular and irregular fractions, the addition and subtraction of mixed numbers with the same denominator. Additional and subtracting fractions with different denominators is taught in later classes. Graphic representations are used when explaining fractions, such as figures / cartoons explaining the procedure steps. Similarly in Korea, in Taiwan as well, students should write mathematical sentences and explanations to clarify their thinking as they solve tasks and problems with fractions. (Bruce, Chang, & Flynn, 2013).

In **Canada**, fractions are first taught in Grade IV, when their meaning, comparison, and even equal fractions are clarified, to continue with interaction of fractions with decimal numbers. In the 5th grade, is continued with regular and irregular fractions, mixed numbers and decimal numbers. Students should be able to add and subtract fractions with the same denominator; describe the relationship between the multiplication of fractions and the multiplication of decimal numbers. These fraction concepts and actions continue to be taught in grade VI as well, expanding with new understandings such as the relation between percentages, fractions and decimal numbers. All of this is done including a variety of reports, real-life contexts, using concrete materials, drawings and standard fraction markings. (Ontario, 2006)

In **Germany**, fractions are taught in class III, which are explained as part of a full size and as part of a group (community), to continue in class III with their comparison and ranking. In grade IV German students learn to find new fractions equivalent to the given fractions; for mixed numbers; they also learn about the interrelationships of fractions with correlating fractions to percentages; interconnecting fractions in decimal numbers and percentages. While in class V fractional knowledge is expanded by adding and subtracting fractions with the same denominator, subtracting (removing) the integer from the integer, irregular fractions. In the following classes students continue with periodic decimal numbers, multiplying and dividing



fractions and fractional numbers by integers and vice versa. In grades VII and VIII, German students make the connection between fractions, decimal numbers and percentages and apply these numbers and their actions to solve everyday life problems. It is also learned about the order of actions in expressions that contain fractions, decimal numbers, mixed numbers or percentages.<sup>6</sup>

In **England** from the first grade, students acquire basic knowledge about fractions, finding half and quarter of discrete and continuous sizes through problem solution illustrated by shapes, objects, and quantities. They need to understand that  $\frac{1}{2}$  of 6 is 3, and recognize the equivalence between the fractions. Meanwhile in the third grade, illustrations explain non-unit fractions with small denominators: add, compare, and rank fractions with the same denominator, to be expanded in grade IV with decimal numbers, and their comparison. In grade V students express percentages, decimal numbers, fractions as ratio-proportions, then they learn about fractions greater than 1 (irregular fractions and mixed fractions) by presenting them in a numerical straight line, to continue in grade VI with the return of fractions into fractions with the same denominator. In this class they learn about multiplying the fraction by fraction, dividing the fraction by the integer. They understand fraction as numerator quotient with the denominator and equal their value (e.g.  $\frac{3}{8} = 3:8 = 0.375$ ). Throughout the process, students reinforce their knowledge of fractions, decimal numbers, percentages, and actions with them through a variety of increasingly complex problems. (Department for Education, 2013)

#### **Fractions in the math curriculum of North Macedonia**

From the 2015/2016 school year on the subject of mathematics and natural sciences, an adapted version of the curriculum is implemented according to the Cambridge International Examinations Center, UK and Bureau for Development of Education (body of the Ministry of Education and Science of the Republic of Macedonia, [www.bro.gov.mk](http://www.bro.gov.mk)).

In Macedonia, fractions are taught from the second grade to the 7th grade. In the second grade, students learn the basics of fractions, where they should be able to distinguish, highlight, represent and write fractions by dividing the shapes, sizes, or groups of objects, putting relationships between full sizes and fractions. In the third grade a gentle advantage is done in teaching fractions by first caring for the understanding and knowledge of fractions from the second class on which they are expanded and applied in solving simple problems and illustrated with objects, figures and different contexts.

In the fourth grade, the different ways of interpreting, representing, presenting and marking the fractions that are offered to students through a variety of activities are given importance and attention. All these make the pupils understand the fraction as a ratio (proportion) between different sizes, figures, or objects; then the fractions are also represented as the quotient of the denominator with the numerator, to continue linking fractions to decimal numbers, including integers and mixed numbers, equality and comparison.



In grade V, knowledge of fractions expands with the percentage and irregular fractions that students learn how to convert to mixed numbers and vice versa. Then learn multiplication of decimal numbers.

### **Fractions in the math curriculum of Kosovo**

As part of the implementation of the New Curriculum in Kosovo, math curriculum, including fractional content, are also part of the changes. In Kosovo, fractions are first taught in Grade III, when given the initial meanings of fractions, equal fractions, comparing fractions with the same denominator or numerator, and adding and subtracting fractions with the same denominator. (MASHT, 2019)

Grade V is still working with the old plans (of 2005) according to which knowledge of fractions is expanded by adding and subtracting fractions with the same and different denominators, bringing them into fractions with the same denominator.

In Grade VI in Kosovo, fractions are learned from scratch, calculating and relying little on the prior knowledge available to them.

### **Conclusions and recommendations**

By comparing the fraction contents of programs in Macedonia and Kosovo, is noticed that those in Macedonia are more structured and more focused on understanding fractions, and contain methodological and didactic guidelines for achieving the intended results. Of course this is also due to the fact that these programs are prepared in collaboration with Cambridge and BZHA. We have also noted to a considerable extent the recommendations of relevant studios and institutions, and we can conclude that they are more coherent with the best programs and practices of fraction learning.

In Kosovo we have a more ad-hoc approach to fraction content. Despite the curricular changes, the presence of outdated approaches can still be noted. Kosovo needs to follow and adapt examples and models of countries with a teaching tradition of mathematics and in particular fractions.

The competent institutions of Macedonia and Kosovo should form professional teams, with broad involvement of all stakeholders, in order to research the time (age, class), and the most effective ways of learning fractions. They should make use of the readiness of international institutions such as UNESCO, the OECD, the World Bank, the EU, and friendly countries to assist in the process of developing curriculum, textbooks, methodologies and teaching tools that are as more effective as possible in learning fractions.

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- **CONTINUITY AND INNOVATION IN THE MODERN MATH EDUCATION PROCESS BETWEEN KINDERGARTEN AND INITIAL**

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**Abstract**

The report considers the use of ICT as an integral part of modern education. The knowledge gained through work with innovative methods and tools in additional situations - A Funny Mathematics Workshop, develops a lot of personal skills, which subsequently contribute to the life integration of children in society. Modern adolescents live in a highly interactive environment, communicate, acquire knowledge and skills in a digital world using different technological means. Through the activities they perform in additional activities in the kindergarten, children play different roles - not only as passive users of resources but also as active artists and creators. This contributes to optimizing and increasing efficiency in education. Contemporary vision for developing the education system requires it to be adequate for development and change in all by further developing the knowledge and practical skills of the children. The topics set in the work plan of the "Fun Mathematics" Workshop are fully in line with the thematic distribution of educational situations. An interdisciplinary approach is implemented through the realization of various connections between the educational directions. The theme focuses on the private didactic aspect - better continuity between the kindergarten and the initial stage in the math education through games. The report aims to show that games play an important role in the life of preschool children and through the implementation of a system of these and, at an early stage, we will improve the children's knowledge of mathematics and will have a better continuity between kindergarten and primary school.

Keywords: innovation, mathematics, optimization, continuity, game.

**Introduction**

The new age is very different. On the basis of interdependence, humanity has a unique opportunity for industrial modernization, while the dynamics of technology and communication development, information entropy, the volcanic eruption of visual and sound culture. This necessitates modernization in the education system /ownership of digital competences, portability of skills and good continuity between different stages of education / triggered by intense changes in technology and the way of life of modern children. In kindergarten and primary education, the foundations for developmental learning are laid, where knowledge and skills in mathematics education are to be acquired and communicated that are applicable in everyday life.

The European Reference Framework for Key Competences for Lifelong Learning was adopted and defined in 2006. The framework identifies eight key competences and a variety of transferable



skills that combine knowledge, skills, attitudes - necessary for personal development, active citizenship, social inclusion and employability.

Key competences are cross-curricular and are applicable in all school subjects and school activities, and from here we can conclude that in kindergarten. Although no country has switched to skills-oriented education, several countries have made significant progress, one of which is Finland. In addition to introducing legal and training frameworks for key competences, some countries have also used other strategies to promote the teaching of skills in kindergarten and higher education. In 2012, the European Commission launched the European Network for Policy on Key Competences in School Education (KeyCoNet), coordinated by European Schoolnet. By the end of 2014, more than one hundred stakeholders had joined (KeyCoNet). ([https://www.schooleducationgateway.eu/en/pub/latest/practices/key\\_competences\\_for\\_21st\\_centu.htm](https://www.schooleducationgateway.eu/en/pub/latest/practices/key_competences_for_21st_centu.htm)18.07.2019, 07,40).

"Children who go to school are in a period of transition of great importance for their cognitive, physical and socio-emotional development. This period, known as the "crisis of the 7 years," is associated with a number of significant changes occurring in the life and activity of each child "(Petrov, P., 2005, p. 23; Vygotsky, L. S., 1972, pp. 114-123). "The changes are expressed in:

- Creating preconditions for the transition to a new dominant activity and the related development of the child's thinking, memory and cognitive skills;
- Holding a new place in the social relations system related to the acquisition of a new social role - that of the student;
- Building a new attitude towards oneself;
- Formation of a new type of interaction with adults (parents and teachers) and with peers.

The implementation of the principle of continuity aims to ensure a smoother and more painless transition from kindergarten to the initial stage of education and to preserve unity and continuity in the development of the child, despite the inevitability and seriousness of the changes that occur. Outlining the needs of society, as well as the limits of intelligence for a certain age, are the reasons for formulating the following goal of developmental learning: "the development of intelligence against the norms of the relevant age, based on the harmony between general intelligence and the ability and ability to solve tasks in mathematics training, as well as between the ability for abstract-logical thinking and intuition "(Petrov, P). Considering the purpose of secondary education, it can be added: the development of intelligence is mainly through the "basic practical knowledge and skills" of man. The goal formulated as a mini-concept involves overcoming the contradiction between abstract-logical thinking and intuition



and the harmonious development of intelligence through the circular relationship between the skills in the mathematical education process in DG and the initial stage, by solving problems and the ability to solve problems. According to the European Framework of Key Competences, mathematical literacy is the ability to collect and subtract, multiply, divide, and calculate percentages in writing and in mind to solve everyday tasks. The focus is on the process, not the end result - action is important, not knowledge. Scientific literacy refers to the ability and willingness to use existing knowledge and methodology to explain our surroundings. The key elements of the European Key Competence Framework are: knowledge, skills and attitudes / approaches /.

Basic knowledge in mathematics education process is a good knowledge of numbers and units and ability to use them in different everyday situations, basic methods of calculation, knowledge of elementary forms of mathematical representation - graphs, formulas, statistics. Good knowledge of mathematical terms, concepts and concepts, including relevant theorems in geometry and algebra Understand and know the questions that mathematics can answer. Skills are expressed in the ability to deal with the basic elements of mathematics, such as addition and subtraction, multiplication and division, percentages and ratios, units of measure in order to solve everyday problems, such as managing the household budget (income-expenditure, cost planning shopping (comparison of prices, knowledge of units and value of money); travel and vacation. Ability to trace and evaluate a series of mathematical arguments and discover the underlying idea in a given part of the argument (especially proof), etc. Ability to deal with mathematical symbols and formulas, decipher and interpret mathematical language and discover its relation to natural language. Ability to communicate in mathematics and in mathematical language.

Ability for mathematical-logical reasoning (learning mathematical models of reasoning: abstract and scale thinking, creating mathematical models (eg analysis and modeling) by using and applying existing models according to the situation.

Ability to understand and apply (decode, interpret and distinguish between) different types of mathematical representation of objects, phenomena and situations, choosing between different types of techniques according to the situation.

Propensity for analytical thinking; the ability to differentiate between different types of mathematical expression (eg between assertion and assumption, etc.); understanding of mathematical proofs and the scale of an idea.

**Ability to use aids - incl. Information Technology.**

According to the European Framework of Key Competences, Attitudes or Approaches in the Mathematics Education Process are the use of calculation methods to solve everyday problems, the adherence to truth as the basis of mathematical thinking, the desire to seek arguments to support claims. Willingness to accept or reject claims made by others based on acceptable (or not) arguments or evidence, interest in science and technology, incl. to safety and security issues as well as ethical issues; a positive attitude towards the use of real data and an awareness of the need for logic when reaching conclusions; interest in acquiring scientific knowledge, interest in science and career development in the field of science and technology.

But is there a difference between skills and abilities? In the ability, the experience of the subject is immanently situational, and in the skill of each new type of complex situation requires adequate and mastery, determined mainly from the outside in terms of the organismal determination of the individual. The contradictory nature of the formation of skills in solving problems in the educational process of mathematics in terms of the relation between intuition and logic requires the formulation of a principle of comparison. It requires a comparison of the heuristic structure of a solution to a logical statement of the decision through reasoning or the logical structure of the decision.

«One of the important characteristics of the portable style of problem solving skills is the skillful handling of plausible statements. This thesis justifies the search for the following important dimension of the functions of the skill to solve problems.

According to Prof. Petrov, Dean of the Thracia University, the portability of the ability to solve problems and problems across ages and activities is the basis of its regulatory function with respect to the components of educational competence”(Petrov, P. Trakia University).

This leads to the conclusion of multiple inclusion of a task in different series, complicating the goals in order to achieve the necessary improvisation, especially to maintain and improve the ability to solve problems in order to develop the skill in ability. In order to develop an ability skill, there must be repeated repetition of a complex situation, selection, transformation, complication of the task in order to develop different solutions and different series of tasks. One of the key competences of the 21st century that a modern developmental person, according to



the European Development Framework, must possess is digital competences and lifelong learning skills.

Digital competences include the skillful and proper use of electronic means in work, leisure and communication. These competencies are related to logical and accurate thinking, processing a large amount of information and developing good communication skills. At an entry-level, ICT skills include the use of multimedia technologies to retrieve, evaluate, store, create, present and share information, as well as to communicate via the Internet.

**Learning Skills** The "Learning Ability" is the desire and ability to organize and control the learning process, both individually and in group form. It includes the ability to use time efficiently, to solve problems, to accumulate, process, evaluate and absorb new knowledge, and to apply this new knowledge in different environments: at home, at work, while studying or studying.

The achievement of the goal of continuity in the educational process of mathematics is accomplished through the following four main groups of tasks (some of which we characterize in general), which, in our view, largely cover the intellectual development of the process of mathematics education. Their structure is similar to that proposed by P. Alexandrov in (Alexandrov 1990: p.67-71).

- A. IMPLEMENTATION OF THE CONCEPTS - The formation of concepts is the basis of the intelligence information base.
- B. FORMATION OF SKILLS AND ABILITIES - formation of visual representations and their operation (often and only internally), schemes for working with plausible claims, end-of-case consideration, case study, model experimentation, invariance detection, divergence , prediction, evaluation (as a process that covers all stages of the solution).
- C. DEVELOPMENT OF INTELLECTUAL QUALITIES - In conjunction with the previous two groups of tasks, there is also the task of developing certain qualities of thinking. Let us not forget that everyone is individually smart, that mathematical abilities can manifest themselves in later years, that harmonious development of general intelligence and mathematical abilities is possible.
- D. FORMATION OF POSITIONS AND RELATIONS TO SUPPORT CREATIVE DEVELOPMENT - The formulation of this group better suggests targeted actions. It is more realistic because it takes into account the conditionality of creativity within the didactic boundaries. Perhaps this is the deepest and lasting task of developmental learning.



In one of her monographs, based on a summary of statistics from several US states, K. Russell published information that only 19% of 18-year-old students fully reach the level of formal operations (Russell, 1994). At the same time, some studies on the human brain that have grown more than 1000 times in the last 20 years show that brain growth is jumble and largely jumps the ages traditionally thought to be transitioning from one to another mental stage. According to K. Russell, there will be a serious challenge to the educational systems in developed democracies if it is true that 85% of the population is capable of formal thinking within the age of 13-14. He adds that "only 50% of the adult population reaches levels of formal thinking, most of them thinking formally with concepts and ideas related to their profession (Russell, 1994: p.45).

Important requirement for the realization of the goals of intellectual development in mathematics education, both in DG and at school: the objectives in training must be consistent with the logical content of the different Piaget periods. For example, one task up to 12 years. it is age to accumulate a huge number of perceptual schemes (subconscious level for the development of preconceptions). Although the problem of teaching students to think is a perpetual topic, it can be said that the school is largely indebted in this direction. The task of intellectual development in the 13-18 year period is to develop the ability to predict (conscious level). To be verbalized to some extent and to master the heuristic techniques, by passing to the subconscious level in the functioning and development of the intellect.

The development of the ability and ability to solve problems in mathematics training also occurs in the later years, where it is possible to absorb the reflection on the process of solving problems.

«In the approach to the formation of skills to solve problems in the educational process of mathematics, the level of principles of realization can be outlined. So far we include three components:

- emphasis on highlighting management parameters (synergistic approach) at the level of the cognitive activity / activity / of the subject;
- high degree of pedagogical interaction of the subjects in solving problems;
- achieving continuity between the different stages of skills formation in the mathematics education process between kindergarten and the initial stage.

In the context of the latter, it can be said that, in specifying the approach, an important problem arises in our opinion: the continuity in the realization of its individual landmarks and



their components. According to Prof. Petrov (2011), the low transferability of skills in mathematics training, the inability of the hierarchical structure of its implementation to be verbalized to a great extent, and especially the tendencies for degradation of its internal structure determine the difficulties in realizing continuity and a long period of time. time for its realization. The skill can also be degraded by prolonged exercise if it is not improvised "(Petrov, P).

**Therefore, the realization of continuity as a skill formation in the educational process of mathematics in a preparatory group, implies, above all, a prolonged repetition of a complex situation, complexity of goals, improvisation and reflection.**

It is appropriate to look for possibilities for realizing continuity between opposing elements that form entities and those that may have very high repeatability. In the elaboration and multiplication of elements of the approach, from the point of view of succession realization, the stages of skill formation can be used to solve tasks and phases of meaningful learning. (Petrov., P., 2003). In (Petrov, 2003: p.59-61), there are five stages of skill formation that are analogous to those in (Minchev, 1991): beginner, advanced beginner, competence, experience, expertise. Attempts have been made to consider them in terms of the phases of meaningful learning (Schuell, 1992: p.64-77). However, in general, they are difficult to adapt to the ability to solve problems. Here we describe the characteristics that outline the similarities and guide the specifics. In the sequence of stages they are as follows:

- actively study the subject area of the task;
- Heuristic operating structures in the ability to solve problems are "tied" to specific tasks.
- whole situations (task components) are remembered and the characteristics of the ability to solve tasks in an activity plan are poorly verbalizable;
- Many algorithms and methods are mastered, and some heuristic techniques are verbalized and / or mastered to a degree of arbitrariness
- understands, acts and learns spontaneously through powerful heuristic processes through habits, visual ideas and short thought circuits;
- control in solving problems is spread from the result to the initial stages of solving, a complete "image of the world of tasks" is built. We have already said that "the formation of the ability to solve problems is a contradictory process. Therefore, strategies that are appropriate for the next stage in mastering an operational component must contain elements that allow for any contradiction to be overcome. We illustrate this with three examples.

**SEQUENCE OF ADOPTION OF THE INDUCTIVE AND DEDUCTIVE METHOD****SEQUENCE OF ADOPTION OF THE INVARIANT IDEA**

**ANALYTICAL METHOD** in the educational process of mathematics, but from the perspective of the trainees "(Petrov, P., 2011).

"The development of education in a democratic society brings new trends. Its intellectualization is one of them and imposes structural and substantive changes in the organization and nature of pedagogical practice and its effectiveness.

The school-preparatory group has acquired compulsory status, which makes the problem of children's readiness for first grade relevant and relevant. Psychic readiness is a complex and dynamic structure with multiple dimensions - intellectual, motivational, emotional-volitional. Mathematical readiness in contemporary pedagogical theory and practice is interpreted as an element of intellectual readiness and as a pro-pedagogy of mathematical learning "(Petrov, P., 2005). Transferable skills in pedagogical interaction in kindergarten are an opportunity to update educational priorities. Key competences in the educational process of mathematics in pre-school age need to be strengthened, taking into account the age characteristics and new developments of children attending school. The main means of carrying out the cognitive process of mathematics in kindergarten are the various mathematical and non-mathematical games together with different didactic material. These are the means by which mathematics "can be translated into children's language" (Galubova, D., 1998). The purpose of the modern educational process in mathematics is to develop and introduce methods for increasing the cognitive activity of children from preschool and primary school age.

The main objectives of the activity / key competences under the European Framework are digital competences /

- Application of interactive methods in the mathematical education process.
- Active involvement of ICT as a means of optimizing the educational process in kindergarten.

**Methods: On specific situations, Group discussions, Multimedia and Information Technology, Method of projects, Methods of games Small group work**

**Object** - Children from preparatory group 6-7y. and their pre-mathematical preparation for the development of the child's personality with regard to the purpose of education - the main goal of continuity.

**Subject** - Study of the laws and regularities in the process of pedagogical interaction in mathematics (organization, functioning, technology), in the context of the subject-subject





relations between the teacher and the children, for the purpose of continuity in the educational process in mathematics between DG and initial stage.

- Use of ICT in the mathematics education process in DG

- The opportunities that ICTs give to teachers and children in order to achieve a more effective, entertaining and entertaining mathematics education process.

## Conclusion

In conclusion, the forms, methods, and tools offered here do not exhaust the capabilities and scope of all mathematical models for working with pre-school children as a means of continuity in the mathematics education process between kindergarden and primary. An experienced educator who knows himself well and is familiar with the peculiarities of the child's development, of children's thinking, can enrich himself the proposed system of forms, methods and means for forming elementary mathematical representations in the children of PWD, for the purpose of continuity between DG and the initial stage.

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- **DEVELOPING ACADEMIC SPEAKING SKILLS: A SAMPLE LESSON PLAN**

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### **Abstract**

English for Academic Purposes (EAP) is described as teaching English with the aim of studying or conducting research in that language. Thus, an EAP program intends to provide instruction and practices by considering the core subject areas usually encountered in a university setting. Moreover, EAP instruction offers vocabulary, grammar and four language skills (reading, writing, speaking, and listening), but different than most language teaching EAP generally attempts to connect those skills with the specific needs of students, such as a speaking lesson would focus on making a presentation related with the students' academic area rather than asking the students to talk about their families. Similarly, the vocabulary chosen for study tends to be based on the academic area.

In this study, a sample lesson plan is created for exemplifying how an EAP course could be carried out. Here, the emphasized language skill is speaking and the lesson plan mainly intends to develop the students' academic speaking skills. With this study, it is aimed to lead EAP practitioners by offering a sample lesson plan which might be beneficial for designing EAP courses.

Key words: EAP, course design, lesson plan, EAP practitioners, EAP instruction

### **Introduction**

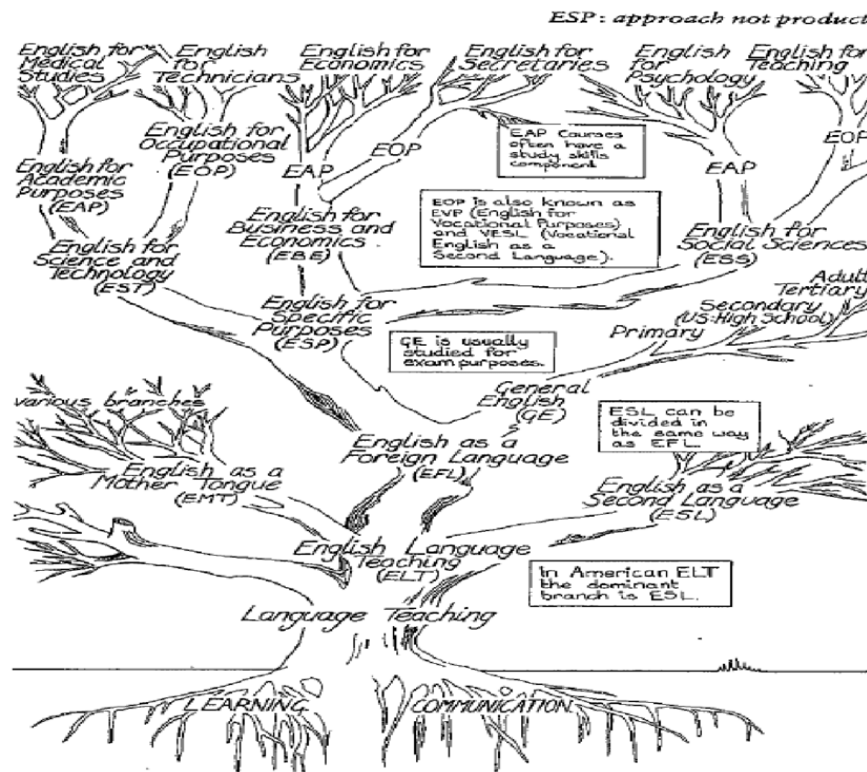
English has a very important role throughout the world and used for different purposes such as communication, business and education, as lots of university students use English in their studies. Hassane (2018: 56) affirms that this situation led to the wide growth of "English for Specific Purposes" (ESP) which in turn led to different related fields such as English for occupational, vocational and professional purposes (abbreviated EOP, EVP, EPP, respectively) and English for academic purposes (EAP), (Jordan, R.1997). Dudley-Evans and St John (2005: 1) claim that ESP (English for Specific Purposes) has sometimes moved away from trends in general ELT (English Language Teaching), it has always retained its emphasis on practical outcomes. The main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation. Hutchinson & Waters (1993: 21) assert that Kipling's 'honest serving men' could be used to outline the basic questions. According to them, we need to know:

- **Why** does the student need to learn?
- **Who** is going to be involved in the process? (Including not only the students, but also teachers, sponsors, inspectors etc.)
- **Where** is the learning to take place? What potential does the place provide? What limitations does it impose?
- **When** is the learning to take place? How much time is available? How will it be distributed?

- **What** does the student need to learn? What aspects of language will be needed and how will they be described? What level of proficiency must be achieved? What topic areas will need to be covered?
- **How** will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed?

Kipling’s ‘honest serving-men’ questions might guide the ESP or EAP practitioners before and while designing a course since they could help to clarify the overall learning process and its components. In this sense, it could be put forward that ‘Who? Why? and When’ questions make teachers to be aware of what is necessary and to make needs analysis. . In addition, via asking ‘How?’ teachers might conceptualize the learning theories to be used during the course. Furthermore, by asking ‘what?’ questions, language descriptions might be determined and thus syllabus could be formed. To sum up; all the answers allow the teachers to design the ESP/EAP course.

EAP (English for Academic Purposes) could be mentioned as a sub-category of ESP, and focuses on students’ need to learn English in order to succeed in their academic careers. English for Academic Purposes (EAP) is usually defined as teaching English with the aim of assisting learners to study conduct research or teach in that language (Flowerdew and Peacock, 2001: 8). Hutchinson and Waters (1993: 17) summarize the categories of ELT through the image named as The Tree of ELT which is shown below:



More specifically, EAP learners are usually university students required to learn English in order to be successful in their academic studies. Those students are the ones study at universities where English is used fully or partly as the medium of instruction. It could be claimed that through EAP training, language skills and related practices, which learners require to be able to study or work successfully are tried to be taught.



In his article, Strevens (1988) proposed four absolute characteristics of ESP/EAP in terms of language teaching:

- Designed to meet specified needs of the learner
- Related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities.
- Centred on language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse
- In contrast with 'General English' (qtd. in Flowerdew & Peacock, 2001: 13)

As seen, non-native students of English might need assistance in both the language of their academic subject areas and the particular skills which might or might not be related with the main language skills. Pehlivan (2016: 9) affirms that according to Alexander et al. (2008), study skills, particularly cognitive skills like critical thinking are emphasized in teaching EAP, while in general ELT there is little emphasis on study skills and the main focus is on language learning. In EAP, language content is limited to academic discourse and the text choice is based on academic genres. Thus, she concludes that in EAP, language content is limited to academic discourse and the text choice is based on academic genres. Therefore, it might be suggested that EAP is target oriented and the central emphasis of any EAP course is to give the students what they have to take.

Hyland (2006: 1) asserts that EAP is generally defined as teaching English so as to assist learners' study or research in that language (e.g. Flowerdew and Peacock, 2001: 8; Jordan, 1997: 1). He classifies the areas of academic communicative practice covered by EAP as in the follows:

- Pre-tertiary, undergraduate and postgraduate teaching (from the design of materials to lectures and classroom tasks).
- Classroom interactions (from teacher feedback to tutorials and seminar discussions).
- Research genres (from journal articles to conference papers and grant proposals).
- Student writing (from essays to exam papers and graduate theses).
- Administrative practice (from course documents to doctoral oral defences).

Considering the listed items, it might be suggested that university students, academics might need training in order to be able to participate in meetings and to understand and deliver lectures in English and to comprehend, carry out and publish research in English. It could be put forward that EAP is often connected with a specific academic discourse. In this sense, EAP courses might help to enhance university students and academics' success by developing their language and required occupational skills.

It is important to decide the methodology to be used in ESP and EAP courses. Guan (2016: 546) affirms that task type, cooperation type, project type and exploratory type of teaching methodology could be used since they put students to the centre of teaching and assign teachers as guides, which deflects the process from teaching into learning. Moreover, flexibility and adaptability are possible via those teaching methods. In this sense, teachers act as guides, while students act as active participators.

ESP and EAP diverge from general English in some aspects. The most noticeable feature could be that while general English is adjustable to almost all areas, ESP and EAP are not adaptable due to their specific and occupational characteristics. According to Guan (2016: 545) Thanks to their specific and occupational features, three elements should be taken into consideration before



and while running an EAP course, namely, needs analysis, analysis of specific conversations and arrangement of courses. By means of needs analysis, some information related with students' individual information such as their majors at university or areas of graduation, English background they have, their ideas about how the course will be run and so on should be found out in order to design or adapt EAP course content and process. Hyland (2006 :74) states that behind every successful EAP course there is a continuous process of questioning and revision to check the original results, evaluate the effectiveness of the course and revise objectives. Needs analysis, then, is always dynamic and ongoing. Therefore, it might be affirmed that needs analysis helps to discover what works best and why through all the process of an EAP course. Additionally, analysis of specific conversations is necessary due to the fact that through ESP and EAP, it is aimed to teach specific or occupational conversations so that teachers might need to obtain information about what to teach in terms of themes, language skills and features during the course. Lastly, arrangement of course is crucial because of the fact that deciding the content of the course, selection of textbooks and so on should be taken into consideration by the teacher.

EAP is necessary not only for educational studies in countries where English is the native language, but also in other countries where English is the medium of instruction in the higher education. In expanding circle countries like Turkey, where English is mainly used for academic purposes, EAP plays a highly important role. In other terms, in Turkey, English is used as the medium of instruction at some universities, and English proficiencies of some students are inadequate to comprehend the lectures or deliver speech. The main reason of this problem is that in high-school education, the subjects are taught in the national language and the students only take General English courses every year. In those courses, much attention is paid to grammar, vocabulary and reading and the other skills are mostly disregarded. More importantly, after high-school education ELT learners are required to pass a multiple-choice exam in order for enrolling a university. Since the exam does not include items pertaining to speaking and listening skills, English courses are designed considering the content of this exam. Moreover, after graduation, it can be stated language students' maximum proficiency level increase to B1, but their mastery on language skills are not equal. Therefore, university students, including ELT students might need training in order to be able to participate at meetings and to understand and deliver lectures in English and to comprehend, carry out and publish research in English.

### **Methodology**

In this study, a sample lesson plan is designed for demonstrating how an EAP course could be implemented. In this sample lesson plan, the stressed language skill is speaking and the lesson plan mainly aims to improve the students' academic speaking skills. It is aimed that this study would be beneficial for EAP practitioners while designing and conducting EAP courses.

### **LESSON PLAN**

**Name of the course:** Developing Academic Speaking Skills

**Topic and list of task steps:**

**a) Topic:** Academic Articles

**b) List of Task steps:**

#### **TASK 1**

**A.** Find at least 5 articles related to the field of your study.



- B. Analyze the article and make a list of common grammatical structures and vocabulary items used in these articles.
- C. Compare and discuss your findings with your classmates.

**TASK 2**

- A. Choose one of the listed topics related to language teaching and learning
- B. Identify the main parts of the article (i.e. introduction, statement of problem etc.)
- C. Discuss the content of each part of the articles
- D. Make a short presentation related to the article you have chosen.

**Estimated time of the lesson:** 100' (50' + 50')

**Age Level:** 22-23

**Grade Level:** 4<sup>th</sup> class (ELT Department)

**Proficiency Level:** Upper-Intermediate

**Lesson objectives:** By the end of the course the students will be able to:

1. construct the content and structure of the message appropriately
2. communicate ideas clearly and understandably
3. use visual aids appropriately
4. use appropriate body language such as gestures, movement, posture, stance
5. identify the main parts of the academic article
6. skillfully deal with questions
7. use grammatical structures and lexical items in academic texts easily and fluently
8. take part in discussions and express opinions in a culturally acceptable way, be flexible and be able to respond appropriately to unforeseen situations;

**New Vocabulary:**

- *Verbs:* determine, presume, indicate, observe, aim at, dwell on, anticipate, demonstrate, argue
- *Adjectives:* Fundamental, obvious, undeniable
- *Adverbs:* Basically, obviously, respectively, apparently

Those parts of speech, namely verbs, adjectives and adverbs are considered as important to be learned since they are commonly used in academic articles. In this sense, while the students are presenting their subjects, it will be put emphasis on using them during the lesson.

**Cultural information related to the topic:** In academic situations cross-cultural communication can be problematic just like in other situations. There are some cultural differences that should be considered in an effort to optimize communications between the two parties. Giving an academic presentation in a foreign language requires communicating effectively with individuals via that language along with becoming aware of academic culture. Without necessarily studying individual cultures and languages in detail, the students must all learn how to better communicate with individuals and groups whose first language, or language of choice, does not match their own.

**Materials and resources needed:** various academic articles related to language teaching, computer, MS PowerPoint, board and board markers

**Learning activity:**

**a) Aim:**

- To distinguish non-academic texts from academic ones.
- To recognize general structure of an academic article.

**b) Activity:**

- The learners are given a non-academic text and asked to identify the lexical items and grammatical structures that do not appropriate for academic texts.
- The learners are asked to transform the non-academic text into an academic one by replacing the appropriate lexical items and grammatical structures.

**Evaluative activity:** The extent of the students' mastery in giving academic speech will become evident during their presentation of an academic text related to their field, namely language teaching. To clarify; while the learners are giving academic speeches, they are aimed to meet the given standards for organization of a presentation. The suggested standards include:

1. the design of the introduction that states clear objectives;
2. the context and structure of the message that contains an outline, clear ideas, a proper organizational pattern, visual aids;
3. the delivery clear pronunciation, eye contact with the audience, appropriate rate of speaking, positive body language;
4. the conclusions reviewing the main points, summarizing the contents and using appropriate closing techniques.

After the presentations, the whole class together with the presenter will be asked to discuss the presenter's strengths and weaknesses observed during his/her presentation. Moreover, the presenter will be asked to note possible improvements for future presentations. Therefore, it can be stated that the evaluation is a formative one due to the fact that it gives a way to improve the learners' presentation skills. In this way, the learners will have a chance to monitor their own progress, make self-evaluation and also evaluate others presentations.

**Limitations and Suggestions**

As mentioned, this paper tries to exemplify how an EAP course could be implemented. However, it has some limitations. First of all, the suggested lesson plan is designed for improving EAP learners' speaking skill. However, other skills are not mentioned or regarded in this study. Moreover, the lesson plan is designed for a specific age and proficiency level of students. On the other hand, age level of the students might be a problem while designing the course as Pehlivan (2016: 11) claims that "EAP learners tend to be over 18 and they might be studying in an English medium university or they might be required to take EAP courses as they are researching, publishing or teaching in English".

The suggested lesson plan could be implemented during the EAP course process in order to observe its outcomes. In other words, it would be much more explanatory when the lesson plan is applied and the results of the future study would provide insight about the effectiveness of the suggested sample lesson plan. Furthermore, this sample lesson plan will shed light on future lesson plans and courses which would be designed by ELT practitioners and teachers.

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- **НИВОТО НА ТЕХНИЧКО-ТЕХНОЛОШКАТА ОПРЕМЕНОСТ ВО ФУНКЦИЈА НА ДИГИТАЛИЗАЦИЈАТА НА УЧИЛИШНИТЕ БИБЛИОТЕКИ НА ГРАД СКОПЈЕ**

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**Апстракт**

Времето на комуникации на далечина станува наше секојдневие. Новите технологии доведоа до сознание дека сегашното дигитално опкружување, како што се интернетот и разните друштвени мрежи, им станаа опасна конкуренција на библиотеците. За да си ја осигурат својата иднина, библиотеците во XXI век мора да се приспособат на новите технологии.

Новата доба и новите потреби ги нагласуваат трите клучни улоги на училишните библиотеки кои се меѓусебно комплементарни, а тоа се: образованието, информирањето и индивидуалниот развој. Во ова информациско општество, улогата на училишните библиотеки е мошне значајна особено во однос на задоволувањето на информативните потреби на корисниците, односно пронаоѓање и прибирање на потребните информации, нивната обработка, средување и ставање во функција, с# со цел задоволување на потребите на крајните корисници.

Денес кога новите генерации се раѓаат во дигиталниот свет, почнуваат да се манифестираат и ставовите според кои во информатичката доба пребарувањето преку Web станува поважно од библиотечните збирки, а библиотекарите поважни од библиотеците. За таа цел, односно за целосно и успешно остварување на функциите на библиотеците, покрај информациите со кои располага библиотеката, пресуден фактор е техничко-технолошката опременост и вкупната дигитализација на современите библиотеки.

Клучни зборови: библиотеки, училишни, техничка опременост, технолошка опременост.

**Вовед**

Денес, библиотеците минуваат низ процеси кои не само што подразбираат промена во внатрешноста и надворешноста на објектот, туку целосно редефинирање на нивната цел, како би се задоволеле потребите на 21 век и да се оди во чекор со времето. Денешното информациско и мултикултурно општество преку зголемената употреба на модерната технологија, го моделираат начинот на живеење и користење на слободното време на библиотечните корисници.

Разгледувајќи го развитокот на новите трендови во библиотечното работење и развојот на библиотеците, можеме да заклучиме дека тие се база на податоци врз кои се креираат



нови апликации, технологии и процеси, кои се надоградуваат и развиваат на постоечката основа.

Современите библиотеки, а во тој контекст и училишните библиотеки, претставуваат богата и незаменлива ризница на човековото знаење, мудрост и култура. Во исто време, училишните библиотеки претставуваат место каде што учениците на организиран начин може да дојдат до потребната информација и знаење.

Училишните библиотеки преку креативни и иновативни програми како и целосна посветеност кон библиотечното работење, треба да ги отворат вратите за сите корисници и да се стремат кон целосно задоволување на потребите на корисниците. Тие треба да биде значаен фактор во промените и начините на обработка, барање и обезбедување на информации, доживотно учење и креирање на слободното време на учениците.

Денес во сите современи училишта, училишната библиотека е важно информациско средиште, и е средство за модернизација на воспитно – образовната работа како извор и јадро на образовните информации и можности за учење, самообразование и напредување. Имено, станува збор за добро осмислена и организирана библиотека која е ефикасно поврзана со наставата и со севкупниот наставно - образовен процес и претставува значаен центар во кој се одвива богата педагошка, инструктивна работа со учениците.

#### **Електронските библиотеки – значаен предуслов за ефикасно образование во 21 век**

Информациската револуција се повеќе навлегува во сите елементи на нашето живеење, во севкупниот развој на современото општество кое се темели на знаење и информација. Со изградбата на глобалната информациска инфраструктура дојде до глобализацијата на информациските системи. Глобалниот развој на интерактивните содржини со примена на новите медиуми доведе до натпреварувачка атмосфера во која институциите мораат да се прилагодуваат на новите услови.

Виртуелното глобално образование не може да биде во целост реализирано и ефикасно спроведувано без поддршка од традиционалните и електронски библиотеки, односно библиотеките на 21 век. Електронските услуги на библиотеките овозможуваат полесна, побрза и поефикасна достапност на информациите потребни за корисниците на библиотеките. Изворите на информации на библиотеките во потесна смисла, можеме да ги третираме како граѓа што ја поседуваат библиотеките (интерни извори) кои во корелација со можностите за пристап до информациите вон библиотеките (екстерни извори) до кои библиотеките обезбедуваат пристап, во основа ја комплетираат структурата на комплетни извори на информации на тие библиотеки.<sup>7</sup>

Во последните дваесет години светот на трудот еволуираше и се развиваше со огромни чекори напред, а во тој контекст и библиотеките како храмови на мудроста не останаа

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<sup>7</sup>Brofi, P. (2005). *Biblioteki u dvadeset prvom veku*. CLIO.



„имуни“ на современите тенденции во оваа сфера. Круна на сите современи промени претставува информациската технологија која ја промени организацијата на работата, самиот поим на „потхранување“ и прилив на информации, локализација на податоците и воспоставување на мрежа на различни складишта на информации.<sup>8</sup> Голем број библиотеки во светот изготвуваат специјализирани програми за ориентација и инструкции на посетителите, особено за учениците и неискусните истражувачи, со цел да им овозможат полесно и поефикасно користење на услугите што ги нудат. Целото библиотечно богатство е регистрирано во каталози, а денес современите каталози се автоматизирани. Денес се среќаваат книги со сосема нов изглед и нови значења, книги на микрофилм, аудиокниги, а најголема промена донесува развојот на информатичко-компјутерската технологија со создавањето на електронските книги. Научнотехнолошките промени иницираат потреба од полесно достапни информации, што, од друга страна ја наметнува потребата за современа техничко – технолошка опременост на библиотеките.

Во современиот воспитно образовен процес од големо значење е оспособувањето и образованието на учениците за пронаоѓање и користење на вистинската информација.

Степенот на информациска писменост на учениците покажува нужност од постојано следење на новата технологија и развојот на информацискиот систем. Како и на кој начин ќе се спроведува зависи од организираноста на училиштата и од техничко – технолошката опременост на училишните библиотеки како едни од значајните компоненти во образовното, културно и информативно издигнување на популацијата.

Училишните библиотеки се од исклучително значење за образовниот систем. Тие се одговорни за корените на образованието на една индивидуа, односно носат одговорност за спроведување на навиките на корисниците на библиотеките кои во понатамошното образование па дури и живеење потенцијално би имале клучно значење. Токму затоа условите во кои функционираат овие библиотеки како и техничко – технолошката опременост на самите библиотеки би требало што поскоро да се најде на повисок пиедестал во системот за образование.

Училишните библиотеките како институции од особено општествено значење исто така се наоѓаат во фокусот на тие промени бидејќи мораат да обликуваат барем дел од својата граѓа според барањата на глобалните интерактивни комуникации. Тие како составен дел на воспитно образовниот систем имаат задача да ги унапредуваат и осовременуваат сите облици и методи на воспитно образовниот процес.

Главен предуслов за ефикасно и целосно имплементирање на современите процеси на библиотечното работење во училишните библиотеки е техничко – технолошка опременост на библиотеките кои функционираат во состав на основните и средните училишта.

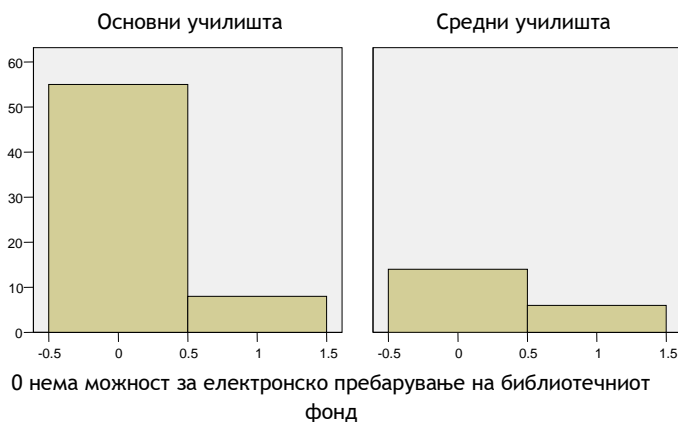
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<sup>8</sup>Бакаршиќ, К (1997). *Увод у дигиталне библиотеке*. Сарајево.

За да се согледа состојбата на техничко – технолошката опременост како и просторните услови во кои функционираат училишните библиотеки во нашата земја, Институтот за библиотекарство при Педагошкиот факулте „Св. Климент Охридски“ од Скопје направи истражување во основните и средните училишта на град Скопје.

Во комплексот на прашања за техничко – технолошката опременост и поставеност на библиотеките (техничко – технолошките стандарди), во овој труд ќе ги анализираме одговорите на прашањето кое е поврзано со можноста за електронско пребарување на библиотечниот фонд. Во овој сегмент на училишното библиотечно работење состојбата е под сите стандарди на современата техничка организираност за електронско пребарување на библиотечниот фонд.

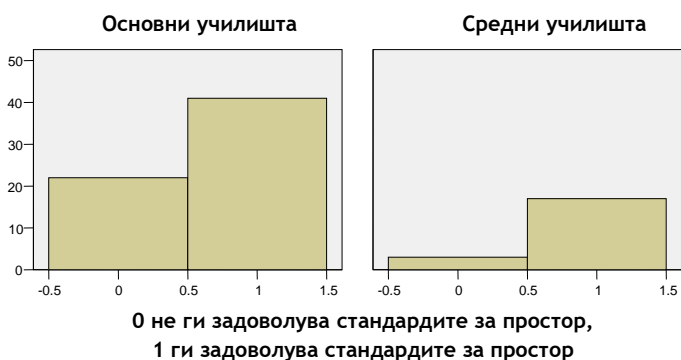
Со анализата на овие резултати можеме да заклучиме дека, од вкупно 89 истражувани училишта, само во 14 училишта (или 15,7 % од вкупниот број на анализирани училишта) има можност за електронско пребарување на книжниот фонд. Тоа е релативно ниска стапка на фреквенција на резултати во корист на можностите за електронско пребарување, додека бројот на училишните библиотеки кои немаат соодветни можности за електронско пребарување изнесува 69 училишта (77,5 %) од вкупниот број на анализирани библиотеки. Попрецизно, повеќе од  $\frac{3}{4}$  од вкупниот број на училишни библиотеки се надвор од сите текови на нивното современо електронско работење и функционирање. Овие податоци недвосмислено потврдуваат дека соодветните надлежни институции и основни и средни училишта не посветуваат соодветно внимание и грижа за осовременување и збогатување на библиотечното работење според најновите светски искуства, достигнувања, но и нужни потреби.



*Дијаграм 1. Фреквенција на училишта со или без можност за електронско пребарување на библиотечниот фонд*

На прашањето што е поврзано со соодветен простор, односно: „Дали вашата библиотека располага со простор кој ги задоволува основните стандарди за училишна библиотека?“ одговорите се, во голема мера, позитивни, односно задоволувачки.

Од вкупниот број на анализирани училишни библиотеки, од 58 училишта (или 65,2 % од вкупниот број на анализирани училишни библиотеки) е добиен потврден одговор дека библиотеките располагаат со соодветен простор кој ги задоволува основните библиотечни стандарди. Овие одговори прикажуваат релативно добра слика, но далеку од најпосакуваната – оптимална ситуација која подразбира можност секоја од училишните библиотеки да биде организирана во соодветен простор што е неопходен за успешно остварување на библиотечната функција. Исто така, надлежните државни институции на ниво на државата и на град Скопје во иднина ќе мора да се ангажираат околу целосно подобрување и оптимизирање на просторот во функција на современото библиотечно работење.



*Дијаграм 2. Фреквенција на училишта со или без обезбеден простор според основните стандарди за училишна библиотека*

Споредено со претходните анализирани состојби, состојбата во оваа сфера, констатирано е дека е релативно подобра со можност за понатамошно подобрување. Анализите во врска со поседување на соодветен простор за функционирање на училишните библиотеки во град Скопје говорат дека сеуште постои потреба за понатамошно подобрување со оглед на фактот дека една третина од вкупниот број на анализирани училишта не поседуваат соодветен простор за конкретната намена.

Состојбата во сферата на училишните библиотеки уште е поалармантна кога ќе се надополни со претходната анализа за нивната целосна исклученост од современите текови и тенденции за современо електронско библиотечно работење. Овој фактор е од пресудно значење за успешно функционирање посебно на училишните библиотеки во современите држави како и во нашата држава и образовен систем.

### **Заклучок**

Училишните библиотеки се препознаени како важна потпора и значаен сегмент во идните промени во системот на образование – тренд што ќе биде карактеристичен за сите нивоа на воспитно образовен процес во 21 век.



Овој систем треба да се осмисли на начин кој во текот на целиот процес на школување кај младите луѓе – учениците ќе побуди интерес за самостојно учење, што е во функција на оспособувањето за целоживотно стекнување на знаење, било со читање книги, било со користење на останатите медиуми кои ги нудат информациските и телекомунициските технологии.

Училишните библиотеки во тој контекст ќе имаат мошне значајна, комплексна и незаменлива улога во усовршувањето на севкупниот воспитно образовен процес на младите генерации на сите нивоа на образование.

Со создавањето на база на податоци и со редовно прибирање на статистички податоци за македонските училишни библиотеки ќе се овозможи, преку мерење на развиеноста на овие библиотеки, во наредниот период да ги надолниме другите референтни точки. Врз основа на веќе собраните и анализирани податоци, можеме да добиеме значаен број на показатели што се потребни за целосна анализа и за подигнување на повисоко ниво на библиотекарскиот систем во Р. Македонија и да отвориме процес за спроведување на континуирани и лонгитудинални истражувања во функција на унапредување на библиотечното работење во училишните библиотеки како составен и незаменлив дел на сите нивоа на едукација на младите генерации во градот Скопје и пошироко.

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- **SCHOOL LIBRARIES IN 21-st CENTURY**

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In 21-st century according to U.S. Department of Labour, over 65% of student will grow up not educated for careers that do not exist yet, but will exist in the future. That is way in this fast changing world so important to prepare students for the need of the future. To invent, and create the world they want to live in, students must be trained to have 21-st century skills: creativity, collaboration, communication, critical thinking and STEAM knowledge (Science, Technology, Engineering, Art and Math.)

Some research shows that schools are not changing their nature of work. Some schools assimilating STEAM program (as a part of core academic program, or as a part of after schools and extracurricular activities). Libraries can take an active role in designing and piloting these programs offering collaboration with other teacher creating new tools.

To think creatively student must learn how to create new ideas, to elaborate, refine, analyse and evaluate ideas. Creativity is not highly valued in schools, but learning facts. And is need to be work on ideas, take risks, make mistake, learn from failure, and constant improve inventions thoughts.

The 21-st culture of education should be based on collaboration and interaction, emphasizing the process of learning. Involves interdisciplinary approach and integrates visual arts, music, language, humanities and social science in to STEAM projects. It is giving the students holistic experience and use of technology. However, the goal is not to turn every student to a programmer or engineer. It is about diversity, and opportunity. To learn about how to use technology. To take an active role in inventing solutions for problems their care about.

Key words: schools libraries, 21-st century skills, STEAM program, holistic education.

### **Schools Library look different in 21-st century**

School library will look different physically, and the media formats will change. The technologies we use will get smaller and more portable. School Libraries need to be design with flexible spaces and with installed digital whiteboards. 21-st century School libraries can sometimes seem more like video production studios, art rooms, or place where students can hangout. Students can use laptops or tablets. 21-st century curriculum contain words like more ways of literacy and infographics. School libraries in 21-st century care about how they can deliver services across distances and after hours. Librarians are like agents of change. However, teacher librarians clearing a path to new knowledge and experience. They building a space where students can explore available forms of art and media, or create their one and share with others.



Librarians open doors with information, and deal with the art of accessing, constructing and presenting knowledge.

### **Way of learning in 21-st schools libraries**

No bells. The student body shifts and moves in a small groups which naturally come together to work on their first project of the day. Original classroom walls have been taken out for creating larger collaborative spaces. Contains lot of light from multiple sets of existing windows. They have rugs, chairs, couches, lunch tables, high-legged stools, and larger worktables which can be arranged and rearranged to meet the needs of groups. Students can busily delve into their work. Teachers move through the open spaces, listening, questioning, coaching, and mentoring. No content commands. No task masters. No clock-watchers. Everyone is interacting and engaged in their work. Files, documents, and artefacts are captured and uploaded on the school network, which is fully secure and authentic. Moreover, open to all student devices, like network. After a constructive set of meetings, students reconfigure themselves in new groups based on interests, research, and projects. Imagining, brainstorming, videoconferencing, immersion excursions. Students meaningfully engage one another, their parents and extended family, fellow local citizens, students from disparate geographic locations, and subject-matter experts from around the world. Before they know it, the morning is spent and it is time to break for lunch and get some fresh air and exercise. Returning to work, students opt to use their time after lunch for online journaling about their work, publishing results of recently completed projects and proposing new work to solve problems and create new products in the process. Teachers are partners, equally invested with the students in finding meaningful research to do, accomplishing identified goals, and sharing the fruits of their work with other schools, universities, non-profit organizations, government agencies, and private corporations.

### **A school library has a special character**

- The starting point for the activity is the curriculum – not the general sophisticated service of the municipality.
- A school library is a part of the school – not an independent unit.
- The location within the school building should be as central as possible – not at a distance.
- The target groups are the pupils and the teachers – not the whole population of the area.
- The library activity reaches to whole age group – not only the ones who voluntarily seek it.
- Working methods are pedagogically justified – not service oriented.

In developing the school library, many people have an important role to play both in the school and the groups affiliated with it. One person cannot change the learning culture of the school. For this reason, it is important for the school library development work to have a multi-professional team that focuses on the task and represents the needs of the entire school.

### **School library team**





- headmaster, library teacher(s), guidance councillor, ICTteacher, representatives of different subjects
- together they plan the activity of the school library
- plans the division of labour within the team (especially if the school does not have a school librarian)
- draws up the school curriculum as it concerns the school library
- gathers a 'wish list' from the different user groups of the school library regarding the acquisition of material
- evaluates the activities and function of the school library
- defines the rules for the school library (borrowing, fees, opening times) and the library etiquette

#### **The school library is a flexible learning centre open for everyone working in the school**

The school library needs to be in an architecturally central location in the school, in the heart of the school, where it is easy and pleasant for anyone to go. There should be facilities in conjunction with the school library that enable multiform learning:

heart – facilities, equipment and material of a school library

- Computer classroom may open into the library.
- Teamwork area where pupils can have discussions without disturbing other people in the library; it could be sectioned off with glass.
- Teachers' work area where teachers can copy, prepare study material and at the same time see into the school library will enhance the versatility of the library.
- Storeroom for teaching aids could be located in the vicinity of the school library.
- There may also be an area where shows aimed at an audience may be performed, a space that transforms into a stage, a puppet show or a story time location.
- Facilities required for editing audio and visual recordings are located near the library (secondary education)
- Science classroom in primary education with all the microscopes and observation equipment can also be located near the library as they are both places for exploration.



It would be good if at least one teaching group fits to work in the school library at any one time. A good school library is flexible and welcoming. The needs vary over the course of the school year and terms.

### **The Future of Libraries**

When student has the potential to carry a global library on the device in his or her pocket, the role of physical libraries become more important. Libraries are not just a place to house resources, but place where they can create meaning from their resource. The libraries of the 21st century provide a welcoming common space that encourages exploration, creation, and collaboration between students, teachers, and a broader community. They bring together the best of the physical and digital to create learning hubs. Ultimately, libraries will continue to inspire students to construct new knowledge and meaning from the world around them.

The school community can encourage teachers and students to collaborate, communicate, and share. For example to achieve that goal, the Westlake library set up glass walls, making the space literally transparent, as well as an outdoor area and a "juice bar". Library can provide a space where people can get together from different backgrounds, different fields of expertise, and share.

### **Conclusion**

Libraries have existed since approximately 2600 BCE as an archive of recorded knowledge. From tablets and scrolls to bound books, they have catalogued resources and served as a locus of knowledge. Today, with the digitization of content and the ubiquity of the internet, information is no longer confined to printed materials accessible only in a single, physical location. Consider this: Project Gutenberg and its affiliates make over 100,000 public domain works available digitally, and Google has scanned over 30 million books through its library project. Rather than a quiet location for individual study, the school wanted to create an environment for "collaboration and knowledge co-construction". Libraries become a different kind of learning destination when schools reimagine them as open, transparent spaces that invite student to communicate and collaborate.

A school library should be open and accessible during a school day and preferably also after school. Very few schools have a full-time school librarian. This means in any activity normally when students use the library with their teacher. If all the teachers know the school library well and the people in the school have a common agreement on how to use the library then should be no problems in using it. When students regularly familiarise themselves with the material available in their school library as well as information retrieval and the borrowing system they become responsible and independent school library users.



Library can improve learning process in number of areas:

1. *Curriculum*: relating directly to the content teachers are responsible to facilitate, and for students to learn. Research is a form of inquiry, and commonly associated with the curriculum.

2. *Social and emotional learning*: relating to the growth and personal development of learners, and by extension the school community.

3. *Service learning*: relating to the knowledge and wisdom gained through serving the community.

4. *Experiential learning*: relating to what is learned through experience, experimentation, and reflection upon both.

5. *Play*: relating to the use of different forms of play and games, and reflection on the process and outcomes of them (specific to the Primary Years Programme [PYP]).

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- **UNDERSTANDING CHILDRENS DRAWINGS-NECESSITY OF THE WORK OF SOCIAL AND REHABILITATION PADAGOGIES**

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Children can create children’s art works in various art areas: painting, drawing, shaping in space, modeling and building, applied art, visual communications and design, graphics, photography, etc. Children’s drawings are one of the possible ways for children’s artistic expression and one of the most common ways for creation.

Children’s drawings are the most explored form of childhood projection and a form for analyzing and understanding the development of the child’s personality. It is indisputable that pedagogues, psychologists and art therapists use children’s drawings in their work from many different aspects. Social and rehabilitation pedagogues can also use children’s drawings for the needs of their work with children. It is therefore very important for social and rehabilitation pedagogues to have knowledge about the stages of children’s art development. Children’s drawings are the particularly important segment in their process of working with children’s. Understanding the children’s drawings does not only concern the ultimate children’s art product-children’s drawings, but also the monitoring of the whole process of creating it.

Key words: children’s drawings, children’s artistic expression, social and rehabilitation pedagogies.

### **Introduction**

Social pedagogy as a science experienced a stronger affirmation during the 20th century, especially after World War II, and in the second half of the 20th century. The work of social and rehabilitation pedagogues takes place in many areas: social justice and protection, educational institutions, non-governmental sector, state bodies and institutions, private sector and so on.

Opportunities for practical social pedagogical intervention and care depend on social policy in society and are aimed at promoting successful social integration of children, youth and persons in



society. In addition to the wide range of activities and areas of work of social and rehabilitation pedagogues, they are primarily focused on social integration, behavioral prevention and care for children, youth and persons with behavioral disorders or at-risk.

The purpose of this paper is to emphasize and to point out the importance of child drawing and understanding its importance in the use of social and rehabilitation pedagogy work. It is about the wide range of opportunities for using it and understanding by social and rehabilitation educators how it can help them in their work.

### **Interests for searching children drawings**

The interest in studying children's drawings begins in the 18th century. During this period, special interest is being developed for the stages of children's art development. Many researchers have devoted their attention to studying children's drawings. Studying children's drawings is meant to answer the many questions that researchers ask, such as: Why do children draw? What do they represent on children's drawings? What motivates children to draw?... Among the earliest researchers on child drawings are Arthur B. Clarc (1897) and Karl Bühler (1949), who carried out experiments in which they set objects and asked children to draw them. Looking at the findings they came to observe in the children's drawings, they both agree with the fact that children draw what they know about the subject, not what they see.

Among early investigators who study children drawings as a measure of art abilities and talent are Ebenezer Cooke (1885), Corrado Rici (1887) (according to Clarc, Zimmerman, 2004, p.24).

Goodenough (1926) developed what she referred to as the DrawA-Man (DAM) test, based on the assumption that certain aspects of drawing performance correlate to a child's mental age and therefore could be used as a measure of intelligence. (according to Malchiodi, 1998, p.4)

Dale Haris (1963) grouped study of children drawings into three historical periods:

1885-1920 descriptive investigators that intensified during 1890-1920

1926-1940 experomental and correlation studies that compared drawing abilities withintelligenceand other capabilities

1940-1963 psychological projective studies that concentrated on content and affor a basis for organizing much of the observed phenomena of children drawings (Acorrding to Clarc, Zimmerman, 2004, p.24, 25).

Significant researchers of chidrens drawings who searched different aspects like childrens artistic creativity, measures of art abilities and talent, itelectual developement, information for childrens personality and etc. : Barnes (1894), Hall (1892), Maitland (1895) Sully (1895), Lukens (1896), Clark (1897), Kerschensteiner (1905), Burt (1921), Luquet (1913, 1927), Rouma (1913), Grudzińska 1913, Torndake (1916), Whipple (1919), Manuel (1919), Goodenuogh (1926), Szuman, (1927 /1990), Lowenfeld, & Brittain (1947 / 1977), Harris (1963) Kellogg(1970), Arnheim (1978 / 2004), Karlavaris (1975,1979) Gombrich (1981) Frydrychowicz (1984), Fernandez (2005), Stemplewska-Żakowicz (2009).



In literature are very popular descriptions of developmental levels and stages in children's artistic expression. These developmental stages can be very useful for work of social and rehabilitation pedagogies. Most of the scientist agrees that children go through predictable stages of art development from early ages which usually began from 18 months to the adolescent period. These researchers sometimes give different names on these stages and have different number of stages. But it is important that even that, when stages are described, We can see that all of them have same or similar point of children artistic development. We mean on specific characteristic appropriate on the age of children with described stages. Age ranks are approximate and also We should have on mind that every child have individual specific, and that means that some children can go faster through stages and some slower.

Georges-Henri Luquet (1913, 1927/2004) did not experiment, but only observed the drawings of his children and other children. Luquet divided children's drawing into four stages after the scribbling period: fortuitous realism, failed realism, intellectual realism, and visual realism.

Rhoda Kellogg (1898-1987) collected drawings of children from 2-8 years old and set stages:

Scribble stage 2. Basic form stage 3. Pictorial stage

Lowenfeld make analogous between children cognitive development and growth with children art development. Lowenfeld points six major stages of artistic development:

1. Scribbling (ages 2 to 4 years), 2. Preschematic (ages 4 to 7 years): 3. Schematic (ages 7 to 9 years), 4. Dawning realism (ages 9 to 11 years), 5. Pseudorealism (ages 11 to 13 years), 6. Period of decision (adolescence). (Lowenfeld & Brittan, 1982).

Gardner (1980): scribbles, early forms, and development of first human figures, schematic representations, realism, preadolescent caricatures, and adolescent artistic abilities.

Judy Burton Stages of Artistic Development: 2-4 years: Pre-Representational ;4-7 years: First Visual Symbols ;7-9 years: Visual Events ;9-11 years: Representing Expertise ;11-13 years: Ideas in Search of Forms ; 14-17 years: More Ideas in Search of Forms ;17 and up: Adult.

Marianne Kerlavage (1998) presents stage theory based on the studies of Viktor Lowenfeld (1982), Rhoda Kellogg (1970), Rudolf Arnheim (1979), Claire Golomb (1974), and Howard Gardner (1980). She point out Six stages: Mark Making (age2-4), Early Symbol Making (age 4-7), Symbol Making (age7-9), Emerging Expertise (age 9-11), Artistic Challenges (age 11-13), and Artistic Thinking (age 14-17).

### **Importance of children drawings in work of social and rehabilitation pedagogies**

To realize and improve the quality of work of a social and rehabilitation pedagogue, monitoring and evaluation of children is a key task. This is a very difficult and complicated task because assessment needs to be done on different aspects of children's development and learning. Understanding a child's drawing and following the process of creating a child's drawing are really just one part of understanding and following a child's art development. The artistic development of children can be followed in many different aspects: optical-thematic development, development of creativity, development of particular areas of art, semiotic development,



development of the ability to perceive, analyze and understand artworks and the like. Child drawings, on the other hand, can be viewed and used in a variety of ways: to monitor and evaluate artistic development, to monitor and evaluate children's socio-emotional development, children's cognitive development, perceptual-motor development, speech development, or general development. In addition to monitoring and evaluating child development, child drawings serve as a means of communication, but also for the prevention and treatment of certain conditions in children. Working with a social and rehabilitation pedagogue involves engaging with and working with children and young people who need professional help, intervention and care depending on their individual needs, behavioral disorders or risk of it.

*Drawings and art expressions of children have been examined from perspectives that began to include multidisciplinary approaches to understanding. Rubin (1984a, 1984b), an art therapist and psychologist, integrated art therapy, creative play, art education, and psychotherapy in her work with children. Her work with normal, emotionally disturbed, special needs, and handicapped children emphasizes a broad understanding of how children use art for many purposes—for mastery, for self-expression, for self-definition, and for addressing stress, emotional problems, and trauma through art. (according to Malchiodi, 1998, p.14). Numerous studies show that drawing is used as a diagnostic and therapeutic tool, in treatment of some situations and it is undeniable that social and rehabilitation pedagogues can use it for pedagogical intervention.*

The creative act, necessary in the making of art, is itself an act of imagination. It involves the translation of an internal image in the mind into a tangible form on the sheet of paper. (Evans, Dubowski, 2001, p.8).

As we mention before, there is wide range of using drawing in social pedagogy work. For example We are mentioning some researchers who speak about drawings of aggressive children and children with depression. These problems are very actual nowadays in school children. Wadeson (1980) noted that drawings by patients experiencing depression showed less color, less affect, and less effort than the drawings of non depressed individuals. In addition, they showed more empty space and more depressive affect, such as drawing about harming others. (According to Silver, 2005, p.14). Riley (2003) observed that offering opportunities to create art to depressed adolescents as a means of communication that can be enjoyed and controlled provides a lens for viewing their perceptions through their own images, as well as a vehicle for treatment and a way to address resistance. In addition, she finds drawing less confrontational, less familiar, and less judgmental than talk, and that adolescent depression is often masked. (According to Silver, 2005, p.14).

There are no limits where children drawings can be used. Social and rehabilitation pedagogies can also use children drawings for children who have been emotionally or physically abused, who are traumatized, or for children who resistant to talk.

## **Conclusion**

It was not the intention of the author to provide a complete and complex analysis of the possibilities of using a child's drawing in the work of a social and rehabilitation pedagogue. The aim was to emphasize the importance of using a child's drawing in the work of a social and rehabilitation pedagogue and to emphasize that these specialists are important to understand a



child's drawing and to use it in their work from various aspects: for analysis, for research, for data collection, as a means of communication, diagnostics and etc.

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- **ВИСОКООБРАЗОВНИ ИНСТИТУЦИИ ЗА ИЗУЧУВАЊЕ НА МУЗИЧКАТА КУЛТУРА ВО СЕВЕРНА МАКЕДОНИЈА**

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#### **Апстракт**

Музиката е неопходен дел од сите нивоа на воспитно-образовниот процес – од предучилишното воспитание и образование, одделенската и предметната настава во основното, како и во средното образование. Музичката надареност на народот, фолклорот, како и историјата на музиката и педагошката традиција, се елементите што недвосмислено ја наложуваат потребата за отворање високошколска музичка образовна и научна институција во секоја земја, како логичен след на претходните степени на музичкото образование.

Главен предмет на нашето истражување е историскиот развој на високото музичко образование во Македонија, низ своите развојни фази сè до формирањето на Факултетот за музички уметности и развитокот како високошколска установа. Трудот презентира историски преглед на формирањето на музичкиот оддел на Вишата педагошка школа „Климент Охридски“ во Скопје, Високата музичка школа, Факултетот за музичка уметност во Скопје. Потребите за музичко образование се потенцираат со неопходноста од професионални музичари кои ќе творат во државните културни институции и професионални тела – филхармонија и опера.

Клучни зборови: воспитно-образовен процес, историја на музичкото образование, високошколска установа, факултет за музичка уметност.

#### **Вовед**

##### **1.1. Организирање на Вишата музичка школа во Скопје**

Музичката надареност на народот, фолклорот, како и историјата на музиката и педагошката традиција, се елементите што недвосмислено ја наложуваат потребата за отворање на високошколска музичка образовна и научна институција. Така беше формирана Висока музичка школа, како високообразовна институција, којашто беше прва од таков вид во областа на уметничкото образование. Подоцна оваа институција прерасна во Факултет за музичка уметност во Скопје. Почетоците беа мала група наставници, во тесни работни простории без основен инвентар, но со лубов и ентузијазам да ги остварат целите и задачите – образование на висококвалификувани кадри во областа на музиката.



Високата музичка школа донесе закон од страна на собранието Социјалистичка Федеративна Република Македонија. на седницата на Просветното-културно собрание одржана на 8 јули 1966 год. Потпишан од преседателот Видое Смилевски.<sup>9</sup> Со тоа беше завршен чин од сите предходни напори да се оформи музичка академија, високошколска музичка институција во главниот град на Социјалистичка Федеративна Република Македонија. Потребите од факултетска установа беа евидентни професионални тела на филхармонија и опера. Од 1953 до 1984 год, во Скопје работеше и музичкиот одел на виша педагошка школа „Климент Охридски“. Од 1979 година на Факултет за музички уметности наставата се одвива во рамките на следните одели: I Оддел за композиција и диригирање, II Оддел за соло-пеење, III Оддел за пијано, IV Оддел за гудачки инструменти, V Оддел за дувачки инструменти, VI Оддел за музичка теорија и педагогија,

#### **VII Музиколошки оддел.**

Скопје станува центар на културниот развој и повеќето културни настани и збидувања. Во сегашниот образовен систем веќе нема више училишта, но во минатото, во Македонија, тие играа важна улога во обуката на стручниот кадар. Студиите траеја две години. Првото такво училиште во Скопје е основана со декретна Владатана НРМ во 1947 година со мисија да се квалификуват наставници за предавање на сите дисциплини во основното училиште, вклучувајќи ја и музика. За тоа реформата на осум години образование во 1959 година била предизвик на потребата да се направат структурни промени, во 1961. Виша педагошка школа прерасна во Педагошката академија, која постепено ги спрема и обука на наставници за основно образование.<sup>10</sup> Педагошка академија, „Св. Климент Охридски Скопје 1947–1972“.

Овој кадар е вклучен во курсевите на високо образовните институции на Филолошки факултет, Факултет за ликовно уметности, Природно-математички факултет, Факултет за физичка-култура, спорт и рекреација, Факултет за музичка уметност. Високо образовните институции во Социјалистичка Република Македонија на тогашната Југославија беа основани помеѓу две светски војни: Кралската академија за музика во Загреб (1922), Државниот конзерваториум во Љубљана (1926) и Академијата за музика во Белград (1937). Помеѓу овие средни училишта беше постигнат договор во 1948 година, што ја

<sup>9</sup>20 години Висока музичка школа, стр. 9.

<sup>10</sup>Педагошка академија, „Св. Климент Охридски Скопје 1947–1972“, 1972, стр. 55.



изедначи организациската структура и програми, со што се создадени „заедничката основа за развој на средношколска музика во целта на југословенска област“. Брзите промени во музичката национална култура во Македонија влијаеја на започнувањето на основањето на Високата музичка школа, со што ќе се заокружи професионалното музичко образование на младите талентирани уметници.

Формирањето на Филхармонија, Опера и Институтот за фолклор при крајот на педесеттите години на минатиот век создаде потребата за квалитетна музика и професионалци, кои ќе се зголеми нивото на музичката култура и живот. Таквите услови се создадени во почетокот на шеесеттите години, кога тие се вратија во Македонија првиот академски обучени музичари (композитори, инструменталисти, проводници, едукатори), коишто студирале на Музичката академија во поранешна Југославија. Меѓу нив се: Сотир Голабовски (Љубљана), Кирил Македонски (Загреб), Властимир Николовски (Белград), Томислав Зографски (Белград), Драгослав Ортаков (Белград), Том Прошев (Загреб, Љубљана), Томислав Шопов (Љубљана), Ангел Шурев (Белград) и др. На овој начин на персоналот ќе се создадат услови за формирање на повеќето музички институции кои ќе се овозможи поголем број на талентирани музика од студентите на повисоки круг образование во средината. За разлика од другите центри, реализирањето на високото образование во Македонија, започнува од 1966 година со основањето на Високата музичка школа во Соња Маринковиќ, Весна Ивановиќ, „Предизвици на транзицијата - некои прашања за развојот на (високо) музичко образование во поранешна Југославија“, Подгорица: САНУ, 2015, стр. 109-120.

Скопје. Покрај оваа високо образована музичка институција, четириесет и една година по нејзиното формирање, во 2007 година, паралелно со Државниот универзитет во Гоце Делчев во Штип, започна со работа Музичката академија. Покрај теоретската и вокално-инструменталната насока, оваа институција, за прв пат во Македонија, отвора нови и уникатни секции со акредитирани студиски програми етнокорееологија и џез музика.<sup>11</sup> На овој начин, високото музичко образование го збогатува проучувањето на нови жанрови на највисоко ниво на образование, Висока музичка школа<sup>12</sup>. Голем дел од кои доаѓаа од основните и средните музички училишта во Република и зазедоа соодветни места во нашиот музички живот веднаш или по звршување на образованието во музичките

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<sup>11</sup> Драгослав Ортаков. „Висока музичка школа Скопје 1966–1976“, Скопје, Графички завод Гоце Делчев, 1976, стр. 5.

<sup>12</sup> На истото место.



академии во земјата. Во овој период се бараше отварање на сопствена високо школска музичка институција што ќе им овозможи на поголем број на млади луѓе кои беа определени за музичката образование, за да завршат високо образованието во својата средина.

Тоа го бараше и се пошироката мрежа општо образование и стручни училишта кај нас, каде се очекуваа наставници и воспитувачи оспособени да дејствуваат во сообразност со современата улога и место на музичката уметност во нашето општество.<sup>13</sup> Кадровските предуслови за нормална дејност на Високата музичка школа во моментот на нејзиното отварање беа исполнети. Честа и должноста на првите високошколски наставници ја пренесоа група преставници на втора генерација современи македонски музичари, оние што први по војната оформија академско образование, збогатувајќи го своето искуство со неколку годишни учество во музичкиот живот. Иницијативата за формирање на висока школа ја истакнуваше само потребата на институцијата која го заокружуваше започнувањето стручно образование од предходните степени, туку укажуваше и на фактот дека со нејзиното постоење ќе се создаде уште едно седиште за музичката мисла и акција кај нас.<sup>14</sup> Се роди уште една високообразовна институција прва во областа на уметничкото образование – Високата музичка школа, а денес Факултетот за музичка уметност во Скопје. Желбите и напорите во залагањата на повеќе генерации, музички трудбеници беа крунисани со полносен резултат. Природната на музичка надареност на народот, исклучително и уникатно по своите вредности, фолклорно богатство, не проценливата убавина на нашата песна и игра, скриените драги камења во нашето подалечно и поблиско историско музичко минато и потребата за нивното зачување и изучување не големата но сепак значајна педагошка традиција и постигнатите резултати на тоа поле и конечно потребата за отворање на нови широки простории во хуманистичкото образование и воспитување на луѓето и доближување на вредностите во светот на музиката до нашиот работен човек, сето тоа беа елементи кои не двомислено ја наложија потребата за отварање на високо школската музичка образовна и научна институција.<sup>15</sup>

Една високо образовна институција како што е „Факултетот за музичка уметност“ во Скопје, која дава повод да се направи соодветен преглед на нејзините резултати и нејзината

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<sup>13</sup>Високамузичка школа. Скопје 1966-1976, Скопје: Универзитет „Кирил и Методиј“, стр. 7.

<sup>14</sup>На истото место, стр. 8.

<sup>15</sup>20 години Факултет за музичка уметност Скопје 1966-1986, стр 5.



дејност воопшто, и да се согледат белезите на традицијата, што се создавале во текот на изминатите пет децении. Таа дејност во првите десет години од основањето на Виша музичка школа (денес Факултет за музичка уметност).<sup>16</sup> По иницијативата за формирање на високата школа искажуваше не само потреба од институција што ќе заокружи започнувањето стручно образование, и укажува фактот дека со нејзиното постоење ќе се создава уште едно седиште за музичка мисла и акција. Од неколку претходни обиди да се пристапи кон основањето на музичката академија.

Во текот на 1965 и 1966 година, Собранието на Социјалистичка Република на Македонија е донесено закон за основање на Висока музичката школа во Скопје (Сл. Весник на СРМ бр.23 од 22 јули 1966 година). Матичната комисија под преседателството на композитори Стефан Гајдов и членови: проф, Младен Пазик од Сараево, проф Павел Ѓивиц од Љубљана, проф, Михаил Лозар од Белград, проф Исак Таџер од Скопје, композитор Петре Богданов-Кочко и диригент Фимчо Муратовски од Скопје со стручна консултација на Мелосија Шекутковска, пристапи кон педагошка објавување конкурс за први наставници на Виша музичка школа. Од првиот состав на школата Матичната комисија ги избра следните кандидати: Властимир Николовски, Зоран Димитровски, Бранко Светкович, Драган Шуплевски, Лазар Лазаевич, Драгослав Ортаков, Александар Лековски.<sup>17</sup>

Вишата музичка школа го користеше гостопримството од Средната музичка школа, и самата без соодветни просторни услови за работа по скопскиот земјотрес од 1963 година. На 6 март 1967 година. Вишата музичка школа се пресели во две бараки во Карпош II<sup>18</sup>.

Од 1 август 1973 година Висока музичката школа доби простории за нормална одвивање на наставата во сите оддели, во рамките на Наставното – теоретскиот оддел и одделите за пиано и гудачки инструменти.<sup>19</sup> Со доаѓањето на професорот Коста Трпков, со работа започна и одделот за соло-пеење, од 1967 до 1975 година. Одделот за пиано беше избран професорот Ладислав Палфи, кој раководеше од 1967-1970 година. Основањето од гудачката класа, раководител беше доцентот Зоран Димитровски, и шеф на Наставно теоретскиот оддел беше професорот Томислав Зогравски од 1970 до 1971 година, по тоа професорот Драгослав Ортаков од 1972 до 1973 година. Во Одделот дувачки инструменти и ударилки беше избран професорот Михајло Докузов од 1971 до 1973 година. И во одделот

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<sup>16</sup>На истото место, стр. 5.

<sup>17</sup>Високо музичка школа Скопје 1966-1976, стр. 8.

<sup>18</sup>На истото место, стр. 9.

<sup>19</sup>Високо музичка школа Скопје 1966-1976.стр 11.



за композиција и диригирањ е избран професорот Властимир Николовски од 1967 до 1975 година. Во оделот на драмски актери на Виша музичка школа е основано во 4 ноеври 1969 година од професорот Илија Милчин.<sup>20</sup> Наставничкиот совет на Виша музичка школа му довери на наставникот по историја на музиката професорот Драгослав Ортаков да формира семинар по историја на музиката од група студенти на Наставно-теоретскиот оддел. Семинарот почна да работи од почетокот на учебна 1973-1974 година, и по завршувањето на учебна година 1977-78 година ќе се пристапи кон проширување на оваа активност, како втора фаза за подготвување на музиколлошкиот оддел.<sup>21</sup> На колективот на младата високошколска установа уште од почетокот му се преставуваа бројни сериозни задачи. Требаше да се изработат наставни планови и програми за секој предмет според барањата што ги постојуваше културниот живот кај нас пред музичките кадри во определени временски периоди, за која првата задача беа ангажирани целото членство и колективот.<sup>22</sup> Овие самоуправни акти, како и други работни норми во Школата се унифицирани со оние од другите факултети во градот и во државата.

#### **Формирање и институционален развој на Факултетот за музичка уметност**

Од 24 јуни 1973 година, Виша музичка школа стана дел на универзитетот „Кирил и Методиј“ во Скопје. Според статусот на Висока музичката школа, највисокиот самоуправен орган на установата и нејзиниот совет, госточинуваат членовите на колективот, студенски претставници и делегирани членови од најзаинтересирани сродни културни институции во градот. Прседател на културните институции беа професорот Бранко Цветковиќ, и надворешен совет се професорите Благоја Брајановски, Драган Бојаџиев, Евушка Трпкова- Елезовиќ, Слободан Унковски и Роска Бадев.<sup>23</sup> Со цел се унапреди наставата по виолончело, во Школата како соработник беше ангажиран виолончелист Андре Навара, од 1972 до 1975 година, одржуваше часови со група студенти и ученици од средна музичка школа и од други музички училишта во Републиката.

По иницијатива на патронатот на Високата музичка школа, години со ред, во рамките на фестивалот „Охридско лето“ се одржуваа меѓународни летни семинари, кои беа раководирани од реномирани уметници; Леонид Коган, виолина- СССР, Андре Навара, виолончело- Франција, Ѓино Беки, соло-пеење –Италија, Алдо Чиколини, пиано- Франција,

<sup>20</sup>Високо музичка школа Скопје 1966-1976.стр 11.

<sup>21</sup>Високо музичка школа Скопје 1966-1976.стр 12.

<sup>22</sup>Високо музичка школа Скопје 1966-1976.стр 12.

<sup>23</sup>Високо музичка школа Скопје 1966-1976, стр. 13.

Октав Енигареско, соло-пеење Романија, Евгенија Чугаева, виолина- СССР, и Стефан Руха, виолина -Романиа.<sup>24</sup> Со преговорите на Заедницата на музичката академија во земјата, ова корисна форма на усовршување на музичките кадри да се постави на посигурна организациска и материална основа. Во новата зграда највисоката музичко образовна установа се пресели во март 1978 година. Двете музички и балетското училишта влегоа во своите институција и го добија името „Музичко – Балетски училишен центар“ МБУЦ „Илија Николовски Луј“. Со Закон на изменување и дополнување на Законот за Висока музичка школа во Скопје од 11 март 1978 година. Школата е преименувана во Факултет за музичка и драмска уметност. Од 1979 година, на ФМУ наставата се одвиваше на следните одели:

I. Оддел за копозиција и диригирање; II. Оддел за соло-пеење; III. Оддел за пијано; IV. Оддел за гудачки инструменти; V. Оддел за дувачки инструменти; VI. Оддел за музичка теорија и педагогија; VII. Музиколошки оддел<sup>25</sup>.

Веднаш по завршувањето на Втората светска војна во Македонија, во секое училиште било доделена наставната програма за да формира пионерски и младински хор или мешани хорови, а во гимназиите се организирал мешан хор. Пионерскиот хор настапи со композиции: „Пионерски марш“ од Солдатов, „Сестра и брат“ од Прокофјев, „Пролет иде“ и „Мој народ пред“ од Скаловски.<sup>26</sup> Како награда и поттик за учество, сите ансамбли добија радио опрема и книги од организаторите како подарок.<sup>27</sup> Првиот Фестивал се одржа на 14 мај 1966 година. Беше формирано од жири составен од професионалци, музички наставници и диригенти, со цел да се обезбедат стручни сугестии и мислења за изведбите на хорот. Во договор со Културно-просветната заедница на Македонија и ЦК СММ, жирито беше составено од композиторот и педагог Стефан Гајдов (слика бр. 53). По завршувањето на првиот фестивал во 1967 година, Организацискиот комитет направи промениво врска сопредлозите за постојниот фестивал. Хоровите се поделени во три категории: прва категорија млади мешани хорови кои беа задолжени завршење на задолжителен состав, втора категорија на младии пеачки хорови без задолжителен состав и трета категорија пионерски хорови. Задолжителниот состав беше одреден од „Дојде пролетта“ на

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<sup>24</sup>На истото место, стр. 13.

<sup>25</sup> Драгослав Ортаков. „Дваесет години Факултет за музичка уметност – Висока музичка школа: 1966-1986“, Скопје: Факултет за музичка уметност, 1986, 13.

<sup>26</sup> На истото место.

<sup>27</sup> Илија Каровски, *10 Фестивали*, Кавадаречки весник, год. III, Број 60, 3.2.2012. [www.kavadarci.gov.mk](http://www.kavadarci.gov.mk). Бесплатен примерок, стр.5.



Лудвигван Бетовен. Наградените хорови добија парична награда.<sup>28</sup>

На третиот фестивал во 1970 година, беше одлучено да се извршат задолжителни композиции во три категории. Природата на музичка надареност на народот, исклучително е уникатно по своите вредности, фолклорно богатство, не проценливата убавина на песна и игра, во нашето подалечно и поблиско историско музичко минато е потребата за нивното зачување и изучување не големата но сепак значајна педагошка традиција и постигнатите резултати на тоа поле и конечно потребата за отворање на нови широки простории во хуманистичкото образование и воспитување на луѓето и доближување на вредностите во светот на музиката до нашиот работен човек, сето тоа беа елементи кои недвомислено ја наложија потребата за отворање на високошколската музичка образовна и научна институција во Македонија. „Факултетот за музичка уметност“ во Скопје.

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<sup>28</sup>На истото место.





- **CHALLENGES AND PRIORITIES OF EDUCATION IN THE FOLLOWING PERIOD**

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**Abstract**

It is necessary to conclude that the segment of education today is experiencing a certain conceptual, content - structural, pedagogical and organizational transformation. These changes and transformations implicitly presupposed the definition or redefinition of various pedagogical, organizational and methodological postulates in the educational activity. Expert teams in all segments of education are seeking for models of how to reconcile old models with contemporary world trends and tendencies. The efforts to redefine the goals and objectives of the upbringing and education with the willpower of the students to be involved in the promotion of the overall school, teaching and extracurricular activities, where they would be emphasized as free creative, autonomous, initiative and communicative persons who will by that experience themselves and others through the universal values of life.

If we want to talk about a real modern education, and if we want to leave the traditional orientation by putting emphasis on materiality, less on the developmental-formative and educational task of preparing the students for an adequate solution to the challenges of life, it is necessary to point out the need for direct participation of pupils in the school process, to encourage them in their visions of the future, in which their creativity and creative fantasy will be a necessary factor for taking concrete action. The teacher has a great role to play in the role of a guide, participant and researcher in the educational process. The teacher must, above all, be didactic and informatised with knowledge which can apply it in the teaching.

One of the ways to increase the effectiveness of teaching leads to the thoughtful engagement of students in gaining new knowledge, it is especially effective if in the gaining new knowledge the students are brought in a situation to solve certain problems.

Keywords: teaching, challenges, priority, student, teacher.



Вовед

“НЕМА ИДНИНА БЕЗ НОВ ПРИСТАП КОН НАУКАТА, ОБРАЗОВАНИЕТО, УМЕТНОСТА И КУЛТУРАТА.“

Иницијалното образување не представува доволен услов за успешно обавување на наставничкиот позив. Во современото општество и активноста за воспитување и образување доживуваат непрестано прогресивни промени и напредување во различните области. Поради тоа неопходно е стеченото иницијално образование за позивот со време континуирано да се надградува со различни образовни активности во областа на професионалниот развој и стручното усовршување што е од суштинско значење за наставникот успешно обавување на професијата. Наставникот за да може ефикасно и на креативен начин да ги исполни своите обврски кои ги наметнува професијата и работното место, неопходно е непрестано учење, стекнување на нови знаења и вештини кои треба да трае во текот на целиот работен век.

Современото училиште квалитетно ги менува старите и на наставникот му доделува нови улоги, што е последица на променетите концепции на училиштето и настанатите промени во образованието и во другите сфери на човечкиот живот. Правците за развојот на воспитанието и образованието се општествено-политички, економски, социални, културолошки, научно и технолошки промени. Наставничката улога веќе не ја покрива само полето на наставата туку и многу бројни други подрачја. Потребно е, предсе, да се усогласуваат наставните, воспитните и општествените улоги на наставникот, чије “извршување влиае на промените во сферата на човечките знаења (наука, култура, уметност, производство) човечкото однесување и начинот на општествениот живот, новите текови во психологијата, педагогијата и другите науки кој го пручуваат развојот на детето, човекот и воспитниот (наставниот процес, новото сваќање и традицијата и улогата на школото)” (Трнавац и Џорџевич, 2005: 143).

Современиот концепт на воспитување и образување го обврзува наставникот на поголем број разновидни улоги кон ангажман во бројните видови на воспитно образонва работа: дополнителна, додатна, изборна и други видови. Овде доаѓа до израз организаторските, соработничките, инструкторските, советничките, водителските и другите функции.

Сите наставнички улоги се обединуваат во единствена акциона целина-школски амбиент, наставна програма, ученичко однесување и сопствениот начин на работа. Наставата и понатаму останува основно подрачје на работата на наставникот. Улогата која ја обавува во наставниот процес за поедини автори представува една од конституивните елементи на тој процес, додека за други, пресудна за ефикасност на процесот ( Биекич,1999).

Нај општата поделба на наставничката улога е на воспитна и образовна тоа е информативна. Наставничкиот однос кон ученикот е референтна рамка за дефинирање на овие улоги.

Воспитната улога на наставникот е дефинирана со целите и задачите и наставата, така што е:



- Во рамка на интелектуалното воспитување, неговата доминантна улога е насочена на усвојување, на научни знаења и системи на вредно развивање на интелектуалните, логично сознајните особини и способности;
- Во рамката на работното и политехничкото воспитување, наставничката улога е да развива работни и интелектуални способности, нужни за активност и формирање позитивни односи кон работата;
- Во рамката на физичкото и здравственото воспитување, наставникот го чува и го унапредува здравјето, поттикнува знаење од областа на здравственото и физичката култура;
- Во рамката на моралното воспитување поттикнува развој на морална свест и свест, морални осети и однесување;
- Во рамката на естетското воспитување развива способност за воочување, доживување и создавање на обавото;
- Во рамките на емоционалното воспитување унапредува емоционалната реактивност, спонтаност, самоприфаќање и негува социални осети;

Образовната или информативната улога на наставникот произлегува од образовните задачи на наставата и подразбираат однесување на наставникот кој обезбедуваат учениците да стекнат одредени знаења, умеѐња и навиките. Поред тоа треба да се има во вид дека наставникот не е одговорен само за наставата туку и за свестран развој на учениците критички и творечки личности. Значи позивот наставник подразбира и функција воспитувач. За да биде успешен “секогаш мора да биде искрен, определен за својот позив, правилен, вреден, уреден, принципиелен, самокритичен, точен, естетски и културен изглед, да има развиено социални осети, смисла за соработка и способности за емпатија, да го краси ведрина и сталоженост, оптимистички осети.” (Стеванович, Ајанович, 1997, стр 153).

### **Наставата како процес**

Наставата може различно да се согледува, што зависи од начинот на пренесување на знаења и водење на ученикот за учење, од нивната возраст, организација на општествениот живот, социалната клима во групата или одделението, од особините на предметот и наставната содржина, од примената на соодветните методи и техники како и мотивот на тој што учи. Проблемот е комплексен додека спомнатите аспекти меѓусебно се најтесно поврзани. Во пошироката смисла на зборот на наставата е социална појава и процес. Нејзината функција е во тоа децата и младите кои растат и се развиваат ги интегрира во општествено битие, како значајна општествена функција ја поврзува традицијата, сегашноста и иднината и така влиае на развојот и напредокот на општеството. Неопходен услов за добра настава е свесна и активна соработка помеѓу наставникот и ученикот кои ги поврзува заедничка цел- создавање на одредени промени во личноста на ученикот. Процесот на промени, планирано стекнување и утврдување на знаењата, способностите и навиките не е ништо друго до учење сватено во широка смисла. Раководење со процесот на учењето е организирана работа на наставникот со учениците кои овозможува систематско освојување на знаењата, како и развивање на нивните способности и интересирање, најопшто се вика настава.

Особините на современата настава се состојат во тоа што наставата треба да биде организирана и водена така што да влиае на развојот на соснајните способности на ученикот, на развој на нивните општи интелектуални способности како и другите својства



кои се поврзани со предходните како што се: развивање на самостојното и творечкото мислење, развивање на способностите и спредностите во стекнување нови знаења, примена на научените знаења, умеења и навика на нови непознати услови и ситуации. Овој сложен процес за стекнување на знаења бара активизација на интелектуалните способности, апстрактно резонирање, памтење, фантазија, асоцијација, како и вклучување на желбените и емоционалните елементи на личноста. Наставата сватена во тој правец создава големи можности во развој на ученикот, таа станува интересна, ги ангажира учениците и сите нивни потенцијали, представува учење во широка смисла на тој збор и на тој начин испомнува една многу важна воспитна задача. Таквата настава има развојен карактер.

Ова особина и овој карактер на наставата ја нагласуваат многу автори. Така, Брунер посебно укажува на тоа дека наставата може да стане значаен чинител во формирањето на психичките процеси бидејќи таа не се базира само на достигнатото ниво на интелектуалниот развој туку овозможува и негово понатамошно усовршување, -движење напред "на интелектуалниот развој на детето(ученикот), истакнува Брунер, големо влиание има средината, нарочито школската. Поради тоа, изучување на научните поими не смее робски да го следи текот на интелектуалниот развој на детето; наставата може да управува со умниот развој кај детето, овозможувајќи понатамошен развој,,.

Многу значајна особина на современата настава е нејзината флексибилност. Флексибилноста на наставата оди во два правци: во правецот на утврдување на наставните содржини и во правецот на примена на различните методи организационите форми и наставните средства за учење, кои наставникот ги одбира во состав со целите и задачите кои треба да ги реализира.

Наставникот мора да има во вид дека ученикот во наставата учествува како целостна личност како вкупно интелектност на желбите и осетите и дека наставните задачи ги извршува благодарјќи на единството на сите тие квалитети. Современото образование не подразбира само развивање на интелектуалните способности на поединецот туку и развивање на неговото етичко однесување, затоа е неопходно да ја опфаќа и етичката страна на ученичката личност. Во наставниот процес треба да се разгледа целосна личност на ученикот и истовремено да се остваруваат потребните активности на релација настава-учење како што тие се однесуваат на образованието, исто така и на тие што однесуваат на воспитните аспекти на наставата. Во наставниот процес кој опфаќа и образование и воспитание секогаш се задржани и воспитните вредности. Според тоа значајна вредност на современиот модел на наставата е единството на дидактичките и воспитните влианиа.

### **Иновации во наставата**

Иновациите се нужен услов и претпоставка за унапредување на било која активност, па така и воспитно образовната. Под наставни иновации подразбираме прогресивни, развојни, научно базични промени во целата структура на школскиот систем или неговите значајни делови, кои внесуваме во наставната стварност за да ја унапредиме.

Можеме да разликуваме две основни категории на овие иновации: првата ја сочинуваат промените во системот за воспитување и образување кој би го нарекле реформски, додека втората група промени во организацијата на воспитно-образовната работа во училиштето и нејзините просторно-технолошка основа, кои можеме да ги наречеме дидактичко-методички иновации. Овие две основни групи на иновации понатаму може да се квалификуваат на поедини иновации.



Реформски иновации во системот за воспитување и образование се :

- Системски иновации-представуваат радикални промени во системот за воспитување и образување.
- Организационо концепциски иновации- се однесуваат на концепциски промени во организацијата на наставата.
- Програмски иновации-се однесува на промени во школските програми-просторно технолошки иновации-новини во изградбата на школските објекти во технолошко модернизирање на училиштето.

Дидактичко-методички иновации-чинат:

- Иновации во подготовка на воспитно-образовната работа који опфаќаат операционализација на целите и задачите, програмирање на работата на училиштето, планирање о подготовка на воспитно образовната работа.
- Дидактичко-методички иновации се однесуваат на примена на аудиовизуелните дидактички медиуми, примена на компјутерскиот софтуер и користење на нивните податоци.
- Еволуациско-докимолошки иновации-се однесува на следење и вреднување на работа на ученикот, следење и вреднување на сите видови на работа во училиштето.

Денеска се сретнуваме со две различни пристапи во наставната теорија и наставната практика: едниот е традиционалната настава, додека другиот е иновациона-развојна настава. Во традиционалната настава концепцијата на наставата е таква што наставникот да држи предавања, додека од ученикот се очекува да слуша, разбира и запамти што поголем број на факти. Наставата е ориентирана на пренесување на знаења, вештини и навики, наставникот е пренесувач на информацијите и како таков е поставен над учениците додека ученикот е објект на наставниот процес.

Во современото образование се повеќе се нагласува значењето на развојот во областа на соснајниот процес, посебно интелектуалниот развој и мисловниот развој. Виготски смета дека во наставата далеку е поважно учениците да се научат да мислат, него да им се соопштат ова или тоа знаење.

Современата настава од наставникот бара да биде интелигентен организатор и мудар реализатор на наставните и вон наставните активности, истражувач, и програмер на работата на ученикот, познавач на своите ученици и нивно интелектуален водител. Наставникот во современото време се повеќе е истражувач, стратег на наставата и учењето, педагошки дијагностичар, терапевт, организатор. На ученичките активности, иницијатор на промените во наставата и воспитувач на младите генерации.

Првиот чекор кон подобрување на образованието и иновации во наставата би требало, и може, да го направи наставникот, тие се кои учениците ги “воведуваат” и запознаваат со огромните и сериозните знаења и истражувањата и за очекување од квалитетот на реализираната “комуникација”, на релација наставник-ученик да зависи и односот на ученикот кон научните области. Самата личност на наставникот како и неговата умешност да истакне атрактивност и значење на наставната содржина влиае на однесување и ангажирање на ученикот во наставниот час.



Во современата иновативна настава ученикот е субјект во наставниот процес чија цел е развој на способностите, личноста и знаењата на ученикот. Развојот на ученикот би требало да биде главна цел не само на наставникот туку и самиот ученик. Кога ученикот ќе осети потреба и способност за промена и мотив за само развој, наставниот процес за него добива одредено значење, а тоа значење е неговиот сопствен развој.

### **Значење и актуелност на промените во образованието**

Овој век го карактеризираат многу бројни разновидни и често радикални промени во сите сегменти на човечкиот живот карактеристиките на современиот свет со негова глобализација во областа на економијата, доаѓа до пораст на светската економија, доаѓа до голема “експлозија”, на знаењето, доаѓа до промена на организацијата на работата, поголема е потребата за образовни кадри.

Наставниот процес за да биде добар, интересен, богат, иновативен неопходни се добро подготвени наставници од висока стручност и дидактичко-методичка култура, наставници кои сами по себе стално се подготвуваат. Наставата има неопходен квалитет ако ги уважува когнитивните и другите разлики меѓу учениците и на секој овозможува да решава задачи на свој начин.

Новите правци на светскиот развој бараат од образованието поинаку да ја подготви иднината на човекот за живот. Тие бараат личности кои ќе бидат способни да воочат дефинираат и решаваат проблем, да креираат нови решенија, ефектно да ги презентира своите знаења, да биде, оспособен да комуницира и да соработува со другите.

За да се образуваат и воспитуваат таквите личности, мора да настане и озбилен промени во целиот образовен систем. Промените подразбират и нова филозофија, целите технологијата на воспитување и образување усогласени со реалноста, аспирации и можностите на општеството. Целите на идното училиште се значајно широки. Тие сакаат децата да ги подготвуваат за живот во светот на неизвесности, да ги применуваат стечените знаења, да ги селектираат наездата на информации, посебно кај децата да развиваат љубопитност, иницијативност, толерантност, желба за вистината.

Некогаш се сметаше дека напредокот на технологијата и науката (посебно во сферата на комуникациите) полека ќе го истисне наставникот од наставата. Современото размислување го зборуваат спротивното. Тие го истакнуваат наставникот како клучниот носител на тие промени. Наставникот го ставаат на центарот на образовните реформи и затоа е неопходно неговата ревитализација. Новите образовни тенденции бараат од наставникот несамо да ги реализираат плановите и програмите, туку и да ги прилагодува на условите, да ги разработува во склад со современиот развој, да пронаоѓа најдобри педагошки решенија, да ги идентификува потребите и интересирањето на своите ученици, да ги уважува знаењата кои децата ги носат во училиште и да поттикне кооперативна работа, да ги соработува со другите наставници. Освем тоа, наставникот треба да ги подготви учениците за критичко одбирање и употреба на информациите, критички да размисли за својата наставничка улога и практика во целина.

На развојот на новите сознанија за различните улоги на наставникот и наставната работа влиаат: Наследството или наставниот фактор, средината, активноста на наставникот и партнерскиот однос со учениците. Од поголемиот број на повеќето улоги на наставникот



се определуваме за улоги кои придонесуваат за квалитет на наставниот процес, учењето и творештвото.<sup>29</sup>

### Промените во образованието

Современите дидактички и креативни теори покажуваат нови начини на работа во наставата. Постоечката настава во прв план го истакнува училишниот курикулум кој го реализира наставникот низ едукативна работа насочена кон поголема група на ученици со различни способности. Таквата настава вооглавно се сведува на подучување со предавања на наставникот со минимално вклучување на учениците и со примена на нагледни средства. Учениците не се со ништо мотивирани за учење, бидејќи не се задоволуваат нивните потреби за слобода во изборот на начините на учење, автономноста, решавањето на проблемите истражувањето и разновидните творечки активности,

Природно е да се случуваат промени во секој домен од животот. Промените имплицираат промени и во образованието. Се менуваат генерации на ученици, а старите форми на традиционалната настава веќе не помагаат доволно. Новото време бара осовременување на содржините што се изучуваат, нови наставни планови и програми, нови форми на настава и начин на работа за ефикасно пренесување на информациите и знаењето, остварување на поставените цели користење на современа технологија.

Наставата е интерактивен процес кој се случува во училница меѓу наставникот и учениците, и се јавува како активност насочена кон менување на некој образци на однесување и потенциали за творење. (Амидон, 2012)

Современата настава и така наречената школа на иднината треба да има за задача воспитување креативни личности и за тоа веќе сега се наметнува потреба од алтернативно учење, за решавање проблеми и за активно прилагодување на стручњаците. Учењето би требало да се сфати како воспитно и самовоспитно дејствување по патот по кој се постигнува највисокиот духовни и световни назори висини каде е можно да се оствари општа и најширока комуникација во која ученикот е слободна личност.

За да се избегне формализмот, догматизмот, едностраноста и стереотипот неизоставно е наставничката вештина и знаења. Ако и тој самиот е творец, креативен и добар познавач на својата струка, тој ќе ги поттикне учениците на оригинални замисли и идеи, самостојност во работата, критички однос кон градивото, снаодливост во новите ситуации, истражувачки дух и учениците ќе ги заинтересира за решавање на проблеми. Значење на современото училиште е ученикот да го воспитува на тој начин што ученикот ќе биде во позиција на субјект на наставниот процес.

Наставниците треба да бидат свесни дека мора да воведат промени во своите планирања, да ја вклучат новата наставна методологија на своите часови, да ги согледуваат ефектите од неа, да одговарат на потребите од информатичката технологија. Учениците исто така мора да се прилагодуваат кон промените во образованието. Учениците мора да станат свесни за тоа дека преку образовниот процес треба да се изградат да поседуваат знаења од науката,

<sup>29</sup> Стаматовик, Д/Бојовик, Ж. 2016:282, Улоге наставника у наставном процесу, Педагогика 3, Београд.



мора да научат вештини за критично размислување и решавање на проблеми, да стекнуват информатички и технолошки вештини.

Креативноста ја открила творечката личност, процесот и резултатот и на тој начин овозможила на дидактиката нови гледишта во организацијата на наставата. Всушност, наставата дала творечки карактеристики, павовела нов поим-креативна настава. Креативната настава е нова доктрина на дидактиката како општа теорија на наставата во која во прв план се истакнува личноста на ученикот вклучена во хетерогените творечки процеси кои доведуваат до дивергентни творечки резултати.

### **Креативна настава**

Креативна настава- нов пристап кон ученикот кој се заснова на почитување на неговите претходни знаења, потреби, способности, интереси и искуства и нова дидактичко-методска организација на наставата која акцентира активност и почитување на ученикот. (Адамчевска, 1997: 5)

Креативната настава всушност е творечка настава. Се карактеризира со висока самостојност на учениците во процесите на стекнувања на знаења, а улогата на наставникот е да го мотивира, охрабрува, предлага алтернативни постапки, овозможува флуентност на идеи и да создава погодни услови за истражување и за работа на проектни задачи и за решавање на проблемските ситуации во пријатен училишен и вонучилишен амбиент.

Според Трајкова креативност е невообичаено општествено вредно однесување, нов пристап во решавање на проблеми, пронаоѓане необично решениа кое другите не го гледат, на кратко создавање на индивидуализирана оригиналност. (Трајкова, 1995; 205)

Креативноста е вид на знаење. Тоа е начин на кој поединецот размислува, чувствува и дејствува. Се учи како и сè останато.

Креативно мислење е најпродуктивен вид мислење во чиа суштина е согледувањето на нови врски и дефинирање на нови содржини што доведува до резултати кои дотогаш не биле познати. Креативно мислење е секој мисловен тек кој доведува до нови решениа, па дури и кога тие се нови само за креативецот. (Трајкова, 1995;206)

Во денешните училишта се уште многу малку се поттикнува детската креативност како и неговите развојни можности. Богнар (2004) истакнува како ескржаво креативноста во училишните услови една од најважните задачи на современото училиште кое мора да поаѓа од детските потреби но и од потребите на современото општество во која креативноста е основната рачка на развојот. Училиштата треба во прв план да го стават креативноста на ученикот наместо досегашното памтење на голем број на непотребни податоци.

Треффинд (1988) ја уочува сложената природа на креативноста и потребата, дека освен препознавање на креативните потенциали, го унапредуваат и развиваат креативното продуктивно мислење во одделението со воведувањето „СОСО модел„. Тој истакнува како креативната продуктивност излегува од динамичката интеракција на четирите компоненти; карактеристика, постапки, контекст, и резултати. Карактеристиките вклучуваат особини кои





поттикнуваат креативност, постапките се однесуваат на стратегиите и техниките кои луѓето ги користат за создавање и анализа на идеата, решавање проблеми, носење одлуки и управување со своите мисли; контекст ја вклучува културата, светлината, динамичката ситуација, како што се комуникацијата и соработката на луѓето од околината, додека резултатите вклучуваат продукти и идеи кои настануваат на темелот на човечката активност. Иако уште во многу училишта вреди мислењето како креативната настава е остварлива само во поедини наставни предмети, постојат училишта кои креативните техники ги користат во сите наставни подрачја.

Современите училишта би требало да поттикнуваат спроведување на креативните техники во сите наставни подрачја, а во тоа можат да им помогнат разни проекти, семинари, работилници во кои доаѓа до израз креативноста и иновативноста на ученикот и наставникот.

### **Креативна стимулативна средина за учење**

На учениците треба да им се обезбеди средина за учење што нуди најразлични доживувања, со што ќе им се помогне да се развијат социјално, интелектуално, физички и емоционално. Ученикот се наоѓа во центарот на процесот на учење а наставникот е оној кој создава околина што ја рефлектира перспективата. Од училиштата се бара тоа да се прилагоди и да одговара на современиот степен на развој да нуди пријатна и топла атмосфера и да подготвува ученици кои ќе можат да одговорат на предизвиците што со себе ги носи новото време. Училиштата мора да поседуваат стратегија за постигнување на целите и постојано да гради нови капацитети. Но, една училишница не може да се издигне на нивото на современа, без да има добро водство и координација од страна на наставникот, кој ги поттикнува учениците и им нуди разни извори и можности за учење.

Наставникот е оној што следејќи ги новите тенденции во воспитанието и образованието треба да креира стимулативна средина за учење и развој. Тој мора да обезбеди средина која ќе поседува: добра организациона структура, пријатен амбиент, позитивна клима и дидактички и потрошен материјал. (Burke Walsh, K) За да можат да создадат стимулативна и креативна средина наставниците мора да знаат што е карактеристично за децата од одредена возраст да ја познаваат теоријата за детскиот развој, да ја познаваат начинот и индивидуалниот стил на учење на секое дете.

Од него се очекува да обезбеди пријатни, безбедни, здрави и стимулативни услови што ги поттикнуваат децата на учење низ истражување и активност, услови што им даваат можности да учествуваат во организирање на правилата на однесување, услови во кои секое дете се чувствува значајно. Особено е важно партнерството усогласување меѓу учесниците во воспитно-образовниот процес. Тие заеднички одлучуваат како ќе го дизајнираат просторот за учење и развој на тој начин и детето добива третман на партнер и субјект.

Во пресрет на различните предизвици кои ги носи новото време, средината треба да дава можности кои ќе бидат искористени во функција на идните потреби на учениците.



## Заклучок

Создавање образовни друштва односно општеството на знаење и учење е примарна задача на секое општество, вклучително и нашето. Сите општества беа, на свој начин, општества на учење и знаење, но знаењето беше привилегија на поединците и не можеше да пристапува и да се користи од сите. Денес тоа не е случај и благодарение на интернетот, знаењето е достапно за секого. Се смета дека никој не смее да биде исклучен од образовано општество каде знаењето е општо добро што е достапно за секого, кое исто така е правно обезбедено. „Универзална декларација за човекови права“ (членови 13,19,27) како и истовремен раст на Светски распространетата мрежа, мобилни телефони, дигитални технологии, телекомуникации и компјутерски науки и информатика. Од овие причини и заради подобрување на квалитетот на воспитно-образовниот процес, сметам дека е неопходно: Студирање, анализирање и експериментирање со нови информатички и комуникациски технологии, образовна технологија и неговите средства; Истакнете, потенцирајте, иницирајте и објаснувајте им на можностите на наставниците и потребата да се примени и да се користи модерна образовна технологија во нашиот процес на едукација и учење за да можат да ги подготват своите студенти за живот и работа во дваесет и првиот век. Технолошкиот развој на современото општество го диктира развојот во сите негови сегменти, вклучително и во образованието. Современото образование е потребно и се очекува да произведе високообразована личност, која може да одговори на барањата и да ги следи тенденциите на современото општество. Оттука, постојат барања за развој на методи и алатки за учење. Единственото прашање што се поставува е: Колку сме отворени да прифатиме промена? Примената на современи наставни помагала, особено аудио-визуелните и компјутерските техники со употреба на мултимедија и хипермедија, им овозможува на студентите поактивно да се вклучат во наставниот процес, што е неопходен услов за модерната настава. Современата технологија за предавање обезбедува интерактивност на студентите, индивидуализирана настава, посилна студентска независност и фокус на понатамошно образование. Студентите се особено заинтересирани за светот во кој живеат, а модерната технологија одговара на нивната потреба. Во голема мерка зависи од наставниците дали нивните интереси ќе бидат охрабрани или понатаму развиени или задушени. Во оваа насока, современата технологија може да стане важна помош и средство за стимулирање на мотивационата сфера на студентите во дидактичко-едукативниот процес во средните училишта. Имајќи предвид дека во современото училиште има широк спектар на извори на знаење за кои се користат одредени технички помагала, се зголемува количината на знаење, а употребата на образовна технологија го подобрува квалитетот на знаењето. За да се постигне најдобриот можен квалитет, потребно е да се искористи максимално модерната образовна технологија

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- **THE IMPACT OF THE POSSIBILITY OF IMPROVING THE TEACHING STAFF ON THEIR CAREER DEVELOPMENT**

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**Abstract**

The emergence of high technology undoubtedly result in many opportunities for professional development of educators, and the last 10 years has increased the number of educational personnel who join the transnational organization of educational personnel and apply programs for professional development in other countries. For the development of society as a whole, and especially the civil part is crucial to develop awareness among educators about the need for professional development and fostering career development through training of staff.

Career advancement is through learning, work and other aspects of life. There are many ways to define a career and the term is used in different connotations.

In the 20th century there can be recorded a trend which later evolved fully into the 21st century, and this trend is the career development of young age or employment of young and promising people to certain positions as educators, but also their constant improvement and education. But at the same time appeared a new situation where people in their late 30th and 40th finally progress of jobs and their job as educators is appreciated. It tells us of this modern hybrid relationships and shows us that career development is possible for any person who performs the role of teachers

Therefore, education and the advancement of educational staff is one of the important conditions for the development and promotion of educational institutions. The constant changes in science, technology, culture, economy, politics, inevitably require the introduction of changes in education and education. The necessary changes in upbringing and education require a constant review of the existing and consideration of new goals, strategies, programs, contents, methods and forms of work, the implementation of which should lead to raising the quality of the educational structure. It is necessary to develop the awareness of the educational staff (especially the young), the increased opportunities for professional development and their influence on the career development.

Key words: professional development, educational staff, development, career, opportunities.

**Вовед**

Можносите за усовршување во професијата денес се на ниво кое е милијарди пати поголемо од автохтоните текови на развитокот на образовниот процес, пред сè поради тоа што денес се чувствува суфицит на технолошко знаење и напредок, а можностите за професионална апградација стануваат практично неограничени. Голем број на лица кои се вклучени во образовниот процес се насочени кон тоа да ги искористат можностите за нивно професионално усовршување, а голем број на образовни установи веќе иницираа



свои високо технолошки платформи кои треба да претставуваат основа на професионалното усовршување на образовните кадри.

Појавата на високата технологија, несомнено резултира со голем број на можности за професионално усовршување на образовните кадри, а во последните 10 години зголемен е бројот на образовни кадри кои се приклучуваат кон транснационални организации на образовни кадри и се пријавуваат на програмите за професионален развој во други земји. За развој на општеството во целина, а особено на неговиот граѓански дел круцијално е да се развива свеста кај образовните кадри за потребата од професионално надградување и поттикнување на кариерниот развој преку усовршување на кадрите.

Усовршувањето на образовните кадри резултира со подобрување и на образовниот систем во целина, што е особено важно за една држава и може сериозно да помогне во нејзиниот развој. Се естимира дека влијанието на образованието во развојот на државата е околу 1/4, бидејќи за развој на една држава се потребни квалитетни образовни кадри кои ќе ги поттикнат нивните ученици професионално да се надоградуваат, а во исто време и самите професионално да се надоградуваат и развиваат. Потребно е да се развие свеста кај образовните кадри (особено помладите), за зголемените можности за професионално усовршување и за нивниот импакт врз кариерниот развој, но сметам дека досега во Република Македонија се спроведени агресивни маркетинг кампањи и најголем дел од младите лица се свесни за можностите кои се појавуваат и се обидуваат да ги искористат на најдобриот можен начин, а за развој на свесноста за овие можности добро би влијаеле и владини или невладини грантови за оние училишта кои ќе се обидат да ги мотивираат нивните вработени да ги искористат можностите, а во исто време и да инвестираат во нивниот наставен кадар. Со усовршувањето на јавните служби, особено на воспитно-образовните, чие значење за развојот на општествените заедници е немерливо, особено соинтензивирање на процесот на поучување, учење и настава во граѓанското општество, се зголемил и интересот за начинот на работа и за успешноста во својата професија. Критериумите за избор и определување на луѓето за таа работа стануваат построги, поврзани со потребата тие луѓе да бидат образовани и адекватно подготвени за нивната професија. Воспитанието и образованието спаѓаат во најсложените, а истовремено и во најодговорните дејности во општеството. Резултатите кои со нив се остваруваат зависат од многу надворешни и внатрешни фактори, но секако дека еден од најважните е воспитувачот.

Постојаните промени во науката, технологијата, културата, економијата, политиката, неминовно наложуваат внесување на промени во воспитанието и образованието. Неопходните промени во воспитанието и образованието бараат постојано преиспитување на постоечките и разгледување на нови цели, стратегии, програми, содржини, методи и облици на работа, чија имплементација треба да доведе до подигање на квалитетот на воспитно-образовниот состав. Поради тоа едно од поважните прашања со кое денес се занимаваат стручњаци на полето на воспитанието и образованието, а и образовните



власти, е како да се образуваат и подготвуваат воспитувачите за успешно извршување на професионалните задачи и како да се обезбеди нивниот постојан професионален раст и развој.

Кариера претставува усовршување низ учење, работа и други аспекти на животот. Постојат голем број на начини да се дефинира кариерата и терминот се користи во различни конотации.

Во 20-тиот век бележиме еден тренд кој се разви подоцна целосно во 21-виот век, а тоа е трендот на кариерен развој од млада возраст, односно вработување на млади и перспективни лица на одредени позиции како наставни кадри, но нивно константно унапредување и образование. Но, во исто време се појавува една нова ситуација каде лица во своите доцни 30-ти и 40-ти конечно напредуваат на работните места и нивната работа како наставни кадри е ценета. Токму ова ни укажува на модерниот хибрид на односи и ни докажува дека кариерен развој евозможен за секое лице кое извршува улога на наставен кадар.

Она што е круцијално овде е субјективниот фактор и колку одредено лице има способност да се развива во својата кариера и колку е стручно, што развива низа на полемики:

- ✓ За кого се достапни насоките на кариерен развој?
- ✓ Кој е професионалниот капацитет кој треба едно лице да го поседува за да напредува на работното место?
- ✓ Кој е професионалниот интелектуален степен кој е потребен за едно лице целосно да ги развие своите вештини?

### **Можности за усовршување на наставните кадри**

#### **Професионално усовршување**

Професионалното усовршување исто така може да биде поттикнато преку развивање на нови вештини каи образовните кадри, кои понекогаш се нарекуваат лидерски вештини, како и проектни вештини. Овие вештини се доста потребни за наставните кадри во образовните процеси бидејќи им овозможуваат да имаат комплетна контрола врз работата.

Можностите за професионален развој може да се движат, од посета на креативни работилници до посетување на онлајн курсеви, користење на едукативни блогови и посета на вебинари и семинари. Токму оваа диверзантност е круцијална во усовршувањето на образовните кадри во глобализираниот свет, каде наставни кадри од Русија ќе можат да се



усовршат и дообразуваат преку користење на блогови или вебинари кои се креирани од професори од Индија.<sup>30</sup>

Некои примери за пристапи кон професионалниот развој вклучуваат:<sup>31</sup>

- ✓ Case study - методот е наставен пристап, кој во презентирањето на одреден случај треба да биде разјаснет, сфатен и решен од страна на образовните кадри кои ја посетуваат обуката.
- ✓ Консултациите – служат за да му се помогне на поединецот или групата на поединци да ги разјаснат проблемите кои се појавуваат пред нив и да им помогне во нивното професионално усовршување.
- ✓ Користење на тренери - за подобрување на вештините на едно лице во одредена област, со обезбедување на знаења за процесот на набљудување, одраз и акција.
- ✓ Мутуална пракса – се користи за да се подобри професионалната пракса со ангажирање во заедничко истражување и учење со луѓе кои имаат заедничка цел.
- ✓ Менторство – за да ја промовира свеста на поединецот и рафинираноста на неговиот или нејзиниот сопствен професионален развој преку обезбедување и препорачување на структурирани можности за размислување и набљудување.
- ✓ Рефлективен надзор - за поддршка, развој и на крај оценување на ефикасноста на лицата вработени во јавниот сектор-образование, кои се пријавиле на обуките.
- ✓ Техничка помош – помагање на поединците кои се вработени во јавниот сектор-образование да пронајдат можности за вмрежување, достапна литература и курсеви и слично.

Професионалниот развој е широк термин, опфаќајќи голем број на луѓе, интереси и приоди. Оние кои се впуштаат во професионален развој делат заедничка цел, подобрување на нивната способност. Во есенцијата на професионалниот развој е интерес на поединецот за доживотното учење и зголемување на сопствените вештини и знаења.<sup>32</sup>

### Следење на развојот на студентите

Од особено значење е поттикнувањето и следењето на развојот на студентите низ студиите. Потенцијалните наставници со просечни или подпросечни постигнати резултати тешко би можеле да одговорат на менливите барања на окружувањето со кои во иднина би се соочувале. Затоа само солидните студенти со особени постигања треба да продолжат кон дооформување на базичното образование низ поттикнување со разни можности за учество во реалната практика. Овие проценки кои се во функција на идни успешни наставници од кои

<sup>30</sup> Fullan, M., (1991) The new meaning of educational change, New York: Teacher college press

<sup>31</sup> Fullan, M., (1991) The new meaning of educational change, New York: Teacher college press

<sup>32</sup> Implementation of education and training 2010, (2003). Current report of the team group for Improvement of the teacher education and training, European committee -General model for education and culture



бенефит ќе има општеството како целина, ќе бидат пореални доколку со студентите се работи така како што тие треба да работат со своите ученици низ симултано следење на методиката на предметот. Во однос на компатибилноста на студиските програми со актуелните наставни програми во училиштата, пред сè мисли на оспособување на наставниците за дидактичко методска трансформација на знаењето во наставна форма.

### **Соодветен избор на наставник**

Кога станува збор за втората фаза од професионалниот развој - воведување во професијата, е нагласена потребата од соодветен избор на наставник ментор кој како посебен наставен профил треба да завземе место на скалата за кариерен развој.

Капацитетот за третата фаза, пак, поврзана со континуирано професионално усовршување, е главно во самите училишта како природно окружување кое е природен извор и инспирација за усовршување на наставниците, според кое може да се проектираат очекувањата, да се измерат постигнатите резултати и да се согледаат потребите за промени.

Училиштето е органски систем и така треба да му се пристапува во однос на секое прашање поврзано со него. Секое механичко решение кое е однадвор, органскиот систем по некое време го отфрла и затоа природно училиштето треба да биде активен партнер и при креирање на образовните политики во однос на професионалниот развој на наставникот. Сите професии минуваат низ учителската практика и со тоа се е кажано. Останува многу работа и за државата и за наставниците."<sup>33</sup>

Ефектите кои се појавуваат од усовршувањето се иминентни и поради тоа треба да се промовира професионалното усовршување од страна на наставните кадри, кои имаат на располагање голем број на ресурси за да го завршат ова усовршување. Во исто време се појавуваат и голем број на промени во усовршувањето во неразвиените земји, пред сè поради зголемените дигитални можности за професионално усовршување.

Ефектите од усовршувањето се видливи веднаш во образовниот систем бидејќи контрибуираат кон чувството на самодоверба особено кај младите наставни кадри.

### **Како до понатамошно усовршување**

Потребно е усовршувањето на наставните кадри да не стигне до состојба на хијатус по завршувањето на првобитните обуки и семинари, туку тоа да продолжи во текот на целиот нивни работен век. Константно усовршување треба сепак да биде поддржано од страна на голем број на владини и невладини иницијативи, со цел да биде направено доста атрактивно за наставните кадри, кои подоцна би се вклучиле во образовниот процес како високо квалификувани кадри.

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<sup>33</sup>Hansen, D. T. (2001). Teaching as a moral activity. In V. Richardson, Handbook of Research on Teaching. Washington: American Educational Research Association, pp. 826-857.





Исто така потребно е да се напомене дека целта на понатамошното усовршување не е само стекнување на диплома и формално усовршување туку и постигнување на неформално усовршување на наставните кадри. Неформалното понатамошно усовршување може да биде поткрепено со информално усовршување (кое вклучува усовршување на интернет), кое е особено важно за наставните кадри поради тоа што претставува алатка за нивната иднина.

Понатамошното усовршување може да биде под силен мониторинг од страна на државата (етатистички облик), а може да биде и чисто под влијание на приватниот сектор кој би обезбедил приходи преку обезбедување на рекламен простор на други приватни компании.

Постојат голем број на начини за понатамошно усовршување:<sup>34</sup>

- ✓ Користење на бесплатни семинари
- ✓ Користење на вебинари
- ✓ Користење на промотивни настани
- ✓ Користење на онлајн литература
  
- ✓ Користење на бесплатни богати информациона веб-страници

Преку овие начини се обезбедува континуирано учење на наставните кадри и се поттикнува нивното понатамошно професионално усовршување, како цел на образовниот систем во целина.

### **Заклучок**

Високото образование во Македонија веќе подолго време се реформира. Тој процес се соочува со одредени потешкотии кои се одразуваат на неговиот квалитет. Во период на отворање на заеднички европски високообразовен простор, кога од високообразовните институции се очекува да се зајакнуваат со цел да станат поконкурентни на глобалниот пазар на високо образование, тие се соочуваат со критики за несоодветно спроведена трансформација на системот и програмите. Поради недоволна промоција за зголемување на можностите во претходните години се доведува во прашање подготвеноста на наставниот кадар да аплицира на проекти од кои им се нуди бесплатно образование за развој на нивната кариера. Истовремено, преку имплементација на најразлични програми се настојува да се обезбеди огромна поддршка на образованието и обуката.

Сите овие можности кои ги нудат овие програми се недоволно искористени, а можат да придонесат кон надградба на институционалните капацитети како и личен и професионален развој на сите чинители во полето на образованието. Голем број на образовни кадри ќе добијат искуство и вештини за учење и обука. Бенефитите од сето ова ќе бидат во зголемување на квалитетот на ова поле.

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<sup>34</sup>Conrad, G. (2006). Teacher ethics as a research problem: syntheses achieved and new issues. *Teachers and Teaching: theory and practice*, 12, 3, pp. 365-385.



Наставата е комплексен процес и за нејзино ефикасно изведување потребно е наставниците да се стекнат со специјализирани вештини и знаење за да може позитивно и во значителна мера да влијаат врз процесот на учење кај учениците.

За континуирана мотивираност на наставниците да работат на сопственото надградување и професионален кариерен развој, потребно е да се развие систем на кариерно напредување, компетенциите за наставник да се издадат во еден посебен документ, да се обезбеди квалитетен наставен кадар, квалитетна програма за менторска работа и да се изготват и стандарди за наставници. Наставниот кадар во делот на додипломското образование да добие повеќе можности за практична работа, да се обезбедат компетентни наставници за учениците со оглед на тоа што има училишта во рурални средини и добро е општината да ги менаџира вработувањата и да обезбеди квалитетни наставници за секое дете, а треба добро да се менаџира и со дефицитарниот кадар за определени предмети. Едукаторите се клучна точка на наставниот процес и според тоа и еден од столбовите на промените. Затоа перманентното усовршување на наставниците, покрај почетното образование, станува се поважно. Професионалното усовршување директно влијае на квалитетот на образовниот процес, односно подобар успех и поефективен развој на учениците и нивно вклучување во животот и работата. Од ова произлегува дека е потребна реформа во образованието и развивање на конзистентен систем на професионален развој на едукаторите кои ќе имаат нови квалитети на учење и настава. Причината поради која секој човек треба континуирано да се усовршува е фактот што секојдневно се случуваат нови пронајдоци, се применуваат нови методи на работа. За да останеме во чекор со времето неопходно е да се остане во тек со информациите од опкружувањето.

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## Session III

Criteria and conditions for **Implementation**  
of a quality educational processes



- **EVALUATING OF THE MUSICAL ABILITIES IN FUNCTION OF EFFECTIVE MUSIC TEACHING**

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### **Abstract**

Due to the enormous and complex responsibility, the teacher's education is of the utmost importance in the development of knowledge and skills in a systematic way. Hence, the aim of the study programs in educational faculties is to develop competences and skills of future teachers for each subject area separately. The musical abilities of the future teachers represent the basic prerequisite for absorbing the knowledge and skills in music courses with all the provided curriculum topics and contents. In order to achieve great educational benefit with optimization of music education, in this paper, the musical aptitude of the future teachers was tested. For that purpose, the students at the UKIM Faculty of Pedagogy "St. Kliment Ohridski" in Skopje, R. North Macedonia in the academic year 2018/2019 were revealed by the application of the standardized music test, first implemented in 2017/2018. According to the given test scores, the results of the aptitude level of musical skills are determined through low (0-20%), medium (21-79%) and high level (80-100%). In the frequency distribution of this research, the scores that prevail are in the range of the medium level of musical aptitudes (tonal 54%, rhythm 64%, composite scores 54%). The relation between the low (tonal 44%, rhythm 34%, composite scores 46%) and the high scores of musical aptitude (tonal 2%, rhythm 2%, composite 0) of the responds are disproportional. The obtained results i.e. the weaknesses in the rhythm and melody abilities of students initiate different ways of their mastering of the musical activities on the courses through a sequential study of the musical matter. This approach enables an objective aid to the teacher in assisting students to make the best use of their musical potential and achievements through appropriate music instruction and opportunities.

Key words: Teacher's music education, revealing musical abilities.

### **Introduction**

To study the subject of music education, besides all of the aforementioned dimensions, specific competencies are required (such as performing, music perception, musical creativity) that relate to the musical aptitudes and the potential for achievements in music (Nikolic, 2017). On a worldwide scale, standardized tests are carried out to evaluate the musical aptitudes that are a synthesis of innate predispositions and acquired experience in which is particularly important previous musical education and environment.



In the Republic of North Macedonia, within the framework of the formal education, music potential of the young people is systemically developed and nurtured in all the years of elementary education through various educational contents and topics (e.g. singing, listening to music, playing Children's Musical Instruments, music, and movement, etc.). However, in high school, which is also mandatory, there is a discontinuity in that process of maintaining the inherent predispositions and acquired musical knowledge and skills because music is a compulsory subject only in the general program secondary schools (gymnasiums), only on a theoretical level, while music activities are chosen at free will. In the secondary vocational schools, music is an optional subject or it is not at all available.

At the Faculties for education, the content of teaching for the subject "music education" is in accordance with the content of the primary compulsory education. Given that there is a discontinuity in previous music education, it is desirable to have an insight of the students' musical potential. One of the standardized tests for evaluating the musical competencies that do not require prior musical knowledge from the part of the respondents is the Gordon AMMA. This kind of testing and evaluation of the musical aptitude of the future teachers opens an opportunity for efficiency in the teaching and perceiving of the knowledge and skills in music education in the function of their future professional readiness.

Gordon's AMMA test for students of non-music was applied for the first time at the UKIM, Faculty of Pedagogy "St. Kliment Ohridski" in Skopje at the academic 2017/2018. The second survey was conducted in 2018/2019 with the students who begin studying music courses (N = 50).

### **AMMA Test**

Edwin E. Gordon is widely remembered as a researcher, teacher, author, editor, and lecturer. Through extensive research, Gordon has made major contributions in the study of music aptitudes, audiation (the bases of developmental and stabilized music aptitude and music achievement), music learning theory, tonal and rhythm patterns, and music development in infants and very young children. He is the author of six highly regarded music aptitude tests, as well as numerous books, articles and research monographs.

The Advanced Measures of Music Audiation (AMMA) test is a standardized test that gives insight into musical aptitudes and musical achievements, i.e., a measure of a student's potential to achieve in music, while music achievement is a measure of what a student has learned (Gordon, 1989). Gordon actually emphasizes the need for each student to get the opportunity to use his musical aptitude, i.e. his potential.

Musical aptitude and musical achievement are different but are closely intertwined. While musical aptitude is the possibility of musical achievement, musical achievement is the realization of that possibility.



## Methodology

The AMMA test of E. Gordon was distributed to 50 students. The test's stimulus mode is 30 pairs of musical statements performed by a synthesizer and recorded on a cassette tape. The whole procedure lasted about 15 minutes, it was easy to implement because of a high level of standardization. The response mode was paper and pencil. Listeners were asked to discriminate between statements in each pair: whether the items in the pair are the same or different tonally and the same or different rhythmically. Standardization of the Gordon test implies standardization and entering and processing of data with the use of two sets of scoring masks: One set is deriving the tonal score, and the other the rhythm score. Using the scoring masks count the number of blanks that are filled on the answer sheet (T1/R1 – correct, T2/R2 - incorrect). Scoring the answer sheets included three processes: 1) counting of the number of correctly answered questions, 2) obtain and adjusting the row scores, and 3) converting to percentile ranks. In the statistical processing, the frequency distribution, the mean value, and the SD are used due to a comparison of our results with the values given to Gordon.

## Findings

In the following tables and graphs are presented frequency distribution of tonal, rhythm and total Row Scores.

**Table 1**

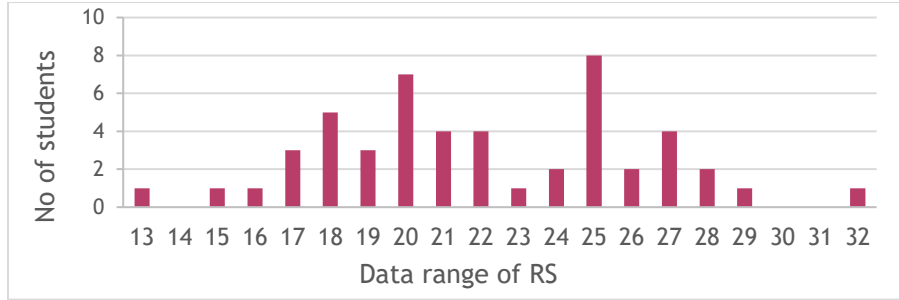
*Frequency Distribution of Tonal Row Scores*

From	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
(>=)																				
To (<)	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Count	1	0	1	1	3	5	3	7	4	4	1	2	8	2	4	2	1	0	0	1

The following histogram represents a distribution with a peak (around 25) skewed to the left and highly probable outlier to the far right (around 32). Also, it has another (smaller) “peak” (mode) around 20. Compared with the scores of Gordon (max 40), there is lower values.

**Figure 1**

*The Distribution of the Tonal Test (RS)*



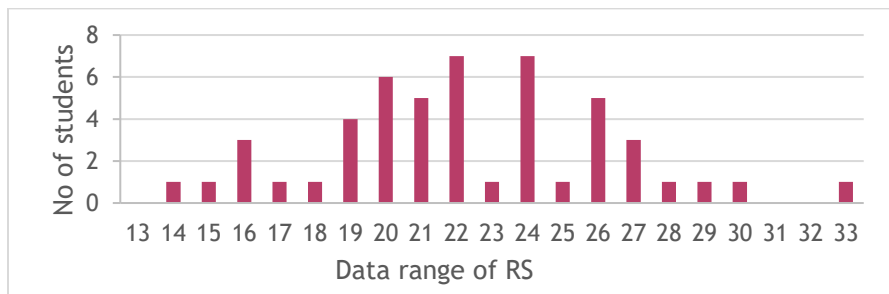
**Table 2**

*Frequency Distribution of Rhythm Row Scores*

Fro	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	3	3	3	
m	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2
(>=)																					
To	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3
(<)	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3
Cou	0	1	1	3	1	1	4	6	5	7	1	7	1	5	3	1	1	1	0	0	1
nt																					

**Figure 2**

*The Distribution of the Rhythm Test (RS)*



The overall shape of the distribution is curveunsymmetrical multimodal with two peaks around which the observations are concentrated (22 and 24), withan another (smaller) “peak” (mode) around 20. The results from the rhythm test are lower than Gordon scores. There is also one probable outlier to the right around the score 33.

**Table3**

*The Frequency Distribution of Composite Row Scores*

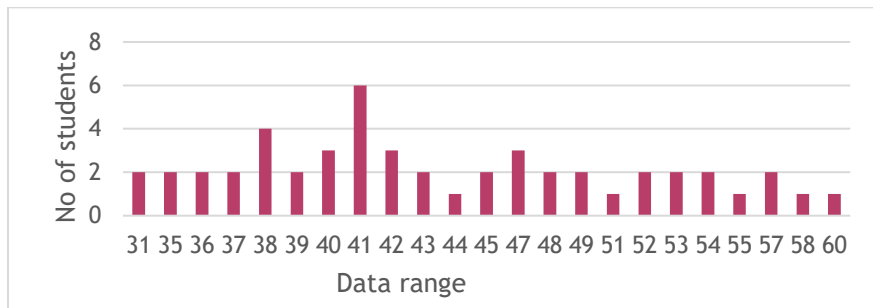




From (>=)	31	37	40	42	45	48	51	54	57
To (<)	36	40	42	45	48	51	54	57	60
Count	4	8	10	9	4	4	6	3	2

**Figure 3**

*The Distribution of Composite AMMA Test RS*



The frequency distribution of the total score is inclined curve skewed right. We have a concentration of data among the 38 to 41 and a long tail to the right. The data range from about 31 to 60, so the approximate range is lower than Gordon scores (max.80). The right tail (higher values) is much longer than the left tail (lower values). These results are confirmed with the obtained mean values and SD in our research (Table 4):

**Table 4**

*The Mean and SD of RS*

Music aptitude	Mean	SD
Tonal	22,02	4,123
Rhythm	22,26	4,030
Composite (total)	43,74	7,134

The next step is to represent Percentile Rank of Raw scores according to the conversion principle in percentages developed by Gordon, which determines the Aptitude Level of musical skills. Gordon determines the Aptitude Level of musical skills through: low (0-20%), medium (21-79%) and high level (80-100%).



In the following table (Table 5), the final distribution at the aptitude level of musical skills according to the height, the rhythmic component and the collective result is given.

**Table 5**

*The Frequency Distribution of Music Aptitude*

Aptitude Level	Tonal	Rhythm	Total
Low (0-20%)	22(44%)	17(34%)	23 (46%)
Medium (21-79%)	27(54%)	32(64%)	27 (54%)
High (80-100%)	1 (2%)	1 (2%)	0

The comparison shows that the relation between the low and the high aptitude level of musical abilities in all parameters is disproportionate in favor of the middle level.

### **Discussion and conclusion**

The results indicate exact focusing on the weaknesses in terms of rhythm and melody for effective music teaching with all the foreseen program activities - singing, playing instruments, listening to music. This condition generally confirms the advantage of Gordon's test that students can achieve a high standard regardless of their previous knowledge of music. Having in mind that from the total number of respondents, 29 (58%) completed a gymnasium (general program secondary education school), while the remaining 21 (42%) secondary vocational education, suggesting that almost half of them had no continuity in music during their education. Additionally, with the enrollment at the Faculty of Pedagogy, in the first two years of studies, they have no subjects in this art either.

According to the approach of Gordon (2007b, 2007d), to improve musical aptitudes and achievements, in the study program can be applied the sequential study of the music matter of tonal and rhythmic audiation development. It implies a music skill learning sequence, tonal learning sequence, rhythm learning sequence, and pattern learning sequence. Through music skill learning sequence students learn to discriminate among tonal patterns and rhythm patterns through imitation and to gain readiness for inferential music thinking. Individually or combined, learning sequence activities are not intended to constitute a teaching method (Gordon, 2012: 93). As might be expected, learning musical sequence activities need to be coordinated with a study program where students are introduced to tonalities and meters, as well as other musical elements.

This type of research on musical aptitude is in the function of improving the specific competencies of students through targeted pedagogical activities, also to establish objective and realistic expectations for the musical achievement during studies.



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- **TEACHERS' ATTITUDES ABOUT THE INFLUENCE OF NEW MEDIA ON THE WRITTEN EXPRESSION OF STUDENTS AT SCHOOL**

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### **Abstract**

Since today the question is frequently asked whether or not the writing in new media has an influence on students writing at school and on the literacy of young people in general, the authors of this article wanted to examine the attitudes of the teachers of the Croatian language about the influence of new media on the written expression of primary school students in terms of age, work experience and the county where they work. The aim of the research was to explore the attitudes of the teachers of the Croatian language regarding the influence of new media on the written expression of students that are related to the written expression of the pupils at school by taking into consideration the structure of the compositions, sentence connections, originality, richness of the vocabulary and style, grammatical correctness, orthographical correctness, clarity of the text structure and letter readability. Participants in the study were teachers of the Croatian language (N = 109) from the Varaždin County, Međimurje County, Krapina-Zagorje County and Zagreb County who teach in primary school from grades 5 to 8. The results of the research show that teachers' attitudes about the influence of new media on written expression of students are mostly negative and fairly uniform as well as that there is no difference in the attitudes of teachers towards the influence of new media in terms of the age of teachers, work experience and the county where they work.

Keywords: writing in new media, written expression of young people, attitudes of the teachers of the Croatian language.

## **1. Introduction**

### **1.1. Youth and new media**

Texts written by youth in new media in their free time abound in elements of new media language (abbreviations, emoticons, upper-case letters, lower-case letters, mixed-case letters, multiple punctuation marks, iconic symbols, exclamations and symbols for laughter, phrases without subjects, phrases without auxiliary verbs, the aorist and imperfect instead of the perfect tense, dialect, vulgarism and Anglicism), whereas this is not frequently the case for texts written in school. In so doing, they are not overly concerned with the deviation from the standard language orthography.

On the other hand, many linguists find such disregard of the orthographic norm as "spoiling" and impoverishing language and language expression of youth. Humphrys (2007) refers to those who write short messages as "vandals who are doing to our language what Genghis Khan did to his neighbors eight hundred years ago" while Thurlow (2006) describes the language of short



messages as overwhelmingly pessimistic with terms such as “unsuccessful”, “apocalyptic”, “criminal”, bad” “destructive”, “intimidating” and “notorious”.

However, in order to prove that “spoiling” and impoverishing of language takes place, systematic research are necessary. The research conducted by the authors of this text is only one such research.

Numerous studies published over the last decade on the relationship between the writing of youth in new media and literacy show a mixed pattern of results (Skelin Horvat, 2015; Plesteret al., 2008, 2009; Crystal, 2009; Kemp & Clayton, 2016; Baron, 2008; Verheijen, 2013, 2016, 2017; Tayebnik&Puteh, 2012 and other). Despite numerous positive correlations, there are also negative findings which show that the issue of the influence of new media on youth literacy is not a simple question and that more research of this phenomenon should ensue. In that respect, we present the research on the attitudes of Croatian language teachers regarding the influence of new media on primary school students’ written expression.

## 2. Methodology

The aim of the research was to investigate attitudes of Croatian language teachers regarding the influence of new media on primary school students' writing.

The research problem was to investigate teachers’ attitudes towards the influence of new media on students’ writing with respect to the teachers’ age, years of work experience and the county in which they work.

H1. Croatian language teachers’ attitudes towards the influence of new media on students’ writing are mostly negative.

H2. There are no statistically significant differences in attitudes of teachers towards the influence of new media on students’ writing with respect to teachers’ age.

H3. There are no statistically significant differences in attitudes of teachers towards students writing with respect to their years of work experience.

H4. There are no statistically significant differences in attitudes of teachers towards the influence of new media on students' writing with respect to the county the teachers work in.

### 2.1. Participants and variables in the research on teachers’ attitudes

The participants in the research were Croatian language teachers (N = 109) coming from four counties in the central and northwestern part of Croatia, more precisely Varaždin County (32 teachers), Međimurje County (22 teachers), Krapina-Zagorje County (26 teachers), and Zagreb County (30 teachers). The surveyed participants are Croatian language teachers teaching in grades 5 to 8 in primary school.

The survey of Croatian language teachers comprised the following independent variables: gender, age, professional qualification, years of work experience and county in which they work.

Of the total number of teachers N=110, N=5 were male while N=105 were female. Although the research outline anticipated that this variable would represent one of the independent variables, considering the exceptionally small number of male participants in the research, it was not possible to use it in further analyses.

Most participants in the research (44.5 %) were between 31 and 50 years of age. 22.7 % were between 41 and 50 years old, 17.3 % were up to 30 years old and 15.5 % were 51 or older.

Five teachers, participants in the research, completed college education, 101 teachers had a university degree, while 4 teachers had a Master of Education degree. Although the research design anticipated that this variable would represent one of the independent variables, considering the rather small variability it was not possible to use it in statistical analyses.



With regard to years of service, most participants in the research (35.5 %) have between 11 and 20 years of service, 27.3 % have 21 and more years of service, 20.9 % have between 6 and 10 years of service while 16.4 % are beginner teachers or have up to 5 years of work experience. The influence of the mentioned independent variables on the dependent variable: attitudes of Croatian language teachers towards the influence of new media on primary school students' written expression, was observed.

## 2.2. Research procedure

The final research of Croatian language teachers' attitudes carried out by means of a questionnaire took place during the 2016/2017 school year in the period from March to June 2017. The participants filled in an *online* questionnaire by following a link which was sent by e-mail to each Croatian language teacher working in the mentioned counties. The link to the online questionnaire was distributed to them through their county Professional council leaders who had previously been presented with the research and had been invited to cooperate which they accepted.

## 2.3. Instruments used for researching teachers' attitudes

### 2.3.1. Scale of attitudes towards the influence of new media on students' written expression

The survey questionnaire comprised 12 items which tested the attitudes towards the influence of new media on students' written expression. The questionnaire examined the value orientations, positive/negative attitude towards the influence of new media, where the notion of **new media** implied the computer (internet) and mobile (smart) phone. The participants estimated their agreement with the mentioned statements using answers from 1 to 5 (1 – entirely disagree, 2 – disagree, 3 – undecided, 4 – agree, 5 – entirely agree). Seven statements in the questionnaire had a positive direction (e.g. New media positively affect the written expression of students), while five statements had a negative direction (e.g. *New media negatively affect the richness of students' vocabulary and style*). For the purpose of data analysis, the negative statements were recoded and marked in the opposite direction: 1 – entirely agree, 2 – agree, 3 – undecided, 4 – disagree, 5 – entirely disagree). Higher results on the scale indicate a more positive attitude towards the influence of new media on students' written expression.

### 2.3.2. Testing the factor structure of the scale

The factor analysis was conducted on the sample of teachers according to the major component method with the Varimax rotation. Bartlett's test ( $\chi^2 = 513,425$ ,  $df = 66$ ,  $p = ,000$ ) and Kaiser-Meyer-Olkin index ( $KMO = ,78$ ) showed that the correlation matrix was appropriate for implementing the factor analysis.

The exploratory factor analysis of major components resulted in the extraction of four major components, i.e. four factors explaining 71.00% of the total variance. However, because the questionnaire originally should have presented one, superior construct, the attitudes towards the influence of new media on students' writing, the second factor analysis was conducted with one set factor. The repeated factor analysis of all 12 items indicated one factor which explained 36.41 % of the total variance. All items extracted in one factor have a saturation greater than .30.

Reliability of the scale of attitudes comprising 12 items and expressed through Cronbach  $\alpha$  coefficient is high and is .83, while the correlations of particular items, after excluding items with the lowest correlation with the total result on the scale, are in the range from .81 to .83.



The arithmetic mean of the scale is  $M = 24.53$  with the standard deviation  $sd = 6.75$ , with the theoretical range of results from 12 to 60.

The value of the asymmetry of distribution of results of the scale which is  $-0.158$  (with the standard error 0.230), and kurtosis of  $-0.833$  (with the standard error 0.457), indicate a normal distribution of results.

Upon giving a detailed description of the research methodology in the first section of the paper, the following section will provide the research results.

### 3. RESULTS

#### **3.1. Teachers' attitudes towards the influence of new media on students' written expression**

Teachers' attitudes towards the influence of new media on students' written expression are mostly negative and rather uniform ( $M = 2.04$ ,  $sd = 0.540$ ). The results obtained therefore confirm the starting hypothesis H1 that teachers' attitudes towards the influence of new media on students' written expression are mostly negative.

In order to determine whether teachers' attitudes towards the influence of new media on students' written expression differ with respect to the teachers' age, work experience, and county they work in, a multiple analysis of variance was conducted. Levene's test of equality of variance indicates the homogeneity of variances within all categories of the tested independent variances ( $p > 0.05$ ).

The results obtained confirmed that there are no differences in teachers' attitudes towards the influence of new media with respect to the teachers' age ( $F = 0.546$ ,  $df = 3$ ,  $p = 0.652$ ), years of work experience ( $F = 0.820$ ,  $df = 3$ ,  $p = 0.486$ ), and the county they work in ( $F = 1.316$ ,  $df = 3$ ,  $p = 0.273$ ). The starting hypotheses on the non-existence of differences in teachers' attitudes towards the influence of new media with respect to teachers' age, H2, teachers' years of work experience, H3, and the county they work in H4, are therefore confirmed.



**Table1.** Basic descriptive statistical indicators of items in the Scale of attitudes towards the influence of new media on students’ written expression (N = 110)

Legend: Min = minimal value; Max = maximum value; M = Arithmetic mean; sd = standard deviation

New media positively influence students’ written expression.	1	5	2.10	0.898
New media positively influence the structure of students’ essays.	1	5	1.78	0.817
New media positively influence the meaningfulness and cohesion of sentences in students’ writtenexpression.	1	4	1.75	0.719
New media negatively influence the originality of students’ essays in general.	1	5	3.75	0.950
New media negatively influence the richness of students’ vocabulary andstyl	2	5	4.03	0.943
New media negatively influence the style of writing.	2	5	3.95	0.771
New media positively influence the morphological accuracy of students’ written work.	1	5	2.05	0.923
New media positively influence the syntactic accuracy of students’ written work.	1	5	1.91	0.852
New media positively influence the orthographic accuracy of students written work.	1	5	1.70	0.884
New media negatively influence neatness of students’ written work	1	5	3.50	1.131
New media negatively influence the orthographic legibility of students’ written work.	1	5	3.66	1.144
New media positively influence the clarity of structure of students’ texts.	1	4	2.14	0.903

Legend: Min = minimal value; Max = maximum value; M = Arithmetic mean; sd = standard deviation

Reports of the descriptive statistical indicators of items in the Scale of attitudes towards the influence of new media on students’ written expression indicate, as mentioned earlier, that teachers’ attitudes towards the influence of new media on students’ written expression are mostly negative. Teachers show most agreement with statements that new media negatively influence the richness of students’ vocabulary and (M = 4.03, sd = 0.943), style of writing (M =





3.95,  $sd = 0.771$ ) and the originality of students' essays ( $M = 3.75$ ,  $sd = 0.950$ ). The range of results for the majority of items falls between  $Min = 1$  to  $Max = 5$ , which implies that there are teachers who find that new media do not have a negative influence on students' written work, and, on the other hand, that there are teachers who entirely agree that they have a negative influence. However, not one teacher from the sample entirely disagreed with the statement that that new media have a negative influence on the richness of students' vocabulary and style of writing ( $Min = 2$ ,  $Max = 5$ ). Likewise, statements referring to the positive influences of new media on students' written expression, teachers' are least in agreement with the statement that new media positively influence orthographic accuracy of students' written expression ( $M = 1.70$ ,  $sd = 0.884$ ) and with the statement that they positively influence the meaningfulness and coherence of sentences in students' written expression ( $M = 1.78$ ,  $sd = 0.817$ ). Although the range of teachers' answers shows that there are teachers who consider that new media positively influence students' written expression, and statements that they have a positive effect on the meaningfulness and coherence of sentences and clarity of structure, not one teacher expressed absolute agreement ( $Min = 1$ ,  $Max = 4$ ).

#### 4. Discussion and conclusion

The teachers' estimates show that teachers express mostly negative attitudes towards the influence of new media on students' written expression. This indicates that the majority of teachers do not agree with the statements that imply a positive influence of new media on any aspect of students' written expression. Teachers mostly agree with statements that new media negatively influence the richness of students' vocabulary and style and the originality of students' essays. Likewise, teachers least agree with the statement that new media positively influence orthographic accuracy of students' written work, along with the statement that it positively influences the meaningfulness and coherence of sentences in students' written expression. However, the range of participants' answers indicates that there are teachers who consider that new media positively influence students' writing expression.

As the attitudes of teachers towards the influence of new media on students' written expression are mostly negative and rather uniform, which confirms the initial hypothesis, H1., the results also show that there are no differences in teachers' attitudes towards the influence of new media with respect to their age, work experience, and county they work in. Thus, hypotheses H2, H3 and H4 on the absence of differences in teachers' attitudes towards the influence of new media with respect to teachers' age, years of work experience, and county they work in.

The unquestionable presence of certain changes in language caused by communication and writing in new media is confirmed by attitudes of Croatian language teachers on the negative influence of new media on students' written expression. Teachers' warnings should certainly be taken into account as they have the most insight into students' writing in school and for school purposes, i.e. in formal situations, but also increasingly in informal situations such as writing in new media. Because of those reasons, it is necessary to further investigate students' writing in school and for school purposes, along with writing in their free time in new media.

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- **TEACHERS EMPATHY AND CLASSROOM MANAGEMENT STYLE**

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### **Abstract**

There are many factors that create the school environment and influence the creation of a favorable climate for a more healthy development and education of students, but the teacher is emphasized as a key factor. The interaction and communication between students and teachers is the foundation of the teaching process. The topic of this research is the examination of the empathy of teachers working in elementary education and determining the dominant classroom management style. The main goal was to examine the extent to which the empathic skills of teachers were developed, and whether there is a connection between the level of empathy and the dominant classroom management style. On a sample of 300 respondents, the EMI questionnaire (Genc, Mitrović, Čolović, 2009) was used to measure four types of empathy (empathy as a social role, empathy with positive emotional states, empathy with negative emotional states, emotional empathy responses), and self-assessment teaching style inventory (Đigić, Stjolković, Janjić, 2011) which includes an interactive, intervening and non-intervening classroom management style. The results of the research confirmed that the degree of empathy development is related to the dominant classroom management style.

Keywords: teacher, empathy, classroom management style.

### **Introduction**

We live in a virtual age, but nonetheless it cannot be overlooked that both development in general and development within educational institutions require a living word and emotion (smile, sadness, understanding) of human being. This leads us to the conclusion that the teacher is a basic link in the education system and that no textbook or electronic device can replace it. On the other hand, yet we get the impression that the teacher and his role in the system in which he works has long been neglected. The subject of research in sciences that dealt with education has long been the student, the development of his personality, the motivation, the conditions in which they live and learn. It is only in the last few decades that the focus of research has shifted to the teacher and the teacher student interaction and its impact on the quality of education, as it is obvious that teachers' behavior influences student behavior and vice versa.



Teaching profession does not just mean acquiring knowledge and skills. An important part of teaching is emotional involvement. Pestaloci also pointed to this, saying that teaching should be the unity of the *head, heart and hand*, or, using scientific terminology, the unity of cognitive, affective and psychomotor activity (Bognar, Matijevic, 2005, according to Bognar, Dubovicki, 2012). Emotions in teaching are very present because students experience a great variety of emotional experiences in the school environment, both during the assessment and during the learning process, because all cognitive processes, motivation and overall development are influenced by certain emotions. (Lewis and Haviland-Jones, 2000; Perkun, Eliot, & Maier, 2006, according to Buric, 2008).

### **Background**

Creating a supportive climate for learning through a variety of teacher approaches to facilitate the learning process, maintain a comfortable atmosphere, prevent inappropriate behavior, and maintain discipline is covered by the term classroom management.

Emmer (1987) defines classroom management as a series of teacher practices, activities, and behaviors aimed at developing student behavior patterns appropriate to the teaching situation, as well as reducing disruptions to teaching. Similarly, Kolak (2010) views this phenomenon as engaging teachers for the realization of already determined educational goals, focused on the activity of a heterogeneous group of students of a particular grade, which includes: planning teaching, organizing and preparing the most appropriate teaching methods and forms, guiding the teaching process with use of didactic principles as well as evaluation of this process. Đigić (2017) sees classroom management as creating a supportive and safe learning environment. The definition of Everston & Weinstein (2006, according to Egeberg & Co, 2016), is often cited in scientific papers that cover the concept of classroom management and states that classroom management is a series of activities undertaken by teachers to create an environment that supports and facilitates academic and socio-emotional learning. Thus, the goal is not only to establish and maintain an orderly environment for students to make significant progress in academic learning, but to provide students with the opportunity to develop socially and morally. Based on this definition, we can conclude that the developed communication skills contribute to the prevalence of an effective classroom management style. Because good communication is the basis of every quality relationship.

Therefore, the development of empathy in teachers has been the subject of much research, as empathy has been described as a base in the development of skills important for the achievement of good interpersonal relationships and as a basic component for achieving interpersonal relationships (Carkhuff & Truak, 1965, according to Swan & Riley, 2012). The importance of empathy is reflected in the importance of achieving social interaction (Batson, 2012) and the cooperation needed to achieve common goals (de Wall, 2008). Empathy increases satisfaction in close relationships and helps to establish and maintain friendships (Del Barrio, Aluja, & Garcia, 2004). In addition, it has a negative correlation with aggression (Eisenberg & Miller, 1987, according to Hrdi, 2009) and is a key mechanism in fostering altruistic and socially desirable



behavior (Batson, 1991). Empathy makes it easier for people to understand others' emotional state, which is crucial in regulating coordinated activity and cooperation towards the common goal (de Waal, 2008).

Bjekić (2000) found in a study that there is a significant positive correlation between the affective component of teacher empathy and the affective and motivational indicators of student performance. In her research, the author also confirms the importance of teachers' empathy for establishing an atmosphere in the classroom that contributes to making students feel comfortable, free, accepted and involved, respected and understood.

### **Method**

The aim of the paper was to determine the degree of empathy development among primary school teachers, to determine which style of classroom management prevails among the surveyed teachers, and to determine the connection of empathy with the dominant style of classroom management. 300 primary school teachers were included in the survey.

The EMI questionnaire authorized by Genc, Mitrovic, Colovic (2009) was used to examine the level of empathy development). The questionnaire consists of 42 statements with a five-point Likert-type response scale and includes four scales: Empathy with positive emotional states, Empathy with negative emotional states; Empathy as a social role; Emotional reactions. Each scale showed good reliability. Reliability was determined by Cronbach alpha coefficient. The Cronbach alpha coefficient for the empathy scale as a social role style was  $\alpha = .857$ , for the empathy scale with positive emotional states  $\alpha = .888$ , for the empathy scale with negative emotional states  $\alpha = .973$ , for the empathy-induced emotional response scale  $\alpha = .804$ .

The Classroom Management Inventory, authored by Gordana Đigić and Snežana Stojiljković (2009), was used to examine classroom management styles. The theoretical basis of the developed Self-Assessment Inventory is the model of Martin & Boldvin, 1993, which distinguishes three styles of classroom management: intervening, interactional, and non-intervening.

Within non-interventionist classroom management style, the teacher has minimal control because approach is based on the belief that person has their own needs that tend to express and accomplish them. Intervening classroom management style is based on the belief that the external environment (people and facilities) affects human development in a certain way, therefore that the teacher tends to achieve complete control. interactionist classroom management style is focused on what an individual does in order to change the environment, as well as how the environment affects the individual. In this case, control over the situation in the classroom is shared between teacher and students.

The questionnaire formulates 30 description items for each of the three styles of classroom management. The descriptions of teachers' professional behavior are related to 10 different teaching situations and three descriptions are formulated for each of these situations - one for each style. Reliability was determined by Cronbach alpha coefficient. The Cronbach alpha



coefficient for the intervening style is  $\alpha = .722$ , for the interactionist  $\alpha = .861$ , and for the non-intervening  $\alpha = .787$ .

## Results and discussion

### *Development of empathy in teachers*

After determining the raw scores (M) for each empathy readiness subscale, for each score obtained, the T-scores are read out in the tables in the Handbook of Psychological and Psychopathological Phenomena (Biro, 2009) and they are grouped into three categories: T = 56 and above indicates elevated score; T = 45–55 indicates average score; T = 44 and less indicates lowered score.

Table 1 Degree of empathy in teachers (*Descriptives*)

Empathy	N	M	T scor	SD	Skewness	Kurtosis
EMI-SU	300	34,036	55	4,448	-1,442	4,357
EMI-EP	300	63,873	56	6,590	-2,543	10,919
EMI-EN	300	45,390	52	10,555	-0,123	-0,857
EMI-RE	300	31,523	51	3,847	-1,524	2,823

Legend: EMI-SU-Empathy as a social role, EMI-EP-Empathy with positive emotional states, EMI-EN-Empathy with negative emotional states, EMI-RE-Emotional reactions provoked by empathy. According to this criterion, the teachers who participated in this research showed medium developed empathy on the empathy scale as a social role (T = 55). Medium scores indicate moderate sensitivity to the needs and problems of others and the occasional need to assume the role of the listening person and assist others in solving problems. On the empathy scale with positive emotional states (T = 56), the interviewed teachers showed high scores, indicating an increased tendency to experience pleasant emotions caused by the same emotions of others. People who achieve this kind of achievement are able to enjoy other people's successes intensely and honestly. The results on the scale of emotions with negative emotional states (T = 52) indicate that teachers have a moderately pronounced tendency to engage in someone else's negative emotional states. They keep a clear boundary between themselves and their surroundings, and although they may experience others' unpleasant feelings, they do not allow them to overwhelm them completely. The results obtained with the scale of emotional response provoked by empathy (T = 51) indicate a moderately developed tendency to experience negative emotional feeling in situations where others are at risk. Such persons will be affected by others' misery and suffering, and injustice will anger them, but they will probably only occasionally take an active protective attitude.

When summarizing the results, we can conclude that the interviewed teachers have moderately developed empathy. Given that the teaching profession belongs to the group of assisting professions and requires well-developed empathy, the conclusion is that this result nevertheless indicates the need for additional training of teachers as well as enrichment of curricula at the

faculties of teachers with contents that stimulate the development of this social skill and indicate its importance

*Classroom management style*

Based on the data presented in Table 2, we can conclude that the most dominant style of class management is interactionist (M = 45.310) while the least represented is non-intervening (M = 21.870).

Table 2. Representation of classroom management style by teachers (*Descriptives*)

Classroom management style	N	M	SD	Skewness	Kurtosis
Intervening	300	32.066	6.113	-.121	-.180
Interactionist	300	45.310	5.226	-1.912	4.565
Non-intervening	300	21.870	6.971	.567	.028

According to the research results, Djigic (2017) confirmed the findings of previous research and concluded that by examining the effectiveness of class management styles according to this division, the interactionist style as the most effective one is completely singled out. In applying this style, in addition to the students, the teachers are also satisfied with the classroom climate, and it has been proven to be stimulating as students achieve better learning success. The least effective is the non-intervening classroom management style.

Thus, the fact that the most effective class management style is expressed in 49% of the surveyed teachers, that is, 51% use a less efficient class management style, indicates that the state of education in Republika Srpska is alarming and that measures need to be taken to educate teachers about the importance of which management style the class has the effectiveness of the teaching process itself.

*Empathy and classroom management style*

Table 3 shows the results that indicate the degree of correlation of the four types of empathy examined with the three styles of classroom management as well as its statistical significance.

Table 3. Correlations of classroom management styles with teachers' level of empathy

Classroom management style	EMI-SU	EMI-EP	EMI-EN	EMI-RE
intervening	.169 (.002)	.197 (.000)	.264 (.000)	.319 (.000)
interactionist	.392 (.000)	.482 (.000)	.221 (.000)	.317 (.000)



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non-intervening	-.169	-.190	-.008	-.091
	(.002)	(.000)	(.446)	(.059)

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Legend: EMI-SU-Empathy as a social role, EMI-EP-Empathy with positive emotional states, EMI-EN-Empathy with negative emotional states, EMI-RE-Emotional reactions provoked by empathy

The most noticeable correlation of medium intensity is observed between the empathy subscale with positive emotional states and the interactionist style of class management. In other words, teachers who have a pronounced tendency to experience pleasant emotions evoked by the same emotions in others show a greater propensity for an interactionist style of class management. This could certainly be reflected in the overall climate in the classroom, where positive emotions would predominate, as well as the student's attitude towards the subject taught by the teacher. A negative correlation of all types of empathy is observed with the non-intervening style of class management. Since the correlation coefficient is weak, it leaves us with no possibility to draw a valid conclusion, but we can say that it partially confirms the hypothesis that by building empathy with teachers we contribute to suppressing the dominance of the least effective style of classroom management.

### Conclusion

In this paper, we wanted to emphasize that, in addition to the competencies of teachers, which imply the knowledge and skills of teachers to perform their work professionally, the emotional sensitivity of teachers for the needs of others plays a major role, so that the role of teachers is fully and properly realized. This research provided three important answers and those are that teacher empathy is not sufficiently developed; that the most effective style of class management is less dominant in practice than other styles; as well as developing empathy with teachers, and the tendency toward the most effective classroom management style can increase.

It is an encouraging fact, and it is confirmed by many studies, that empathy is nurturing, that is, it can be changed and improved.

Teachers' schools, in addition to learning about the principles of teaching planning and different methods, should devote more time and content to building the social and emotional capacities of future teachers, both through upgrading the curricula and enriching extracurricular activities that would contribute to the development of empathy. It is also of the utmost importance, both during initial education and through other forms of professional development, to raise the awareness of teachers about the importance of class management style to the effectiveness of their work.

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- **RETAINING MOTIVATION IN TEACHERS**

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### **Abstract**

There are many criteria and conditions required for quality educational processes, among which teachers play central role. The classroom culture and climate, the success of the students, communication with parents and the wellbeing of all in the educational process is in tight connection with a motivated and good teacher. We demand a lot from our teachers. We expect them to have a deep and broad understanding of what they teach and whom they teach, because what teachers know and care about makes such a difference to student learning according to Andreas Schleicher, director of Education and Skills at the OECD. But the creators of the educational policies often tend to neglect the satisfaction and motivation for the profession that is very demanding, but little rewarding in terms of career development and benefits.

This paper will focus on the results obtained within the doctoral research about the motivation for the teaching profession, based on a FIT scale developed by Watt and Richardson (questionnaire) aimed to determine factors and perceptions that affect the choice of a teaching profession. The results obtained with students from the Macedonian teacher faculties a couple of years ago will serve as a base to see whether sample of teachers in selected primary schools in our country share similar motivational factors and perceptions. The basis of this model are the "socialization influences", monitored through the common influences of "task perception", "self-perception", "values", and "career feedback". The revised version of the questionnaire will be used with a targeted teachers from mostly rural schools outside of the capital city, and the results will be elaborated to state their perception of the teaching profession and their major motivational factors for choosing teaching as profession.

Keywords: teachers, quality education, motivation, factors and perceptions.

### **Introduction**

Everyone needs daily motivation to start and proceed during everyday activities. The challenges of average person living in this energetic global surrounding where the flow of information and the pace of changes is so rapid are reflected in many professions, especially in teaching. Teaching is considered to be one of the oldest professions that went through processes of transformations in different periods of time. Teachers are expected to adapt to newly set criteria and conditions required for quality educational processes. We demand a lot from our teachers. We expect them to have a deep and broad understanding of what they teach and whom they teach, because what teachers know and care about makes such a difference to student learning according to Andreas Schleicher, director of Education and Skills at the OECD. But the creators of the educational



policies often tend to neglect the satisfaction and motivation for the profession that is very demanding, but little rewarding in terms of career development and benefits. The classroom culture and climate, the success of the students, communication with parents and the wellbeing of all in the educational process is in tight connection with a motivated and good teacher.

Motivation as one of the most often-researched topics in the field of psychology and education has been generally viewed as energy or drive that moves people to do something by nature. However, given the complexity of motivation, there seems to be no consensus in the understanding of motivation<sup>35</sup>. Williams and Burden<sup>36</sup> differentiated two aspects of motivation: **initiating motivation** which was concerned with the reasons for doing something and deciding to do something, and **sustaining motivation** referring to the effort for sustaining or persisting in doing something.

As for teacher motivation<sup>37</sup> defined it in terms of attraction, retention and concentration as something that determines 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession'<sup>38</sup> Sinclair (2008) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. The review of literature came to a conclusion of four featured components of teacher motivation: prominent **intrinsic motivation** which was closely related to inherent interest of teaching; **social contextual influences** relating to the impact of external conditions and constraints; temporal dimension with emphasis on **lifelong commitment**; and **demotivating factors** emanating from negative influences.

### **Motivation and methodology of the research**

Working in the programs that target teachers and student teachers for different aspects of their teaching profession, the researcher noticed visible differences in the motivation, dedication and passion for teaching among a range of different participants. It became more than obvious that

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<sup>35</sup>Dörnyei & Ushioda, [2011](#) Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). New York, NY: Longman.

<sup>36</sup>Williams, M., & Burden, R. L. (1997). *Psychology for Language Teachers: A social constructivist approach*. Cambridge: Cambridge University Press.

<sup>37</sup>Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36, 79–104. [10.1080/13598660801971658](#) [Taylor & Francis Online]

<sup>38</sup>IBID



there are different reasons why somebody chose to study and then to work as teacher. In analyzing this aspect, the author of this paper found out that surveys of teachers often show that teachers are highly motivated by the intrinsic benefits of teaching: working with children, helping them develop and making a contribution to society. The *Teachers Matter* report<sup>39</sup>, for example, summarises findings from French and Australian surveys, and the opinions of several national experts participating in country reviews, to conclude that extrinsic factors, such as job stability, pay or working hours, are of secondary importance for those who elected a career in teaching and remained in the profession (OECD, 2005, pp. 67-69[1]). While intrinsic factors are no doubt important for current teachers, these studies do not explain why other “potential teachers” elected alternative careers instead of teaching, or quit teaching after a while. In fact, studies that survey a larger pool of graduates about their career choices show that the relative salaries of graduate occupations do play a role in these choices: had teachers’ salaries been higher, more “potential teachers” would have seriously considered a career in teaching. Results of analyses that consider, simultaneously, country-, school-, and student-level factors associated with career expectations indicate that countries with higher teachers’ salaries (relative to GDP) tend to have larger shares of students who expect to work as teachers. A weaker positive association is found with the proportion of teachers who reported, in TALIS<sup>40</sup>, that the teaching profession is valued in their society. Furthermore, while in all countries girls were more likely to expect a career in teaching than boys, students’ expectations of a teaching career were more genderbalanced in countries with higher teachers’ salaries. Boys, in other words, appear more sensitive than girls to differences in teachers’ salaries. However, there is no evidence that higher salaries attract high-achieving students into the teaching profession more than low-achieving students.

In every country, teachers’ salaries and teacher training represent the greatest share of expenditure in education (OECD, 2017[6])<sup>41</sup>. The investment in teachers can have significant returns: research increasingly documents how individual teachers, from kindergarten (Araujo et al., 2016[7]) to higher education (Carrell and West, 2010[8]; Braga, Paccagnella and Pellizzari,

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Teaching and Learning International Survey TALIS 2013, available on [https://www.oecd.org/education/school/TALIS%20Conceptual%20Framework\\_FINAL.pdf](https://www.oecd.org/education/school/TALIS%20Conceptual%20Framework_FINAL.pdf)

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2016[9]), make a difference in the learning and life outcomes of otherwise similar students (Rivkin, Hanushek and Kain, 2005[10]; Chetty, Friedman and Rockoff, 2014[11]). Improving the effectiveness, efficiency and equity of schooling depends, in large measure, on ensuring that competent people want to work as teachers, that their teaching is of high quality and that all students have access to high-quality teaching.

The most cited and dedicated researchers for teacher motivation come from Australia, Richardson & Watt (2006)<sup>42</sup>, who, based on expectancy-value theory<sup>42</sup>, developed the FIT-Choice model to guide their systematic investigations into the factors influencing pre-service teachers' choice to teach. In the FIT-Choice framework, antecedent socialization and perceptions of previous experience were presented on the first part of the model, followed by a context of the choice of teaching career combining constructs of task perceptions, self-perceptions, values and fallback career. Task demand construct consisted of expertise and high demand, and social status, teacher moral and salary constituted the task return construct. The value construct in the model included intrinsic value, personal utility value and social utility value. On the third part of the model, choice of a teaching career was presented as an outcome variable. The FIT-Choice model has demonstrated good explanatory ability as it was applied to subsequent studies, and it also provides an integrated approach in comparative studies across diverse samples and settings<sup>43</sup>.

The author considered it important to explore the motivation of teachers working in 5 mostly rural primary schools in the country and compare it with the results obtained from a generation of students at Macedonian teaching faculties who prepare teachers for primary education. The research conducted with students was part of a doctoral paper on "Conceptual Set-up and Trends in Teacher Education" at the Institute of Pedagogy, Faculty of Philosophy in Skopje. The FIT Choice scale was used and it has been translated into Macedonian and Albanian language to collect data from four faculties in the country: Pedagogical Faculty "St. Kliment Ohridski" – Skopje, the Tetovo State University - Faculty of Philosophy, the Faculty of Philosophy – Skopje,

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<sup>42</sup>Richardson, P. W., & Watt<sup>†</sup>, H. M. G. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education*, 34, 27–56.10.1080/13598660500480290

<sup>43</sup>Fokkens-Bruinsma, M., & Carrinus, E. T. (2013). Motivation for becoming a teacher and engagement with the profession: Evidence from different contexts. *International Journal of Educational Research*, 65, 65–74.; Watt et al., 2012 Watt, H. M. G., Richardson, P. W., Klusmann, U., Kunter, M., Beyer, B., Trautwein, U., & Baumert, J. (2012). Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. *Teaching and Teacher Education*, 28, 791–805.10.1016/j.tate.2012.03.003



and the Pedagogical Faculty "St. Kliment Ohridski", the State University "St. Kliment Ohridski" - Bitola. Out of 278 students' cohort that comprised the sample in 2013, 243 (87,4%) were female, 32 (11,5%) male, whereas 3 (1,1%) didn't state their gender. Regarding the participants' age, 256 (92,1%) were aged 18-20 years when the questionnaire was submitted, 17 (6,1%) aged 21-25, one (0,4%) aged 26-30 and three (1,5%) were over 31 years. The cohort of the teacher respondents collected in 2019 was smaller and it was comprised of 49 teachers, out of which 17 male (35%), 32 female (65%). The age groups were as following: 10 % 24 – 29; 22% 30 – 35; 29% 36 – 46; 27% 47 – 57 and 12% 58 and more. The biggest number of the respondents' teachers completed their education at the Pedagogical faculty in Skopje (31%), followed by graduates from Philological faculty (16%), Faculty for Mathematics and Natural Sciences (8%), Faculty of Philosophy (6 %), Pedagogical faculty in Stip (4%), Faculty for arts (1%), and there were also graduates from Blagoevgrad - Republic of Bulgaria.

### Results and discussion

The **intrinsic value** of the career is among highest rang answers from the participants. Sixty-two percentage (62%) of them answered that they are:

- o Interested in teaching
- o He/she always wanted to work as teacher
- o Loves the teaching profession

Many of respondents consider they **possess the right abilities for the teaching profession**. Most of them were motivated to choose the teaching career for the **social benefit and value** as a motivational category, or **working with youth** is the main driving motivation for the profession. At the same time, for many of the respondents, the teaching profession was a "**second career choice**", and they chose teaching after being refused for another profession as their first choice!

In the comparison of motivational factors/answers that teachers and students gave when filling the FIT choice questionnaire, the following results were gained:

Teachers	Students
o Working with children	o Working with children



o Intrinsic value of the career	o Intrinsic value of the career
o Social benefit for the society	o Time for family

Both teachers and students agree that the salary for the teaching profession and the social status of teachers in the society is very low.

This was something that was also found in many other surveys that tackled the motivational factors for the teaching profession. We can actually make some comparison with the results obtained by TALIS report regarding the motivations to become a teacher<sup>44</sup> whereas lower secondary teachers report that in moderate to high importance are: 92% - teaching allowed me to influence the development of children and young people; 88% - teaching allowed me to provide a contribution to the society; 75% - teaching allowed me to benefit the socially disadvantaged; 71% - teaching was a secure job; 67% teaching provided a reliable income; 66% - teaching schedule fit with the responsibilities in my personal life.

The discussion that is also very high on policy level is who is choosing the teaching profession. If we analyze the conclusions from the OECD report about the PISA results<sup>45</sup>, we found out that between 2006 and 2015, there has been a marginal decline in 15-year-old students' expectation to pursue a career in teaching. In PISA 2006, about 5% of 15-year-old students expected to be working as teachers when they are 30, while in PISA 2015 about 4.2% of students expected so. Despite this decline, in most countries, the share of 15-year-olds who expect to become teachers remains larger than the share of working-age adults who are teachers today. Considering these responses, global concerns about a lack of candidates for a career in teaching are therefore exaggerated (except in a few countries). In fact, the teaching profession enjoys a clear advantage over other occupations that 15-year-olds might not even know exist.

In our country, data shows that lower achieving students choose the teaching profession. This was also stated in the report on the "Education of teachers from primary education in

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<sup>44</sup>OECD, TALIS 2018 database

<sup>45</sup>OECD (2018), *Effective Teacher Policies: Insights from PISA*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/9789264301603-en>



Macedonia<sup>46</sup>, with a recommendation that some incentives should be introduced for the higher-achieving secondary students that will enroll at the teaching faculties. This year was the first time that matura graduates who have significantly high grades can apply for scholarships to enroll the teaching faculties. But whether this measure alone will be sufficient to improve the much needed quality of education will have to be planned for evaluation in years to come.

### **Conclusion**

Teachers whose motivation to join the profession was based on stronger social-utility incentives may be less likely to prioritise improving salaries than those whose motivation to join the profession was more driven by personal utility factors (Watt et al., 2012<sup>[105]</sup>; Watt and Richardson, 2008<sup>[106]</sup>). In some studies logistic regression analyses were conducted to examine how motivations to join the profession are related to teachers' propensity to report improving salaries as a high priority. They show that teachers who report that the teaching schedule was an important motivation to join the profession are also more likely to report improvement in teacher salaries as a high spending priority in almost half of the countries and economies participating in TALIS. Teachers who found it important that teaching offered a steady career path are also more likely to consider salary increases as important in 12 countries and economies participating in TALIS. These findings tend to support the notion that teachers who valued the economic characteristics and the working conditions of the job when they became teachers are also logically more prone to seek teacher salary increases.

The conducted comparative research that the author implemented in North Macedonia is only an attempt to confirm the attitudes and perceptions of the teachers and students at teaching faculties in the country on the factors of motivation in Macedonian students and teachers to choose the teaching profession. This study has limitations in terms of the limited sample, but it may be motivation for some other researchers to go in depth and apply longitudinal studies that will offer data with bigger scientific impact.

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- **THE ROLE OF ENVIRONMENTAL ETHICS FOR (PROTECTION) ENHANCING AND ENVIRONMENT**

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In this paper we will talk about environmental ethics that regulates the attitude of people to the environment in order to protect and promote it.

The significance of ecological ethics in protecting and improving the environment. The human influence, for the periods of development of human civilization, is very high on the environment. With negative attenuation, can be made major changes to the biosphere and in transforming natural ecosystems. The development of civilization is related to the development of neighborhoods that occupy the most beautiful places that have changed ecosystems and their composition. In such a way, many natural surfaces are consumed, biodiversity is endangered and microclimatic changes occur. Natural ecosystems are transformed into artificial.

The tectonic development that began at the end of the 20th century provided quality, but also a departure from nature and its laws. It is a time when great degradation is done to nature, but also a large population growth. Much use of natural resources begins. In the pollution of the environment, the industry participates through various sources, transport and traffic infrastructure facilities and systems, large systems for processing fossil and other mineral resources and resources, agricultural industries, etc.

Demographic growth is a major problem because people need to be provided with accommodation, food, clothes, etc. This problem is solved by increasing the yields through the use of chemical agents-pesticides, etc. Who proved to be harmful for the environment? Therefore, today it is trying to produce pesticides that are less harmful. It should be emphasized that the main component that keeps life in our planet is air, water and soil are highly polluted.

It should be emphasized that natural phenomena and processes are the causes of environmental disturbances. Their impact on the environment is marked as a natural disaster. From these occurrences we can mention volcanic eruptions, earthquakes, floods, fires, droughts, high and low temperatures and storms.

Keywords: environment, ecosystem, nature, ethics, energy,

### **Вовед**

Од страна на човекот досега се направени големи деградации, врз нашата планета, на глобално ниво. Дали тоа е направено свесно или несвесно? Екопошка етика би значело нешто спротивно на тоа. Често пати се заборава, дека од природата треба да се зема, само толку, колку е потребно за основните човечки потреби и тоа да биде во согласност со природните законитости, кружењето на трошење на енергијата и обновување на животот.

Денеска постои тенденција да иднината на човечката цивилизација се базира на одржлив развој со што доаѓање до израз еколошките аспекти на однесувањето спрема животната



средина. Константниот одржлив развој, значи формирање на еколошки став спрема средината тоа значи да се води сметка колку се зема од природата енергија и ресурси и колку се враќа во облик на отпадок во различна агрегатна состојба. Пристапност кон планетата земја треба да биде етичка со што ќе овозможиме нормален развој на сегашната и идната цивилизација, а при тоа треба да позаимаме за нашиот однос спрема средината да не биде агресивен, деструктивен, стихијски себичен неодговорен и др.

Во овој труд ќе зборуваме за еколошката етика преку кој се регулира односот на луѓето кон животната средина со цел за нејзината заштита и унапредување.

### **Значењето на еколошката етика во заштита и унапредување на животната средина**

Влијанието на човекот, за периодите на развојот на човечката цивилизација врз животната средина се многу големи. Тој со негативната активност направи големи промени на биосферата и во трансформирање на природните екосистеми, Развојот на цивилизацијата е поврзана со развојот на населбите кои завземале најубави места со што се промениле екосистемите, и нивниот состав. На таков начин се трошат многу природни површини, се загрозува биодиверзитетот и вршат микроклиматски промени и сл. Природните екосистеми се претвораат во вештачки.

Тектонскиот развој кој почнува на крајот на 20 век овозможи квалитетен живот, но истовремено и одалечување од природата и нејзините законитости. Тоа е време кога се врши голема деградација кон природата но и голем раст на населението. Почнува премногу користење на природните ресурси. Во загадувањето на животната средина учествува индустријата преку разни извори, транспортните и сообраќајни средства инфраструктурни објекти и системи, големи системи за преработка на фосилни и други минерални сировини и ресурси, земјоделски индустрии и др.

Демографски раст претставува голем проблем затоа што луѓето треба да се обезбедуваат с - месгување, храна, облека и др. Тој проблем се решава со зголемување на приносите преку употреба на хемиски средства - пестициди и др., кој се покажа како штетни за средината и за човекот. Затоа денеска се настојува да се произведува пестициди кои се помалку штетни. Посебно треба да се истакне дека главната компонента кој ја одржуваат животот во нашата планета е воздухот, водата и почвата.

Треба да се истакнува дека и природните појави и процеси се причинители на пореметувањето на животната средина. Нивното влијание врз животната средина се означуваат како елементарна непогода. Од тие појави да ги споменеме: вулканските ерупции, земјотреси, поплави, пожари, суши, високи и ниски температури и олуја.

Техничко-технолошките интервенции кон природата имаат за цел обогатување без да се води сметка за последиците кон природата. Заради тоа многу површини на животниот свет се деградирани, угрозени, и многу уништени. Индустриската ера донесува нови технички технолошки новости кои делуваат во промена на екосистемите кои се одговорни



во загадувањето на водите, промени на еколошките фактори, загадување на атмосферата, климатски промени, покачување на температурата ефектот на стаклена градина, оштетување на озонот и сл,

Како последица на загадувањето, односно интервенции на човекот се појавуваат промени на рељефот поради уништување на шумите, експлоатирањето на руди, изградба на населби, инфраструктурни системи, стварање големи системи градови и сл.

Излезот од оваа криза зависи од правилата и одлуките кои ќе ги донесеме за спасување на планетата земја, се значајни во сегашната и за идните генерации, во тоа ќе ни помогне еколошката етика која не упатува како морално да се однесуваме спрема животната средина и односите кој владеат во неа. Еколошкото воспитување кое се однесува преку екологијата како наука на животната средина и одредени дисциплини е важна компонента и многу може да помогне во едуцирање на луѓето кон просторот во кој живеат кој се базира на континуиран одржлив развој.

### **Еколошка етика како нова филозофска дисциплина**

Етиката е наука за моралот. Терминот етика доаѓа од грчкиот збор ‚ethos‘ што значи карактер. Преку етиката се дефинираат нормативните закони на кои луѓето треба да се придржуваат при нивно делување. Таа е збир на правила за моралот.

Еколошката етика е нова филозофска дисциплина која се занимава со односот на човекот спрема животната средина. Тоа подразбира однос на луѓето спрема сите организми-биодиверзитетот ,како и спрема сите фактори кои го обезбедуваат животот во нашата планета значи еколошка етика претставува систематски опис на морални односи помеѓу човекот и природната средина. Исто така еколошката етика е заинтересирана за моралните односи помеѓу човечкиот свет (техносферата) и природниот свет (биосферата).

Човекот интервенира во природата за да ги задоволи неговите потреби без да води сметка за последиците. Тоа значи ако неговите активности кон природата не се етички тогаш тој прави екопошки проблеми. Од ваквото однесување на човекот кон животната средина, произлегуваат неколку етички прашање:

- Дали луѓето имаат обврска и одговорност спрема природната средина;
- Дали човечката етика, принципи и морал го приморуваат да има поштовање спрема светот на природата;
- Дали примена и почитувањето на еколошките принципи се во супроставеност со интересите на луѓето;
- Дали луѓето имаат морално право да го потрошат тоа што природата го создавала со милениуми;



- Дали сегашната генерација има право да ја пачка планетата од идните генерации (Grul, 1985, по Mira Djukanovic, стр. 179 од 1996);

Во колку се придржваме и даваме одговори на овие прашања и ги почитуваме етичките правила тогаш ќе допринесуваме во наменувањето на еколошките проблеми, а со тоа ќе допринесуваме во формирањето на еколошката свест кај луѓето.

Со индустријата и технолошкиот развој, настануваат и еколошките проблеми тоа е времето од 1950 година па се до сега и се разбира овој тренд продолжува. Се појавува нова филозофска дисциплина - еколошка етика од 1970 година. За развојот на ова дисциплина допринеле придодо научници, биолози, филозофи и др. Но корение на оваа етика ги наоѓаме во старата грчка филозофија. Така на пример Сократ уште во 5 век пред нашата ера поставува прашање: како треба да живееме? Што е добар живот? како ние како морално општество треба да се однесуваме?.

Со развојот на еколошката етика почнува да се оценува и еколошките вредности на средината преку системот на вредности кој ни покажува што е лошо или добро што е исправно а што неисправно. Еколошката етика не учи како да создаваме квалитетна животна средина во која ќе преовладува правеноста, слободата, здравјето благосостојбата и естетски содржини. За да се постигне ова кај луѓето треба да се промени еколошката свест која опфаќа: еколошко знаење, доживување на природата и правилно однесување. Но, за жал луѓето иако имаат знаење за состојбие во средината тие имаат лошо однесување.

### **Еколошка етика и одржливиот развој**

Погоре зборуваме за еколошката етика и нејзината улога во заштитата и унапредување на животната средина. Во колку тоа се постигнува преку етичкиот однос спрема животната средина, тогаш во планетата земја сме го постигнале одржливиот развој. Филозофијата на одржлив развој се базира на принципот на интергенерациско единство. Во колку овој принцип не се почитува тогаш сите штети кои ги правиме врз животната средина ги наследуваат генерациите.

Поимот одржлив развој настанал во 19 век во шумарството, како една гранка на економијата. Со овој поим се подразбираше да во едно временска единица може да се сече толку шуми која ќе се обнови, ќе нарасте квалитетно и квантитетно. Овој поим покасно се однесува и на други ресурси. Концептот одржлив развој претставува етнички став врз кој треба да се развие сегашната и идната генерација.

Квалитетот на животот зависи од квалитетот на животната средина. Тоа значи да луѓето со нивниот однос спрема средината треба да придонесуваат во зачувувањето на биосферата и нејзиниот екосистем. Тоа подразбира одржлива енергетски одржливи економии и одржливи индустриски активности. Одржливиот развој се раководи од еколошката етика



со што се регулира колку треба да се зема од природата и како она и понатаму да остане здрава преку процесот на обновувањето.

Посебно треба да се води сметка за природните ресурси кој не се обновуваат. Ваков однос кој се базира на еколошка етика и свест придонесува да се одржи квалитетот на животната средина кој обезбедува квалитетен живот за сегашните генерации и идните генерации.

Во колку не се почитува одржливиот развој тогаш поседиците за сегашните и идните генерации ќе бидат многу лоши. Во планетата земја која е многу загадена тешко се живее зошто треба да покажеме етичка одговорност спрема средината. Почитувањето на одржливиот развој во зависност од еколошката свест на поединецот и од општеството. Еколошката свест тоа значи од природата се зема и обработува толку колку е потребно за еден нормален живот. Формирањето на еколошка свест се врши за време на школувањето, во воспитно-образовниот процес од предучилишната до високообразование. На таков начин поединецот ќе формира став за неговото понашање во средината. Но за жал често пати има случаи да поединецот има еколошка свест но неговото понашање спрема природата.

Можеме да констатираме дека планетата земја е доста загрозувана од загадувањето што претставува ризик за опстанокот на човекот. Човекот со неговата неморално однесување кон средината, за жал успева да ја деградира биосферата со неговите екосистеми, средината во која живее и со тоа допренел да опадне квалитетот на животот и здравјето на многу биолошки екосистеми.

### **Од ова произлегува прашањето што и како понатака?**

Се разбира дека излезот треба да го бараме во почитувањето на еколошката етика и одржливиот развој преку кој обезбедува одржливост на биосферата и нејзините екосистеми. Овој развој има етичка основа се базира да од природата користиме толку колку може да се обнови додека за ресурсите кои не се обновуваат посебно треба да се внимава и да се користат рационално.

Одржливиот развој е поврзан со (етичкиот моралниот ) однесување на луѓето и општеството спрема животната средина. Еколошка етика како филозофски дисциплини почнува да се развива од 970 година, кога човекот со развојот на индустријализацијата и технологијата почнува да ја деградира средината и нејзините есенционални фактори на животот. Еколошката етика и свест се категории на однесување на поединецот, семејството и општеството кон средината.

Загадувањето е глобален проблем ,затова светот организира разни конференции и собири во кој државата ќе потпише разни декларации со кој документи се обврзува дека ќе соработува со зачувување на животната средина со цел на човекот да му обезбеди здрав и продуктивен живот во хармонија со природата.



## Заклучок

Врз основа на тоа што го рековме погоре, можеме да констатираме дека планетата земја е доста загрозувана од загадувањето што претставува ризик за опстанок на човекот, сегашноста и идните генерации. Човекот со неговата неморално однесување кон средината, за жал успева да ја деградира биосферата со неговите екосистеми. Средината во која живее и со тоа допринел да одпадне квалитетот на животот и здравјето на многу биолошки екосистеми.

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- **ЧУВАЊЕ И ПОМАГАЊЕ ВО НАСТАВАТА ПО ФИЗИЧКО И ЗДРАВСТВЕНО ОБРАЗОВАНИЕ**

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**Апстракт**

Современата технологија на наставата по физичко и здравствено образование бара од наставниците, покрај доброто познавање на наставните форми, методи, принципи на работа, да поседуваат и способности за чување и помагање на учениците при изведувањето на моторичките активности од секаков вид. Со соодветен пристап при телесното вежбање им се овозможува на учениците побрзо и посигурно усвојување на предвидените наставни содржини. Постојат повеќе мислења кога станува збор за чувањето и помагањето во наставата по физичко и здравствено образование. Некои методичари од оваа област сметаат дека учениците треба да се навикнуваат на самостојна работа и да не се ограничуваат со постојано чување и помагање. Некои велат дека е незамисливо да се спроведува наставата по физичко и здравствено образование, па дури и во слободните игри, без чување и помагање.

Меѓутоа, може да констатираме дека вистината е некаде на средина, односно кога се обработуваат потешки елементи од некои телесни вежби, учениците треба да се чуваат и да се помагаат. Тоа е оправдано бидејќи преку чувањето и помагањето се подобрува успешноста на наставата и се развива самодовербата на учениците. Секако, не смеат да се занемарат и редот и дисциплината при вежбањето.

Клучни зборови: технологија, обука, успешност

**1. Општи согледувања**

Постојат повеќе мислења кога станува збор за чувањето и помагањето во наставата по физичко и здравствено образование, како и за време на телесните вежби. Некои методичари од оваа област, сметаат дека учениците треба да се навикнуваат на самостојна работа и да не се ограничуваат со постојано чување и помагање. Некои велат дека е незамисливо да се спроведува наставата по физичко и здравствено образование, па дури и во слободните игри, без чување и помагање.

Меѓутоа може да констатираме дека вистината е некаде на средина, односно кога се обработуваат потешки елементи од некои телесни вежби, учениците треба да се чуваат и помагаат. Тоа е оправдано бидејќи преку чувањето и помагањето се подобрува успешноста на наставата и се развива самодовербата на учениците.





Пред почетокот на секој час должност на наставникот е да ја провери состојбата на справите и реквизитите кои ќе ги користи на часот. Да се постават душеци пред справите кои ќе се користат. При поставувањето на справите треба да учествуваат и учениците, под команда на наставникот, кои ги насочува правилно да ги постават и за опасностите доколку не се правилно поставени. Се објаснува како се носат справите, нивната употреба, нивното чување, сето ова позитивно влијае врз прифаќањето на вежбањето, и поблиското запознавање со справите кои ќе се користат.

Правилната организација на наставата ја зголемува сигурноста на наставата. На пример, скокалиштето мора да биде меко, чисто, без непотребни предмети, односно, треба да се преземат сите превентивни мерки за да не дојде до несакани повреди.

Доколку се преземат сите потребни мерки како: постапност, загревање, истегнување, редослед на вежби и оптеретување, карактеристиките на учениците и нивните способности, познавање на техниката која се работи, чување и помагање од наставникот можноста за несакани повреди се јавува во минимален број.

Постапката при обучување на нови наставни содржини бара претходно создавање на слика за дадената вежба и свеста на учениците. Покрај објаснување и демонстрација особено е потребно активно помагање од наставникот, бидејќи со помагање се забрзува и квалитетно се подобрува процесот на обучување.

Секоја вежба треба да се изведува повеќе пати, но секое изведување мора да биде правилно и точно. Ваквата постапка ќе го олесни и трајно ќе го зацврсти знаењето. Чувањето и помагањето во почетокот на обучувањето е поинтензивно. Интензитетот на чувањето и помагањето постепено се намалува, а со тоа кај ученикот се развива самодовербата и самостојноста при изведувањето на телесната вежба. Ако долготрајно се помага ќе се измести сликата и концепцијата на целата вежба, ќе се добие погрешна претстава за неа. Во процесот на чување и помагање треба да се вклучуваат и учениците. Оваа постапка има воспитен елемент, социолошки и едукативан, бидејќи помеѓу учениците се воспоставуваат подобри релации во секој поглед.

Ако наставникот при работата добро се грижи за учениците, ја стекнува нивната доверба.

Наставникот е должен да ги познава индивидуалните способности и особености на секој ученик. Исто така, тој е должен да поседува соодветни способности и одговорно да си ја врши работата. Треба секогаш да е концентриран, да биде на вистинското место, да ги познава методските постапки во обработка на наставните содржини. Непознавањето на методиката на работа може да доведе до повреди.

Чувањето и помагањето може да се опфатат со заеднички термин – асистенција. Но, овие два термина не може да се сведат под еден поим, бидејќи тоа се две дејствија кои си имаат свои задачи, улога и значење.



Помагањето претставува учество на наставникот, или оној кој помага, во извршувањето на работата – телесното вежбање (на пр. ученикот изведува вежба, за да нема застој во вежбата, наставникот помага во одреден момент). Помагањето се состои во лесно, точно и соодветно допирање на ученикот во моментот кој е критичен, кога треба да му се помогне на ученикот.

Чувањето претставува способност на наставникот или оној кој чува, во секој момент на вежбањето да се сочува ученикот од повреда. Со чувањето учениците се штитат од повреди при вежбањето на час, тренинг или слободни активности. Чувањето е особено потребно кај тешки и ризични вежби. Тогаш улогата на наставникот има особено значење, тој треба да биде до ученикот и да му даде ефикасна помош.

Наставникот е должен да ги преземе сите мерки на безбедност за да се избегнат несакани последици.

Учениците треба да имаат лекарски потврди, како доказ за нивната способност за настава по физичко и здравствено образование.

Методските постапки при обработка на наставните содржини мора да бидат испочитувани (од полесно кон потешко, од познато кон непознато).

Местото каде што се реализира часот мора да одговара на нормативите за настава.

Наставникот мора да го запознае ученикот со принципите на самоучење.

Како превентивна мерка наставникот мора да располага со превентивна, прирачна аптека за укажување на прва помош.

И покрај сите мерки на безбедност на часовите по физичко и здравствено образование (не само на нив), сепак се случуваат несакани повреди, тогаш кај учениците се јавуваат несакани ефекти од следно повторување на истата вежба. Во тој случај наставникот мора веднаш да укаже на причините кои довеле до грешката.

Ако грешката мине без последици, треба да се инсистира ученикот веднаш да ја повтори вежбата при што особено се зголемува степенот на чувањето и помагањето од наставникот.<sup>47</sup>

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<sup>47</sup> Меѓедовиќ, Е.: „Теорија и методика физичког васпитања“, Учитељски факултет у Призрену, Лепосавиќ, 2005 год. стр.121.



### Ред и дисциплина при вежбањето

Наставникот мора да се залага за дисциплина и сериозен однос кон задачата која е поставена пред учениците. Вниманието на учениците мора да биде насочено на вежбата која се изведува. Дисциплината е особено потребна кога се вежба на справи. Учениците мора да бидат концентрирани кога се прикажува вежбата, тие треба да го следат изведувањето на вежбата и да им се посочи на добрите и лоши елементи кои се изведуваат.

Наставникот треба да им дозволи на учениците да се весели, расположени при реализирањето на програмските задачи, но во моментите кога е потребна сериозност, внимание и концентрација тој треба тоа и да го постигне.

Условите на работа може да влијаат на дисциплината при вежбањето (голем број на ученици, мал простор за вежбање и сл.).

Одредени ученици може да ја пореметуваат дисциплината во одделението при вежбањето. Во тој случај, ученикот треба да се издвои од групата и да му се даде некоја задача со која ќе му помогне на наставникот. Со ученикот треба да се разговара по завршувањето на часот и да му се воочи на неговата недисциплина. Треба да се разговара и со родителите.

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- **EDUCATIONAL DIMENSIONS OF SPORTS AND ANIMATION ACTIVITY IN EDUCATIONAL ENVIRONMENT**

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**ABSTRACT**

The educational plans of the Ministry of Education, in the cultural and educational field Physical Culture are provisioned certain sports and sports disciplines as basic and additional main bodies of the learning content. The out-of-school activity does not impose a restriction in this respect and provides opportunities for practicing other types of sports. Adhering to modern innovations, the authors call these sports activities - sports animation in an educational environment. The article considers the educational dimensions that the sports-animation activity can provide. From the perspective of the priority performance of sports animation in the natural environment, the article focuses on the moral, health and environmental aspect of education.

**Key words:** children, education, sports animation, physical, moral, health and environmental education.

**Introduction**

**Education** is a complex and lengthy process of preparation of the adolescent generation for full participation in the labour and social life, which aims to form mental, moral, aesthetic and physical qualities, active life position and sustainable line of conduct. The personality formation is achieved with the person's active participation in all kinds of activities-labour, school, public. The children and youth age are one of the most dynamic and fruitful periods in the life of a person, characterized by intensive building of an innerstand, helping young people to perceive, reflect and realize the educational ideas and requirements [15].

**Physical education** as a concept, a derivative of a more general pedagogical concept of *education*, is one of the main proportions of the overall education, along with mental, moral, aesthetic and labour one. As a pedagogical process it is characterized with two main components-educational and educative and aims at morphological and functional improvement of the personality, formation of motor knowledge, practical skills and habits. In the educational system, the pedagogical process of physical education is aimed at building a harmoniously developed person. The main purpose of education is directly related to the concepts of versatility and harmony [13].

The objective of physical education is to contribute to the proper physical development of adolescents and to form a lasting interest and desire for physical exercise and sport activities. One of the main tasks for achieving this objective is to nurture positive personal qualities-



moral, intellectual, emotional, volitional and aesthetic. The tasks of physical education are carried out on a planned and purposeful way by applying a complex approach in various forms and activities, in a way that is consistent with the curriculum, which provides for the physical, sports and tourism activities to be carried out in a unified system such as curricular and extracurricular activity, which creates the conditions for an optimal relationship between intellectual and physical workload [5]. When an organization is defined, the collective nature of the physical activity creates conditions and opportunities along with motor knowledge, to acquire skills and habits, ethical norms, principles and rules. Because of this, the basic regularity of the learning process in physical education is the educative character of the training, which ensures the complex development of the personality [2].

### **Moral education**

The formation of a moral consciousness in pedagogy means "to build up moral notions, concepts, opinions, judgments, evaluations, and then moral beliefs, i.e. to bring up the right understanding of good and bad, for moral and immoral" [10]. The basic methods of forming moral beliefs are the personal example and the persuasion. Through verbal impact and own behaviour, the pedagogue can form positive or negative actions. Pedagogical proper leadership of competitive games, a fair resolution of controversial situations is a prerequisite for creating real moral notions and assessments.

The formation of moral behaviour is related to the upbringing of good actions, subject to publicly accepted norms of behaviour. Active physical activity contributes to the moral development of the individual. The game situations of cooperation, mutual assistance, coherence of individual actions for the benefit of the team, mutual overcoming of difficulties are the basis of moral behaviour [14].

The main concepts related to moral education are [4]:

- Morality: "A system of rules for moral behaviour in society";
- Morals: "A set of norms for human behaviour in society";
- Ethics: "The Doctrine of morality, its development, its principles and norms".

Moral education involves mastering moral knowledge, moral beliefs and exercising moral actions. The knowledge is the real notion of the person about the nature of the moral qualities, the principles and norms related to moral behaviour, and the ways in which moral behaviour occurs in interpersonal relationships. Belief is the confidence that knowledge is of social and personal significance and that the manifestation of qualities has a positive meaning in the social being. Behaviour is a collection of moral actions, as a result of the personal conviction of the individual [9].

The active and purposeful mastering of new motor tasks and considerable difficulty in exercises and obstacles in the curricular and extracurricular forms of activities on physical education strongly stimulate the emotional-and-volitional status and behaviour. Thus, the consciousness and self-consciousness are strengthened, the moral feelings develop, the prerequisites for training of the volitional traits of character are created. Through the deliberate mastery of public driving experience, rules and norms of social relations are being mastered, a number of personal qualities are developed [2].



The accelerated pace of life, the continuous rise in information and emotional stress require such forms of free time, which effectively eliminate physical fatigue and mental tension. The basis of the culture of leisure is the way of rest (as a necessary condition for health, life activity and longevity). Leisure time is characterized by an emotional alternation and combination of different types of activities, which differ from activities in other areas of public life, partly in content, but mainly in terms of the person's interests and preferences. In recent years, entertainment and leisure services are often referred to as animation services, and the developers and organizers of this type of services are given the status of animators. Sports animation, as the dominant share of animation practice, is an innovative activity involving participants in active, creative interpersonal relationships, stimulating the personality through meaningful recreational activities with a physical cultural focus, which achieve a restorative and health effect by influencing its vital forces [6]. The sports and animation activity, which is performed during the curricular and extracurricular forms of activities, uses means and methods of physical education and is very important in an educative aspect: through the game design, the content, the rules of the different types of games and various motor actions are created ethical and moral motives in the behaviour of children. Doing sports animation, combined with additional factors, children strengthen physically, create new acquaintances and social contacts. During the sports and animation activities the participants learn to be honest, to provide assistance, to show resourcefulness and autonomy, to act collectively, to respect the interests of others, that is, created are traits of the character, feelings and habits.

A basic unique and irreplaceable element of the culture of free time is the **game**. According to B. Batueva, the unsatisfactory need for a game can reduce the interest in other forms of leisure [3]. In this regard, it is necessary to create the conditions for daily gaming activities for everyone, especially the adolescent generation. The game activity is dynamic, emotionally charged and motivating and is preferred for the conduct of various types of the curricular and extracurricular forms of activities related to the motor activity of children. The widespread use of the movements included in the games, determines their complex effect on the development of children's personality. An important characteristic is that they educate and strengthen the will, build valuable moral qualities and moral norms, form a sense of engagement, collectivism, camaraderie, honesty, responsibility, respect to teammates, opponents and judges, help to form self-control and self-assessment skills. The emotional nature of the game activity supports the socio-moral sphere – creates friendships, collectivism, discipline, mutual assistance [11]. While playing, children have fun and experience pleasure, spontaneously learn mutual assistance, friendship, and support in difficult situations. With sports and animation activities when used in a different institutionally organized school environment, children show spontaneously some of their hidden character traits [1]. In terms of solving educational tasks, games are the most engaging and harmless way to achieve moral and aesthetic education [8]. In this sense, N. Yakovlev and A. Sohor presented as one of the didactic functions of the pedagogue, his/her



ability to be a tutor to the students and to exploit all the possibilities for building purposeful, active and moral personalities [16].

Educators should, from an early age, use the great need of children for movements and readiness for additional physical activity and games. If the satisfaction of this aspiration occurs in a casual setting, the formation of habits will be the basis for nurturing and creating a lasting interest and forming habits for systematic activities with physical exercises and sports activities [14]. This task must respond to a significant need of modern society, namely increasing the motor activity of the population necessary to maintain a good state of health. The educational content of physical education and sports during the activities of the school and the sports and animation activities in the extracurricular forms of physical cultural activities are favourable opportunities for achieving such educational impact [1]. Games related to motor activity are one of the main means in sports animation. They are characterized by diversity, emotivity, attractiveness, with complex physiological impact and proven health effect, allowing creative expression of personality and its adaptation to the new social environment.

The place of the game as a whole is determined by its "follow the example" attitude towards reality, which in turn depends on the age-specific "fitting" of the individual in the system of social relations. The peculiarity depends on the game motives and objectives, which are contained in the actual game process. The child plays the game being interested mainly in the result [7].

Although not leading, the **sport-animation activity** is a way of further development and improvement of new qualities of personality, already built and to be built. The skilful use of the different types of games, disciplines and sports carried out in the natural environment of the countryside can lead to significant results in the school-educational process. Through the sports and animation activities, children learn a number of skills and habits, learn to be patient, tolerant, learn mutual assistance, discipline, and learn how to follow certain rules and requirements. The purpose of the sports and animation activity when working with children is to achieve entertainment, pleasure, positive emotions and mental relief from the school work, improvement of motor skills and physical capacity, increasing the body's resistance to external influences [8]. Sports animation in an educational environment includes a variety of games and sports activities for children and students, taking place in the natural environment or in the all-day educational institutions. The possibility of realization of increased level of motor activity positively affects physical development, motor activity and intellectual sphere – the thinking, the resourcefulness, the ability to analyse problematic situations and make the right decisions.

### **Health education**

Since the very birth of the child, the main care taken for the baby is related to the protection of his/her health, by strengthening immunity with the help of a number of health-strengthening procedures. At first, the child's attitude towards health is unconscious, as the health itself is not noticeable, the child does not have to think about it until the moment that the disease does not appear. It is therefore necessary to focus the attention of adolescents on the importance of





health, of the various factors influencing it. In order to achieve a healthy lifestyle, the purposeful efforts of all adults are needed in order for the child to master knowledge, attitudes and values regarding hygiene and eating habits, recreation, and motor activity. In the world literature the concept of health as defined by the World Health Organization (WHO) is "a state of complete physical, mental and social well-being, not just a lack of disease or physical handicap". The main objective of health education is to increase the health culture of people by acquiring certain knowledge and health patterns of social, biological and psychological nature (risk factors for health and adverse health consequences), forming health awareness by accepting health as a core value with striving for a healthy lifestyle and mastering habits and skills to choose healthy behaviour [10].

By influencing value attitudes, healthy behaviour is built to prevent, restore and promote human health and society as a whole. Health education studies the principles of strengthening health, raising health culture, building your own healthy lifestyle and health behaviour [19]. "Health education is aimed at developing skills for creating or maintaining a healthy style and living conditions and for voluntary adaptation to health-friendly behaviour" [12].

Sports animation is a special type of additional service, which includes three separate strands: sports, sport-recreational and sports-entertaining. D. Dimitrov examines the sports animation as a complex of activities aimed at prompting the user to intense activities with physical exercises and sports, to stimulate the body's recovery abilities, to strengthen his/her health, working capacity and psychological condition. These activities are planned and implemented based on a range of different services for maintenance and enhancement of physical capacity, health status or sports training [6].

#### **Environmental education**

Nature is the key information source for shaping the cognitive and social culture of children. Through the dynamic games with natural materials they assimilate a system of competencies, form ecological awareness and behaviour. Their attitude towards the natural world depends on their degree of knowledge about it. Environmental education is not separate from other types of education (mental, emotional, motor, labour), but a consequence of the overall mental development of the child's personality.

The purpose of environmental education is to nurture an active position and a sense of responsibility towards the environment, preserving all the natural resources and benefits created for man, preserving the environmentally friendly order and harmony in our environment [18].

The tasks of environmental education are expressed in three directions: utilitarian-practical, scientific-cognitive and aesthetic. The utilitarian-practical attitude to nature is the most comprehensive, because it manifests itself in all people and is associated with the basic aspiration to acquire funds for life. The scientific and cognitive attitude is manifested by conscious and purposeful study of the regularities in the development of species in the plant and animal world. The aesthetic direction is related to human intervention in stimulating vital functions, in order to improve certain species and to anaesthetisation of the natural environment [18].



The environmental education of children is an important condition for the formation of ecological culture, the basis of which is the ecological knowledge. Children of all age groups have a need for diverse perceptions and actions that give them the natural environment. This leads to certain emotional experiences, reveals new aspirations, abilities, provokes fantasy, which helps actively to build their ecological culture. Only the educator who is convinced of the importance of the environmental problems can form the permanent need of children to protect the environment. He/ She has to respond to their desire to spend more time in the nature [18].

Environmental education is related to mastering the basic means of life activity and behaviour in the natural environment, considering the child's place in it. The aim is positively emotional-appreciating attitude towards life and non-life in nature, which is a prerequisite for shaping a value orientation for the child's life in it [17]. "Environmental education is aimed at shaping ecological culture, environmental awareness and environmental behaviour in their mutual relationship with a view to knowledge of environmental laws, protection, improvement, management and prudent use of natural resources and protection of the natural environment and the ecological balance" [12].

Sports and animation activity is one of the ways of direct interaction of adolescents with nature. Additional opportunities of the participants to explore nature and become more sensitive to environmental protection are given through the prism of the ecological function, which undoubtedly reflects sports animation in an educational environment.

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- **RESULTS OF THE TRAINING IN SPORTS ANIMATION IN EDUCATIONAL ENVIRONMENT OF STUDENTS OF PEDAGOGICAL SPECIALTIES**

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**ABSTRACT**

The problem at issue is related to the inadequate physical activity of children and the search for effective forms of countering hypodynamia in an institutionally organized environment. The main objective of the study is to establish the learning outcomes of the course "Sports animation in an educational environment" of students of pedagogical specialties. The method used is the standardized written inquiry of a quota of working educators, who have completed the course of training. The results show the impact of the training conducted on the number of educators engaged in sport-animation activities, the frequency of the organized activities, the interest of the children and their willingness to participate.

**Key words:** sport animation, educational environment, pedagogues, children.

**INTRODUCTION**

Modern society is developing at a high pace, which provokes finding of means to neutralize the resulting negative consequences. The lack of sufficient physical activity is considered one of the most widespread health problems in many of the developed countries [4]. Motor activity is defined as "any physical movement associated with muscle activity that increases energy consumption above resting levels"

([http://ec.europa.eu/assets/eac/sport/library/policy\\_documents/eu-physical-activity-guidelines-2008\\_en.pdf](http://ec.europa.eu/assets/eac/sport/library/policy_documents/eu-physical-activity-guidelines-2008_en.pdf)).

This broad definition includes all physical activity contexts, i.e. activity during professional work, leisure time activity, activity related to family, personal or societal obligations, transport-related activity.

The world and Europe stand for the strong promotion of physical culture as a systematic model of behaviour of the modern man. The World Health Organization's Global nutrition, physical activity and health strategy provides for the formation of active motor life in every person, especially children and young people

([https://www.who.int/dietphysicalactivity/strategy/eb11344/strategy\\_english\\_web.pdf](https://www.who.int/dietphysicalactivity/strategy/eb11344/strategy_english_web.pdf)).

The course of human evolutionary development predetermines the normal functioning of all organs and systems of the body in the conditions of active physical activity. Therefore, the



planned practising of physical exercises and sport in the mode of work and rest becomes a means of preventing the adverse consequences of hypodynamia. To ensure the healthy development of children, the WHO recommends daily physical activity of at least 60 minutes, as determined in 2010 in the WHO's Global recommendations for the level of physical activity to keep good health (<https://www.ncbi.nlm.nih.gov/books/NBK305058/#ch4.s2>).

The European Union guidelines on the level of motor activity in the coming generation coincide with the above stated: "Children and adolescents should be involved within 60 minutes or more in moderate to vigorous motor activity on a daily basis, in forms appropriate for their development, enjoyable and including various activities" ([http://ec.europa.eu/assets/eac/sport/library/policy\\_documents/eu-physical-activity-guidelines-2008\\_en.pdf](http://ec.europa.eu/assets/eac/sport/library/policy_documents/eu-physical-activity-guidelines-2008_en.pdf)).

The National Health Strategy 2020 of the Republic of Bulgaria reflects the understanding that caring for children's health and development is the responsibility of parents, the state, the institutions and the society as a whole. In this regard, the need for the society to invest in the earliest years of children's lives is indicated as an important principle for the health of the nation. "Motor activity is one of the determinants of health and a prerequisite for ensuring optimal growth and development of children and adolescents – an age, when the basic habits related to healthy lifestyles are formed" ([https://www.mh.government.bg/media/filer\\_public/2016/09/12/nzs\\_2020.pdf](https://www.mh.government.bg/media/filer_public/2016/09/12/nzs_2020.pdf)).

The implementation of adequate promotion of child's health, timely disease prevention and targeted health policy can be achieved with the active participation of sectors such as education, economics, finance, social care, sport, etc.

With the adoption of Ordinance 12 on the Status and professional development of teachers, directors and other pedagogical specialists was placed, on a real basis, the requirement educators on the position "Teacher" (art. 4) and "Educator" (art. 10) to plan and lead and to target physical activity and activities related to children's needs and interests, to plan and lead organised recreation and to guide children to physical activity and activities related to their needs and interests ([https://www.mon.bg/upload/2333/naredba\\_12\\_01.09.2016\\_prof\\_razvitie\\_uchiteli.pdf](https://www.mon.bg/upload/2333/naredba_12_01.09.2016_prof_razvitie_uchiteli.pdf)).

In this direction evidences are the results of a study aimed at revealing the peculiarities of motor activity in schoolgirls, which states "The School is a unifying unit in terms of a place for realization of motor activity" [3]. Consequently not only physical education specialists, but also all educators must have the competence to organize and conduct sports activities in natural conditions of natural environment and in the all-day regime of educational institutions.

In today's society, the organization of pastime, entertainment and various types of recreation services is often called animation, and developers and organizers of animation services are given the status of animators. The essence of animation is stimulating and satisfying human needs



through direct impact on human's vitality. It has a versatile character, corresponding to the diversity of people's needs, interests and requirements [5]. Animation in the field of physical activity is called sports animation [2].

The professional-pedagogical competence for sports and animation activities is not yet an integrative part of the preparation and qualification of the educators in the Republic of Bulgaria. It can be defined as "a set of knowledge, skills and attitudes needed to organize the free time of children, for more attractive conduct of different types of activities, to increase the motivation and the interest of children for physical education and sport activities" [1]. The competence of the educators for realization of sports and animation activities consists in planning, preparing, organizing, conducting and supervision of sports activities, sports celebrations and holidays or sports competitions for children/students in kindergartens/school, sea or mountain camp, tourist outings and hikes, "green" school, etc.

During 2017/2018 academic year, at the Faculty of Education of Trakia University, the town of Stara Zagora, was conducted training under the academic discipline "Sports animation in educational environment" with 7 students of EQD "Master" – specialty "Preschool and primary school pedagogy" and with 130 students of EQD "Bachelor's", full-time training on the specialties "Preschool and primary school pedagogy" and "Primary school pedagogy with a foreign language". This study was conducted seven months after the completion of the training course.

#### **DATA AND METHODOLOGY**

The objective of the study is to define the results of the conducted training in the course "Sports animation in educational environment" with active educators who have passed the course of training.

The attainment of the objective thus presented, implies solving the following tasks:

- Survey on the opinion and attitude of the trained working educators on the role and importance of the school discipline "Sports animation in an educational environment".
- Survey on the frequency of conducting sports and animation activities in an institutionally organized environment before and after the training.
- Survey of the interest and willingness of children from preschool and primary school age to participate in sports-animation activities.

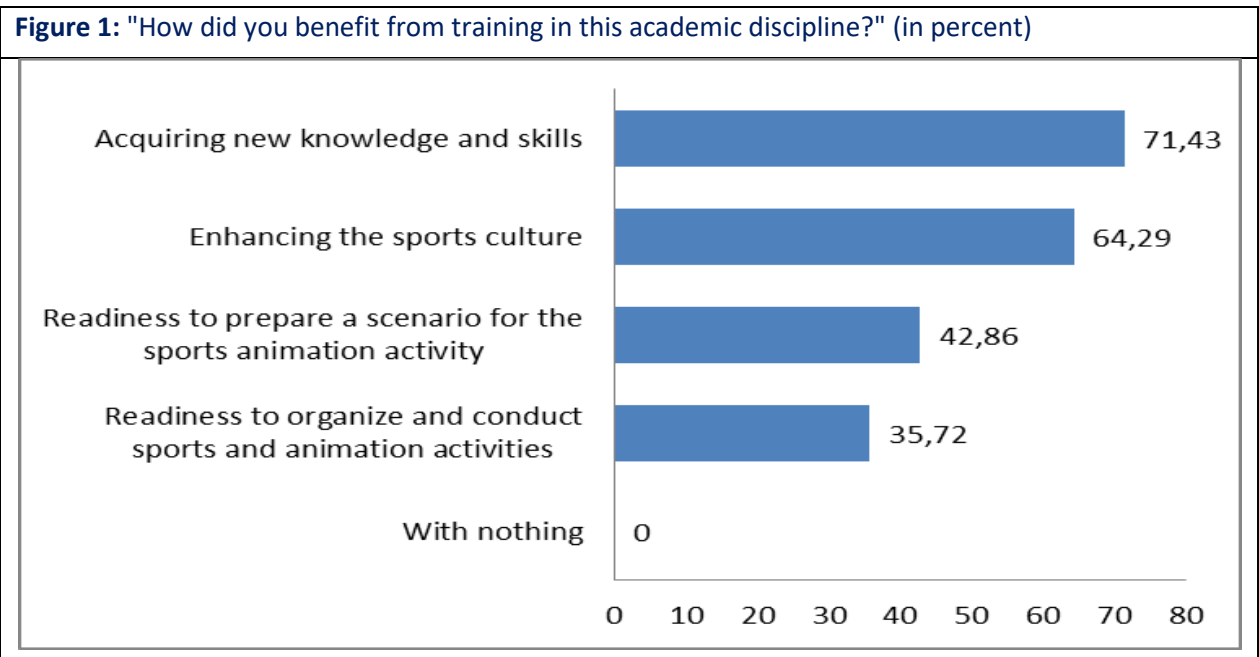
At the beginning of February 2019, to achieve the objective and solve the tasks, was conducted a survey with 42 persons who had undergone the training described above, and who, at the time of the survey, had been working on their specialty. Respondents were 42 women aged 24 to 45, with a pedagogical experience from 1 to 5 years. The number of teachers was 31 and the educators – 11. Twenty-seven (27) of the persons involved in the survey worked with a quota of children from preschool age (3 – 6 years) and fifteen (15) – with children from primary school age (7-10 years). The questions in the inquiry were seven in number – five with closed answers



and two with alternative answers. Respondents could indicate more than one option per question.

## RESULT AND DISCUSSION

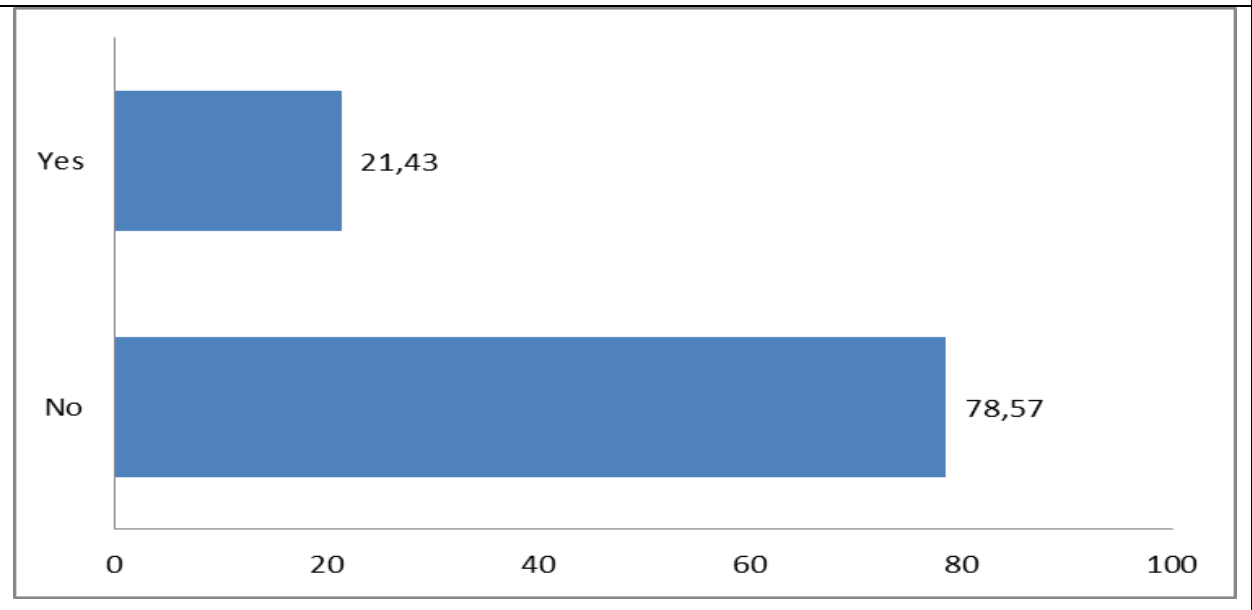
The results obtained from the survey show that all respondents have a positive opinion in terms of learning satisfaction in the course "Sports animation in educational environment". Almost 2/3 of the people surveyed reported that they have increased their sport culture as a result of the training and over 70% have acquired new knowledge and skills; 42.86% are ready for scenario preparation and over 1/3 – readiness for organizing and conducting of sports animation activities in institutionally organized environment. The detailed results are given in Figure 1.



The answers to the next question show that the majority of respondents (78.57%) have not had any sporting activities with children in an institutionally organized environment before their training in the academic discipline. The results can be seen in Figure 2.

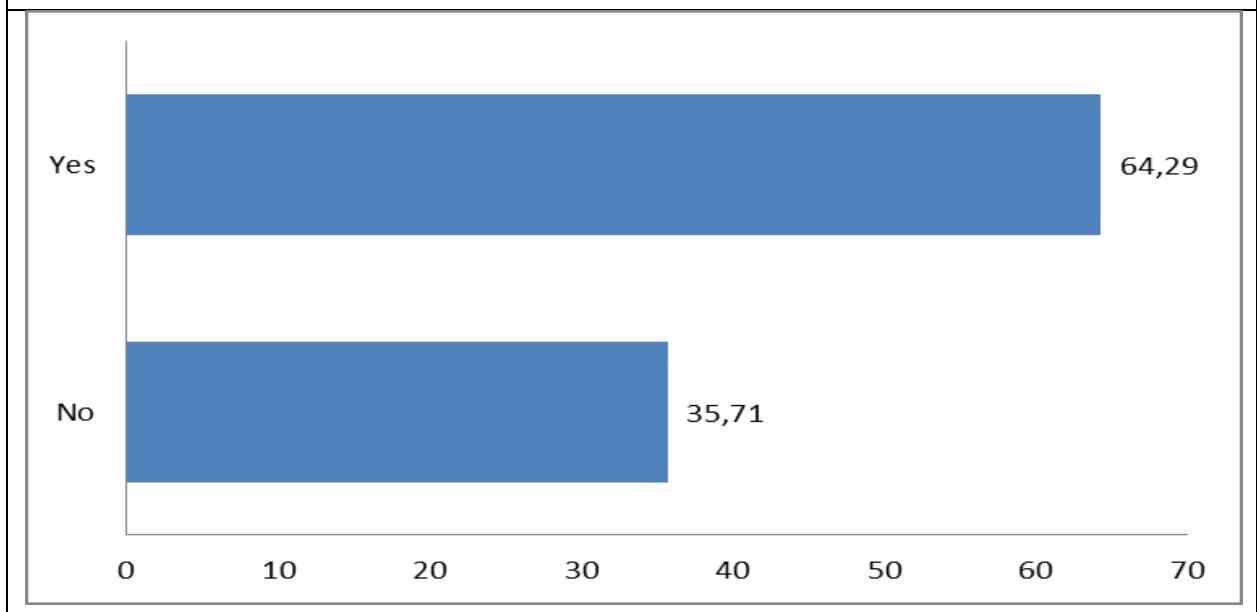


**Figure 2:** "Have you had any sports-oriented activities in an institutionally organized environment before this training?" (in percent)



The number of educators engaged in sports-animation activities after the training process has increased three times, compared to the number before the training. The results are given in Figure 3.

**Figure 3:** "Have you done sports-animation activities in an institutionally organized environment after this training?" (in percent)

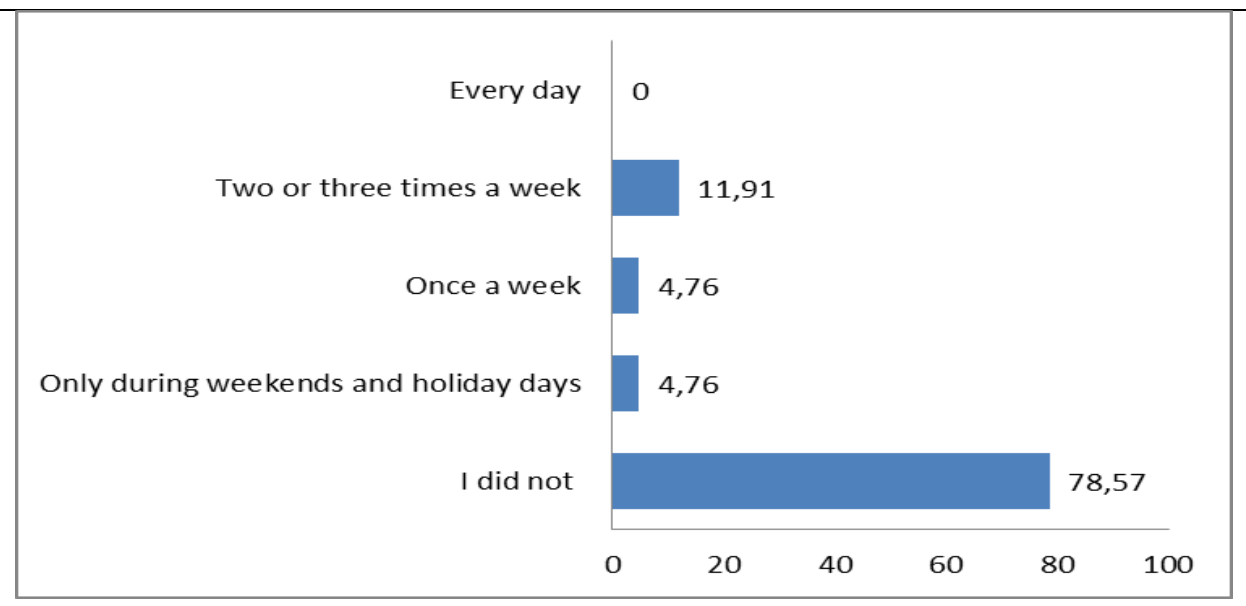






In terms of the frequency of the sports-animation activities before the training process, 11.91% of all respondents indicated that they had organised sporting activities two to three times a week, 4.76% – once a week, the same number - only at weekends and/ or holidays and no one – daily. The results are detailed in Figure 4.

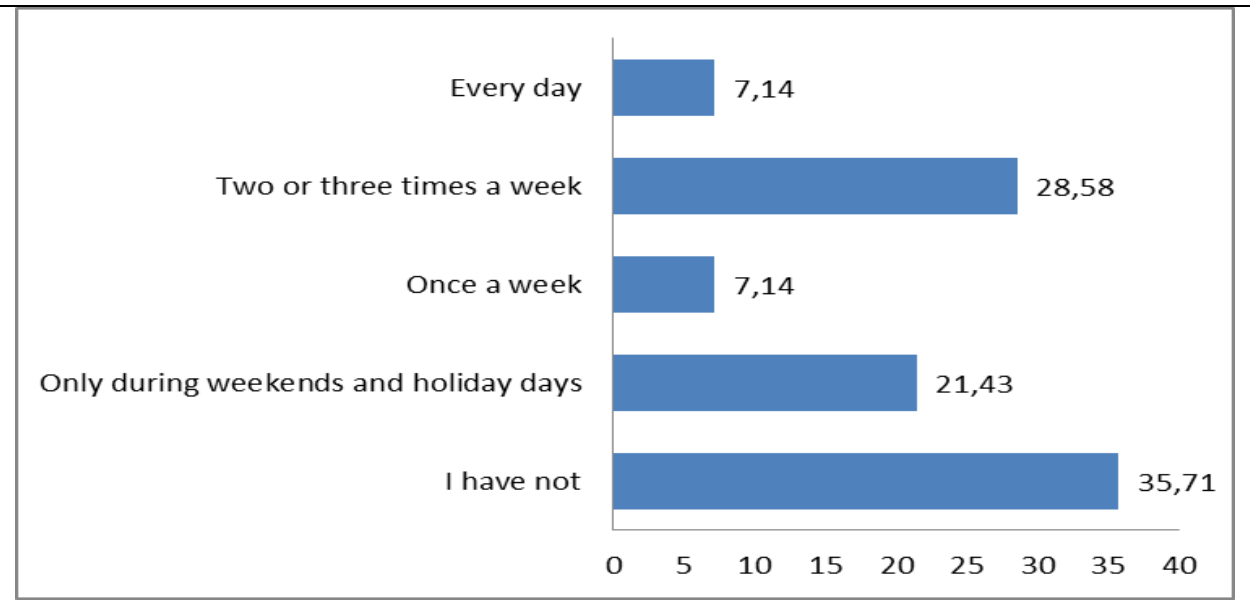
**Figure 4:** "How often did you conduct sports activities in an institutionally organized environment before the training?" (in percent)



The answers to the next question show that after the training course the number of educators conducting sports animation activities in the institutionally organized environment has increased. The largest share is of educators organizing sports-animated activities 2-3 times a week (28.58%) and 21.43% of them - during the weekends and during the holidays. 7.14% are the educators participating in the organisation of sport animation activities on a daily basis or once a week.



**Figure 5:** "How often do you conduct sports animation activities in an institutionally organized environment after the training?" (in percent)



The answers to the next two questions make as conclude that children have willingness and interest to engage in organized sporting activities optional to the regulated learning process.

The presented in Figure 6 results refer to the time before the course learning process. According to the educators, 38.10% of children avoided getting involved in activities, 33.33% were unwilling and 28.57% involved in activities with interest.

**Figure 6:** "What was the willingness of the children to engage in the ongoing sports activities in an institutionally organized environment before your training?" (in percent)

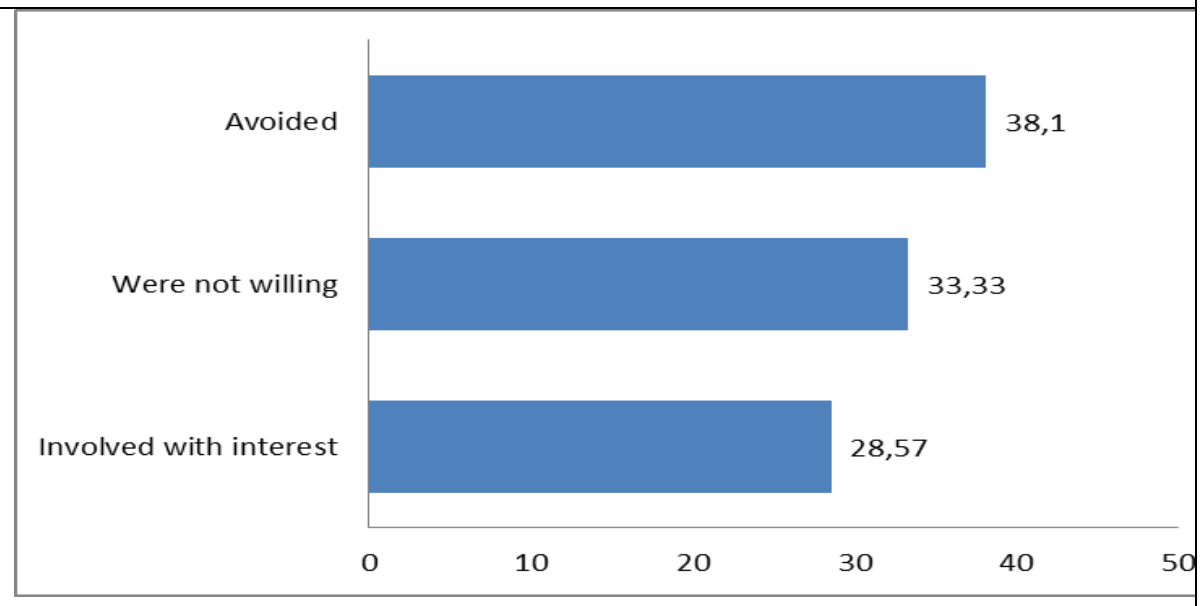
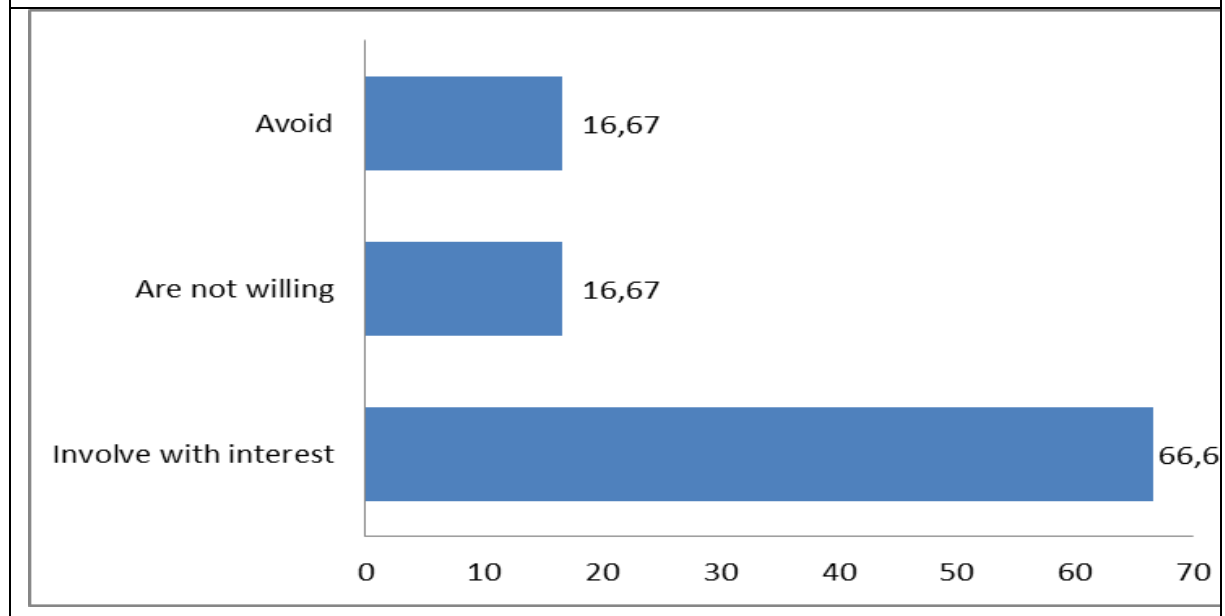


Figure 7 shows the results obtained after the training of the inquired persons. They state that 2/3 of the children they worked with, involved in the sport animation activities with interest. The same is the number of those who avoid and do not wish to participate - 16.67% each.

**Figure 7:** "What is the willingness of the children to involve in the ongoing animation activities in an institutionally organized environment after your training?" (in percent)



## CONCLUSIONS

The results of the inquiry thus presented give us a reason to draw the following conclusions:

- The educators, working with a quota of children from preschool and primary school age, have positive attitude to the importance and results of the training course "Sport animation in educational environment" at the Pedagogical Faculty of Trakia University, Stara Zagora.
- The number of educators organizing activities with a sports-animation focus after the course of training in this academic discipline has increased three times. The frequency of conducting sports and animation activities by the educators has also increased.
- More than doubled is the interest and willingness of children to participate in the organized animation activities.
- The existence of a professional-pedagogical competence for sports-animation activity directly affects the interest and desire of children to take part in sport activities.

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- **ЛИТЕРАТУРНИТЕ СПИСАНИЈА ЗА ДЕЦА И ВОСПИТНО-ОБРАЗОВНИОТ ПРОЦЕС (истражувачка практика од предучилишни установи)**

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#### **Апстракт**

Литературните списанија за деца претставуваат значаен сегмент во севкупниот општествен систем, особено во делокругот и низ призмата на нивната културолошка и в опитно образовна апликативност кај децата. Тоа особено до израз доаѓа кај децата опфатени во училишниот систем.

Факт е дека списанијата за деца претставуваат составен и неиздвоиив дел од комплексот на фактори кои партиципираат во севкупното моделирање на детската читателска публика, особено во катадневните анимирања кај децата и од предучилишна дејност, особено кај децата од оделенското и предметното образование.

Општествената заедница низ чии пори се таргетира детската читателска публика и соодветниот воспитно образовен систем, би биле некомплетни, како и самата општествена заедница без литературните списанија за деца. Тие би биле втурнати во вистински дерогиран амбис од тој аспект.

Списанијата за деца се вистински генератор на севкупниот општествен и воспитно-образовен крвоток, не само во микро перцепцијата, туку и во поширокото поимање на ова прашање.

Клучни зборови: Списанија, деца, специфики, воспитност, образовност.

#### **Списанијата за деца -поставки и гледишта**

Не случајно општествените системи на конституирањето на почвата за појава и развој на списанијата за деца, историски и посветувале особено внимание. Се разбира дека таквиот третман се пројавувал како одраз на автентичните општествени текови изворно повразни со односните средини. Така на пример во разгледба на односни балкански контексти, според одделни извори на податоци за прво списание за деца во Србија се смета спсисанието “Пријател на српската младеж”, 1860 год. Непосредно вградувајќи го својот творечки и уреднички ангажаман. Инаку следствено врз закрилата на ова списание следи списанието “Невен” на чие чело се наоѓа угледниот Јован Јовановиќ Змај.



Во Хрватска појдовното списание за деца “Босилок”, се појавува во уредништво на загребскиот учител Иван Филиповиќ во 1862 год, додека пак во Словенија зачетно се смета списанието “Звончек” во уредништво на угледниот Енгелберк.

Нам не ни се на дофат податоци за датумирање на прво македонско списание за деца во периодот кој е лоциран за списанија за деца во Србија, Хрватска, Словенија (околу 1860 година). Разбирливо тоа поради специфичните историски околности. Но за нас во поширок контекст на овој аспект, податлив е податокот дека нашиот угледен деец Ефтим Спространов (1867-1931 год) според одделни извори на податоци во неговата интензивна творечка животна доба, бил вклучен во редактурата на списанието “Детска забава”. Тој недвосмислено искажувал поддршка како за ова списание така и за оживотворување на Друштво за поддршка на литературата за деца. (М.Сп. Литература за деца 2007 год.)

Инаку во контекст на овој аспект да нагласиме дека овде на дофат ни се списанијата Другарче, Развигор, Наш свет и Росица, како фактографија на битието на овој модел на списанија за деца кај нас, следствено по големиот временски врвеш и обнородувањето на списанијата од моделот на Пионер, Титов пионер, Млад Борец и други крајот на НОБ, како засебна тема и присмотра.

Со поставка на актуелни и витални прашања од оваа тема, на Педагошкиот факултет “Св. Климент Охридски” - Скопје, се одржа тематска трибина со акцентиран фокус на интерес кон списанијата за деца низ носечката призма на особеното историско значење и големите издвачки влогови на списанијата за деца, “Детска радост” и “Просветно дело”, како столбови на овој план во Македонија.

На трибината учествуваа околу триесетина респектни проследувачи на ова прашање. Во таа пригода, расправата афирмира и други релевантни стојалишта и сознанија во контекст на ова исклучително важно поглавје. (Оваа материја е предмет за засебна и поопфатна студија на проф. д-р Мито Спасевски редовен професор на Педагошкиот факултет “Св. Климент Охридски” - Скопје, по предмети од областа на литературата и јазикот.)

Важно е да се напомене дека е осведочен фактот оти од особено историско значење за појавата и развојните текови на списанијата за деца во Македонија, имаат издвачките куќи “Детска радост” како носечка подлога во тој домен и издавачката куќа “Просветно дело” како угледен репрезент и продолжувач на течението на списанијата за деца во Македонија. Уделот на овие издавачки куќи е од посебна историска, општествена, образовна, воспитна и културолошка важност. Нивниот влог неспорно е дека е вистински запис за растежот на овој план и илјадниците примероци на списанија за деца кои меѓу другото десетици децении наназад, беа не само списанија за деца, туку беа и влог во вистинска мисија и поткрепка на воспитно-образовниот систем во Македонија.



### Рефлексии на списанијата за деца во воспитноста

Развојот на говорот, артикулирање на логичен израз, за создавање и моделирање на течен говор, дикција и интонација, збогатување на детскиот речник, колоритен јазик, фреквенција на современиот правоговор, народна лексика, дијалектни говори, книжевен јазик, народно-раскажувачки говор.

Посебно влијанието на списанијата за деца придонесува во осознавање на светот како отворен прозорец кон светот, низ призмата на етиката, хуманизмот, мулти и интеркултурата, екологијата, семејните вредности и редица други приложби во тој домен.

Раководејќи се од тој аспект нашиот интерес го насочивме кон одделни целни фокусирања и рефлексии од односната област. Следствено изложуваме некои од позначајните истражувачки резултатаи од таа област.

### Влијанието на медиумите и списанијата за деца врз јазично говорната страна кај децата

Истражувањето беше спроведено во шест градинки и тоа во ЈУОДГ „Орце Николов“, ЈУОДГ „Снежана“, ЈУОДГ „Распеана младост“ и ЈУОДГ „25 Мај“ во Скопје, ЈУОДГ „Олга Мицеска“ во Кичево и ЈУОДГ „Детска радост“ во Гостивар врз 51 испитаник при што се добиени следните резултати:

На прашањето - Влијанието на медиумите и списанијата за деца врз гласовната страна на говорот и форматизирањето на речникот кај децата - **49% одговориле од посебно значење, 49% значајно и 1,9% ирелевантно**

На прашањето - Дали на овој план досега се правени истражување - **70,5% одговориле делумни и 29,5% воопшто не**

Во однос на прашањето - Кој од медиумите според вас импулсира најмногу влијание - **телевизијата била рангирана на прво место 72,5%, списанијата 19,6% и радиото 7,8%**

Литературните прилози и други текстурални апликации од списанијата за деца се - **19,6% на високо јазично рамниште, 72,5% релативно јазично подобни, 3,9% на недоволно и штетно јазично ниво и 3,9% со изразени слабости**

Според личните проценки рангирајте ги од 1 до 5, медиумите и списанијата според тоа кој од нив најнегативно може да влијае доколку не се на рамниште на јазичните правила -

**Списанија за деца 13,7% Радио емисии за деца 7,8% Рубрики од периодични списанија за деца 9,8% ТВ програми за деца 49% (најнегативно) Специјализирани радио и ТВ емисии за деца 19,6%**

На прашањето дали степенот на јазичните подобности на медиумите и списанијата за деца е условен и од односот на општествената заедница - **17,6% одговориле да целосно, 50,9% во голема мера и 5,8% делумно**





Да ги согледаме резултатите по градинки:

***ЈУОДГ „Орце Николов“ - Скопје***

На прашањето - Влијанието на медиумите и списанијата за деца врз гласовната страна на говорот и форматизирањето на речникот кај децата - **50% одговориле од посебно значење и 50% значајно**

Во однос на прашањето - Кој од медиумите според вас импулсира најмногу влијание - **телевизијата била рангирана на прво место 30%, списанијата 30% и радиото 10%**

На кое рамниште според Вас од јазично-говорен аспект се емисиите за деца на ТВ програмите - **10% одговориле со особено високо рамниште, 50% средно и 40% слабо**

Литературните прилози и други текстуални апликации од списанијата за деца се - **30% на високо јазично рамниште, 70% релативно јазично подобни, на недоволно и штетно јазично ниво и со изразени слабости со 0%.**

Според личните проценки рангирајте ги од 1 до 5, медиумите и списанијата според тоа кој од нив најнегативно може да влијае доколку не се на рамниште на јазичните правила - **списанија за деца 20% Радио емисии за деца 10% рубрики од периодични списанија за деца 0% ТВ програми за деца 60% (најнегативно) специјализирани радио и ТВ емисии за деца 10%**

На прашањето дали степенот на јазичните подобности на медиумите и списанијата за деца е условен и од односот на општествената заедница - **50% одговориле да целосно, 50% во голема мера и 0% делумно**

Од аспект на прашањето дали во предучилишните установи постои форма за контрола на јазичната соодветност на присутните списанија, сликовници и други сродни апликации - **20% сметаат дека не постои, 30% постои повремено и 50% постои константно**

***ЈУОДГ „Распеана младост“ - Скопје***

На прашањето - Влијанието на медиумите и списанијата за деца врз гласовната страна на говорот и форматизирањето на речникот кај децата - **50% одговориле од посебно значење и 50% значајно**

На прашањето - Дали на овој план досега се правени истражувања - **100% одговориле делумни и 0% воопшто не.**

Во однос на прашањето - Кој од медиумите според вас импулсира најмногу влијание - **телевизијата била рангирана на прво место 83,3%, списанијата 16,6% и радиото 0%.**

На кое рамниште според Вас од јазично-говорен аспект се емисиите за деца на ТВ програмите - **0% одговориле со особено високо рамниште, 66,6% средно и 33,3% слабо.**

Литературните прилози и други текстуални апликации од списанијата за деца се - **50% на високо јазично рамниште, 33,3% релативно јазично подобни, на недоволно и штетно јазично ниво 16,6% и со изразени слабости со 0%**

Според вас дали медиумите и списанијата треба да ги истражуваат и влијанијата на нивните прилози врз говорната страна и речникот кај децата - **100% од испитаниците одговориле дека е потребно истражување**



Според личните проценки рангирајте ги од 1 до 5, медиумите и списанијата според тоа кој од нив најнегативно може да влијае доколку не се на рамниште на јазичните правила - списанија за деца 0% радио емисии за деца 0% рубрики од периодични списанија за деца 0% ТВ програми за деца 83,3% (најнегативно) специјализирани радио и ТВ емисии за деца 16,6%

Дали степенот на јазичните подобности на медиумите и списанијата за деца е условен и од односот на општествената заедница - 0% одговориле да целосно, 83,3% во голема мера и 16,6% делумно

Дали во предучилишните установи постои форма за контрола на јазичната соодветност на присутните списанија, сликовници и други сродни апликации - 50% сметаат дека не постои, 50% постои повремено и 0% постои константно

#### ***ЈУОДГ „Снежана“ - Скопје***

На прашањето за влијанието на медиумите и списанијата за деца врз гласовната страна на говорот и форматизирањето на речникот кај децата - 40% одговориле од посебно значење и 60% значајно

Во однос на прашањето - Кој од медиумите според вас импулсира најмногу влијание - телевизијата била рангирана на прво место 100%, списанијата 0% и радиото 0% ературните прилози и други текстуални апликации од списанијата за деца се - 0% на високо јазично рамниште, 80% релативно јазично подобни, на недоволно и штетно јазично ниво 0% и со изразени слабости со 20%

Дали медиумите и списанијата треба да ги истражуваат и влијанијата на нивните прилози врз говорната страна и речникот кај децата - 100% од испитаниците одговориле дека е потребно истражување

Според личните проценки рангирајте ги од 1 до 5, медиумите и списанијата според тоа кој од нив најнегативно може да влијае доколку не се на рамниште на јазичните правила - списанија за деца 30% Радио емисии за деца 10% Рубрики од периодични списанија за деца 0% ТВ програми за деца 10% (најнегативно), специјализирани радио и ТВ емисии за деца 50%

Дали степенот на јазичните подобности на медиумите и списанијата за деца е условен и од односот на општествената заедница - 20% одговориле да целосно, 20% во голема мера и 60% делумно

Дали во предучилишните установи постои форма за контрола на јазичната соодветност на присутните списанија, сликовници и други сродни апликации - 50% сметаат дека не постои, 30% постои повремено и 20% постои константно

#### ***ЈУОДГ „25 Мај“ - Скопје***

На прашањето - Влијанието на медиумите и списанијата за деца врз гласовната страна на говорот и форматизирањето на речникот кај децата - 66,6% одговориле од посебно значење и 33,3% значајно



Во однос на прашањето - Кој од медиумите според вас импулсира најмногу влијание - **телевизијата била рангирана на прво место 77,7%, списанијата 0% и радиото 22,2%**

Литературните прилози и други текстуални апликации од списанијата за деца се – **11,1% на високо јазично рамниште, 88,8% релативно јазично подобни, на недоволно и штетно јазично ниво 0% и со изразени слабости со 0%**

Според вас дали медиумите и списанијата треба да ги истражуваат и влијанијата на нивните прилози врз говорната страна и речникот кај децата - **100% од испитаниците одговориле дека е потребно истражување**

Според личните проценки рангирајте ги од 1 до 5, медиумите и списанијата според тоа кој од нив најнегативно може да влијае доколку не се на рамниште на јазичните правила - **Списанија за деца 11,1% Радио емисии за деца 0% Рубрики од периодични списанија за деца 0% ТВ програми за деца 88,8% (најнегативно) Специјализирани радио и ТВ емисии за деца 0%**

На прашањето дали степенот на јазичните подобности на медиумите и списанијата за деца е условен и од односот на општествената заедница – **11,1% одговориле да целосно, 33,3% во голема мера и 55,5% делумно**

#### ***ЈУОДГ „Детска радост“ - Гостивар***

Во однос на прашањето - Кој од медиумите според вас импулсира најмногу влијание - **телевизијата била рангирана на прво место 60%, списанијата 30% и радиото 10%**

Литературните прилози и други текстуални апликации од списанијата за деца се – **30% на високо јазично рамниште, 60% релативно јазично подобни, на 10% недоволно и штетно јазично ниво и 0% со изразени слабости**

На прашањето за рангирањето од 1 до 5 на медиумите и списанијата според тоа кој од нив најнегативно може да влијае доколку не се на рамниште на јазичните правила -

**Списанија за деца 20% Радио емисии за деца 0% Рубрики од периодични списанија за деца 10% ТВ програми за деца 30% Специјализирани радио и ТВ емисии за деца 40%**

Дали степенот на јазичните подобности на медиумите и списанијата за деца е условен и од односот на општествената заедница – **10% одговориле да целосно, 60% во голема мера и 30% делумно.**

Дали во предучилишните установи постои форма за контрола на јазичната соодветност на присутните списанија, сликовници и други сродни апликации - **30% сметаат дека не постои, 30% постои повремено и 40% постои константно.**

#### ***ЈУОДГ „Олга Мицеска“ - Кичево***

На прашањето - Влијанието на медиумите и списанијата за деца врз гласовната страна на говорот и форматизирањето на речникот кај децата - **50% одговориле од посебно значење, 50% значајно и 0% ирелевантно.**

Во однос на прашањето - Кој од медиумите с импулсира најмногу влијание - **телевизијата и списанијата биле рангирана еднакво рамниште со 50% и радиото 0%.**



Литературните прилози и други текстуални апликации од списанијата за деца се – **0% на високо јазично рамниште, 100% релативно јазично подобни, на 0% недоволно и штетно јазично ниво и 0% со изразени слабости.**

На прашањетос дали медиумите и списанијата треба да ги истражуваат и влијанијата на нивните прилози врз говорната страна и речникот кај децата - **100% од испитаниците одговориле дека е потребно истражување.**

Според личните проценки рангирајте ги од 1 до 5, медиумите и списанијата според тоа кој од нив најнегативно може да влијае доколку не се на рамниште на јазичните правила -

**Списанија за деца 16,6%, Радио емисии за деца 0%, рубрики од периодични списанија за деца 33,3%, ТВ програми за деца 50%, специјализирани радио ТВ емисии за деца 0%.**

Дали во предучилишните установи постои форма за контрола на јазичната соодветност на присутните списанија, сликовници и други сродни апликации – **66,6% сметаат дека не постои, 33,3% постои повремено и 0% постои константно.**

Изложените истражувачки резултати од практиката во предучилишните установи во земјава, низ призмата на одделни аспекти на влијанието на списанијата во воспитните области кај децата, укажуваат на нивната исклучителна важност, специфика, податливост и улога.

## **ЗАКЛУЧОК**

Интегрирајќи ги сумарно и заклучно истражувачките резултати се устројуваат неколку следствени заклучни поставки.

1. Недвоен факт е дека литературните списанија за деца низ дискурсот на нивниот рефлектирачки корпус, имаат големо влијание врз развојните импулси на говорот кај предучилишните деца.

2. След тоа се заклучува дека севкупните позитивни ефекти од литературните списанија се директно условени од мноштво сегменти од јазичен, говорен и литературен аспект на текстовите инсталирани во списанијата.

3. Степенот на воспитно образовна платформа не секогаш одговара на поставените програмски и содржински цели на воспитно-образовните активности во предучилишните установи.

4. Не ретко одделни литературни прилози во односните списанија во помала или поголема мера со својата јазично-говорна поставка на текстот покрај позитивните ефекти создават и негативни последици.

5. Имплементирањето и ефектуирањето на литературните списанија во поставената цел е содејство меѓу застапените литературни прилози, (резултатната на продуцентот на списанијата) и острченоста на тимот реализатори.

6. Евидентно е според рефлектирањата на истражувачките резултати дека свој одраз врз сето тоа имаат и други фактори, социокултурни влијанија, општествени и семејни процеси и современите предизвици на катадневните брзи временски прогресии на сеопштото во новата ера.



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4. Списанијата за деца-воспитната и уметничката функција кај децата ,- расправа, предавања, обуки за стручен кадар од предучилишни установи, Просветно дело, Скопје.



## • УЧЕБНИЦИТЕ ПО МАКЕДОНСКИ ЈАЗИК – ФАКТОР ЗА ФУНКЦИОНАЛНАТА ПИСМЕНОСТ НА УЧЕНИЦИТЕ

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### **Апстракт**

Компетенциите за употреба на информациите, односно за различните форми и видови информации, како и за медиумите преку кои тие се разменуваат, се задолжителни содржини во курикулумот на основното образование. Имено, нивниот развој е заснован врз степенот на јазичната писменост што ја поседуваат учениците.

Системскиот развој на јазичната писменост започнува во почетните одделенија на основното училиште кога ученикот се запознава со првите специјализирани учебници – букварот и читанката. Нивната концепција е маркирана. Степенот на функционалност на овие учебници, во спрега со креативноста и оспособеноста на наставникот, се темелите врз кои се гради писменоста.

Во трудот ќе бидат презентирани податоци од спроведената анализа за функционалноста на учебниците по Македонски јазик во првите два циклуса на основното образование, од аспект на меѓународните стандарди за функционална писменост.

Клучни зборови: учебници, Македонски јазик, настава, функционална писменост.

### **Вовед**

Теоријата на наставата по Литература, историски гледано, има долга традиција во негувањето на стремежот за нејзино перманентно осовременување, зашто секогаш ги имала предвид целите и задачите што можат да се постават и остварат преку оваа настава. Литературното творештво силно може да влијае врз јазичната писменост. Тоа е особено значајно за наставната практика кога ученикот системно се воведува во оваа уметност, во која освен функционалните поими од теоријата на литературата, тој треба да овладее и со функцијата на јазикот (јазично-стилска). Оттаму, од исклучителна важност е да се внимава на квалитетот на дидактичките ресурси кои значително влијаат врз квалитетот на методската поставеност на оваа настава.

#### **Читанката - фактор за функционална писменост**

Како основно дидактичко средство за наставата по подрачјето Литература, читанката треба да обезбеди солидна основа за развој на меѓународно дефинираната клучна компетенција: комуникација на мајчин јазик – *способност да се изразуваат поими, мисли, чувства, факти и ставови; прикладни и креативни јазични интеракции во општественото и културното опкружување, во образованието и воспитувањето, при работата дома и во слободното време* (Cindrić и др. 2016: 217).

*Концепцијата* на читанката како учебник треба да биде усогласена со голем број барања коишто, меѓу другото, се однесуваат на видот и квалитетот на литературно-уметничките текстови, корелацијата со психофизичките можности на учениците, податливоста за реализација на креативна настава; функционалноста на дидактичко-методската апаратура



и др. (Петковска, 2008: 154-155). Нејзината функција е преку литературните текстови да овозможи реализација на програмските цели и задачи од литературатано и подлабок третман на уметноста на зборот и јазично-стилскиот израз.

Во овој труд нашето внимание го насочуваме кон дидактичко-методската рамка на учебниците по Македонски јазик со цел да нагласиме колку е значаен овој аспект на учебникот што треба да ги постави основите на функционалната јазична писменост на учениците.

#### **Методолошка рамка**

Резултатите што ги презентираме во трудот се дел од пообемна студија за истражување на факторите на функционалната писменост во Македонија, под наслов: *Функционалната писменост како концепција и стратегија на основното образование во Р. Македонија*. Во овие рамки беа спроведени истражувачки постапки за анализа на функционалноста на учебниците по Македонски јазик во основното образование. Овде се задржуваме на предметот на истражувањето на содржините и дидактичко-методската апаратура во учебниците по Македонски јазик во III, IV и V одд.Целта на анализата беше да се испита влијанието на учебниците врз поттикнувањето на креативноста на учениците при јазичното изразување, односно, врз развојот на знаења и способности што ја одразуваат нивната функционална писменост

#### **Хипотези на истражувањето**

Трудот поаѓа од хипотезата: *Методско-дидактичката апаратура за функционална писменост во учебниците по предметот Македонски јазик во првите два циклуса на основното образование недоволно соодветствува со потребите на наставата за функционална јазична писменост*. Кон оваа хипотеза беа поставени две супхипотези: *CX 1: Понудата на текстови во учебниците за предметот Македонски јазик не соодветствува со потребите на наставата за функционално читање и пишување и CX 2: Дидактичкиот пакет во учебниците рефлектира ниски нивоа на функционална јазична писменост*.

#### **Истражувачки постапки и техники**

Во фазата за прибирање на податоци ја искористивме техниката *анализа на содржина*, при што предмет на анализа беа постоечките одобрени учебници по Македонски јазик III, IV и V одд.(вкупно 7).Именуваната техника ја користевме со цел да добиеме сознанија за третманот и за поставеноста на моделите за функционална јазична писменост во учебниците. За таа цел земени се предвид дефинираните нивоа на критичко мислење и функционална писменост (Mullis, O. Martin, 2015: 18-22; Маринковиќ, С., 2000: 127; Николиќ М., 2006: 715-739; Петковска, Бл., 2008: 116).

#### **Приказ и интерпретација на резултатитеод истражувањето**

Анализата на: 1. содржинската концепција на учебниците и 2. Прашањата, задачите и наловите од дидактичките блокови има за цел да утврди во која мерка учебникот ги води учениците кон функционални знаења, односно да даде информација за когнитивното ниво на кое учениците располагаат со тие знаења (репродуктивно / применливо/ творечко).

#### **а.Избор на текстови**

Изборот на текстовите претставува еден од најзначајните фактори за функционална настава, бидејќи токму тие треба да обезбедат интеракција помеѓу читателот и текстот во насока на успешна реализација на целите на читањето (поради задоволство и личен интерес, во контекст на учењетои како предуслов за активна партиципација во општеството) (Mullisatall., 2015: 15).Нашиот интерес во овој труд беше насочен кон праг-

матичноста на текстуалната понуда во читанките од аспект на воспоставување солидна основа за спроведување на активности од повисоките нивоа на функционалното читање и пишување. Тоа би значело рамномерна дистрибуција на текстови со различен дидактички, јазичен и информативен карактер коишто соодветствуваат на потребите на современата настава.

Сознанијата до коишто дојдовме од спроведената анализа на читанките по однос на прашањето за застапеноста на различни видови текстови во учебниците по Македонски јазик е дадена во Табела бр. 1.

**Табела бр. 1.** Понуда на текстови во учебниците по Македонски јазик ( III - V одд.)

Понуда на текстови во учебниците по Македонски јазик ( III - V одд.)					
III а					
лирски	f авторски	f народни	f информативни	f неозначени	ВК.:
	35	3	/		38
епски	38	3	3		44
<b>ВКУПНО:</b>	<b>73</b>	<b>6</b>	<b>3</b>		<b>82</b>
III б					
лирски	35	0	/	2	37
епски	40	5	0	6	51
<b>ВКУПНО:</b>	<b>75</b>	<b>5</b>	<b>0</b>	<b>8</b>	<b>88</b>
III в					
лирски	25	0	/	1	26
епски	33	12	/	16	61
<b>ВКУПНО:</b>	<b>58</b>	<b>12</b>	<b>/</b>	<b>17</b>	<b>87</b>
IV а					
лирски	31	1	/	/	32
епски	28	4	1	1	34
<b>ВКУПНО:</b>	<b>59</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>66</b>
IV б					
лирски	24	1	0	0	25
епски	34	5	0	0	39
<b>ВКУПНО:</b>	<b>58</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>64</b>
IV в					
лирски	42	2	/	1	45
епски	65	8	/	6	79
<b>ВКУПНО:</b>	<b>107</b>	<b>10</b>	<b>0</b>	<b>7</b>	<b>124</b>
V					
лирски	17	4	/	/	21
епски	35	5	/	/	40
<b>ВКУПНО:</b>	<b>52</b>	<b>9</b>	<b>/</b>	<b>/</b>	<b>61</b>

Понудата на текстови во анализираните учебници варира во однос на видот, должината, јазичната (синтаксичка) комплексност, структурата, информативната, етичката и естетската вредност. Имено, податоците во табелата говорат дека постои различна дистрибуција на лирските и на епските текстови во различни учебници коишто се наменети за исто одделение. Истовремено, минорен е бројот на понудени текстови од категоријата текстови со



информативен карактер, а во некои учебници тие се комплетно изоставени. Станува збор за текстови што се преземени од детска енциклопедија или од дневниот печат, а нивната цел е да информираат. Занемарувањето на овие текстови говори за етичко-естетка насоченост на учебникарите при конципирањето на читанките, наспроти современите тенденции воспитно-образовната компонента да биде надолполнета со соодветна информациска заситеност на текстовите.

### **б. Дидактичка апаратура**

Функционалноста на еден учебник може да се согледа преку експлицитните и имплицитните елементи коишто се компатибилни со различни нивоа на функционална писменост. Притоа, квалитетниот учебник поседува механизми за иницирање на сите функционални нивоа што овозможува наставен процес во кој темпото на напредување е прилагодено на личните потреби и можности на учениците. Инструментите што овозможуваат директна имплементација на различни нивоа на функционална писменост се препознатливи во дидактичкиот инструментариум. Истражувањето на дидактичката апаратура ни овозможи да дознаеме кое е функционалното ниво на наставата доколку единствен методски извор се предвидените активности во дидактичко-методскиот блок. Притоа, како одредница ги земавме индикаторите на Блум-Сандерсовата таксономија и функционалната писменост (Anderson et al., 2001: 67-92; Mullis et al., 2015: 18-22).

Дидактичката апаратура на учебниците ја разгледувавме во однос на нејзината функција да биде алатка со која учениците, на соодветен начин, ќе ја поврзат литературата со нивниот секојдневен живот, доживувајќи, анализирајќи и проценувајќи настани, ликови, чувства, идеи, концепти и сл. Добиените податоци од анализата на учебниците ги прикажуваме во Табела бр. 2, Табела бр. 3 и Табела бр. 4.

**Табела бр. 2. Анализа на дидактичка апаратура на учебници за трето одделение**

Нивоа на критичко мислење			Нивоа на функционална јазична писменост (ПИРЛС)		
Ниво	f	%	Опис на ниво	f	%
<b>III - а</b>					
Помнење	120	31,9	Воочува и извлекува експлицитни информации.	133	43,8
Разбирање	162	41,8	Донесува директни заклучоци.	100	32,9
<b>ВК.:</b>	<b>282</b>	<b>72,7</b>		<b>ВК.:</b> <b>233</b>	<b>76,7</b>
Примена	12	3,1	Интерпретира и интегрира информации.	42	13,8
Анализа	60	15,4			
Евалуација	14	3,6	Евалуира и критикува содржина и текстуални елементи.	14	4,6
Синтеза	20	5,2	Функционално пишување	15	4,9
<b>ВК.:</b>	<b>106</b>	<b>27,3</b>		<b>ВК.:</b> <b>71</b>	<b>23,3</b>
<b>ВКУПНО:</b>	<b>388</b>	<b>100</b>		<b>ВКУПНО:</b> <b>304</b>	<b>100</b>
<b>III- б</b>					
Помнење	66	33,5	Воочува и извлекува експлицитни информации	97	58,4
Разбирање	98	49,8	Донесува директни заклучоци	35	21,1
<b>ВК.:</b>	<b>164</b>	<b>83,3</b>		<b>ВК.:</b> <b>132</b>	<b>79,5</b>
Примена	6	3,0	Интерпретира и интегрира информации	22	13,3
Анализа	14	7,1			
Евалуација	5	2,5	Евалуира и критикува содржина и текстуални елементи	4	2,4
Синтеза	8	4,1	Функционално пишување	8	4,8
<b>ВК.:</b>	<b>33</b>	<b>16,7</b>		<b>ВК.:</b> <b>34</b>	<b>20,5</b>

<b>ВКУПНО:</b>	<b>197</b>	<b>100</b>	<b>ВКУПНО:</b>	<b>166</b>	<b>100</b>
<b>III в</b>					
Помнење	71	23,7	Воочува и извлекува експлицитни информации	114	46,2
Разбирање	134	44,8	Донесува директни заклучоци	44	17,8
<b>ВК.:</b>	<b>205</b>	<b>68,5</b>	<b>ВК.:</b>	<b>158</b>	<b>64,0</b>
Примена	23	7,7	Интерпретира и интегрира информации	64	25,9
Анализа	45	15,1			
Евалуација	7	2,3	Евалуира и критикува содржина и текстуални елементи	6	2,4
Синтеза	19	6,4	Функционално пишување	19	7,7
<b>ВК.:</b>	<b>94</b>	<b>3,25</b>	<b>ВК.:</b>	<b>89</b>	<b>36,0</b>
<b>ВКУПНО:</b>	<b>299</b>	<b>100</b>	<b>ВКУПНО:</b>	<b>247</b>	<b>100</b>

Табеларниот приказ покажува дека учебниците за трето одделение проектираат низок функционален потенцијал на наставата. Според податоците дидактичката апаратура во овие учебници, во најголем процент, овозможува развивање на способностите на учениците од пониските когнитивни подрачја: помнење и разбирање. Во најголем процент од понудените прашања, задачи и активности од учениците се бара да воочуваат одредени информации и да донесуваат заклучоци кои директно произлегуваат од текстот. За повисоките нивоа на критичко читање (интерпретирање и интегрирање на информации, идеи и пораки, како и критикување и евалуација на текст и текстуални елементи) се отстапени минимален процент од вкупниот број анализирани ајтеми. Истовремено, загрижува малата застапеност на активности од нивото *примена*, како основно ниво на функционална писменост и критичко мислење во кое се усвојуваат алатките за анализа и за индуктивно и дедуктивно заклучување. Авторите на учебникот не предвиделе преодни активности кои ќе ги придвижат учениците од пониските нивоа - помнење и разбирање, преку нивото примена кон повисоките нивоа - анализа, евалуација и синтеза. Концентрацијата на активностите на нивото разбирање, без премин кон нивото примена на сфатеното знаење, не само што не обезбедува примарна функционалност на знаењата, но и го блокира патот и го отежнува достигнувањето на повисоките нивоа на критичко мислење. Овој вакуум простор претставува голем проблем во случаите кога наставниците цврсто се врзуваат со учебникот и ја шаблонизираат наставата, слепо почитувајќи ја понудената дидактичка апаратура. Доколку не излезат од границите на учебникот и не понудат активности за развој на критичкото мислење, наставата ќе резултира со нефункционални фактографски знаења на учениците.

**Табела бр. 3 .** *Анализа на дидактичка апаратура на учебници за четврто одделение*

Нивоа на критичко мислење			Нивоа на функционална јазична писменост (ПИРЛС)		
Ниво	f	%	Опис на ниво	f	%
<b>IV а</b>					
Помнење	78	19,2	Воочува и извлекува експлицитни информации	136	40,5
Разбирање	177	43,8	Донесува директни заклучоци	66	20



<b>ВК.:</b>	<b>255</b>	<b>63</b>		<b>ВК.:</b>	<b>202</b>	<b>60,5</b>
Примена	34	8,3	Интерпретира и интегрира информации	107	32,0	
Анализа	58	14,3				
Евалуација	28	7,0	Евалуира и критикува содржина и текстуални елементи	11	3,1	
Синтеза	30	7,4	Функционално пишување	15	4,4	
<b>ВК.:</b>	<b>150</b>	<b>37</b>		<b>ВК.:</b>	<b>133</b>	<b>39,5</b>
<b>ВКУПНО:</b>	<b>405</b>	<b>100</b>	<b>ВКУПНО:</b>	<b>335</b>	<b>100</b>	
<b>IV б</b>						
Помнење	71	13,3	Воочува и извлекува експлицитни информации	137	33,1	
Разбирање	228	42,7	Донесува директни заклучоци	100	24,2	
<b>ВК.:</b>	<b>299</b>	<b>56</b>		<b>ВК.:</b>	<b>227</b>	<b>57,3</b>
Примена	74	13,9	Интерпретира и интегрира информации	107	25,8	
Анализа	99	18,6				
Евалуација	25	4,7	Евалуира и критикува содржина и текстуални елементи	36	8,7	
Синтеза	36	6,8	Функционално пишување	34	8,2	
<b>ВК.:</b>	<b>234</b>	<b>44</b>		<b>ВК.:</b>	<b>187</b>	<b>42,7</b>
<b>ВКУПНО:</b>	<b>533</b>	<b>100</b>	<b>ВКУПНО:</b>	<b>414</b>	<b>100</b>	
<b>IV в</b>						
Помнење	103	18,6	Воочува и извлекува експлицитни информации	149	37,9	
Разбирање	318	57,5	Донесува директни заклучоци	108	27,5	
<b>ВК.:</b>	<b>421</b>	<b>76,1</b>		<b>ВК.:</b>	<b>257</b>	<b>65,4</b>
Примена	37	6,7	Интерпретира и интегрира информации	102	26,0	
Анализа	60	10,9				
Евалуација	10	1,8	Евалуира и критикува содржина и текстуални елементи	12	3,1	
Синтеза	25	4,5	Функционално пишување	22	5,6	
<b>ВК.:</b>	<b>132</b>	<b>23,9</b>		<b>ВК.:</b>	<b>136</b>	<b>34,6</b>
<b>ВКУПНО:</b>	<b>553</b>	<b>100</b>	<b>ВКУПНО:</b>	<b>393</b>	<b>100</b>	

Податоците од табелата се јасен показател дека обемот на дидактичката апаратура не мора секогаш да биде одраз на нејзината функционалност. Доказ за тоа е сознанието дека процентот на ајтеми што припаѓаат во пониските категории на критичко мислење во учебниците (63%; 56%, 76,1%) е значително поглем од оние што поттикнуваат повисоки ни-

воа на функционално читање и пишување. Разбирливо е дека на ова образовно рамниште наставата треба да почива врз декодирањето на информациите, но тоа ја нарушува нејзината функционалност ако покрива речиси цела половина од неа, намалувајќи ја можноста за практикување и развој на посложени мисловни процеси. Најчесто присутни наслови на рубрики во учебниците се: *составете листа; објасни; потсети се и дополни; воочии* др. Од добиените сознанија произлегува заклучокот дека наместо повисоко функционално ниво, учебниците за IV одделение промовираат настава со помала функционалност во однос на учебниците од пониските одделенија.

**Табела бр. 4.** *Анализа на дидактичка апаратура на учебници за петто одделение.*

Нивоа на критичко мислење			Нивоа на функционална јазична писменост (ПИРЛС)		
Ниво	f	%	Опис на ниво	f	%
Помнење	165	28,7	Воочува и извлекува експлицитни информации	145	34,6
Разбирање	219	38,1	Донесува директни заклучоци	119	28,4
	<b>ВК.: 384</b>	<b>66,8</b>		<b>ВК.: 264</b>	<b>63</b>
Примена	59	10,3	интерпретира и интегрира информации	104	24,8
Анализа	70	12,1			
Евалуација	31	5,4	евалуира и критикува содржина и текстуални елементи	28	7
Синтеза	31	5,4	Функционално пишување	22	5,2
	<b>ВК.: 191</b>	<b>33,2</b>		<b>ВК.: 154</b>	<b>37</b>
<b>ВКУПНО:</b>	<b>575</b>	<b>100</b>	<b>ВКУПНО:</b>	<b>418</b>	<b>100</b>

Табеларниот приказ илустрира учебник со обемна дидактичка апаратура во кој бројните присутни креативни техники, табеларни прикази, прашања и налози опфаќаат 66,8% од нивоата помнење и разбирање, а останатите 33,2% се од повисоките таксономски нивоа – примена, анализа, евалуација и синтеза. Истото се однесува и на клучното ниво на функционалноста на знаењата – примена, коешто е идентификувано во 59 анализирани примери, односно, во 10,3% од вкупниот број анализирани случаи, што е показател за исклучително ниско ниво на применливост на стекнатите знаења. Анализата на функционалноста на учебникот од аспект на информациската насоченост на дидактичко-методските содржини покажа дека, во најголем процент од вкупниот број (418) анализирани микро-дидактички елементи, 264 (63%) од прашањата / налозите се однесуваат на идентификувањето на информации и на непосредно директно заклучување. Од повисоките функционални нивоа најголема застапеност има на нивото: интерпретација и интеграција на информациите, каде што евидентиравме 104 налози, што е 24,8% од вкупниот анализиран примерок.

Презентираните податоци поставени во спрега со претпоставените параметри за квалитетен учебник кој со понудената содржинска и дидактичка апаратура ќе иницира развој на сите нивоа на критичко мислење, ни дава за право да ги потврдиме двете помошни супхипотези.

Од потврдувањето на супхипотезите кон кои се надоврзуваат останатите констатации во однос на функционалноста на учебниците, што претходно детално ги изложивме, слободни сме да ја потврдиме нашата главна пререпоставка: *методско-дидактичката апаратура за функционална писменост во учебниците по предметот Македонски јазик во првите два циклуса на основното образование недоволно соодветствува со потребите на наставата за функционална јазична писменост.*



### Заклучок

Одделните анализи на учебниците резултираа со поразувачки резултати за квалитетот на содржинската и дидактичко-методската структура на учебниците во одделенската настава, коишто треба да ги постават основите за создавање на креативна образовна средина за учење. Имено, понудата на текстови е штура, а дидактичко-методската апаратура кореспондира со ниските нивоа на критичко мислење, односно, влијае врз оформувањето на личност којашто меморира и интерпретира, но не умеє да се снајде во различни информациски контексти, потешко донесува заклучоци и не е во можност критички да пристапува кон текстот што го чита.

Ваквата учебничарска понуда алармира на будност на наставниците за критички однос кон понудените содржини и за изнаоѓање на алтернативни решенија за остварување на функционална настава.

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- **TEACHERS' KNOWLEDGE ABOUT HEARING LOSS**

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### **Abstract**

Teachers play a critical role in the education of children with hearing loss. Hearing aids improve the ability of the child with hearing loss to participate in their education by providing auditory input. It is important that teachers have knowledge about hearing impairment and the amplification devices in order to recognize any problems with the devices. The aim of this study was to investigate teachers' experiences with students with hearing loss and their knowledge about hearing loss and amplification devices. The study sample consisted of 142 primary school teachers in mainstream schools. A questionnaire including both closed and open-ended questions was used to collect data. We found that 21.1% of the participants had experiences with students using hearing device. About 64% of the teachers reported that they had no knowledge about effect of differing degrees of hearing loss in the classroom. It was seen that 60% of the teachers had no knowledge about hearing devices. Majority of the participants had no idea about signs of problems related to hearing devices and classroom arrangements for students with hearing loss. We also found that teachers who had experience with children with hearing loss were more knowledgeable about hearing loss and hearing devices than teachers who had no experience with hearing impaired students. Nearly all teachers reported that they were willing to teach students with hearing impairment although none of them had professional training in this area. In conclusion, the present study revealed that primary school teachers need to have more knowledge about children with hearing loss.

Keywords: hearing loss, primary school, teachers, hearing devices.

### **Introduction**

Hearing loss is a common congenital condition affecting about 1 to 3 out of every 1000 infants. According to World Health Organization, between 0.5 and 5 in every 1000 children worldwide are born with or develop sensorineural hearing loss in their early childhood. When adding the children identified later in life and acquired hearing losses, it has been estimated that prevalence



of permanent hearing loss can be expected to increase to 9-10/1000 children in the school-age population (White, 2010).

Even a minimal hearing loss in children can cause difficulties with communication, language, social and emotional function, attention, and academic success (Richburg & Goldberg, 2005). Hearing is important for a child to follow the lessons in the school, to understand the teacher, to make friends, and to participate in class discussions. Although early detection and intervention helps minimize the negative impacts of the hearing loss on a child, children with hearing loss may experience difficulties at school unless they receive proper support. These children may have speech-language delays and gaps in their vocabulary knowledge. As children with hearing loss do not have the same access to information as their peers, they may lack background knowledge and this lack in background knowledge can lead to difficulty understanding academic content (Luckner, Slike, Harold, 2012). In addition, even if they wear hearing devices, the acoustic and auditory conditions of the classrooms can create considerable difficulty for children with hearing loss (Eriks-Brophy, Ayukawa, 2000).

Students with hearing loss may need special arrangements and supports at school. It has been reported that these children expend more effort in listening than children with normal hearing and may experience more mental fatigue (Hornsby, 2013; Hornsby et al, 2014). Studies revealed that children with hearing loss can have difficulties with attention, behavior and relationships (Barker et al, 2009; Gilman, Easterbrooks, Frey, 2004; Stevenson et al, 2010). It has also been reported that children with hearing loss may experience lower levels of social inclusion than their hearing peers (Hadjikakou, Petridou, Stylianou, 2008).

With the effect of factors such as early intervention and increased access to high-quality hearing technology, many children now have the opportunity to attend general education schools along with hearing children (Berndsen&Luckner, 2012; Thibodeau, 2005; Tye-Murray, 2009). It has been noted that teachers' attitudes and background knowledge are critical in the success of inclusive education (Shade&Steward, 2001). Teachers are reported to be the most important factor influencing how much students benefit from school (Hanusek, 2014; Hattie, 2009). Teacher-related factors such as attitudes, knowledge, and skills are considered to be one of the potential barriers to achieving the desired results for children with hearing loss (Berndsen&Luckner, 2012; Gal, Scheur, Engel-Yeger, 2010). In order to support students with hearing loss in the best way, it is important that teachers have knowledge about hearing loss. In this study, we aimed to investigate teachers' experiences with students with hearing loss and their knowledge about hearing loss and amplification devices.

## **Methods**

This is a descriptive study planned to obtain information about primary school teachers' experiences and knowledge regarding hearing loss. Only the teachers working in the first level of general primary schools were included in the study.



The data were collected through a 12-item questionnaire prepared by the researchers. The questionnaire included closed and open ended questions and consisted of sections asking about the attributes of teachers (age, gender, year of experience as a teacher), their experience encountering students with hearing loss, and teachers' knowledge about hearing loss, hearing devices, and classroom accommodations for students with hearing loss.

After obtaining the necessary permissions from the Provincial Directorate of National Education, researchers visited schools in Edirne (a city in located in the northwestern part of Turkey) and distributed the questionnaires to the teachers. Before administration of the questionnaires, teachers were informed about the research. Although 228 teachers volunteered to receive questionnaires, only 142 fully filled questionnaires were returned.

### Results

One hundred and forty-two teachers from 19 schools participated in the study. Their average years of teaching experience was 20.99 (SD=9.26). Thirty teachers reported that they had experiences in teaching children with hearing impairments. Majority of the teachers stated that their teacher education programs had not adequately prepared them to work with students with hearing impairment. Table 1 shows teachers' knowledge of hearing loss.

**Table 1.** Teachers' knowledge of hearing loss.

	Yes	No
Do you currently have or have you ever had a student with hearing loss in your classroom?	30 21.1%	112 78.9%
Are you aware of the effects of differing degrees of hearing loss on a child's school life?	51 35.9%	91 64.1%
Are you aware of the effects of unilateral (one-sided) hearing loss on a child's school life?	30 21.1%	112 78.9%

The questionnaire included two questions for the teachers who had previous experiences with students with hearing loss (Table 2).

**Table 2.** Questions asked only to the teachers who had experiences with students with hearing loss.

	Yes	No
Were your students wearing their hearing devices in the classroom all the time?	27 90%	3 10%
Did you ever encounter any difficulties/problems related to hearing loss or hearing devices?	17 56.7%	91 43.3%

The difficulties/problems indicated by the teachers were: student's unwillingness to wear the hearing devices, problems related to hearing devices (annoying whistling sound from the hearing aids, dead battery), problems related to student and school performance (student's looking tired or uncomfortable, difficulty communicating with others in the classroom, difficulty understanding the courses and answering questions). Two teachers said that they knew these devices were very expensive and that they were afraid of hearing aids being damaged or lost.





Table 3 shows questions about teachers’ knowledge regarding hearing devices and accommodations in the classroom for students with hearing loss. As seen in the table 3, most of the participants believed that they did not have enough knowledge about these subjects.

**Table 3.** Questions about hearing devices and classroom accommodations

	Yes	No	Unsure
Do you think you have enough knowledge about hearing devices?	51 (35.9%)	91 (64.1%)	-
Do you think a student using hearing device can hear as their classmates?	61 (43%)	66 (46.5%)	15 (10.5%)
Do you know why hearing aids sometimes make a whistling sound?	34 (23.9%)	108 (76.1%)	-
Do you know what it means if a child using hearing device has more difficulty paying attention in class for a while?	48 (33.8%)	94 (66.2%)	-
Do you think you have enough knowledge about accommodations in the classroom for students with hearing loss?	38 (26.8%)	104 (73.2%)	-

According to the participants, causes of the whistling sound were: low or dead battery, devices not inserted properly, high volume, external noise, and interaction with other electronic devices. The participants mentioned the following among the possible reasons of the attention decrease in a student wearing hearing aid: non-functioning hearing aid, increase in hearing loss, headache, ear infection, noise in classroom. Seventy-three percent of the teachers reported that they had not enough knowledge about making appropriate accommodations to address the needs of children with hearing loss in the classroom. None of the teachers except one mentioned frequency-modulated (FM) systems. Participants’ suggestions about classroom accommodations/modifications were as follows: U-shaped seating, seating these students close to the teacher, giving step-by-step directions, using body language, keeping windows and doors closed, using sound absorbing floor materials.

Table 4 shows the comparison of teachers with and without experience in teaching children with hearing loss in terms of knowledge

**Table 4.** Comparison of participants with and without experiences with hearing impaired students in terms of their knowledge on some subjects

	Without experience	With experience	$\chi^2$	P
Cause of decreased attention	28.6%	53.3%	6.48	0.01
Function of hearing devices	33.0%	63.3%	9.09	0.003
Cause of whistling sound	18.8%	43.3%	7.85	0.005
Classroom accommodations	20.5%	50.0%	10.48	0.001
Effect of hearing loss	30.0%	60.0%	9.58	0.002

The proportion of teachers who reported they had knowledge about hearing loss and hearing devices were significantly higher among participants who had experiences with hearing impaired students.



## Discussion and Conclusion

The findings showed that general education teachers had lack of knowledge about hearing loss, hearing devices and classroom accommodations for children with hearing loss. Although all participants in this study had positive attitudes toward including students with hearing loss in their classrooms, they reported that their knowledge about hearing loss (e.g. effect of differing degrees of hearing loss on a child's school performance, specific needs of these children) was not enough. We saw that majority of the participants did not have enough knowledge about hearing devices and school modifications and accommodations for children with hearing loss.

The ability to hear the teacher is critical for learning in a typical classroom. It has been emphasized that without the necessary teacher knowledge of the impact of hearing loss, students with hearing loss may fail to reach their academic potential (Hayes, 2014). The results of the current study show that teachers who have experience in teaching with these children feel more knowledgeable about hearing loss, hearing aids, and classroom arrangements. However, even in the group of participants with experiences, the rate of the participants who thought that they had enough knowledge did not exceed 50%.

Having a student with hearing loss in their classes places many responsibilities on the teachers, such as observing whether children wear hearing aids, providing appropriate classroom environment, making the necessary modifications for academic and social success. Teachers who have students with hearing loss should know how to troubleshoot a non-functioning amplification device (Kimberly et al., 2015). The findings of our study showed that majority of the participants were not aware of the causes of some frequent problems related to hearing devices.

Each child in a classroom deserves an equal opportunity to learn. As the results of the current study show, general education teachers in the regular classrooms may lack information regarding the impact of hearing loss on learning in the classroom and the accommodations to support these students. It has been stated that continuous training of teachers is one of the important factor that may contribute to the inclusion of children with hearing loss in the classroom (Gustafson, Ricketts, Tharpe, 2017). Considering that the number of children with hearing loss being educated in general education classroom is increasing, necessary information and supports should be made available to general education teachers.

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- **OBSERVATION - THE FIRST STAGE OF PRACTICAL TRAINING FOR FUTURE SOCIAL PEDAGOGUES**

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### **Abstract**

The article presents the organization of the first stage of practical training for Social Pedagogy students in the Thrakia University of Stara Zagora in Bulgaria. It describes the procedure and the specifics of the observation, focusing on full-time education. The goal of this stage is for students to reconsider their observations, to match those to the knowledge they have already acquired, and to build a vision about their future professional realization. In this context, the article also analyzes the feedback forms - conferencing and student diaries.

Keywords: practical training, observation, social pedagogy

### **INTRODUCTION**

One of the goals of university education is to meet society's and employers' requirements for well-prepared specialists. Students in Social Pedagogy at the Thrakia University of Stara Zagora receive training that is a foundation for developing specific and diverse professional skills for pedagogical work with children, adolescents, and adults. In the course of education, students form an overall notion of the profession and specialty, acquire diverse theoretical knowledge, and gain practical skills. The curriculum includes practice training and pre-graduation practice that allow for substantiating the practical skills and developing skills for adapting to the changing conditions of professional realization, as well as for acquiring skills for working unsupervised and in a team.

The Faculty of Pedagogy at the Thrakia University of Stara Zagora provides bachelor's degree courses in several specialties: Preschool and Elementary School Pedagogy, Elementary School Pedagogy with a Foreign Language, Pedagogy for IT education, Pedagogy for Fine Arts and Graphic Design Education (starting school year 2019 - 2020), Special Pedagogy, and Social Pedagogy. Except for the latter two, the specialties teach pedagogy specialists for the requirements of the educational system and include practical training that begins from the very first year, organized in interaction with children and their school teachers.

### **ORGANIZATION OF THE PRACTICAL TRAINING OF STUDENTS**

The practical training of Social Pedagogy students is carried out according to the rules for organization, content, and assessment of practical trainings for students and post-graduate students in the Faculty of Pedagogy at the Thrakia University. What differs from the practical



training of students in other specialties is the wider spectrum of opportunities for realization that is available to future social pedagogues, for example, as pedagogical advisers in institutions from the system for pre-school and elementary school education, as social workers in social institutions, as experts in the system of social pedagogy and social activities and services in the state and public sectors and in the municipalities. This requires building a solid base of knowledge about the social policy and social relations, the individual development of children and adults, the specific interactions that every human experiences throughout her life, the status of different social institutions, the professional methods to apply when supporting the social inclusion or re-inclusion of socially excluded people.

The goal of the practical education is to gradually introduce the students to a real environment to develop the competencies, required to independently organize and carry out professional activities. For future social pedagogues it starts in the fifth semester with the observation classes and continues in the sixth and seventh semesters with training practice, then ends in the eighth semester with the pre-graduation practice.

The selection of institutions is carried out based on the curriculum and the qualification description for the specialty and aims at providing students with the opportunity to receive practical training in the main spheres of realization of the social pedagogue. In the last decades, and especially during the last few years, the legislation in the educational and social spheres has been extremely dynamic. That dynamics is reflected in the structure and the specific activities, related to these two social spheres, also in terms of the specialists required to carry out those main activities. The requirements of practice determine the organization of the student training, i.e. the dynamics of life require flexibility in the planning and selection of practical training.

The practical training of Social Pedagogy students should be considered a complete cycle of three specific activities - observation, training practice and pre-graduation practice. The current article focuses on observation as the first opportunity to form practical skills.

The specialty provides education in two forms - full-time and part-time studies. As a result from a research on the environmental options, the needs and the availability of the students, and the resources for effective communication between students and practice tutors the organization and implementation of the practical training for part time students differ from those for full-time students. The tutors for the practice training are a team of university lecturers. For the Social Pedagogy specialty, there are two associate professors available - one in social pedagogy and one in social work and psychology.

#### **ABOUT THE NOTION OF “OBSERVATION”**

An in-depth analysis of the notion of observation is available in Gospodinov's works. As a result from a research of legal acts, the Ordinance on the Acquisition of Professional Qualification for Teachers from 1997 in particular and the etymology of the word, he concludes that there is an



objective need to pedagogize the notion on purely lexical and technical grounds, orto coin an entirely new term that reflects the strictly pedagogical side of the phenomenon (Gospodinov, 2011). The current Ordinance on the Acquisition of Professional Qualification for Teachers, adopted in 2016, sets a new, precise definition: „Observation is the surveillance and analysis of pedagogical situations, classes, and other organizational units in kindergartens and schools, carried out with the direct supervision of a university lecturer.” (Ordinance..., 2016).

With observation, full-time students are introduced to the real professional environment under the direct supervision of the instructors from the practical training, who are university lecturers. This activity is preceded by several administrative activities:

## **ADMINISTRATIVE REGULATIONS FOR OBSERVATION**

### ***1.Contract signing with employers for practical training of students.***

In the beginning of every school year the academic management of the faculty initiates the contract signing with educational and social institutions in which to carry out the practical training of students. Traditionally, contracts for teacher training are signed with kindergartens and schools with which the faculty works since its creation. For the Special Pedagogy specialty, the list of institution is quite flexible due to the frequent changes in the field of professional realization of the Social Pedagogy students. For this reason, at the end of each academic year the academic instructors for the practical training perform an analysis on the efficacy of observations, update the information about existing local social institutions and the services they provide, make predictions based on the changes in the legislation, and take a decision about where to carry out observations for students in the following academic year.

### ***2. Selecting institutions for practical training***

Several factors for assessment and selection are considered when selecting institutions for observation.

*The first factor* is “field for future professional realization”.As kindergartens, schools and the multiple existingsocial services are managed by the local government and to the extent of their competences, future social workers need to study and recognize the effective social technologies for development of the area in which they live and work. For this reason, the academic instructors aim at including more institutions which can provide future professional realization for Social Pedagogy bachelors, to the list.

*The second factor* is „resource of the institution for practical training of students”. This is the professional and instructional experience that the employees of the institution have.

*The thirdis* „capability of the institution to engage in one or both of the next stages of the practical training - the training practice and the pre-graduation practice”.

*The fourthis* „long-term, effective cooperation with the practice team”. Typically, the list oftraining organizations includes one healthcare institution - Home for Medical and Social Care for Children, two or three schools, the Prison School, a social home for children without parents, two social services, offered by a local non-government organization, a center for prevention and



information about addictions; that engage in the practical training of students in all three stages. Apart from the already listed, several other institutions provide options for observation only: a full-day care kindergarten, the Directorate for Social Assistance, Municipal committee for preventing anti-social behaviour of juveniles and minors, the inspectors at the Juvenile Delinquency Commission of the Ministry of Interior, Center for Social Rehabilitation and Integration “Alternative” (for children with autism).

### **3. *Preparing and approving a schedule for visitations***

Determine the day of week to carry out practical training. Observation frequency is once per week during the fifth and sixth semester, with a total of 90 hours. In the preliminary talks, the practice instructors and the mentors decide the visitation dates, then, at the beginning of every semester, the practice instructors prepare the visitation schedule. **The schedule is discussed at a department sitting and approved by the administrative management. The practice instructors introduce mentors from the institutions** to their engagement in the schedule. Every practice instructor keeps a list of the students in her group.

### **4. *Introducing students to practical training***

In the beginning of the academic year, the practice instructors present the whole cycle of practical training to the students. The students receive information about the institutions in which observation will take place, and the institutions in which the following two stages of the training will be carried out - the training practice and the pre-graduation practice; and about the means to reflect the results from the visitations and the final product, required for this stage of training. The rules for interaction with the training instructors in terms of observation are also discussed. A procedure for consultations, including through contemporary technological platforms - i.e. e-mail, Facebook group; is approved. Practice instructors instruct students on their expected behavior during observations, with an accent on keeping to the schedule, the dress code, meeting the specific requirements of each institution, the communication with the mentor and her colleagues from the institution, interaction with users/clients of the institution and the necessary confidentiality about the clients' personal information and the observed activities.

### **SPECIFICS OF OBSERVATIONS WITH FULL-TIME STUDENTS**

Students exercise in surveilling, analyzing and identifying the social and pedagogical competences of the mentor based on her professional activities in a specific work situation; to describe their observations and discuss those with their practice instructors and academic mentors, to match academic knowledge to real practice, to develop empathy to cases, to the individuals with which each institution works, to exercise the metalanguage of the social pedagogy activities.

These skills are set in the personal diaries of the practice students, which they fill after every visitation in the institution. At the end of the observation course the practice instructors collect the diaries and analyze their contents. This is required to determine the extent to which the



students develop the skill to orientate in the system of multiple institutions through observation, whether they can identify the main professional duties of the social pedagogue/ pedagogical advisor/ social worker, whether they can create analogies between theoretical knowledge and their practical application and can orientate in the rules of the institution and its regimen.

The information in the diary is structured by the students and further analyzed by the instructors using the following predefined pivots:

1. Official name of the institution, abbreviation
2. Address of the institution (including website).
3. Employee in charge of the observation (name and position).
4. Detailed information about the activities of the institution and the functions of the different professional activities that the Social Pedagogy students can perform after graduation.
  - a) Main goal and tasks of the institution (mission).
  - b) Structure, superiors, work relations with other institutions.
  - c) Characteristics of the target group/users/clients (number, age, gender, health status and type of disability, family status, educational status, works status). A description of the interaction between the student and the user/customer, if any.
  - d) Organization of the work in the institution, normative acts, documentation, including daily regimen of the users/clients (description and comment).
  - e) Organization of the work of the social pedagogue/ social worker/ supervisor, including work in a team (description of the work and the methods used throughout the day, comments)
5. The new and useful knowledge about her professional realization that the student gained from the visitation.
6. Materials, supplied by the mentors (short description and comment, to be appended to the diary).
7. Self-assessment of knowledge and skills, based on the visitation - verbal, motivated.

With the first three points the practice instructor requires the students to form skills and attitudes for getting information about the institutions and organizations for support, available in the place where they work, from the very beginning of their professional career. The ability to synthesize information (point 4) is the base of forming competencies for building effective networks for client support (Delcheva, 2018).

When they start the first phase of their practical training, students expect to exercise real professional activities. This does not match the aim of observation and the organized processes for interaction in the institutional environment. The self-assessment of the students about their readiness to work in the practical field at this stage is, in most cases, overestimated (Delcheva, 2019). The role of conferencing (a dedicated discussion with the group, carried out after observation or another type of practical training) is for the students to arrange and match the observed practical activities to the theoretical knowledge that they have acquired so far, to build up skills for adequate self-assessment, to receive support for making future professional choices. For the visitations in institutions the students are divided in two groups, each group is accompanied by one of the associate professors who are the practice instructors. Accordingly, each associate professor leads the conferencing for her group. For both observation and training practice, the instructors aim at getting answers for the same questions they ask to students. The





questions are related to the satisfaction from the quality of the received information about the quality of the service, the opportunity to test theoretical knowledge (especially with observation), the personal contentment with the observed situation. The academic instructors need to find out what part of the information flow (information, structured by the mentor, specific terminology, the presented written documentation, observations on the work of the mentor and the behavior of clients) is considered new by the students. On one side, this is specific feedback on the learned material, on the other, it helps refine the selection of teaching methods that are used in the lectures and seminars on the main subjects. By asking the question „To what extent you can use what you saw in your future professional realization?“ instructors aim at supporting students in taking an active part in the practical training - to reconsider what they observed, to match it to the knowledge they have acquired so far and to create a vision about their future professional realization.

When required, the training instructors help making this convenient for both parts. They comment the rules of the institution. The students are encouraged to share they personal impressions on the work of the team and the mentor, the environment, and the meetings with clients. Typically, students are not prepared well enough for the first meeting with users/clients of a social service. Especially when the clients are children deprived of parental care, and with disabilities. Too often in such social institutions students fail to handle the strong emotions that overwhelm them. The role of the practice instructor is to support the students in this specific experience.

The first class of the sixth semester is dedicated for an analysis of the entries in the diaries, and for searching for answers to questions about the institutions and observations that remained unanswered during the previous two semesters. A discussion is carried out on the opportunities for volunteer work in the visited institutions. The students are encouraged to play an active part in the search for a suitable activity in which they can participate as volunteers.

Practice instructors have several specific tasks to complete with observation as a stage from the practical training of students. One of the tasks is for the students to acquire information about more specific institutions, in which they can find professional realization after graduating, i.e. to be able to make an informed choice. The visited institution can become the first elements in building their (the students') personal network for professional support, especially with the opportunity to meet and introduce themselves to potential employers. The second task is for potential employers to state what kind of professionals their institution requires, and what knowledge, skills and competences should the young specialists possess, or demonstrate in their work. The third task is finding common goals between the institution and the student, for example, opportunities to carry out pre-graduation practice, for volunteer work, and for part-time work after graduating as a bachelor.



## OBSERVATION WITH PART-TIME STUDENTS

Part-time students have the option to arrange observations by themselves in their home towns. To facilitate this, observation instructors create a list of suitable institutions, which is updated at the beginning of every academic year. At a preliminary meeting the students receive instructions from the practice instructors, the instructions are also synthesized in written. The observation is carried out during the fifth semesters, with a duration of 40 hours, and in a single institution, selected from a previously created list. Students that live and work in Stara Zagora are distributed by the instructors in training bases of the faculty, with an average of 3-8 students per base. Almost all students complete this stage by submitting a Model for a Work Protocol from Student Observations, developed by M. Stefanova (2014), which is focused on individual social and pedagogical work. There is an alternative form in which to describe the first stage of practical training - when observation only covers the mentor's work with groups. The products are submitted to the practice instructors. This stage of practical education is considered completed when the student submits a certificate for completed observation (form by the Faculty of Pedagogy).

Observation and its final product are not assessed with a numerical grade as a separate stage from the practical training. The activity is assessed based on the overall performance after completing the pre-graduation practice.

## CONCLUSION

Good organization of the practical training in relation to the realities of working life adds up to the acquisition of knowledge, skills, and competences which guarantee that the students will be able to get included in the working process directly, on time and completely, with minimal losses of time and costs for additional adaptation to the workplace.

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- **CHILDREN`S DEVELOPMENT – WHAT THE CHILD SHOULD KNOW BEFORE STARTING THE SCHOOL**

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### **Abstract**

Preparing a child to attend school is a process that takes place throughout the pre-school period in a way that fosters the overall development of the child.

Preparing for a school is not a separated segment of action on a child, it already implies a more comprehensive approach from teaching and uninterrupted preparation for reading and writing. This preparation should provide a variety of opportunities for meeting a child with a well-chosen pattern of incentives from the physical and social environment, to freely express his growing powers and actively meet the world around him, other people and himself.

The immediate goal of preparing children for school is to contribute to their maturity or certainty for life and work they expect in primary school.

Generally, under the maturity of children to go to school, there is a level of physical and psychological and social-emotional development that will enable the child to meet the requirements that will be set for him during schooling. In other words, it will be such a level of morphological and functional development in which the child will not be overly heavy demands that are set before him by various school burdens and a new regime of life.

It is known that there is a correlation between this particular maturity, functional maturity of the brain and the level of intellectual and work ability.

**Keywords:** Preparing a child, pre-school and school period, child development, educational perspective.

### **Introduction**

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quality educational environment that respects his/her personality, respects his/her needs and promotes his/her overall development.

When it comes to teaching children, different types of success depend not only on different abilities but also on their different development. Preparing a child for going to school is a process that takes place throughout the preschool period as part of fostering child's overall development.

### **What the child should know before starting the school**

Preparing children for school is a system of activities and content, as well as specific methodological procedures that are required to achieve intellectual, social, emotional and motivational preparedness for what is expected of them in school, with the development of cognitive interests required for the school way of learning.

The immediate goal of preparing children for school is to contribute to their maturity or readiness for life and work they are facing in primary school. This goal is achieved in the context of the general goal of preschool education in order to contribute to overall development of the child by creating conditions and incentives that will allow each child to develop all their abilities and personality traits, expand their experiences, build knowledge about themselves, about other people and about the world around them.

The pre-school preparatory program is an orientation for developing and building an authentic program at the level of each educational group, based on the following cognitions:

Perceptions about a child:

- A child is an active, interactive and creative being;
- Each child is a distinct personality: he/she has his/her own style and way of learning, he/she has his/her own pace of development, his/her temperament, his/her needs;
- A child has an innate motivation for learning and understanding;
- A child learns when he/she has a personal reason for learning, when learning makes sense for him/her;
- A child learns through his/hers own activity: by observing, exploring, experimenting, manipulating, role-playing, problem-solving.

Maturity for school is a very complex issue. In school, a child must not only learn, but also adapt to the company of a large number of other children and to a person (teacher) and to a particular school discipline. If the child has reached the required maturity for school, then it is very likely that he or she will also achieve favorable learning success. Therefore, readiness or maturity of a child for school is one of the basic conditions for achieving school success.

Although preparing children for schooling involves a systematic and continuous impact on the child's development, this preparation is most intensively carried out in the year immediately prior to schooling. The basic function of preparation is to make the transition from kindergarten to primary school as imperceptible as possible and to facilitate the process of adaptation to new conditions. The preparation of children alone cannot be a purpose in itself, but it must start from the existing childhood experience. This applies both to the general preparation of children, through the formation of all aspects of the children's personality, and through the special preparation activities arising from the work program of the first grade of primary school.

### **Childhood maturity for school**



Given that not all children develop psychologically and physically equally fast enough, the age processes and their calendar age may not be reliable criteria when deciding when they should go to school. However, although in recent decades scholars in a number of countries have addressed the issue of 'maturity for school', no clear, uniform definition has been adopted so far, nor have reliable criteria been found to determine it.

A clear definition of the concept of "maturity of children for school" is important for several reasons. First of all, it is not possible to develop reliable ways to identify it if one does not know exactly what to determine, and then to develop a valid strategy for preparing children for the major changes that await them in the transition from preschool to school childhood. Unpreparedness for them can be reflected in the success of further education and initiate a whole chain of adverse causes and consequences, both for the child and for the family. Failure at school entails a negative attitude towards learning, which again causes problems in regard to discipline, creates unfavorable emotional climate in which there are disruptive relationships between students, teachers and parents. However, even if a child who is prematurely and immaturely involved in school life and work achieves satisfactory success, it can have a very adverse effect on his or her psychophysical development, that is, to be as damaging as the delay in sending a mature child to school. In the latter case, the consequence may be atrophy of the functions found in the specific developmental period of sensitivity.

Generally speaking, "maturity" for going to school means such a level of physical and mental development, and socio-emotional development on the basis of which it can be assumed that the child will be able to fully meet all the requirements that will be set up on him during the teaching process in school. School maturity also implies "a level of morphological and functional development in which the child will not be overly burdened with the demands placed on him by teaching, a variety of school workloads and a new mode of life."

### **Different aspects of children's development and their maturity for going to school**

A child should be able to accept tasks, to distinguish play from work, to be motivated to work, and then to be involved in the work of the classroom community and to be mature for school if he or she has achieved a level of development both physically and mentally that he/she can meet the demands of the school without any detrimental effects on his/hers physical and mental health as well as socio-emotional development. Its explanation is, as it can be noticed, within a wider context, because the notion of maturity is associated with and dependent on school circumstances, organization and mode of operation of the school.

Summarizing a number of authors' perceptions of the maturity of children for going to school, B. Djordjevic lists the following components;

- physical health and physical maturity;
- emotional stability;
- social maturity;
- intellectual maturity;
- previous learning experiences;
- interest in learning;

Based on the above, it can be concluded that the child's readiness for school is a very complex phenomenon and that it depends on many factors.

Transition from preschool to school life means actually involving a child in the life and work of a wider social environment, obtaining certain rights in that environment, but also assuming some



elements of social obligations. Will the child meet the expectations? Is he/she ready to go to school and successfully learn and fulfill the school's requirements?

These are questions that each parent asks themselves when enrolling their child in school.

Realization of the preparatory preschool program contributes to the programmatic and organizational linking of preschool and school education and upbringing as a precondition for achieving continuity in the upbringing and education of children.

"My child is quite mature, though he has not yet enough years to enroll in school." In these words, some parents turn to a teacher or to a school educator. Most often, they are the parents of those children who have reached intellectual early maturity. But intellectual maturity is not the only reason to deprive a child of a year of play and a carefree life. In addition, that maturity may relate to some areas: a child may have learned to read, but may not be able to count, or may not be able to organize their activities by themselves. According to the data, among the children who are brought to a psychologist because of learning problems, predominant are those who went to school earlier. It should be estimated when a child is fully mature to enroll in first grade, and which type of maturity we can talk about.

The most common motives for parents to enroll their children in school without the age of seven are:

- the child will be much older than other students in the class next year (especially born in the first three months of the enrollment year);
- the child knows all the letters and has learned to read, parents explain;
- commitment to a particular teacher;

All this is necessary to keep in mind if we want a child to be a good student, that his/hers school life gives him/her joy and satisfaction. We must constantly think that the child should not be burdened in any way.

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- **ENTREPRENEURSHIP CHARACTERISTICS OF MANAGERS IN SECONDARY EDUCATION INSTITUTIONS**

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### **Abstract**

The aim of the research is to determine the entrepreneurial characteristics of the administrators in secondary education institutions. In addition, it has been investigated whether the levels of entrepreneurship perception vary according to gender, age, branch, education level, seniority in management and service duration variables in the school where they work.

The type of the study is survey. The population of the study consists of 150 administrators working in the secondary schools in the center and districts of Edirne province. In the research, the sample was not taken and 138 managers were reached. The school manager entrepreneurship scale prepared by Dönmez and Köybaşı was used to collect data. Personal information form was prepared by the researcher for the demographic information of the participants. Statistical package program is used for data analysis. The data in the survey are normally scattered and accordingly t-test and ANOVA. According to the data obtained, it was seen that school administrators had high levels of entrepreneurship perception. School administrators perceive themselves as entrepreneurs. There are no differences in the perceptions of entrepreneurship of the school administrators according to the gender, branch, seniority in the management and the length of service at the school where they work. It has been observed that there is differentiation in age and education alone.

Keywords: School administrators, entrepreneurship.

### **Introduction**

The aim of the research is to determine the entrepreneurial characteristics of the administrators in secondary education institutions. In addition, it has been investigated whether entrepreneurship perception levels differ according to gender, age, branch, educational level, seniority in administrators and service duration variables in the school where they work. It was used a quantitative survey method in this research.

### **Aim of the Research**

How should the schools of the future be like?» is a never ending question of debate Knowledge, science, technology and cultural change force school structures into modification and change. How should we change our schools so that they do not become out of date and do not lose their importance of their existence for people? ( Akdağ ,2003 )School administrators are expected to take on other roles than the leadership roles that are put forward and found in



the theoretical general management sciences. They are expected to undertake the entrepreneurship role which is a functional behaviour type. ( Bayrak & Terzi , 2004 ) School administrators have to cope with such issues and they have to activate themselves and their environment with their entrepreneurship spirit.

### **Aim of the Study**

**The general aim of the study** is to identify the entrepreneurship features of the administrators in secondary education institutions. In respect of the study the following questions have been tried to be answered :

- A) **What are the entrepreneurship perception levels of the administrators in secondary education ?**
- B) **Do the opinions of the secondary school administrators about entrepreneurship change according to ;**
- C) **Gender**
- D) **Education Level**
- E) **Branch-field of study**
- F) **Age**
- G) **According to the year of service at the school they are working.**
- H) **f-According to their length of service in their job**

### **Significance of the Study**

In recent years it is seen that in Turkey the number of education given to the school administrators about entrepreneurship and leadership have risen to a great extent.

With this study identifying the entrepreneurship features and identifying the other variables that influence this feature is important in respect of being a help for the education of school administrators and candidate school administrators to give them the necessary knowledge and skills. Moreover it is significant in terms of finding out how the entrepreneurship feature of the administrators effect the schools.

### **Research Model and Method**

This study is based on defining the entrepreneurship features of the administrators in secondary schools and for this purpose a descriptive research method in which general screening type is applied.

A quantitative survey method is applied.

The entrepreneurship features of the administrators, in secondary education institutions have been identified and also the effects of the independent variables have been studied.



### Population and Sample

The research population consists of the 150 administrators who work in the secondary schools of the Ministry of Education in Edirne city center and in the districts of Edirne in the 2018-2019 academic year.

In the study the school administrators in the research population have been tried to be reached and no sample has been taken. It was seen that none of the scales applied to the administrators were incorrect or incomplete and the scale of 138 administrators who could be reached have been evaluated.

### Data Gathering Tools

In this research two data gathering tools have been applied. The first one is the «Personal Information Form» a scale to gather information about the independent variables

The second scale is the « School Administrators Entrepreneurship Scale» which was developed by Köybaşı (2017). The necessary permission to apply this scale has been taken.

### Entrepreneurship Scale

The first sample of the scale has been applied on 201 administrators who worked in Izmit the district of Kocaeli and its exploratory factor analysis has been done. After this application the reliability coefficient has been found out to be .96 .

The confirmatory factor analysis of the scale has been applied on 247 administrators who worked in Sivas city center. The data gathered from the confirmatory factor analysis revealed that goodness of harmony value is acceptable and the reliability coefficient has been calculated as being .90

The scale is a one dimensional scale with two components. It consists of 15 items with quintet likert scale. The points that the administrator can get from the scale is minimum 15 and maximum 75.

### Findings and Evaluation

**The comparison of the entrepreneurship scores of the administrators according to the Gender variable**

Gender	N	X	S	sd	t	P
Female	39	70.38	4.84	136	1.342	,182
Male	99	68.84	6.46			



The comparison of the entrepreneurship scores of the administrators according to the Education Level variable

Education Difference Level	N	X	ss	Variance	Kareler	Sd	Kareler	F	p
				top.			Ort.		
Associate Degree	6	61.83	8.32	G.arası	432.8	2	216.4	6.331	
,002 Associate < Bachelor's									
Bachelor's Degree	115	69.31	5.71	G.içi	4615.0	135	34.1		
Associate < Bachelor's									
Graduate Degree	17	71.70	5.82	Total	5047.9	137			
Bachelor's < Graduate									

The comparison of the entrepreneurship scores of the administrators according to the Branch variable

Branch Difference	N	X	ss	Variance	Kareler	Sd	Kareler	F	p
							top.	Ort.	
Social Sciences	77	68.88	6.19	G.arası	38.6	2	19.3	.521	
.595 -									
Science	25	69.28	6.35	G.içi	5009.2	135	37.1		
Vocational									
Teacher	36	70.3	5.66	Total	5047.9	137			

The comparison of the entrepreneurship scores of the administrators according to the Age variable

Age Difference	N	X	ss	Variance	Kareler	Sd	Kareler	F	p
							top.	Ort.	
20-30	5	63.00	9.13	G.arası	788.9	4	197.2	6.159	.000 ( 20-30 < 31-40 )
31-40	30	68.66	5.57	G.içi	4259	133	32.0		( 20-30 < 41-50 )
41-50	65	71.53	3.92	Total	5047	137			( 31-40 < 41-50 )
51-60	33	66.84	7.31						( 51-60 < 41-50 )
61 +	5	66.00	9.00						( 61+ < 41-50 )

The comparison of the entrepreneurship scores of the administrators according to the Length of service in the school the administrator is working at variable

Length of service Difference in the current school	N	X	ss	Variance	Kareler	Sd	Kareler	F	p
					Top.	Ort.			
1-5 years	64	69.29	6.25	G.arası	69.2	3	23	.621	.602
-									
6-10 years	60	68.83	6.33	G.ıçı	4978.7	134	37.1		
11-15 years	9	70.55	3.43	Total	5047.9	137			
16 + years	5	72.20	3.70						

The comparison of the entrepreneurship scores of the administrators according to the Length of service in the profession variable

Length of service Difference as a teacher	N	X	ss	Variance	Kareler	Sd	Kareler	F	p
					Top.	Ort.			
1-5 years	39	68.56	6.05	G.arası	92.1	3	30.7		,830
.479 -									
6-10 years	42	70.50	4.96	G.ıçı	4955.8	134	36.9		
11-15 years	27	68.96	7.07	Total	5047.9	137			
16 + years	30	68.80	6.56						

### Conclusion and Suggestions

The results obtained from study the reveal that gender difference, branch, the length of service at the school the administrator is working at and the experience as an administrator do not have a significant effect on the entrepreneurship of the school management

It was seen that the ages of the subjects show a normal distribution and the majority of the subjects have been between 41-50 and it was observed that age played a significant role in the entrepreneurship feature of the school administrators. Especially the subjects between the ages 41-50 show higher performance scores than the younger and older subjects.

The Education Level of the administrators being one of the variables in the study is also an important factor. In the study the majority of the subjects having a bachelor's degree shows also that the level of education is an important factor in the entrepreneurship of the school administrators. It is seen that the higher the education level of the administrators are the higher is the entrepreneurship perception level of the administrators.



In the future if the study will be conducted and data is gathered from more subjects and with a more equal gender difference it may lead to more reliable results.

Other studies that also include the opinions of both the school administrators, school teachers and parents can be conducted to strengthen the evaluation of the entrepreneurship of school administrators.

To determine the entrepreneurship features of the school administrators quantitative studies can be conducted parallel to the qualitative study to support qualitative research data.

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- **COMPETENCES OF THE EDUCATORS FOR FOLLOWING AND VALUING EARLY LEARNING AND DEVELOPMENT OF CHILDREN**

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### **Abstract**

In pedagogical theory and practice, there are different models of competences which educators should demonstrate for following and valuing the early learning and development of children. Competent educator knows the system for observation, assessment, documentation and valuing of the children's learning and development and uses effective strategies in order to collect precise and useful information for every child.

Valuing of the learning and development of the child is a process of collection, synthetizing and interpretation of the information for each child (individually), of the educational process, as well as of the learning and development conditions. Knowing the needs of the child, the educator will be able to help every child – the one who learns and improves harder and the one who moves fast in the learning and development process.

For that aim, this paper specifically pays attention to the issue of the competences which the educator should demonstrate, related to knowing and using different approaches, procedures and instruments for following and valuing the learning and development of the child in the pre-school period.

Key words: competences, educators, following, valuing, early learning and development.

### **Introduction**

In order to have quality in the educational process, the knowledge, skills and understanding of the educator about the need for following and valuing the learning and development of the child should be taken into consideration. A competent educator recognizes the system for following, assessment, documenting and valuing the child's learning and development and uses effective strategies in order to collect accurate and useful information for every child. The quality of the process is a result of a stimulating environment for early learning and development, well considered planning and an educator who is prepared to implement good practices in everyday work with pre-school children.

### **What does following and valuing the early learning and development mean?**

Competences of the educator for following and valuing are basis for qualitative realization of the objectives of the Programme for early learning and development in function of enabling the optimum learning and development of the pre-school child.

Following the children should be conducted on daily basis and be followed by an appropriate feedback about the child, the parent and the educator, with an aim to improve



the learning, teaching and development. Valuing the learning and development of the child is a process of collecting, synthesizing and interpreting the information for every child (individually), of educational process, as well as of the learning and development conditions. The results achieved are used by the educator to understand the learning, development, needs and interests of the child and to understand the changes in the learning and development. For that aim, the educator should demonstrate competences related to knowledge and usage of different approaches, procedures and instruments for following and valuing the learning and development of the child in the pre-school period. Knowing the needs of the child, the educator will be able to help every child – the one who learns and improves harder, as well as the one who moves fast in learning and development.

### **Using the results from the assessment of the early learning and development of the child**

The educators should use the results from the assessment, received by the following and valuing of the learning and development of the child in order to realistically plan the realization of the programme's objectives through different educational activities during the day, which are appropriate to the needs, possibilities and interests of the child, as well as to the working conditions in the closer and wider environment.

A competent educator should know that the smaller the child is, the harder is to value / assess how the child improves in learning and development, since at the pre-school children, the learning, growth and development are the fastest, the most turbulent, periodical, holistic and are under big influence of the vivid experience that the child gains in the family and in the closest environment.

The educator should continuously follow and have cognitions for the social-emotional, physical development, development of the language, communication and literacy, cognitive development and approach to learning for the children in the educational group. For that aim, he/she constantly cooperates with the children and their parents/guardians, so the information is reversible based on mutual trust and partnership.

By motivating children in a democratic way to participate in the process of valuing their own learning and development, the educator will enable development of elementary ability to self-value at children, which is one of the main objectives in the role of the educator in the kindergarten.

Usually the competences of the educator in the frames of the "Following and valuing the early learning and development" comprise many areas. In the following part of this paper, there is a comparative review of the competences of the educators in the frames of Following and valuing in different countries in Europe.

### **Comparative review of the Following and valuing the early learning and development**

In the foreign literature there are many examples of categorization, classification and formulation of the competences of educators. In the annex, there is a review of models of competences structure in America and Europe.

### **AMERICA'S EXAMPLE**





In the first model<sup>48</sup> which was developed and published by Berkley University, California Early Childhood Educator Competencies, Center for the study of child care employment, Institute for research on Labor and Employment, University of California, Berkley, Research report, there are 7 areas among which:

1. Child's development
2. Following and valuing of child's development
3. Curriculum and learning environment
4. Positive interaction and leading
5. Family and community
6. Health, safety and nutrition
7. Professionalism, Professional development and Management

In the frames of the area Following and valuing the child's development, there are the following sub-areas:

- Following the child's development
- Assessment of the child's development
- Documenting the child's development
- Valuing child's development

In the second model<sup>49</sup> which was set by the Department for education and early child's development in California *California Early Childhood Educator Competencies* was developed collaboratively by the California Department of Education/Child Development Division (CDE/CDD) and First 5 California, there are 12 areas as follows:

1. Child's development and learning
2. Culture, Differences and Equality
3. Relations, Interactions and Leadership
4. Involvement of the family and the community
5. Development of bilingualism
6. Following, control, valuing and documentation
7. Special needs and inclusion
8. Curriculum and learning environment
9. Health, safety and nutrition
10. Management and Early child's development
11. Professionalism
12. Administration and supervision

In the frames of the area Following, control, valuing and documentation, there are the following sub-areas:

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<sup>48</sup>Berkley University California Early Childhood Educator Competencies, Center for the study of child care employment, Institute for research on Labor and Employment, University of California, Berkley, Research report

<sup>49</sup>California, Department for education and Early child's development, *California Early Childhood Educator Competencies* was developed collaboratively by the California Department of Education/Child Development Division (CDE/CDD) and First 5 California



- Following
- Control and direction
- Valuing
- Documenting
- Interpretation, Planning and Implementation

In the third model<sup>50</sup> which was prepared and published by the Community College of Vermont VermontNorthernLightsCareerDevelopmentCenterCoreKnowledgeandCompetenciesforEarlyChildhoodProfessionals, CHILDHOOD CORE KNOWLEDGE AREASandSUBHEADINGS, there are 7 areas as follows:

1. Child's development – Promotion of the child's development and learning
2. Family and the communities – Building relations between the family and the community
3. Following and valuing – Observation, Documentation and Valuing as support to the children and families
4. How we teach – Application of developmental effective approaches
5. What we teach – Application of contents knowledge in building rich curriculum
6. Health, safety and nutrition – Providing health, safe environment and healthy food
7. Professionalism – Development as a professional

In the frames of the area Following and valuing – Observation, Documenting and Valuing as support to children and families, there are the following sub-areas:

- Objective following and documenting
- Valuing
- Inclusion of all children and families in the valuing process

#### **EUROPE'S<sup>51</sup> EXAMPLE**

In the example of Europe, the competences of the educators in the frames of Following and valuing the early learning and development of children, are part of the accepted structure of competences which are separated in three levels: Individual, Institutional and State competences.

The individual competences comprise:

- Constant relating of the knowledge, practice and values through critical reflection
- Competent practitioner is a result of a continuous learning process, where the practice and belief are constantly revised in a changing context
- Knowledge, practice and values.

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<sup>50</sup>**Community College of Vermont**

VermontNorthernLightsCareerDevelopmentCenterCoreKnowledgeandCompetenciesforEarlyChildhoodProfessionals, CHILDHOOD CORE KNOWLEDGE AREASandSUBHEADINGS, 2017

<sup>51</sup> **Competence Requirements in Early Childhood Education and**

**Care**CoReCompetenceRequirementsinEarlyChildhoodEducationandCarePublicopentender EAC 14/2009 issuedbytheEuropeanCommission, Directorate-GeneralforEducationandCultureFinalReportUniversityofEastLondon, CassSchoolofEducationandUniversityofGhent, DepartmentforSocialWelfareStudies, LondonandGhent, September 2011



Institutional competences are:

- Development of competences of the educators is a responsibility of professional teams. Competences are constantly developing from individuals to the group and that way they qualify the whole institution.
- Inter – institutional competences
- Systematic approach towards professional needs should come from the institutions themselves.
- That initiates meaning of the structural questions which require close cooperation with all the other institutions, in accordance with the local context and the needs of children and families.

State competences are those competences which are directly related to the state educational policies and positions and the profile of the educator who has to have those competences.

### Conclusion

In the contemporary society, the kindergartens have new and more complex role which inevitably leads to increase of the expectations from the educators. The profession 'Educator' requires significant knowledge and skills, so that all the children and their families can gain positive experiences in the early learning and development process. In order to respond to the contemporary challenges, each educator should have competences for constant introduction of innovations and adaptation of what the children are taught; this includes knowledge, skills and attitudes which are based on a critical way of thinking, enabling them to improve educational achievements of children and enhance the professional dialogue, in order to improve their own practices.

In that direction, at the moment, one of the basic reform efforts in the system pre-school education in our country is initiating educators' competences with an aim to improve the quality of early learning and development of children.

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- **MEDIA AND DIGITAL LITERACY FOR EDUCATION IN FOURTH INDUSTRIAL REVOLUTION**

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**Abstract**

The teaching process of the 21<sup>st</sup> century exceeds a classical model of communication and it is a transformation in the model of problem - solving methods for developing the critical and creative thinking of students. Languages and communities are integrated in the new phenomenon of globalization. Considering those circumstances, the most important goal of education is preparing the students to embrace the diversity and values of gender, social, national and race equality.

Integration of the media in education is a way of integration in society. Students are citizens of the global net, having to be prepared to distinguish the models and behaviors in contents of the media and the value of society. The young children are digital citizens. Consequently, the role of the media has become a primary aspect of their childhood.

How can children be prepared for education in the global community, when there are such things as digital ills - addiction, fake news, hatred, data harvesting, cyberbullying, propaganda, stereotypes etc.

Social networks, such as, Instagram, Messenger, YouTube and Snapchat are really popular platforms for communication. They are influential in the upbringing and education of students. For instance, posts, videos, blogs and photos are the new way of learning, as well as the first step of creating a personal style and culture. In one word, social media is the new form of education.

The world is changing drastically. The schools have to integrate media in the classrooms. It is crucial to create conditions for new ways of teaching, due to the cultural gap between generations. Training teachers for new platforms of communication is the base of education. New ideas and exercises are a crucial necessity for creating different tips of an educational system, based on authentic traditions, framed in new technology and educational theory of young people’s upbringing.

Keywords: revolution, communication, media, , digitalization, learning.

**Education and the media**

Education of 21<sup>st</sup> century is learning and teaching in connection with media. Students are in the middle of a life circle where media and information create reality. Media are a tool in the teaching process. They produce activities, debates, development of thought on many questions and manage incorporation in the wider community.

The student’s interaction with society does not depend only on family and school. They are not the only aspects of a system’s value. Nowadays, media are the most powerful informal system of



education and upbringing. They are relevant, full of information on sciences, arts, sports, music, film etc.

Media industry defines the cultural and psychological development of individuals. It all began with the first interaction with the screen on mobile device or TV, and continues through other forms of socialization. Movies, cartoons, texts and images represent models of social, national and gender identities that prepare the children for finding their own identity.

Living in a global society that expects their participation in the community building, young peoples are in risk of inaccurate data, fake news and fake profiles that change their attitude about many important questions. They become members of virtual social groups with own cultures, languages, codes and symbols. Most of the young people have many types of virtual identity/ profiles on social media (Facebook, Instagram, Snapchat, Twitter and others). But, the question is – which of them represents the authentic identity. And does it exist, at all?

The second aspect of media influences is media content that form popular culture (like actors, singers, sportsmen) and advertisements. In some of them, young people often recognize the role models whom they later on imitate in style and way of thinking or behavior.

Advertisements are the most powerful propaganda of the 21<sup>st</sup> century. Their concept of fun and information is the concept of compensation for human flaws. They materialize all human needs and desires for happiness, beauty, health, family, home etc., using techniques of seduction, persuasion and stereotypes.

### **Media in the contemporary context**

Social media is the most important tool for public communication, a forum meant for exchange of opinions, attitudes and ideas, the area for multicultural diversity. Media creates the new genres of pop culture. Most of all – media is a resource of knowledge. They are incorporated in everyday life, such as starting your day off with a phone alarm, the sound of the radio, billboards, advertising etc.

The nature of interaction has been transformed by the digital era, because it is immensely influential in society and culture. Everybody is a participant in a virtual community, as a member of more than ten small groups, a mini–society in which they are a subject of impact. The modern individual is engaged in new ways as part of society.

The 21<sup>st</sup> century world has migrated into a digital dimension. Consequently, new forms of communication have surfaced. This period of time is known as “The selfie era”, due to the paradoxical need of self-effacing online. The key question is how to be a culturally and socially relevant being in the global community.

New technology creates and organizes culture and redefines the identity of a person. Authentic cultural models appear on the Internet on a daily basis, such as new codes



and languages. The geographic, cultural and social borders are non-existent anymore, because everyone is a part of the international online community.

Media is a dominant force which takes a massive part in our lives. It creates and breaks down ideology, influences the behavior of every individual, their identification and their socialization.

Media affects time schedules, places, events and constructs our point of view. Jean Baudrillard, a post modernist and spokesman of the i.e. Frankfurt School, believes that the modern human, under the influence of media, isn't a part of reality but rather a world of illusion, not differentiating the borderline between the two.

This deliberates the question of the new communication models, which on one hand, reinforce the creativity in people and on the other, creates passive recipients out of the users. The creation of symbols and languages sets forth the online identity of individuals or groups and develops a new lingual dimension.

### **New generation in educational process**

The new "Instagram" and "Snapchat" generation is presented by bloggers, vloggers, gamers, youtubers, fans and followers. Symbols such as likes, comments, emojis, GIFs and stories are often used as the main source of communication.

This era defines our behavioral ways. It represents a time of intense changes, marketing, constant competitiveness, life-long learning, a completely different economy and skills on the market. Simply put, it is a time which modifies education and schooling as a form of learning of new generations.

Cases show that the world, influenced by media, is constantly changing. New linguistic codes are being developed daily, with their own grammar and rules of communication. Every single day, over 2 billion videos are posted on YouTube, while over 500 million users are active on Instagram, with little over 90 million uploads per day.

The youth of this age are a part of this global online community, which has an extraordinary impact on their development. Often times split between reality and its regulations and the virtual world, which is a more comforting place, students mould their personality and morals.

How is a professor able to give answers to a modern student? How can an educational system be formed taking into account the national conditions and resources? For both children and adults, media serves as a substitute for socialization. How can we preserve culture, languages and tradition while growing into globalization.



The main objective of this industry's existence is commercialism. Thus, the sources are used in different forms of entertainment, advertisement, sensationalism and even pornography.

Sound and photograph are slowly becoming dominant signs of communication with the audience, hence the vision of human development goes as far as humans becoming *homo vidense* (incapable of abstract thinking) instead of *homo sapiens*. (Oliveiro.2007: 3)

Placed in the global nets' center, the modern human is situated between complex digital codes, lost and controlled by media content, constantly modifying their view of life. In a matter of hours, thousands of messages are sent and received.

Their orientation in the digital world defines their behavior, taste and even personality. It presents a period of time when, under the influence of their idols and certain ideas, they establish their own self. An immense part of adolescents in their later development let go of their plausible self, and transmogrify into their new, true self.

Schools are supposed to prepare students for new challenges of communication, teach them to be critical recipients in the virtual world, be creative, and produce information on their own.

The idea of the new educational period should be based on literacy tasks, meant to help face the colossal machine that is not only an identity thief, but also the cultural identity of greater communities. Virtualization, slowly but surely, is becoming a powerful force which can easily manipulate time and events. Humanity is facing a threat, where media plays a hazardous role, capable of creating distorted images of human existence.

Media as a whole, constitutes a need for a different approach to schooling. The student is the center of every educational process, taking an active part in the classroom. Teachers should encourage the critical and creative thinking of every student, with a more psychological, rather than direct approach. Their role is to have an impact on the student.

In the global network, the student is not just a passive recipient. The fact that they take part in a number of "social groups" confirms that they partake in the manufacturing of new codes and meanings, new forms of communication, while learning new grammar forms. Although a recipient, they are an active user of Internet dialogues.

Countless studies indicate that that the youth are self-taught when it comes to reading and writing. Media is slowly converting itself into a so-called "open school" with numerous resources. This indicates that the newly formed online community, the individual receives, but creates different content as well. The mental capacity of giving and receiving messages is intense and quite dramatic.





### The path to the future

It is more than clear that we are in need of a new educational concept. Students of this age, by the year 2030, will have to hold the answers necessary to withstand on the market. But, how do we get to them?

The education of the 21<sup>st</sup> century should imply content that helps a person become an active citizen, which scales up creativity, critical thinking, leadership, volunteer work, activism and engagement in society. The essentials of the education system were established on the last World Economic Forum ( Davos, 2018). During this event, it was concluded that the school as an institution should transit from being verbal to being visual i.e. a place where skills such as communication, creativity, individuality and independence will be acquired. Most of all, it should be a place where the personality of an individual is formed. The world is in a crisis where we face dehumanization. That is the exact reason why we need a system which will teach children tolerance, ethics, consequences of their actions and empathy. In case of an Industrial revolution, art has to become the heart of education and life, because it is the only creative way of expression for people of all ages (their emotions, their view of the world, their personal reality etc.). We must fully open the school to possibilities, not just transfer the problems of the outside world into it.

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- **MODERN MULTIMEDIA TECHNIQUES AND PRESENTATION IN THE FUNCTION OF IMPROVING THE QUALITY OF EDUCATIONAL PROCESSES**

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**Abstract**

Regarding the constant modernization of education and educational processes, multimedia or multimedia presentations are the most appropriate and most widely used techniques for presenting certain content to the target audience. The power of multimedia content lies in the way the information is related. A good multimedia presentation must be done with a specific goal in mind and with good interactivity so that it can attract the attention of listeners.

As a cutting edge presentation technique, multimedia can be applied in various fields: advertising, art, education, entertainment, engineering, medicine, mathematics, business, scientific research, and spatial time applications. Multimedia is a content that uses a combination of different forms of content, such as text, audio sounds, photos, animation, video and interactive content. Multimedia is contrary to the media that only displays information as text or traditional forms of printed or hand-made material. Multimedia can be recorded and later presented on the screen, be dynamic, interactive, or accessible via a computer or other electronic device, but it can also be performed live. Multimedia presentations can be viewed by people in the audience, be projected, transmitted, or presented locally with a media player. Broadcasts and records can be analogue or digital.

Modern multimedia techniques and presentation that will be presented in the paper will contribute to the promotion of teaching and learning processes for students and teachers.

Keywords: multimedia, presentation, techniques, educational processes, quality.

**Вовед**

Кога зборуваме за квалитет на образовните процеси треба да ги имаме во предвид техниките на модерната мултимедија и презентација односно функцијата на употреба на современи наставни медији. Во мултимедиумскиот пристап на наставниот процес адекватно одбраните извори на знаења ја намалуваат доминацијата на наставникот, а ја зголемуваат активноста на ученикот. Всушност, употребата на разновидни модерни мултимедијални пристапи во образовните процеси овозможува поттикнување на мотивацијата и интересите како и задоволување на индивидуалните разлики на учениците. Модерната мултимедија и презентација не треба да се користат формално само за да се каже дека се употребиле во наставата. Тие не се цел сами за себе, ниту се сами за себе доволни. Ниту најдобрите, најсовршените и најскапите наставни медији ништо не вредат доколку наставникот и учениците не се доволно подготвени за нивно користење. Никако не треба да се дозволи одреден медиј да ја задуши активноста на ученикот, да ги спречува мислењето и неговата иницијатива. Напротив, тие треба да го поттикнат ученикот на размислување, на заклучување и на акција.

*Мултимедијалните презентации* се иновативни визуелни медији. Наставата е квалитетна и економична затоа што презентациите однапред се подготвуваат. Со нив може во целост да се замени пишувањето и работата на табла од страна на наставникот и што е најважно,



се овозможува интеракција меѓу наставникот и учениците. Со мултимедијалните презентации можат да се претстават: сите видови текстови, цртежи, графикони, табели, скици, шеми и сл.

## **1. Модерната мултимедија и презентација во образовните процеси**

### **1.1 Дефиниција**

**Мултимедија** е претставување на различни форми на содржини како што се: текст, аудио звуци, фотографии, анимација, видео и интерактивни содржини. Мултимедијата е спротивна на медиумите кои информациите ги прикажуваат само како текст или преку традиционални форми на печатени или рачно произведени материјали. Мултимедијата може да биде снимена и подоцна презентирана на екран, да биде динамична, интерактивна или пристапна преку компјутер или друг електронски уред, но исто така може да биде дел и од една изведба во живо.

*Презентација* е процес на презентирање на една тема врз одредена публика. Тоа е обично демонстрација, предавање или говор, со цел да се информираат и да се убедат слушателите за одредена тема и при тоа да се изгради взаемен добар однос. Многу често се користи програма за презентација за приказ на содржината. Презентацијата може да користи комбинација на содржини од различни извори.

*Мултимедијалните презентации* кои се следени од страна на учениците може да бидат проектирани, пренесувани или да бидат презентирани локално со медиа плеер. Емитирањата и записите се аналогни или дигитални. Дигиталните мултимедии најчесто се симнуваат од интернет или стримаат. Постои можност стриминг мултимедиите да бидат пренесувани во живо по барање на учениците.

*Мултимедијални игри и симулации* се користат во физичка средина со специјални ефекти, со повеќе корисници во онлајн мрежа или на локално ниво со присутен компјутер или симулатор.

### **1.2 Елементи**

Елементите на мултимедијата се *статички* (слика и текст) и *динамични* (видео, звук и анимација). Во продолжение ќе ги објасниме сите елементи и ќе дадеме насоки за нивно правилно користење.

*Текст* – Ова е најчестиот вид на медиум во компјутерски апликации. Повеќето мултимедијални системи користат комбинација на текст и други медиуми за да овозможат функционалност. Со помош на текст може да се изразат специфични информации или да се дејствува како засилување за информациите кои се содржани во другите медиуми. Текстот употребува различен фонт, големина и боја на позадината. Најмногу треба да се внимава на позицијата на текстот на екранот, големината на пораката и самата порака.



*Слика* – Сликата ја прави презентацијата визуелно поинтересна. Таа помага да се прикажат идеи преку фотографија, цртеж, графика и др. Важно е сликата да биде употребена во контекст на презентацијата и при тоа да се внимава на големината, бојата и контрастите.

*Аудио* - Понекогаш е потребно да се вметне говор, музика или звучни ефекти. Тука треба да се внимава на должината на звукот и неговата јачина.

*Видео* – Видеото овозможува јасна визуелна презентација која содржи слики и звуци. Но, треба да се внимава на големината на видеата кои се користат, бидејќи зафаќаат поголема меморија.

*Анимација/интеракција* – Анимацијата го прави искуството поинтересно за учениците. Таа се состои од разни движења на мултимедијалните елементи и разни транзиции помеѓу слајдовите.

### **1.3 Мултимедијална интерактивност**

Една добра мултимедијална презентација мора да се направи со јасно одредена и дефинирана цел и со добра интерактивност за да може да го привлече вниманието на учениците. Прашањето околу интерактивноста и активноста на учениците во образовните процеси е едно од најдискутираните прашања. Неспорен е фактот дека на учениците не смеат да им се пласираат готови знаења до кои се дошло како резултат на туѓо искуство, а од нив да се бара само да ги меморираат и репродуцираат, туку за содржините кои ги учат да изнесуваат некои спротивни мислења, да бараат или даваат дополнувања, да поставуваат прашања и сл. Учењето е процес на активна конструкција на знаењата. Тоа поѓа од претходното искуство на ученикот, го развива и гради ново низ постојани негови интеракции со наставните содржини кои се презентираат. (Камчевска, 2006, стр.112). Во тој контекст моќта на мултимедијалните содржини лежи во начинот на кој се поврзани информациите. Содржините не треба да бидат пренатрупана со премногу детали, бидејќи така се нарушува вниманието на учениците. Тие не се многу умешни, особено во раната училишна возраст во мноштво детали да го откријат она што е најважно. Затоа, треба да се одбираат такви медиуми кои на брз и на директен начин, без непотребно заобиколување, ќе му овозможат на ученикот да стекне ново искуство, нови знаења, вештини, способности итн. При тоа од исклучително значење е во рамките на мултимедијалните презентации да се креираат задачи кои ќе овозможуваат двонасочна комуникација и со кои ќе се поттикнува активноста кај ученикот со цел да се обезбеди квалитет на учечките процеси. Во основа на прашањата и задачите треба да бидат мисловни процеси, логички операции односно прашањара и задачите треба да бидат од продуктивен тип. На тој начин тие ќе имаат двојна функција, покрај поттикнување на мисловните процеси ќе бидат во насока и на примена на стекнатите знаења. Исто така важно е секој ученик во текот на работата, доколку има потреба од тоа, да ги има на располагање мултимедијалните презентации за да може да ги користи во процесот на учење. Претходно, неопходно е во целост да го совлада ракувањето со сите потребни технички средства.



## 2. Изработка на презентација

### 2.1 Идеја и инспирација

Инспирација за одредена презентација се пронаоѓа во главната тема која треба да се претстави пред учениците. Колку темата е попривлечна толку повеќе ќе го задржи нивното внимание. Секогаш е важен првиот впечаток. Ако сакате добро да започнете тогаш е потребен воведен слајд што креира заинтересираност. Што помалу содржина има на воведниот слајд тоа подобро. Подобро е да зборувате на почетокот и да го добиете вниманието на учениците отколку веднаш да започнете со почетниот слајд. Исто така содржината што е опфатена во целата презентација треба да биде што поедноставна.

### 2.2 Употребени елементи

Презентација која е земена како пример во овој труд е изработена во Microsoft Office PowerPoint 2010 и во неа се употребени сите елементи на мултимедијата, односно:

Текст – Употребата на текстот е со цел да се презентираат кратки информации за темата, како наслови на нови слајдови и да се појаснат употребените фотографии во презентацијата. Бојата на текстот е темно сина за насловите и црна или бела за обичниот текст во зависност од позадината. Големината на фонто е релативно иста за насловите и доволно читлива за останатиот текст.

Слика – Постои голема потреба на фотографии и скици кои визуелно ја појаснуваат темата. Скиците се особено значајни при презентирање на поединечни логички делови на содржината. Сликите се најчесто со големина на самиот слајд со цел поубаво да се презентира темата.

Звук – Употребен е еден звук во првиот слајд. Звукот е брз и позитивен со цел да се нагласи дека се работи за презентација кој е наменета за дизајнирање за деца.

Видео – Во презентацијата постои едно видео на кое е прикажан пример на една еко градинка. Видеото е со добар квалитет и е прикажано на целиот слајд.

Анимација – Анимациите во оваа презентација се насекаде. Постои анимација на текстот, сликите и помеѓу самите слајдови (транзиција).

Заклучоци и прегледи - смислата на овие елементи е во истакнување на битните и најважните факти и генерализации, водечки идеи во текстот како и во рекапитулација на содржините и систематизација на знаењата. На учениците посебно им се свртува вниманието кон тие места на тој начин што тие на посебен начин се означуваат и издвојуваат (Требјешанин, 2001). Нагласувањето може да се обезбеди и со посебни наслови како на пример: Да заклучиме, да повториме, важно, внимавај или само како резиме, преглед итн. Заклучоците може да се даваат и во самиот текст после поединечни смислени целини или на крајот од текстот односно после завршното излагање.

### 2.3 Примери за употреба на мултимедијални ефекти

#### Пример 1

ТЕМА, ИДЕЈА, ЦЕЛ	
<b>Тема</b>	<b>Идеја и цел</b>
дизајн на мебел наменет за деца, дизајн на мебел за во градинка	-во градинките – класичен мебел без некои посебни функции, целодневен престој во занималните
дизајнирањето за деца е предизвик за секој дизајнер	-ќе биде дизајнирано интерактивно катче (центар) за деца со повеќе функции
едноставен, разнобоен и лесен	-ќе ги поврзе децата со природата и она што се случува надвор од градинката
	-ќе собираат информации кои подоцна ќе можат да ги испитуваат во рамките на дизајнираното катче
	-ќе биде нешто ново, иновативно и нешто што е навистина потребно

На овој слајд е прикажан елементот текст, кој е искористен како наслов и како информациски текст. При користење на текстот како наслов, тој има темно зелена боја и кој е во исто време и анимиран да се зголеми при кликање на маусот преку Custom Animation – Add Effect – Fly In. Останатиот текст се користи за давање на подетални информации. Тој е со црвена боја бидејќи позадината е бела и потребно е да биде читливо. Овој текст е има додаден ефект – Animation – Add Effect - Split.

#### Пример 2



На овој слајд сликите ни ја пренесуваат информацијата. Прикажани ни се добри и лоши примери на градинки. Поради тоа е додаден ефект на зумирање на знаците Custom Animation – Add Effect – Zoom in ( што е добар, а што лош пример ) и при тоа прикажување на сликите соодветно со ефектот Custom Animation – Add Effect – Fly In – From Left & From Right.

### Пример 3

**ЕРГОНОМИЈА ЗА ДЕЦА**

- При дизајн на мебел за деца да се насочи дизајнот кон разновидни и живи бои и да бидат изработени од материјали кои не се опасни по детското здравје!
- Никако да не се поставуваат било какви јажинџа кои може да направат јамка со која може да се предизвика гушење или повреда!
- Да се внимава при дизајнирањето на отворите кај мебелот за да се оневозможи навлекување на некој дел од телото и да се предизвикаат било какви повреди !
- Да биде добро дизајнирано по сите мерки и стандарди потребни се антропометриските податоци за деца!

Овде постои текст кој е многу битен за истражувањето направено во презентацијата. Поради тоа е претставен во необичен облик со црвена боја и додаден е поразличен ефект од анимацијата и тоа Custom Animation – Add Effect – Entrance – Shape – In.

### Пример 4

**ТАРГЕТ ГРУПА**

- деца од 4 до 5 години кои посетуваат градинка
- родителите на децата
- воспитувачи во градинка





Овој слајд е сличен на претходниот пример, каде фотографијата треба да ја пренесе пораката. Односно за која таргет група точно се однесува. Поради тоа се внесува ефект на Custom Animation – Add Effect – Entrance – Float In

Пример 5

## Ladybird corner



На овој слајд прикажан е финалниот дизајн на катчето и за да се нагласи дизајнот воведен е посебен ефект. Custom Animation – Add Effect – Grow/Shrink –Both – Larger.

### 2.4 Видео и Аудио елементи

На почетокот на презентацијата, конкретно на првиот слајд применети се аудио елементи, преку песната Харру – која асоцира на среќа, детската среќа. Внесениот аудио елемент е обележан со црвено на сликата каде што е поставен.



На последниот слајд е прикажано и прикачено видео во корист на самата презентација. Пронајдено е на интернет со приказ на пример на веќе постоечка еко – градинка со цел реална визуелизација на идејата. Поставено е со insert- video from file – avi file.





### Заклучок

Модерната мултимедија наоѓа широка примена во денешно време и како таква нејзиното изучување и усовршување како алатка е мошне потребно и препорачано. Ова особено е изразено во образовните процеси, бидејќи со помош на мултимедиските техники и пристапи се интегрираат наставните програми и медиите преку кои учениците учат. Многу е важно на кој начин допира информацијата до ученикот. Со цел да се задржи неговото внимание се користи мултимедијата која взаемно ги употребува сликата, текстот, видеото, звукот и анимацијата и создава интерес и возбуда за темата која се презентира. Всушност модерната мултимедија посредува помеѓу програмите и учениците и настојува да ни покаже како може да се конципира и реализира процесот на стекнување на знаења и способности кај секој ученик.

Со креирање на презентацијата искористена како пример, преку практична работа продлабочено е знаењето за софтверот Microsoft Office PowerPoint 2010 и разработени се сите мултимедијални елементи.

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• **THE INTERACTION OF C.I. REACTIVE ORANGE 107 WITH SURFACTANTS**

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**Abstract**

Surfactants, when dissolved in water or an aqueous solution, the surface tension reducing substances. Also, interfacial tension between two liquids surfactants are affected. The most important feature of surfactants, micelle creates at particular concentration. Surfactants carry both hydrophilic and hydrophobic property. In aqueous solutions, surfactant molecules undergo aggregation at specific concentration. This concentration is called as critical micelle concentration (CMC). Shape and size of micelle may vary and that it is a dynamic system in constant motion (Atkins, 1998).

Some of the physical properties (conductivity, surface tension etc.) with the change in the concentration of the solution following, the CMC values deviates from the behaviour assigned. CMC value depend on many parameters. The most important ones; are temperature of solutions, the electrolit cocentration is added to the solution and length of hydrocarbon chaing.

Some features of surfactants in aqueous solution are examined. This surfactants have wide applicatios in industry. Surfactants are used in areas such as solubilization of neutral molecules, cosmetics, micellar catalysis, speration processes, textile dyeing (Fendler and Fendler, 1985, Scamehorn and Harwell, 1989).

Reaktif dyes, covalent bond (dye-fiber) is occured entering into a chemical reaction with the fibers under suitable conditions. This feature is specific to only reactive dyes. These dye, is dye which is sufficient fastness and the most widely used (Balci, 2008).

In this study was examined by means of physicochemical methods interactions in the system comprised of the monomeric surfactants with C.I.Reactive Orange 107 (Golden Yellow RNL) a reactive dye.

Keywords: Surfactant, critical micelle concentration (CMC), viscosimetric method, conductometric method, reactive dye.

**Introduction**

The most important characteristics of surfactants is that they form micelle at a certain concentration in a solution.

The surfactants in their solutions in water which are named critical micelle concentration (CMC) transform to aggregation to form micelle. The micelle which is formed in this way, from the point of magnitude and shape is able to change and is continuously in motion and is a dynamic system.

Nonionic surfactant and the complex formed between acid or direct dyes is determined with the interaction between oxonium types of nonionic surfactants and sulphonic groups of dye as hydrophobic or with the hydrophobic portion of dye and hydrophobic alkyl chain of surfactants as hydrophilically [3].

Reactive dyes thanks to strong covalent bonds can be easily fixed on the fabric. Therefore widely used in the textile industry [4].

The solving and dissolving feature of the surfactant solutions start with the solving and disentanglement Critical Micelle Concentration (CMC) and increases with its increase. CMC is important in the selection of surfactants. For example in CMC the cleaning and effervescence (foaming) is maximum.

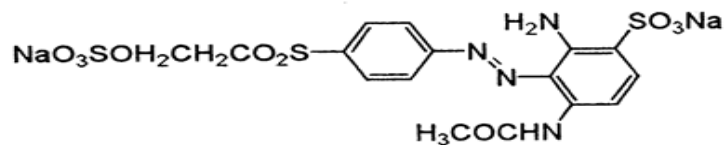
### EXPERIMENTAL

In this study the anionic surfactant Sodium Dodecyl Sulfate (SDS) ( $C_{12}H_{25}OSO_3^-Na^+$ ) (%98,5), the cationic surfactant heksadesiltrimethylamonium bromide (CTAB) ( $C_{19}H_{42}N^+Br^-$ ) (%98) and Dodecyltrimethylamonium bromide (DTAB) ( $C_{15}H_{34}N^+Br^-$ ) (%98) are used.

In this study as a reactive dye C.I. Reactive Orange 107 (Golden Yellow RNL) was used. The chemical structure explanation of the C.I. Reactive Orange 107 is shown in Figure 1.

**Figure 1**

The chemical Structure Formula of Reactive Orange 107

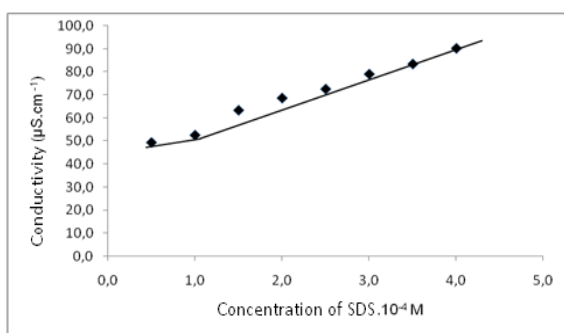


By making use of the CMC values of the pure surfactant solutions stock solutions have been prepared.

The spectrophotometric measurements of the C.I. Reactive Orange 107 have been done. According to these studies the appropriate working concentration of the colorant has been held static as  $1 \cdot 10^{-5}$  M, and surfactant solutions at different molar concentrations have prepared. These solutions have been measured at different heat levels ranging from  $30^\circ C$  to  $50^\circ C$ . By making use of these values the conductivity and viscosity graphics is shown at the Figure 2-7.

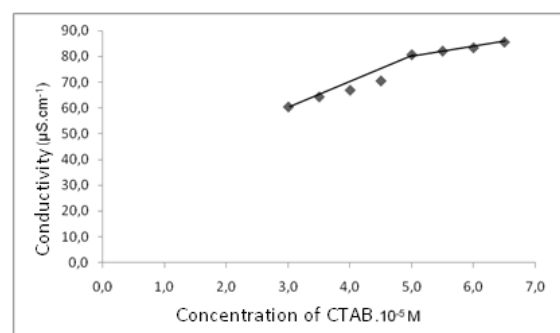
**Figure 2**

The change of conductivity of the SDS with CTAB with concentration



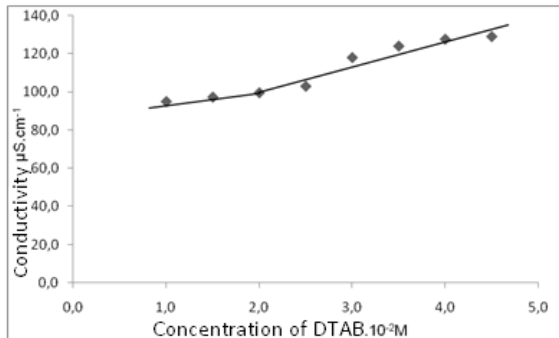
**Figure 3**

The change of conductivity of the concentration



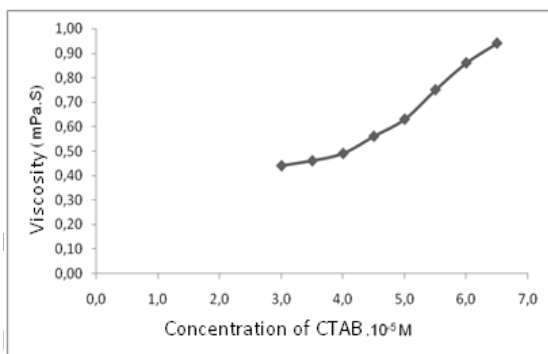


The change of conductivity of the DTAB with SDS with concentration



**Figure 6**

The change of viscosity of the CTAB with DTAB with concentration

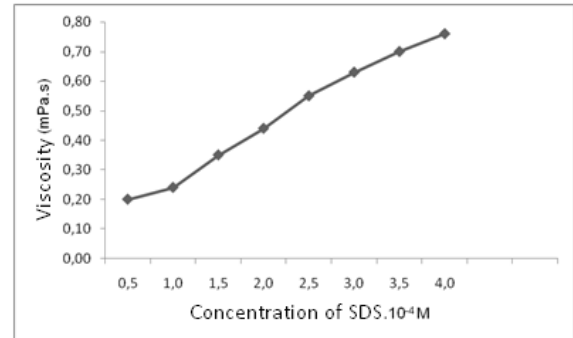


**Table 1**

The CMC values of the C.I. Reactive Orange 107 with the surfactant mixtures.

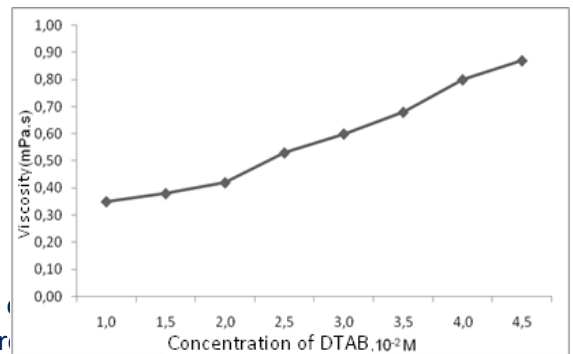
Surfactant –Colorant Concentration	Critical Micelle Concentration ( CMC ) (KMK)	
	Conductometric Method	Viscosimetric Method
<b>SDS</b>	$1,00 \times 10^{-4}$	$1,05 \times 10^{-4}$
<b>CTAB</b>		$5,04 \times 10^{-5}$

The change of viscosity of the concentration



**Figure 7**

The change of viscosity of the concentration



of the values are



	$5,02 \times 10^{-5}$	
<b>DTAB</b>	$2,00 \times 10^{-2}$	$2,03 \times 10^{-2}$

When CMC values found out with the conductivimetric and viscocitometric methods are analyzed (Table 1) it is seen that the values are in harmony with each other [5].

When the conductivity values of the Colorant-surfactant mixtures are analyzed it is seen that conductivity increases with concentration. This increase is high until the CMC region and afterwards it is slower [6].

When the viscosity values of the colorant-surfactant mixture is evaluated it is evident that the viscosity of the solutions rise sharply until the CMC point. This situation can be both explained with the interaction of the colorant-surfactant at an anionic structure and with hydrophobic alkyl chain length and aggregation feature [7]. If the CTAB and DTAB of the colorant-surfactant solutions are compared, it is observed that when the alkyl chain length increases the CMC decreases.

The important change in the physicochemical values of the surfactant-colorant solutions indicate that there is an interaction between them.

As a conclusion, reactive colorant and surfactants are important in technique and have wide field of usage. Surfactants have the features of producing foam, dissolving, soaking, cleaning, etc. In addition to this the reactive colorants are substances that solve and binding to fiber in water based solutions. In the interaction of surfactants with colorants, the dissolution and binding to the fiber of the colorant the concentration of the surfactant is important. In further studies the interaction of the fiber with the colorant-surfactant mixture can also be studied.

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QUALITY IN CONTEMPORARY EDUCATIONAL PROCESSES

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## Session IV

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- **СТАВОВИ И МИСЛЕЊА НА НАСТАВНИЦИТЕ ЗА НИВНИОТ ОПШТЕСТВЕН СТАТУС И УГЛЕД**

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#### **Апстракт**

Наставникот е клучниот фактор во воспитувањето и образованието на младите генерации. Таа улога е потврдена низ историјата на педагогијата, а најголемите педагози и филозофи од типот на Платон, Коменски и Дистервег укажале на извонредно значајната улога на наставникот низ општеството. Затоа и ние имавме силен мотив да ги испитуваме размислувањата на репрезентативен примерок наставници од различни средини во РС Македонија во врска со нивниот статус и општествениот углед на професијата со која се занимаваат. Впрочем, тоа ни беше и целта на истражувањето, а податоците од спроведеното анкетаирање се обработија со користење на стандарден статистички пакет 1.7.

Добиените податоци јасно ни покажаа дека општествениот углед на наставниците е драстично опаднат, авторитетот е никаков, а статусот на професијата е на извонредно ниско ниво. Наша препорака е просветните власти да се занимаваат малку повеќе со овие значајни прашања, како би го подигнале угледот и би го вратиле сјајот на учителската професија.

Клучни зборови: наставник, професија, општествен углед, статус.

#### **Вовед**

Во воспитувањето на децата учествуваат различни фактори, но како најзначајни се сметаат: **семејството и училиштето, односно наставникот**. Од останатите фактори, силно влијание имаат и : врсниците, општествената средина мас-медиумите, (посебно ТВ), невладини организации, политички партии, а со развојот на информатичкото општество, силно е и влијанието на различните социјални мрежи, односно интернетот. **Училиштето после семејството** е вториот најзначаен фактор за воспитание на личноста. Ако под воспитание во педагошката литература се подразбира севкупност на влијанија за изградување на личноста во интелектуален, етички, естетски, физички и др. поглед, тогаш училиштето, односно наставникот има извонредно значајна улога во животот на секој поединец. Всушност, своето севкупно воспитно влијание училиштето го остварува преку **наставникот**, кој е стожерот на воспитно-образовниот процес. Наставникот е тој кој ги поставува темелите на сознајниот, емоционалниот и социјалниот развој на детето. Ако во



почетниот период на нивното образование децата останат без соодветна поткрепа во таа насока, без потребната мотивација и без потребната самодоверба во себе и во нивните можности, нивното напредување ќе биде обременето со многу проблеми. Не случајно се вели дека наставникот во почетните години од образованието на децата ја има пресудната улога во нивниот развој.

### **1. Пад на угледот на наставничката професија**

Иако наставничката професија е извонредно значајна, таа во последниве деценија и пол се соочува со голем пад на авторитетот и угледот на наставниците. Падот на авторитетот на наставникот е резултат на многу општествени промени кои се рефлектираа во сите сфери на човековото живеење, па оттаму, не ја заобиколија ниту наставничката професија. Денес, со сигурност можеме да кажеме дека авторитетот и угледот на наставниците се падната на едно многу ниско, дури би рекле понижувачко ниво, а без авторитет, на наставникот, без респектабилност кон неговата професија, училиштето е немоќно успешно да ги извршува квалитетно своите функции- како образовната, уште повеќе и воспитната.

Информатичкото општество го наметна дигиталниот аспект на живеење кое продира во секоја сфера во животот и работата на човекот денес, и тоа уште од најмали нозе. Од друга страна пак, училиштето треба да ги седи промените кои ги наметна информатичката ера, но за жал, тоа денес е многу малку во чекор со тие промени. Сето тоа се рефлектира и во улогата на наставникот. Ако некогаш во историјата на педагогијата тој беше главниот извор на информации и сознанија, денес, таа улога е драстично изменета. Наставникот е сè помалку извор на информации, а се повеќе посредник меѓу знаењата и умењата кои доаѓаат од различни извори. Со оглед на брзите општествени промени кои ги донесе информатичкото општество, нормално е промените да бидат проследени и со соодветен општествен углед на наставникот, односно тој углед треба да одговара на општествената и професионалната функција и нормално е да се очекува пораст на општествениот углед на наставникот. Но, дали е тоа навистина така? За жал, во Р. Македонија, угледот на наставниците се руши како кула од хартија. Општествениот статус што го имаат наставниците во нашата држава е речиси безвреден; всушност, никогаш до сега наставникот не бил на толкаво ниско ниво на општествениот пиедестал, а неговата професија обезвреднета и потценета во општеството.





Затоа, клучното прашање во нашето истражување е како да го повратиме авторитетот на наставникот, како да се врати угледот на наставничката професија, како до ценети и почитувани наставници?

Поаѓајќи од ова, имавме доста силен мотива да ги проучиме ставовите и мислењата на наставниците за тоа како тие се перципираат во денешното општество, во кое вредностите се оставени на маргините од општественото живеење. Всушност, имавме мотив да го проучуваме угледот и авторитетот на наставничката професија преку испитување на ставови и мислења на наставници од неколку основни училишта во Р.М.

## **2.Предмет на истражување**

Предмет на нашето истражување се ставовите и мислењата на наставниците во основното образование за угледот на наставничката професија во денешно време.

### **2.1. Цел на истражување**

**2.2.** Целта е да се проучи како наставниците од основното образование се перципираат себе си, во поглед на авторитетот и угледот на наставничката професија.

### **2.3. Методи, техники и инструменти**

Изборот на методите, техниките и инструментите на истражувањето, зависат од природата на предметот, односно од неговата суштина и карактер. Со оглед на тоа дека нашето истражување има теоретски и емпириски карактер, како најсоодветни ги сметаме следниве истражувачки методи: **Метод на теоретска анализа и дескриптивен метод.**

#### **2.2.1.Техники на истражување:**

Од истражувачките постапки, односно техники, најсоодветни за нашето истражување претставува техниката на **анкетирање.**

#### **2.2.2.Инструменти на истражување**

За прибирање на податоците од истражувањето, се користи **инструментот анкетен лист**, со кој се анкетирали испитаниците.

## **3. Резултати и интерпретација од истражувањето**

**1. Според вас, угледот на наставниците во денешно време е:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Во постојан пад (нарушен е)	99	78.6	79.2	79.2
Во постојан пораст	26	20.6	20.8	100.0
Total	125	99.2	100.0	
Missing System	1	.8		
Total	126	100.0		

Врз основа на добиените податоци од табелата, на прашањето за угледот на наставничката професија, огромен број на испитаници, односно скоро 80% или 99 одговориле дека угледот на наставничката професија е во постојан пад.

*Беше направен хи-квадрат тест и беше пронајдена статистички значајна врска помеѓу населеното место на испитаникот и неговото мислење за угледот на наставниците во денешно време,  $\chi^2(3, N=124) = 24,311$   $p < 0,001$*

*Испитаниците од Скопје, но и од испитаниците од останатите градови, како и од приградските средини, значително повеќе сметаат дека угледот на наставниците во денешно време е во постојан пад т.е. нарушен, во споредба со нивните колеги/колешки од училиштата во селските средини.*

Сметаме дека се уште учениците во селските средини имаат поголема почит кон наставникот, исто така и родителите покажуваат поголем респект кон наставникот во тие средини, за разлика од градските и приградските средини, каде угледот е драстично опаднат. Наставниците од Скопје или над 50% од испитаниците покажуваат посебно незадоволство од нивниот углед и сметаат дека тој е во голема мера нарушен и опаднат, односно тие се со најголем урнисан углед. На ваквата констатација се должи и статистичката значајна разлика по однос на независните варијабли, во случајот местото на живеење.



Беше направен хи-квадрат тест и не беше пронајдена статистички значајна врска помеѓу работниот стаж на испитаникот и неговото мислење за угледот на наставниците во денешно време,  $\chi^2 (3, N=125) = 2,160$   $p = 0,540$ .

## 2) Колку сте мотивирани квалитетно да ја извршувате вашата професија?

Колку сте мотивирани квалитетно да ја извршувате вашата професија?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Многу	35	27.8	28.0	28.0
	Малку	64	50.8	51.2	79.2
	Многу малку	16	12.7	12.8	92.0
	Воопшто не	10	7.9	8.0	100.0
	Total	125	99.2	100.0	
Missing	System	1	.8		
Total		126	100.0		

Од добиените податоци прикажани графички и табеларно на ова прашање 28 % одговориле дека се малку мотивирани успешно да ја извршуваат својата професија, додека 51,20 % одговориле дека се малку мотивирани. Многу малку се 12,80 %, а малку се 8%.

Ако се земат во предвид одговорите малку, многу малку и воопшто, тогаш нивниот број изнесува 90 наставници од вкупно 125, тогаш можеме со право да бидеме загрижени (на ова прашање 1 испитаник не одговорил) дека нашите наставници не се доволно мотивирани успешно и квалитетно да ја извршуваат својата професија.



## 3. 8) Колку сте задоволни од вашите материјални примања?

## Колку сте задоволни од вашите материјални примања?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Многу	3	2.4	2.4	2.4
	Доволно	18	14.3	14.5	16.9
	Малку	58	46.0	46.8	63.7
	Многу малку	45	35.7	36.3	100.0
	Total	124	98.4	100.0	
Missing	System	2	1.6		
Total		126	100.0		

добиените статистички податоци претставени табеларно и графички, само 2, 4 % или само 3 испитаници одговориле дека се задоволни со материјалните примања. Доволни ги сметаат 14, 52 % или 18 наставници, додека 58 наставници 46,77 % се на мислење дека нивните примања се мали, односно 36, 29 % или 45 испитаници се на мислење дека нивните плати се многу мали.

Евидентно е незадоволството од слабите материјални примања кај огромен дел од наставниците, или некаде околу 84 % од испитаниците. Слабите материјални примања се одразуваат врз угледот на наставниците, врз нивното почитување од страна на родителите и секако се одразуваат врз квалитетот на нивната дејност.

**ЗАКЛУЧОК И ПРЕПОРАКИ:** Врз основа на добиените, анализирани и интерпретираните резултати од нашето истражување, можеме да ги констатираме дека во однос на угледот на наставничката професија во денешно време, угледот на наставникот е драстично нарушен и неговиот авторитет е многу опаднат, а сето тоа се рефлектира и во општествениот статус.

Затоа, како најважна препорака е да се подигне угледот на наставниците. Оваа задача треба да биде примарна во образовната политика на секоја влада, бидејќи од тоа во голема мера ќе зависи и квалитетот на извршување на професијата.



Квалитетни наставници, кои ќе бидат ефикасни, ќе зрачат со задоволство, со етички принципи и со соодветен авторитет, се потребна на секое општество за ради правилно воспитание и образование на сите генерации.

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- **РАЗЛИКИ ВО БАЗИЧНО-МОТОРИЧКИТЕ СПОСОБНОСТИ КАЈ ДВЕ ГРУПИ НА МЛАДИ ЦУДИСТИ**

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#### **Апстракт**

Моторичките способности се дел од општата психофизичка способност која ги овозможува основните човекови функции на движењата и кои се одговорни за решавање на моторичките задачи. Истражувањето е спроведено врз испитаници кои се занимаваат со џудо и се во тренажен процес од најмалку 2 години, од раната адолесцентна возраст од 13 до 15 години. Примерокот на испитаници го сочинуваа млади џудисти од Република Македонија и од Босна и Херцеговина. За потребите на ова истражување врз примерокот на испитаници беа применети 14 тестови за проценка на базично-моторичките способности. Целта на ова истражување е утврдување на можните разлики во базично-моторичките димензии меѓу две групи џудисти. За применетите варијабли во ова истражување беа пресметани основните централни и дисперзиони параметри за да се утврди функцијата на дистрибуцијата. За утврдување на можните разлики меѓу третираните групи (џудисти, од Македонија и од Босна и Херцеговина) во манифестен простор е применета униваријантна анализа на варијансата (ANOVA) и мултиваријантна анализа на варијансата (MANOVA), додека за утврдување кои варијабли придонесуваат за добиената меѓугрупна разлика е применет t-тест за мали независни примероци. Од добиените резултати се видливи разлики кај испитаниците од двете групи.

Клучни зборови: моторика, џудо, кадети.

#### **Вовед**

Познато е дека џудо како физичка активност, со своето појавување со право се проширила во целиот свет а со тоа и кај нас и тоа на различни полови и возрастни категории (деца, младинци и сениори, Soames, 2001). Аналогно на тоа се појавува и потрбата за ангажирање на голем број на тренери а со тоа и нивна специјализација за работа со различна возрастна категорија. Работата со ваква популација бара да големиот број на тренери поседуваат голема количина на знаења врзани за спортскиот тренинг (методите и принципите на истиот) а исто така и големи познавања од тесната проблематика на џудо спортот.

Терминот "моторички способности", прв пат се споменува кон крајот на деветнаесеттиот и почетокот на дваесеттиот век, во делата на научниците во физичкото образование.

Под моторички способности, се подразбираат способностите со кои човекот учествува во решавањето на моторните задачи и успешно да предизвика движење. Моторичките способности се дел од општата психофизичка способност кои ги



овозможуваат основните човекови функција и движења и кои се одговорни за решавање на моторичките задачи. Еден од главните проблеми е релативно малата количина на информации кои ги пренесуваат индивидуалните моторички задачи, а токму тие индивидуални задачи се тие што обично претставуваат еден моторички тест.

Во досегашните обиди да се дефинира поимот на моторичките способности, и да се дефинира суштината на овој концепт, секако, најмногу успех имал Zaciorki (1975), кој под терминот моторичките способности ги смета оние аспекти на моторните активности кои се појавуваат во движечките структури кои може да се опише со ист параметарски состав, да се измери идентичен сет на критериуми за мерење во кои настапуваат аналогни, физиолошки, биохемиски, конативни и когнитивни механизми. На почетокот на минатиот век, имено во 1902, започнало одредено истражување во овој простор, а потоа Sargent, DA ја изградил првата батерија на шест тестови на моторичките способности нарекувајќи го "универзален тест на силата, брзината и издржливоста на човечкото тело" (според Kurelić et al. 1975).

### Метод на работа

Предметот на ова истражување се одредени базично-моторички способности кај млади џудисти на возраст од 13 до 15 години.

Тргувајќи од утврдениот предмет на истражувањето се дефинира и целта на ова истражување која е во насока на утврдување на можните разлики на одредени базично-моторички димензии, помеѓу две групи на џудисти на возраст од 13 до 15 години. За потребите на ова истражување се користени испитаници на рана адолесцентна возраст (од 13 до 15) години кои се занимаваат со џудо и се во тренажен процес од најмалку 2 години. Примерокот на испитаници го сочинуваа млади џудисти од Република Македонија и Босна и Херцеговина. За потребите на ова истражување врз примерокот на испитаници бла применети тестови (варијабли) за проценка на следниве димензионалности кај младите џудисти: за проценка на базично-моторичките способности (Kurelic i sor. 1989) (14 варијабли) 1. Тапинг со рака ( MBFTAP ) 2. Тапинг со нога ( MBFTAN ) 3. Длабок претклон (MFLPRK) 4. Искрет со палка (MFLISK) 5. Скок во далечина од место (MFESDM) 6. Скок во висина од место (MFESVM) 7. Фрлање на медицинка од положба на лежење (MBEVM), 8.Подигнување на трупот од лежење на грб (MREPTL) 9. Подигнување на трупот-заклони (MRCZTL) 10. Рамнотежа на полутопка внатрешна статичка (MBAPLU) 11. Рамнотежа на полутопка надворешна динамичка (MBAPLV), 12. Подвижност во воздух (MKTOZR) 13. Подвижност со палка (MKTOSP), 14.Подвижност на под (MAGONT).

### Метод за обработка на податоци

Податоците на ова истражување беа обработени со помош на програмските системи за униваријантна и мултиваријантна анализа на податоци Анализите беа спроведени во Statistica for windows 12.0 и IBM SPSS 20.Применетите варијабли во ова истражување се анализираа со стандардните дескриптивни постапки, пресметани беа основните централни и дисперзиони параметри за да се утврди функцијата на дистрибуцијата и основните параметри на функцијата: минимални вредности (Min), максималните вредности (Max), аритметичка средина (Mean), стандардна девијација (Std), тестирање на дистрибуцијата на резултатите и



нормалноста на распределбата ќе бидат тестирани преку: коефициентот на закривеност (Skew), Коефициентот на издолженост (Kurt), Колмогосров-Смитновата метода (K-S). За утврдување на можните разлики помеѓу третираните групи (цудисти, од Р.Македонија и Босна и Херцеговина) во манифестен простор е применета униваријантна анализа на варијансата (ANOVA) и мултиваријантна анализа на варијансата (MANOVA), додоека за утврдување кои варијабли допринесуваат за добиената меѓугрупна разлика е применет t – тест за мали независни примероци.

### Резултати и дискусија

Табела бр. 1 составена е од податоци кои се однесуваат на дескриптивни статистички параметри на применетите моторички варијабли кај испитаниците ( $N = 50$ ) од Македонија. За потребите на ова истражување пресметани се следниве параметри: аритметичката средина (Mean), минималниот резултат (Min), максималниот резултат (Max), стандардната девијација (Std.Dev.). За тестирањето на нормалноста на дистрибуцијата на резултатите прикажани се: коефициентот на асиметричност на резултатите (Skew), коефициентот на издолженост (сплоснатост) на резултатите (Kurt) и Колмогоров и Смирновата метода (max D).

Табела бр. 1 *Дескриптивни статистички параметри на базично-моторичките варијабли кај цудистите од Македонија*

	V N	Mean	Min	Max	Std. Dev.	Skew	Kurt	max D	K-S
MBFTAP	50	32,16	22,00	39,00	4,02	-0,42	-0,68	0,16	$p < ,20$
MBFTAN	50	20,88	14,00	28,00	3,60	-0,03	-1,01	0,14	$p > .20$
MRCZTL	50	27,44	6,00	60,00	14,45	0,55	-0,71	0,15	$p > .20$
MREPTL	50	26,84	10,00	60,00	12,13	0,59	-0,20	0,11	$p > .20$
MBAPLV	50	7,34	1,00	22,00	5,10	0,88	-0,02	0,22	$p < ,05$
MBAPLU	50	5,34	1,00	20,00	3,52	2,31	7,09	0,23	$p < ,05$
MBEBML	50	6,49	4,00	8,92	1,41	-0,12	-1,26	0,10	$p > .20$
MKTOZR	50	4,40	3,25	5,78	0,56	0,42	0,46	0,11	$p > .20$
MKTOSP	50	7,19	4,74	11,47	1,85	0,69	-0,79	0,15	$p < ,20$
MAGON T	50	12,57	9,60	17,20	1,96	0,54	-0,40	0,10	$p > .20$
MFESD M	50	194,36	148,00	250,00	25,83	-0,11	-0,65	0,09	$p > .20$
MFESVM	50	35,36	24,00	50,00	6,87	0,47	-0,87	0,16	$p < ,20$
MFLPRK	50	29,18	15,00	40,00	5,87	-0,36	-0,61	0,12	$p > .20$
MFLISK	50	75,28	50,00	109,00	13,56	0,48	-0,06	0,15	$p < ,20$





Анализираќи ги прикажаните резултати на табелата бр. 1 може да се заклучи следното:

Добиените резултати во ова истражување, ако се споредат со некои досегашни истражувања, се наоѓаат во рамките на очекуваните резултати.

Статистички значајно отстапување на асиметричноста на вредностите на резултатите (Skew), воочливо е кај варијаблата “Рамнотежа на полутопка внатрешна статичка” (MBAPLU, Skew = 2,31).

Степенот на заобленоста на врвот на кривата односно сплештеноста (Kurt), статистички значајно отстапува само кај една варијабла: “Рамнотежа на полутопка внатрешна статичка” (MBAPLU, Kurt = 7,09).

Анализираќи ги добиените резултати од коефициентот на нормалноста на дистрибуцијата на резултатите (max D), може да се констатира дека само кај 2 (две) варијабли од применетата батерија на тестови кај Џудистите има статистички значајно отстапување на ниво од  $p < ,05$ . Отстапувањето на ниво од  $p < ,05$  е забележливо кај следниве варијабли: “Рамнотежа на полутопка внатрешна статичка” (MBAPLU) и “Рамнотежа на полутопка надворешна динамичка” (MBAPLV). Ако се земе во обзир возраста на испитаниците (рана адолесценција) и моторичката способност во кој се присутни ваквите резултати (моторичка способност - рамнотежа), се доаѓа до констатација дека и во досегашните истражувања спроведени кај слична популација овој простор не покажува стабилност.

Од инспекцијата на прикажаните резултати на табелата бр. 2 може да се заклучи следното:

Добиените резултати во ова истражување, ако се споредат со некои досегашни истражувања, се наоѓаат во рамките на очекуваните резултати.

Статистички значајно отстапување на асиметричноста на вредностите на резултатите (Skew), воочливо е кај варијаблата “Рамнотежа на полутопка внатрешна статичка” (MBAPLU, Skew = 1,40) и кај варијаблата “Подвижност со палка (MKTOSP, Skew = 1.81)”.

Степенот на заобленоста на врвот на кривата односно сплештеноста (Kurt), статистички значајно отстапува само кај една варијабла: “Подвижност со палка (MKTOSP, Kurt = 4.21)”.

Анализираќи ги добиените резултати од коефициентот на нормалноста на дистрибуцијата на резултатите (max D), може да се констатира дека само кај 1 (една) варијабла од применетата батерија на тестови кај Џудистите има статистички значајно отстапување на ниво од  $p < ,05$ . Отстапувањето на ниво од  $p < ,05$  е забележливо кај следната варијабла: “Рамнотежа на полутопка надворешна динамичка” (MBAPLV).

Како и кај испитаниците од Македонија, и овде може да се констатира дека постои нестабилност во моторичката способност - рамнотежа, што е и во континуитет со досегашни истражувања на иста возраст на испитаниците (рана адолесценција).

Табела бр. 2 *Дескриптивни статистички параметри за моторичките варијабли кај испитаниците Џудисти од БиХ*

	Valid N	Mean	Min	Max	Std. Dev.	Skew	Kurt	max D	K-S
MBFTAP	42	32,46	24,00	38,00	3,49	-0,23	-0,72	0,12	$p > .20$



MBFTAN	42	20,83	15,00	26,00	2,51	0,00	-0,06	0,11	p > .20
MRCZTL	42	55,79	9,00	110,00	28,94	0,24	-1,09	0,13	p > .20
MREPTL	42	41,90	10,00	70,00	15,80	-0,27	-0,68	0,10	p > .20
MBAPLV	42	6,43	1,00	17,00	4,04	0,92	-0,09	0,23	p < ,05
MBAPLU	42	6,14	1,00	20,00	3,95	1,40	2,44	0,19	p < ,15
MBEBML	42	6,48	4,20	9,20	1,25	0,31	-0,76	0,10	p > .20
MKTOZR	42	4,31	3,20	5,56	0,58	0,13	-0,25	0,09	p > .20
MKTOSP	42	6,21	4,85	11,40	1,36	1,81	4,21	0,17	p < ,20
MAGONT	42	12,15	9,10	17,44	2,21	0,95	0,25	0,14	p > .20
MFESDM	42	199,17	135,00	252,00	31,57	-0,32	-0,80	0,13	p > .20
MFESVM	42	34,45	25,00	45,00	5,50	0,42	-0,93	0,17	p < ,20
MFLPRK	42	28,19	10,00	45,00	6,64	-0,13	0,77	0,08	p > .20
MFLISK	42	71,05	35,00	100,00	15,41	0,26	-0,37	0,15	p > .20

#### Разлики кај двете групи испитаници

Анализирајќи ја табелата бр. 3 на прикажаните добиени резултати од униваријантната анализа на варијансата (ANOVA) и мултиваријантната анализа на варијансата (MANOVA), помеѓу двете групи на испитаници во применетата батеријата на тестови, воочено е следново:

- Постоене на сигнификантни разлики помеѓу групите на статистичка значајност од .05 (5%) во целиот третиран простор (базично-моторички способности). Ваквата констатација се базира на добиените вредности од Wilk's Lambda која изнесува 0,363, која заедно со Rao's-овата F апроксимација = 3,562 и степените на слобода  $df_1=30$  и  $df_2=61$  ја дефинираат значајноста на разликите  $Q=0.00$  ( $p\text{-level} = 0.00$ ).

Индивидуалните статистички значајни разлики кај двете групи на испитаници се утврдени кај следните варијабли: Подигнување на трупот-заклони MRCZTL на ниво од  $p=,000$ , Подигнување на трупот од лежење на грб MREPTL на ниво на значајност од  $p=,000$  и Подвижност со палка MKTOSP  $p=,005$ .

Табела бр. 3-Анализа на варијансата и мултиваријантна анализа на варијансата кај двете групи испитаници

	Wilks'				
	Lambda	Rao's R	df 1	df 2	p-level
1	0,363	3,562	30	61	0,00



	Mean sqr	Mean sqr	F(df1,2)	
	Effect	Error	1,90	p-level
MBFTAP	2,113	14,344	0,147	0,702
MBFTAN	0,050	9,923	0,005	0,944
MRCZTL	18340,293	495,193	37,037	0,000
MREPTL	5180,313	193,870	26,720	0,000
MBAPLV	18,962	21,595	0,878	0,351
MBAPLU	14,713	13,848	1,062	0,305
MBEBML	0,000	1,789	0,000	0,988
MKTOZR	0,190	0,328	0,578	0,449
MKTOSP	22,027	2,711	8,124	0,005
MAGONT	4,001	4,314	0,927	0,338
MFESDM	527,375	817,415	0,645	0,424
MFESVM	18,803	39,488	0,476	0,492
MFLPRK	22,350	38,865	0,575	0,450
MFLISK	408,885	208,244	1,963	0,165

Во кинезиолошките истражувања за утврдување на разликите помеѓу две појави (варијабли, мерења и т.н) најприкладно и најако оружје (метода) е t-тестот (Bala, G. 1986), но за утврдување на разликите помеѓу две групи се користи МАНОВА со која што секојпат е присутна АНОВА. Од тие причини во ова истражување најпрвин е



направена мултиваријантна анализа и униваријантна анализа на варијансата, а во понатамошната обработка, за со сигурност да се потврди доприносот на поедини варијабли во вкупната разлика, се примени t-тест за големи независни примероци. Во табела бр. 4 прикажани се резултатите на двете групи испитаници млади џудисти од Македонија и Босна и Херцеговина, t -тестовите и нивната значајност од тестирањето на аритметичките средини, со примена на t -тест за големи независни примероци.

Табела бр.4 вредностите на t –тестот на двете групи испитаници

	Mean 1	Mean 1	t- value	d f	p	Val i N 1	Val iN 2	Std. Dev.1	Std. Dev.2	F- ratio	p
MBFTAP	32,160	32,464	- 0,384	9 0	0,70 2	50	42	4,022	3,486	1,331	0,349
MBFTAN	20,880	20,833	0,071	9 0	0,94 4	50	42	3,601	2,508	2,062	0,019
MRCZTL	27,440	55,786	- 6,086	9 0	0,00 0	50	42	14,45 2	28,93 8	4,009	0,000
MREPTL	26,840	41,905	- 5,169	9 0	0,00 0	50	42	12,12 9	15,80 3	1,698	0,077
MBAPLV	7,340	6,429	0,937	9 0	0,35 1	50	42	5,101	4,037	1,597	0,126
MBAPLU	5,340	6,143	- 1,031	9 0	0,30 5	50	42	3,520	3,948	1,258	0,439
MBEBM L	6,487	6,483	0,015	9 0	0,98 8	50	42	1,409	1,247	1,276	0,426
MKTOZR	4,404	4,313	0,760	9 0	0,44 9	50	42	0,564	0,583	1,066	0,824
MKTOSP	7,190	6,208	2,850	9 0	0,00 5	50	42	1,850	1,364	1,839	0,047
MAGON T	12,572	12,153	0,963	9 0	0,33 8	50	42	1,959	2,211	1,274	0,415
MFESD M	194,36 0	199,16 7	- 0,803	9 0	0,42 4	50	42	25,83 0	31,57 4	1,494	0,178
MFESV M	35,360	34,452	0,690	9 0	0,49 2	50	42	6,868	5,505	1,557	0,148
MFLPRK	29,180	28,190	0,758	9 0	0,45 0	50	42	5,872	6,641	1,279	0,407
MFLISK	75,280	71,048	1,401	9 0	0,16 5	50	42	13,56 2	15,40 5	1,290	0,391



Според вредностите на  $t$  - тестот со кои се тестирани вредностите на аритметичките средини меѓу двата субпримерока на испитаници, утврдена е статистички значајна разлика меѓу нив кај следниве варијабли: Подигнување на трупот-заклони MRCZTL ( $t = -6,086$  и  $p = ,000$ ), Подигнување на трупот од лежење на грб MREPTL ( $t = -5,169$  и  $p = ,000$ ), Подвижност со палка MKTOSP ( $t = 2,850$  и  $p = ,005$ ), Во останатите 11 (единаесет) случаи не е утврдена статистички значајна разлика меѓу варијаблите од двете групи на испитаници.

### Заклучок

На примерокот од 90 испитаници млади џудисти од Република Македонија и Босна и Херцеговина, применети се 14 тестови за проценка на базично-моторичките способности на испитаниците. Основната цел на ова истражување е да се утврдат на можните разлики на одредени базично-моторички димензии, помеѓу две групи на џудисти на возраст од 13 до 15 години, од Македонија и БиХ.

Со примена на Униваријантни и мултиваријантни анализи, утврдени се одредени статистички значајни разлики во базично-моторичкиот простор кај двете групи испитаници. Утврдените разлики се однесуваат во експлозивната сила на трупот и подвижноста на рамениот појас. Неопходно е да се утврдат ефектите од планираниот и програмиран тренинг и да се спореди со ефектите од вежбањето во други џудо клубови со што ќе се утврди квалитетот на вежбањето. Само со редовно пратење на ефектите на вежбањето моќно е плански да се делува на развојот на моторичките способности и нивото на моторичките информации кај спортистите (Findak, 1997.)

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- **ЕВАЛУАЦИЈА – СОСТАВЕН ДЕЛ НА КУРИКУЛУМОТ**

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Being a successful teacher implies the ability to possess habits, knowledge, and capabilities for developing teaching in the classroom, building constructive relations with students as well as making objective evaluation of their achievements. A successful teacher, besides the implementation of an effective teaching in the classroom, also raises his students will and desire for an effective learning, as well as the assessment and opportunities for evaluation and self-evaluation in the classroom. The main objective of this theoretical research is to verify the importance of the evaluation as part of the curriculum. In this qualitative research will be used these research methods: analysis and synthesis methods, inductive and deductive methods, descriptive method, etc. This research will clarify questions given below: What's the meaning of notion curriculum; Which segments are included into the curriculum; What is evaluation; How important is evaluation as part of curriculum. By this research will be concluded that evaluation is an inseparable and very important part of the curriculum.

Key words: curriculum, teaching, learning, evaluation, classroom.

### **Вовед**

Учењето е процес преку кој ученикот или индивидуата присвојува различни знаења за соочување со ситуациите или предизвиците кои ги нуди животот. Учењето како комплексен процес треба да се воочи преку две различни гледни точки, како процес во кој ученикот учи сам и од другата гледна точка од која се воочува улогата на наставникот за учење на учениците. Преку учењето, ученикот или индивидуата добива вредности, определени знаења според курикулумот на определените предмети, вештини, навики, умешност, развива интелектуални способности, добива психо-физички развој и е во можност да го подобри логичкото мислење и да навлезе во суштината на учењето и самоучењето.

Образовниот процес во неговата суштина го има учењето и соработката помеѓу ученикот и наставникот, бидејќи учењето се организира и претставува процес на соработка помеѓу нив. Успешниот наставник покрај ефективната реализација на поучувањето во училницата, кај неговите ученици тој исто така ја поттикнува и желбата за учењето и ја развива желбата и вољата за взаемна соработка како помеѓу наставникот и учениците така и меѓу самите ученици во училницата.

Преку ефективното поучување се постигнува целосна реализација на курикулумот како и целосно разбирање околу евалуацијата и самоевалуацијата.

### **Околу поимот курикулум**

Во училишната историја и пракса уште постои значителна забуна во поимите наставна програма и курикулум. Наставната програма претставува потесна смисла за разлика од курикулумот, односно наставната програма е дел од поширокиот поим кој го претставува курикулумот. Наставната програма во себе ја содржи содржината



и структурата на предметот, а курикулумот покрај овие особини, се занимава со сите проблеми со кои се соочува наставната програма, со методите на реализација на поучувањето, со методите и техниките на реализација на учењето, со стратегиите за реализација на наставата, училишните текстови и други материјали потребни за успешна реализација на наставата и со евалуацијата на наставните план-програми како и евалуацијата на постигањата на учениците.

Поимот Курикулум потекнува од латинскиот збор кој подразбира животна програма. (Hyseni, Mita, Salihaj, Popovci, 2003, 259) Курикулум значи чекорење кон една цел, дејност за постигнување на одредена цел.

Различни автори даваат различни дефиниции околу курикулумот.

Според авторот **Гилберт де Ландшер** (Gilbert de Landsheere), со курикулум се подразбира заедница на планирани дејствија за поттикнување на образованието. Тоа содржи одредување на образовните цели, содржините, методите (вклучувајќи го вреднувањето), материјалите (вклучувајќи ги училишните текстови) и релативните диспозиции за соодветното унапредување на наставниците. (Murati, 2002, 79)

Според **Ралф Тилер и Хилда Таба**, курикулумот може да се дефинира како еден акционен план или пишан документ кој опфаќа стратегии за реализација на саканите цели. Ова претставува линеарен поглед на курикулумот. Планот има почеток и крај, како и еден процес, со цел да тоа што почнува, мора и да заврши. (Orstein & Hunkins, 2003, 15)

**Гален Сеилор** го дефинира курикулумот како план за обезбедување на некои можности на учење за луѓето кои ќе се образуваат. (Orstein & Hunkins, 2003, 15)

**Дејвид Праг** нагласува дека курикулумот претставува една организирана целина на дефинирани цели за образованието и/или службеното формирање. (Orstein & Hunkins, 2003, 15)

Според **Шеперд и Раган** од друга страна, курикулумот е составен од континуираните искуства на учениците под училишното управување, **Ејснер** пак нагласува дека курикулумот претставува една програма која училиштето им го нуди на учениците, која во себе содржи една целина на образовни пречки кои треба да се совладаат. (Orstein & Hunkins, 2003, 15).

Од сите горенаведени дефиниции, па и од многу други ненаведени дефиниции за поимот курикулум, можеме да констатираме дека курикулумот претставува добро организиран, осмислен и планиран документ во кој се опфатени сите сегменти поврзани со наставно-образовниот процес, кој воедно ги вклучува наставниците, учениците, родителите, стручниот кадар на училиштето кои директно и индиректно се поврзани со реализацијата на наставниот процес.

За да имаме успешна реализација на курикулумот, покрај поучувањето и учењето, треба да реализираме успешна евалуација на учениците а понекогаш да вршиме и интерна и екстерна евалуација на наставниот кадар.

#### **Евалуацијата и нејзиното значење како дел од курикулумот**

Системот на вреднување (евалуација) на постигањата на учениците, без сомнение, има значајно место во образовниот систем. Токму затоа не е ни малку случајно што



овој систем е и нормативно уреден со соодветни законски и подзаконски акти: правилници, упатства, стандарди, критериуми и др.

За евалуацијата на напредокот на учениците говорат речиси сите автори кои го проучуваат ова прашање. Имено, колку значење му придава Н. Хавелка, може да се види од следново негово покажување: “Ако постои само една педагошка активност, врз основ на која можеме да ги издвоиме добрите наставници од оние кои ја промашиле професијата, тогаш тоа е вреднувањето (евалуацијата) на учениците. Оценувањето го доведува наставникот и како личност и како стручњак, во најнеприроден контакт со секој ученик. Учениците не го ценат наставникот според тоа дали оценува “благо“ или “строго“, туку според тоа дали неговото оценување е валидно и објективно, дали во се а пред се во вреднувањето е чесен, непристрасен, правилен, отворен и доследен“. (Хавелка, 2000, 185)

За значењето – важноста на евалуацијата говори и фактот што тоа доколку се остварува и функционира онака како што треба, покажува колку наставниците ги разбираат функциите на евалуацијата (вреднувањето), колку добро работат тие, како и колку учат учениците, односно покажува како функционира образовниот систем во целина.

Поконкретно и како што веќе спомнавме, информациите (информативната функција) кои се добиваат со евалуацијата, не се цел сами за себе – не се важни сами за себе. Тие имаат свое значење – важни се за учениците, за наставниците, за родителите на учениците и за општеството односно за училиштето и за другите институции, надлежни за образованието. Важноста на евалуацијата која има повеќе функции не може во целост да се истражува ако не стане збор за поважните инструменти преку кои наставникот прибира податоци не само за основните знаења кај ученикот туку и за нивото на знаењата. Со други зборови инструментите им даваат на учениците но и на наставниците до кој степен е реализирано, односно до кој степен учениците ги постигнувале нивните знаења, но и наставникот на одреден начин се информира преку повратна информација за работата на учениците и за неговата лична работа.

Инструментите за прибирање на податоци исто така влијаат и во успешноста на работата на наставникот, за корекциите кои следат во процесот на учење и поучување, а исто така влијаат и во понатамошното усовршување на наставникот во планирањето на наставата а исто така и во планирањето, подготвувањето и примената на инструменти за прибирање на податоци за учениците.

Процесот на евалуација во себе содржи и одредени функции. Под функција обично се подразбира исполнување, извршување на некоја улога, тоа е однос помеѓу два или група субјекти, појави или објекти, при што однесувањето или промената на едниот води до промена на другиот.

При што „кога се говори за функциите на проверувањето и оценувањето во наставата и надвор од неа, се мисли на тоа каква улога, какви задачи исполнуваат тие во наставата или надвор од неа“. (Василев, 1987, 86)

Меѓу авторите кои говорат за функциите на евалуација и на оценување (оценката) не постои целосна согласност на нивниот број и значење. Разни автори говорат за различни функции на оценувањето и оценката. На пример, М. Андреев вели дека





„Оценката има голем број разновидни функции како што се: образовна, воспитна, контролна, дијагностичка, стимулативна, сознајна, потоа - функција на класирање и рангирање“. (Андреев, 1995, 12)

Додека Н. Хавелка, сите функции ги дели во три групи и тоа: педагошки функции (информативна, инструктивна и вреднувачка), психолошки (мотивациска и развојна) и социјални функции“. (Н. Хавелка, 165)

Според тоа, евалуацијата, вреднувањето, оценувањето можат да бидат моќно средство за подобрување на учењето на учениците и поучувањето на наставниците, доколку истите се изведуваат во склад со современите сфаќања за нив.

Повеќето од педагозите се согласуваат дека ако правилно се користи мерењето (евалуацијата и оценувањето на знаењето), тогаш тоа е моќно средство за подобрување на учењето. Се разбира, важно е што поучуваат наставниците и како тоа го прават, но истражувањата покажуваат дека редовните мерења и повратните информации се меѓу најважните постапки, кои наставниците ги користат за унапредување на учењето.

### Заклучок

Од ова квалитативно истражување со наслов: „Евалуација – составен дел на **курукулумот**“, во кое се разработија поимите курикулум и евалуација како дел од курикулумот, можеме да заклучиме дека не е можна ефективна и квалитативна реализација на курикулумот ако не се подобрува и применува суштинска евалуација пред се на учениците, но и на наставниот кадар како главни актери на наставниот процес.

Моја препорака е да во иднина при составување на курикулумите или наставните програми, евалуацијата зазема повеќе простор, преку која воедно ќе се подигне свеста кај сите просветници дека евалуацијата носи кон подобрување на учењето и во исто време има големо влијание во мотивацијата на учениците за учењето, кое носи поуспешни резултати во знаењето.

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- **THE IMPACT OF THE MATU APPLICATION ON THE STUDENTS' INTEREST IN KOSOVO**

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**Abstract**

One of the requirements of the 21st century is the use of technology in education. In Kosovo there are initiatives for the use of IT in the education process, especially in the electronic evaluation section, both by MEST (Ministry of Education, Science and Technology) and various NGOs.

The MATU application was released for use in Kosovo's secondary education in 2017. It was designed, primarily, to prepare high school graduates for online mature test. These graduates in Kosovo usually undergo a test in June at the end of the school year. The main assumption was that this online application would increase the student's awareness and interest in the importance of this exam and to strengthen their digital skills.

The study aims to measure the degree of students' interest to use this application. Data are received from MEST, where it appears that in 2017, 24 152 mature pupils have been registered, and 7,332 or 29.59% of them have downloaded the application. Data analysis shows that most of the tests with questions were completed for the 10th grade and the Matura test pilot in which the classes also had better accuracy scores in response.

Taking in to consideration that the launch of this application was made without any information campaign, and by calculating that all these results are for a two-month period then the results can be considered as a satisfactory indication that it can move towards the full digitization of the Matura test and its application online.

Keywords: MATU application, matriculation exam, digital skills, Kosovo.

**Introduction**

In the century we are living in, ICT technology is expanding rapidly. Almost all of us own computers, smart phones, and other electronic devices through which we can easily and quickly retrieve the information we need. This growth of ICT technology expansion has its impact on the education system, which should enhance students' competencies and abilities for lifelong development in a digital society. On the other hand, besides the advantages of ICT technology in everyday life, the use of it in the educational process has had a negative impact. When working on projects or in reading textbooks, if students are given a task or to read from a book, most of them will use their computers and the Internet to search for a similar version of the project or any passage from the required book without sufficiently trying to draw the result themselves. Therefore, to increase students' motivation for learning is quite a challenge, and particularly, the challenge itself is especially the motivation to evaluate learning outcomes and for applying of knowledge in practice. Thus, all factors related to the educational process should work towards the motivation trend. Therefore, the Matu application has turned out to be an element in itself, which touches on the problem of motivating students for educational issues, specifically for assessment electronically.



## 2. The MATU application

One of the challenges in the contemporary educational process for using ICT is finding suitable applications that are compatible with the teacher's working methods. In most cases even in Kosovo there are few ICT tools for classroom assessment. The lack of ICT tools in schools means that teachers for assessment tools use classic pencil and paper forms. However, in order to advance the Matura Test process at the national level, MEST in Kosovo planned to conduct the Matura Electronic Test in June 2017. BIT-Kosovo, supported by MEST-Kosovo, prepared a MATU application with electronic tests for students. The purpose of the application was to prepare the students for the electronic Matura exam so that they would be familiar with how an electronic Matura assessment works. By downloading the application, they would take the tests prepared for eight subjects. The tests had similar design and similar questions with the Matura exam. After they had completed the tests, the application enabled the students to see the results at the same time immediately after the test is completed. The idea was to increase their interest and motivation to attend the Matura exam electronically.

## 3. Review of the literature

The following is a brief review of recent researches which highlight the impact of ICT on student interest and motivation, as well as the opportunity to apply ICT in e-learning and assessment activity. The use of mobile devices and the effects these devices have on students' motivation to learn and engaging in learning activities have also been explored by Swan, Kratcoski, and Unger (2005), in Northeast Ohio of the USA, which by using mixed methodology, revealed a positive correlation between the use of these devices and the quality of students' work, especially of their homework. In another study they did for electronic assessment in higher education Appiah, Martin & Van Tonder, Fanus. (2018) have derived the following conclusions regarding all three key factors involved in the educational process, teachers, students and responsible institutions:

E-assessment will improve students' learning because it encourages students to be honest about their learning and to apply a deep learning approach.

Teachers will improve because it will require more knowledge and understanding from lecturers to design and implement assessments carefully.

Institutions should ensure that their lecturers create appropriate and ethical assessments. This is only possible if institutions establish appropriate assessment policies and procedures.

Electronic assessment may currently be more convenient than traditional assessment as it has the potential to minimize student stress, improve decision making among administrators, and reduce costs and time.

One can come across the support for electronic students' evaluation at other researches as well. Osuji, U.S.A. (2012) has also supported electronic assessment rather than the traditional one "Electronic evaluations tend to eliminate the limitations of traditional ratings and answer many of the questions that derive from traditional ones."

Also, the stances of Algerian university teachers, the majority of those interviewed, agreed that the electronic assessment system could replace the paper evaluation system forms as it saves a lot of teachers' time and energy. Hanifi, Aissa (2019).

Lazar Krstić, Marija Krstić (2017) in their research show that the importance of electronic testing lies in enhancing quality and efficiency in scaling and evaluating knowledge in general because it eliminates subjectivity by teachers, and at the same time creates an objective judgment for students' current knowledge.



A pilot project of electronic student assessment, administered for one semester in three faculties study units, has shown that students prefer electronic learning due to enhanced anonymity and convenience and reduced time pressure have concluded Kinash, Shelley (2019).

These studies can be associated with the research studies that the use of ICT in teaching is not only interesting and attractive, but also increases students' interest in assessment as it is more attractive, and more reliable thanks to the possibility of anonymity.

#### 4. Methodology

The descriptive statistics method is used to analyze the results of this research. The data includes the population of all high school graduates in Kosovo, which in total were 24,152 in 2017, whereas all pupils who downloaded the application and completed the preparatory test questions were included in the analysis. The MATU application preparation test contains 24 tests, 8 for grade, as follows: 8 for grade 10, 8 for grade 11 and grade 12 for the following subjects: Mathematics, Physics, Chemistry, Biology, History, Geography, English and Mother tongue. In addition to this, within the application BIT has also designed a Matura exam for each of the mentioned subjects. Students could have access to all the tests but it is understandable that only the final grade students could complete the Matura test by the end as there were questions from the last grade program as well. Regardless of which students would have had access to the tests, the discussion question for this paper would be: How has the use of the MATU application affected students' interest in being evaluated electronically. The analysis included only the cases of students who downloaded the application and completed the tests, while those who downloaded the application but did not complete the tests were excluded. The data for analysis were obtained from the company that launched the BIT-Kosovo application in Pristina.

#### 5. Results and discussion

The results are quite impressive. Regarding the Mother tongue - Albanian language (AL) tests, they show the following: 4245 or 37, 40% of 10th grade students took the AL tests. Their overall success in these tests was 43, 80%. 1616 or 14, 24% of 11th graders took the AL tests and their overall success was 54, 585. 1918 or 16, 24% of the 12th graders took the AL tests and their overall success was 47, 976 3572 or 31, 47% of students took the pilot matriculation exam (PME) and their overall success was 40, 814. The total number of students who took the AL tests and the PME was 11351 and their overall success was 46, 79 %. The results are as follows:

Albanian language tests	
Albanian language (AL)	Students, number and %
AL 10th grade	4245 (37,40)
AL 11th grade	1616 (14,24)
AL 12th grade	1918 (16,89)
Pilot matriculation exam (PME)	3572 (31,47)
Total	11351

Regarding the English language (EL) tests, the results are: 2582 or 46, 18 % of the students took the EL tests. 611 or 10, 93 % of the students from 11th grade took the EL tests. 661 or 11, 82 % of the students took the EL tests. 1737 or 31, 07 % took the PME.



The total number of the students who took the EL tests and the PME was 5591. The results are as follows:

English language tests	
English language (EL)	Students, number and %
EL 10th grade	2582 (46,18)
EL 11th grade	611 (10,93)
EL 12th grade	661 (11,82)
Pilot matriculation exam (PME)	1737 (31,07)
Total	5591

The results from the Mathematics are as follows: 1808 or 37, 56 % of the students from the 10th grade took the M tests. 584 or 12, 13 % of the students from the 11th grade took the M tests. 755 or 15, 69 % of the students from 12th grade took the M tests. 1666 or 34, 61 % took the PME. The total number of the students who took the M tests and the PME was 4813. The results are as follows:

Mathematics tests	
Mathematics (M)	Students, number and %
M 10th grade	1808 (37,56)
M 11th grade	584 (12,13)
M 12th grade	755 (15,69)
Pilot matriculation exam (PME)	1666 (34,61)
Total	4813

The results from Biology are as follows: 4127 or 40, 11 % of the students from 10th grade took the B tests. 1755 or 17, 05 % of the students from 11th grade took the B tests. 1642 or 15, 96 % of the students from the 12th grade took the B tests. The number of the students who took the PME is 2766 or 26, 89 %. The total number of students who took the Biology tests and the PME is 10290. The results are as follows:

Biology tests	
Biology (M)	Students, number and %
B 10th grade	4127 (40,11)
B 11th grade	1755 (17,05)
B 12th grade	1642 (15,96)
Pilot matriculation exam (PME)	2766 (26,89)
Total	10290

The results from Physics tests are the same, and they show the big motivation students have to fill in the tests online. The results are as follows:

Physics tests	
Physics (P)	Students, number and %
P 10th grade	1146 (44,04)
P 11th grade	362 (13,91)
P 12th grade	296 (11,37)
Pilot matriculation exam (PME)	798 (30,69)
Total	2602

The results from Chemistry are as follows:

Chemistry tests	
Chemistry (P)	Students, number and %
C 10th grade	1013 (37,16)
C 11th grade	361 (13,24)



C12th grade	420 (15,41)
Pilot matriculation exam (PME)	932 (34,19)
<b>Total</b>	<b>2726</b>

The results from Geography are as follows:

<b>Geography tests</b>	
Geography (P)	Students, number and %
G 10th grade	960 (37,24)
G 11th grade	420 (16,92)
G 12th grade	385 (14,93)
Pilot matriculation exam (PME)	813 (31,54)
<b>Total</b>	<b>2578</b>

The results from History are as follows:

<b>History tests</b>	
History (P)	Students, number and %
H 10th grade	938 (38,46)
H 11th grade	339 (13,90)
H 12th grade	325 (13,32)
Pilot matriculation exam (PME)	837 (34,32)
<b>Total</b>	<b>2439</b>

#### **Total results**

Subject	Finished tests
AL	11351
EL	5591
M	4813
B	10290
P	2602
C	2726
G	2578
H	2439
<b>Total</b>	<b>40190</b>

According to these results, the interest of high school students with a focus on high school graduates was good, given the technical possibilities for using ICT in Kosovo. Considering the fact that these results were only obtained for the first two months of application launch time, a relatively large number of students using the Matu application were released. This was also the purpose of the research, as it was not in itself intended to analyze the results, but only to measure how interested the students were in using ICT for assessment purposes through the electronic test, respectively through the MATU application.

Overall, this application was downloaded by 7323 respondents which is an indication that students' interest was impressive as it is the first time something similar has been offered in Kosovo.

It should be noted that in 2017 there were 24,152 high school students for whom this application was launched and as shown in the table of general results, 40190 completed tests were registered. This is also a sufficient indicator that students have expressed interest in applying this form of assessment.

From the analysis of the descriptive statistics in the tables above it appears that most of the tests for the 10th grade have been completed. In the context of this research, it was



not possible to identify whether the students who completed these tests were 10th or graduate students.

However, if we consider all these results, it can be concluded that electronic assessment has motivated students to be more active in undergoing assessment, especially in this case the electronic assessment. This is a sufficient indicator that electronic evaluation should be used in regular assessment as well.

## 6. Summary

The availability of multimedia technology is expanding. We can freely say that this generation is different from the previous ones because of the lifestyle and availability of information. This is a sufficient reason to change education. This change can lead us to modern teaching and multimedia use to make learning more attractive, effective, and improve learning outcomes. The research results show that it is a considerable interest of students to answer questions in an electronic test, using, among other things, ICT stuff, phones, tablets, laptops, and so forth. This research should encourage teachers and education policymakers to think about the professional use of ICT in teaching, especially in the assessment process. This will also be an incentive for students to take a more active role in learning outcomes because it is known that the most targeted aspect of teaching is assessment. Based on the limitations of the research, which was the inability to identify whether all users are high school graduates or not, this implies that more detailed research will be done in the future to see which students are more interested in applying this form of assessment. This would help to determine whether electronic assessment is applicable even in the regular teaching process. In the future, it is also proposed to conduct research to see how the ICT application impacts curricular outcomes in regular assessment during the teaching process.

In the future, it is also proposed to conduct research to see how the ICT application impacts curricular outcomes in regular assessment during the teaching process.

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- **ASSESSMENT AND EVALUATION OF STUDENTS ACCORDING TO THE GUIDELINES OF THE NEW CURRICULUM**

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**Abstract**

The introduction of a new curriculum in Kosovo is also followed by different reactions and researches. The most common focus searches were topics about possible problems as staff adaptation, pupils (students) adaptation as well as many other perspectives. The realization of new curriculum implies firstly changes in approach and methodology of teaching staff work in schools. The realization of new curriculum is especially important in final result when assessing students.

This paper has directed to investigate the impact of the new curriculum and the whole aspect of curricular provisions in the process of assessment of students in primary schools. With this study, we tried to get as realistic descriptive results as possible about the clear factual state of the assessment process based on the assessment of both the teachers and the students themselves. During the research, a comparison was made of the differences between the two curricula, both new and the previous educational curriculum that was not in use.

Keywords: Curriculum, assessment, teachers, students, education....

**Вовед**

Образованието и училиштето имаат задача да го промовираат учењето, а оценувањето претставува составен дел на тој процес. Бидејќи учењето е сложен процес, оценувањето на учењето може, исто така, да се смета за сложен процес. Преку оценувањето, на учениците им се обезбедуваат информации за нивото на усвојување на знаењата, а на наставниците им се обезбедуваат информации кои им помагаат за промоција на поквалитетна настава. Оценувањето, исто така, им дава повратни информации на образовните институции и на сите други заинтересирани страни.

Реализацијата на оценувањето се заснова врз целта и начелата на оценувањето, како и врз видовите оценување. Оценувањето претставува најважен дел од реформата кон која се стреми образовниот систем во Косово. Образовниот систем дава јасна слика за тековното и посакуваното ниво на образованието. Оценувањето, воопшто, како процес, се спроведува во функција на наставникот, наставата и учениците, давајќи им на учениците не само критериуми во пишана форма туку и различни модели за видовите оценување со цел учениците да можат колку што е можно поконткретно да ги разберат постигнувањата кон кои тежнеат.

Оценувањето е континуирана педагошка активност со која се искажува однос кон учењето и знаењето, се поттикнува мотивацијата за учење, се оспособува ученикот за објективна проценка на сопствените постигања и на постигањата на другите ученици и се развива систем на вредности.



### **Примена на новиот наставен план**

Новиот наставен план во Косово, одобрен од МОНТ во 2011 г., овозможува премин од настава и учење кои се потпираат на цели и содржини кон настава и учење кои се засноваат на резултати од учењето и на развивањето на способностите на учениците. Овие промени се направени со цел да се подигне квалитетот на образованието и да се оспособи ученикот со потребните знаења и вештини за да може да одговори на потребите на пазарот на трудот во Косово и пошироко<sup>52</sup>. Во училишната 2017/2018 г., примената на новиот наставен план, заснован на компетенции во Косово, започна во 0., 1., 6. и 10. одделение. Иако подготовките за овој процес почнаа порано, формалната одлука за примена на новиот наставен план во овие одделенија во сите косовски училишта е донесена само еден месец пред почетокот на учебната година, без да се откријат резултати од неколкугодишната пробна примена и без никакви промени во учебниците.

Новиот наставен план промовира флексибилност на наставниците во избор на наставниот материјал, а тоа би требало да овозможи постигнување на резултати од учењето и усовршување на оспособеноста на учениците. МОНТ во соработка со ПИК подготви неколку упатства за примена на новиот наставен план. Меѓутоа, сè уште не се подготвени учебници и наставен материјал кои ќе им помогнат на наставниците во примената на новиот наставен план. Исто така, обезбедувањето на дигитална платформа и опремувањето на училиштата со логистика за нејзино користење за примена на новиот наставен план не се сè уште завршени. Предизвиците на МОНТ во подготовката на наставниот материјал и обезбедувањето на дигиталната платформа се одразува и на општинско ниво и на училиштата, па е отежната практичната примена на новиот наставен план во одделенијата. Пишаните и електронските медиуми информираа за пробната примена на новиот наставен план во Косово. Сепак, одредувањето на некои датуми во однос на неговата примена во сите училишта во Косово создаде голем број нејаснотии и дилеми кај родителите и пошироко во заедницата. МОНТ ги заврши подготовките за примена на новиот наставен план во сите училишта во Косово, почнувајќи од учебната 2017/2018 година.

### **Проценка на ученикот и оценување**

Основни цели на оценувањето се:

- Поддршка во учењето и утврдување на учењето;
- Редовно известување за поединечниот напредок на ученикот;
- Успешно постигнување на компетенциите одредени со наставниот план;
- Воспоставување на стандарди за постигнување на секое ниво и надгледување<sup>53</sup>

### **Основни начела на оценувањето**

Министерството за образование, наука и технологија изработи национални стандарди за оценување на ниво на училиште и етички кодекс за оценување. Оценувањето треба секогаш да е во согласност со нормите во овие два документа.

<sup>52</sup> Implementacija strateškog plana za obrazovanje na Kosovu u 2017, str. 57.

<sup>53</sup> Standardet dhe manuali per certifikim te programit



- Оценувањето секогаш треба да се однесува на клучните компетенции и на резултатите од учењето во областите на наставниот план, предметните области, одделението, степенот и нивото на образование.
- Инструментите за оценување треба да се соодветни на целта на оценувањето.
- Обликот и видот на оценувањето, а особено начинот на кој се известува за резултатите, секогаш треба да ја отсликуваат целта на оценувањето.
- Начинот на формирање на оценката треба да е транспарентен и праведен.
- Оценувањето треба да се спроведува во согласност со највисоките етички стандарди, одговорно и отчетно.<sup>54</sup>

### **Внтрешно оценување**

#### **Континуирано оценување**

Континуираното оценување е оценување на ниво на одделението/класот. Со него се насочува и поддржува учењето во текот на целата учебна година, а на крајот на учебната година со оценката се соопштува за напредокот на ученикот<sup>55</sup>. Континуираното оценување се фокусира на следното:

- Евидентирање на резултатите од учењето/целите на учењето и критериумите за успех;
- Поддржување на самооценувањето и меѓусебното оценување на учениците врз основа на критериуми за успех.
- Давање повратна информација за успехот на ученикот врз основа на критериуми за успех;
- Евидентирање и известување за постигнатиот напредок на учениците врз основа на критериуми за успех.

Формативното оценување е дел од наставата и учењето што го реализира наставникот во текот на целата учебна година, врз основа на резултатите од учењето. Сумативното оценување, пак, исто така, е дел од наставата и учењето што го реализира наставникот во текот на целата учебна година, врз основа на резултатите од учењето во училищата. Овој вид оценување завршува со оценка<sup>56</sup>.

При формативното оценување се земаат предвид: ангажираноста на ученикот во училищата, редовноста, квалитетот на домашните задачи, разни видови квизови, тестови, дебати, есеи итн. Добиените резултати и забелешките за нивото на постигањата на учениците наставникот ги запишува во свој личен дневник. Значи, наставникот води досие за секој ученик. Резултатите им се покажуваат на класниот раководител и на родителите. Овие резултати ги покажуваат индивидуалните интереси на учениците, нивниот потенцијал и поддршката што им е потребна за напредување.

Сумативното оценување се реализира во три периоди, и тоа: прв период (септември – декември), втор период (јануари – март) и трет период (април – јуни). За секој период се формира оценка што е резултат на тоа што учениците се оценуваат сумативно двапати, CO1 и CO2. До оценката од CO1 се доаѓа преку оценување на

<sup>54</sup>Zhvillimi i udheheqejesArsimore,2012.

<sup>55</sup>OpstinaPrizren, Razvojni plan obrazovanja 2017–2021.

<sup>56</sup>AU 08/2016 – за оценувањето на учениците во рамките на програмата за предунiverzitetско образование на Република Косово, член 3.



домашните задачи, ангажираноста на учениците во училишната. квизови, презентации, дебати итн. Оценката од CO1 се запишува во училишниот дневник. CO2 се реализира со примена на инструмент за оценување што е соодветен на карактеристиките на наставните предмети со цел да се постигне објективност при мерење на постигањата на учениците. Завршната оценка во одреден период се формира од CO1 – 60 % и CO2 – 40 % и се внесува во личниот дневник на наставникот и во училишниот дневник. Учениците од прво до петто одделение се оценуваат само сумативно, односно со CO1. Наставниците треба постојано да го евидентираат напредокот на учениците во личниот дневник, а учениците ја покажуваат својата работа со портфолио.

### **Завршно оценување**

Завршната оценка за одреден наставен предмет се формира со аритметичка средина на резултатите добиени од трите наставни периоди:

Оценка (1) – просек од оценките (од 1,00 до 1,49).

Оценка (2) – просек од оценките (од 1,50 до 2,49).

Оценка (3) – просек од оценките (од 2,50 до 3,49).

Оценка (4) – просек од оценките (од 3,50 до 4,49).

Оценка (5) – просек од оценките (од 4,50 до 5,00)<sup>57</sup>.

### **Оценување за степен**

Оценувањето за степен претставува проверка на постигањата од учењето на ниво на степени од наставниот план во одредени области. Се реализира на ниво на училиште на крајот I, II, III, IV (второ, петто, седмо и единаесетто одделение). Ова оценување се реализира на ниво на цела држава. Предмети што се оценуваат се: мајчин јазик, англиски јазик, математика и еден или два предмети што ги одредува МОНТ. Оценките од оценување на степенот се бележат со букви, и тоа:

Оценка А (одличен резултат).

Оценка Б (многу добар резултат).

Оценка В (добар резултат).

Оценка Д (доволен резултат)<sup>58</sup>.

### **Надворешно оценување**

Надворешното оценување на постигањата на учениците го реализира централен стручен орган во образованието со цел да се проверат состојбата и нивото на квалитетот на образованието, како и оценувањето на ниво на училиште на заедницата или државата.

Основни задачи на надворешното оценување се:

– Класификација на учениците и ориентација за натамошно образование.

– Верификација на совладаните компетенции во согласност со целите на курикулумот.

– Надгледување на образовниот систем и известување за компаративниот напредок во постигањата на учениците, на училиштата и општините во рамките на државата,

<sup>57</sup>AU 08/2016 – за оценувањето на учениците во рамките на програмата за предуниверзитетско образование на Република Косово, член 4.

<sup>58</sup>AU 08/2016 – за оценувањето на учениците во рамките на програмата за предуниверзитетско образование на Република Косово, член 8.



како и давање на препораки за сите заинтересирани страни (изработувачи на политики и законодавци кои имаат влијание врз подобрувањето на образованието). Надворешното оценување се организира на крајот на петто, деветто и дванаесетто одделение.

#### ИНТЕРПРЕТАЦИЈА НА РЕЗУЛТАТИТЕ ОД ИСТРАЖУВАЊЕТО

##### Дали сте учествувале на некој семинар за новиот наставен план?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Да	77	97,5	97,5	97,5
Не	2	2,5	2,5	100,0
Вкуп.	79	100,0	100,0	

Од вкупно 79 анкетирани наставници, 77 или 98 % се изјасниле дека учествувале на некој семинар за новиот наставен план, а само два анкетирани наставника не учествувале на никаков семинар.

##### Дали користите нови методи при оценување на учениците?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Делумно не се соглас.	10	12,7	12,7	12,7
Немам одговор	5	6,3	6,3	19,0
Делумно се соглас.	34	43,0	43,0	62,0
Се согласувам	30	38,0	38,0	100,0
Вкупно	79	100,0	100,0	

Најголемиот број анкетирани наставници, 64 или 81 % користат нови наставни методи при оценување на учениците, 10 или 13 % не се согласуваат со тоа, а 5 наставници немаат одговор.

Дали оценувањето и вреднувањето по новиот наставен план дава појасна слика за успехот на ученикот?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Не се согласувам	1	1,3	1,3	1,3
Делумно не се соглас.	7	8,9	8,9	10,1
Немам одговор	19	24,1	24,1	34,2
Делумно се соглас.	26	32,9	32,9	67,1
Се согласувам	26	32,9	32,9	100,0
Вкупно	79	100,0	100,0	

Ист број анкетирани наставници (26 + 26 или 65,8 %) се согласуваат и делумно се согласуваат дека оценувањето и вреднувањето по новиот наставен план дава појасна слика за успехот на ученикот. Со оваа констатација не се согласува само



еден наставник, а бројот на наставниците кои делумно не се согласуваат е 7 или 9 %. 19 наставници немаат одговор на ова прашање.

**Дали новите методи за оценување и вреднување на ученикот Ви ја олеснуваат работата во наставата?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Не се согласувам	1	1,3	1,3
	Делумно не се соглас.	7	8,9	10,1
	Немам одговор	10	12,7	22,8
	Делумно се соглас.	39	49,4	72,2
	Се согласувам	22	27,8	100,0
	Вкупно	79	100,0	100,0

Во однос на ова прашање, половина од анкетираниите наставници се согласуваат дека новите методи им ја олеснуваат работата во наставата, а половина делумно се согласуваат. 22 наставника се согласуваат дека новите методи им ја олеснуваат работата во наставата, 10 наставници немаат одговор, а 17 наставници делумно не се согласуваат со ова.

**Дали се оценките по новиот наставен план попрецизни?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Не се согласувам	5	6,3	6,3
	Делумно не се соглас.	8	10,1	16,5
	Немам одговор	10	12,7	29,1
	Делумно се соглас.	27	34,2	63,3
	Се согласувам	29	36,7	100,0
	Вкупно	79	100,0	100,0

Оценките по новиот наставен план се попрецизни, сметаат 29 или 37 % од наставниците, 27 или 34 % од нив делумно се согласуваат, а 5 од наставниците не се согласуваат дека оценките дадени по новиот наставен план се попрецизни.

**Дали е оценувањето во три периоди пофункционално од традиционалното оценување во два периода?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Не се согласувам	3	3,8	3,8
	Делумно не се соглас.	10	12,7	16,5
	Немам одговор	12	15,2	31,6
	Делумно се соглас.	29	36,7	68,4
	Се согласувам	25	31,6	100,0
	Вкупно	79	100,0	100,0

За 25 или 32 % од наставниците, оценувањето во три периоди е пофункционално од традиционалното оценување во два периода. 29 или 37 % од наставниците делумно се согласуваат, најмал број наставници не се согласуваат, а 10 наставници делумно не се согласуваат дека оценувањето во три периоди е пофункционално од



оценувањето во два периода.

**Дали досието за ученикот Ви олеснува да ја донесете конечната оценка?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Не се согласувам	2	2,5	2,5	2,5
Делумно не се соглас.	7	8,9	8,9	11,4
Немам одговор	6	7,6	7,6	19,0
Valid Делумно се соглас.	19	24,1	24,1	43,0
Се согласувам	43	54,4	54,4	97,5
55,00	2	2,5	2,5	100,0
Вкупно	79	100,0	100,0	

Најголемиот број наставници, 44 или 55 % се согласуваат дека ја формираат конечната оценка полесно ако водат досие за ученикот. Двајца наставници или 2,5 % не се согласуваат со ова.

**Заклучок**

Ова истражување имаше за цел да ја утврди ефикасноста на новиот наставен план во процесот на оценување и вреднување на учениците во регионот Жупа преку согледувањата на наставниците и учениците, како и да согледа дали и во што се разликува оценувањето по стариот наставен план од оценувањето по новиот наставен план.

Анализирајќи ги добиените резултати од наставниците, доаѓаме до следните сознанија:

Скоро сите анкетирани наставници завршиле семинар за новиот наставен план, организиран од Министерството за образование, наука и технологија и, на тој начин, стекнале соодветни знаења за оваа област. Исто така, голем број наставници посетувале некој од семинарите поврзани со оценувањето и вреднувањето.

Воведувањето на новиот наставен план резултираше со еден нов пристап во однос на методите за работа. Според изјавите на наставниците, во наставата сега повеќе се користат нови техники, а со тоа се зголемува ангажманот на наставникот во однос на оценувањето на ученикот. Наставниците истакнуваат дека новите методи за оценување и вреднување им ја олеснуваат работата во наставата. При оценување на своите ученици, наставниците имаат појасна слика за напредокот на секој ученик, за неговите постигања, а според стариот курикулум ова не беше на тоа ниво. Исто така, според одговорите на наставниците, оценките по новиот наставен план се попрецизни и појасни од порано, а учениците помотивирани. Со користењето на современите средства во наставата, учениците повеќе се поттикнуваат кон размислување и креативност, а тоа се, истовремено, клучни елементи за успехот на ученикот.

Врз основа на анализата на мислењата и ставовите на наставниците и учениците, ја потврдуваме нашата хипотеза: Методите за оценување и вреднување на ученикот по новиот наставен план се посеопфатни и попрецизни од традиционланите методи, па од гледна точка на наставникот, даваат една поширока и појасна слика



за секој ученик одделно, а тоа, пак, му овозможува полесно да ја формира завршната оценка. Новиот наставен план им дава поголема можност и на учениците да ги препознаат своите склоности според областите во него.

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- **A COMPREHENSIVE STUDY OF QUESTION ANSWERING SYSTEMS**

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### **Abstract**

The requirement to create a machine able to perform intelligent tasks has initiated the development of many research areas in the artificial intelligence domain. Today this dream, which is almost feasible, is also associated with the rapid development of the Question Answering Systems (QAS). The idea for retrieving accurate answers to questions posed in natural language dates back to the late 1960's within the field of Natural Language Understanding. In the first place, this idea has been implemented into the restricted domain QA systems, intended to answer domain specific questions. But, the invention of the World Wide Web (WWW) has imposed the need of user-friendly querying techniques. WWW has also posed new challenges in the field of answering question automatically, in order to reduce the abundance of information available today.

As a result, significant progress has been made in the field of question answering until today. The current state-of-the-art factoid QA system is represented by IBM Watson, which defeated two former human champions in the Jeopardy! game show in 2011. The most important question that arose is what is left for the QA community after Watson's success? However, it should be emphasized that Watson is not able to perform intellectual processes at human level, and it didn't stop the research in QA as Google didn't stop information retrieval research. On the other hand, question answering has recently been widely applied as a natural extension to search on mobile devices. Thus, the research in QA area is still very active.

The diversity of QASs covers different domains, data sources, question types, answers forms, types of techniques used for retrieving answers, etc. This paper surveys QASs in order to evaluate their success and ability to meet current and future needs.

Keywords: Question answering systems, information retrieval, natural language processing, classification.

### **Introduction**

Question Answering (QA) can be defined as an automatic process capable to understand questions formulated in a natural language and to respond exactly with the requested information (Indurkha & Damerau, 2010). Over the years, QA systems (QASs) have evolved in various ways: from closed-domain to open-domain, from text-based to speech-enabled, from out-of-context to contextual. The most representative demonstration of the astonishing progress in the QA field is the development of the IBM Watson QA system (Ferrucci et al., 2010). Watson succeeded to defeat two human champion-level contestants in the famous American game show Jeopardy<sup>59</sup> in 2011. Nevertheless, this

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<sup>59</sup><https://www.jeopardy.com/games/>



system did not stop the research in the QA field due to the changing interests of the actual users.

In the future, QASs are expected to be able to answer various questions, to draw answers from different sources, to provide a higher justification for the answers and meet the needs of a wide range of users with varying experience, age, level of expertise and interest. However, determining the future of QA systems is an extremely challenging task due to the interdisciplinary nature of the field. QASs development depends on the development of several scientific fields, including *information retrieval (IR)*, *natural language processing (NLP)*, *artificial intelligence (AI)* and *machine learning (ML)*. Thus, predicting the future of QA will inevitably involve the prediction of the future of several disciplines, which could interact in an unpredictable manner.

## 2. 50 years of question answering

The simple definition of the term *Question Answering* given above, becomes very complex when all the characteristics and functionalities of an “ideal” QA system are analyzed. The system should be able to determine the information need expressed in a given question, to locate the required information, to extract it, and then to generate an answer and present it according to the requirements expressed in the question. Moreover, the “ideal” system should be able to interpret questions and process documents that are written in unrestricted-domain natural languages, which would allow for a comfortable and appropriate interaction by users. Unfortunately, despite the fact that the research activity has been improved regarding this direction, the current state of the art remains quite far away from fulfilling all these requirements ([Indurkha & Damerau, 2010](#)).

### 2.1 Question answering systems components

From the late 1960s, numerous QASs have been developed ([Kolomiyets & Moens, 2011](#)). They include a wide range of different techniques and architectures, which makes impossible to cover all variants in a single architecture. Nevertheless, QASs have several features in common, enabling to describe a general architecture of a prototype system for question answering. In general, QA systems use the following three components with specific function in the whole QA process: *question processing*, *document or passage selection* and *answer processing* ([Jurafsky & Martin, 2009](#)).

The main task of the question processing component is to analyze the question posed in a natural language and to create a representation of the required information. This process includes determining *the question class* (usually based on a particular taxonomy and also known as *the expected answer type*) and *the question focus* ([Hao et al., 2015](#)).

The second component relies on one or several separate information retrieval systems to gather information from a collection of document corpora. The aim is to determine textual segments, which are afterwards subjected to detailed analysis. Generally, this



component selects and ranks passages using a variety of heuristics, but recent studies use supervised machine learning techniques with small set of features ([Leidner, 2004](#)).

The final component in the architecture pipeline, the answer processing, is responsible for identifying and extracting answers from a set of ordered passages passed from the previous component. Crucial for guiding this process is the expected answer type determined during the question processing phase ([Jurafsky & Martin, 2009](#)).

## 2.2 Criteria for classifying question answering systems

The large number of QASs available today are classified by the following most notable criteria ([Mishra & Jain, 2016](#)): application domain for which the QAS is developed (general or restricted domain), types of the questions asked by the users (such as factoid, list, opinion question, etc.), types of the analyses performed on users' questions and source documents (morphological, syntactical, semantic, pragmatic and discourse analysis), characteristics of the data sources (source size, language, heterogeneity, genre, media), and forms of the answers generated by QASs (extracted or generated answer).

## 2.3 Significant approaches for natural language analysis

The effectiveness of the question answering systems highly depends on how well users formulate their questions. The fact that natural languages are rich with ambiguities increases the complexity of the QA system design, in particular, the need for an accurate logical representation of the questions posed in a natural language. There are four significant approaches in the literature that are used by the QA systems for analyzing questions and source documents, such as: *learning from data*, *linguistic approach*, *pattern matching approach* and *hybrid approach* ([Dwivedi & Singh, 2013](#)).

### 2.3.1 Learning from data

Learning from data is a common goal of statistical modeling and machine learning approaches. For higher precision, these methods require a satisfactory amount of data, but once they are well trained, they give better results than the other approaches. Even more important is the fact that the learned method can easily be adapted to a new domain and does not depend on the natural language. The main disadvantage of this approach is that it treats each term independently. However, learning from data is successfully applied nowadays in the three main components of the QA systems: question processing, document or passage retrieval, and answer processing ([Dwivedi & Singh, 2013](#); [Silva et al., 2011](#)).

### 2.3.2 Linguistic approach

The basis of the first QA systems resides in the methods of artificial intelligence. These methods integrate NLP techniques and the need for existence of a knowledge base or corpus. User's question is subjected on certain linguistic techniques, such as tokenization ([Jurafsky & Martin, 2009](#)), part-of-speech tagging and parsing. This process transforms the question into a precise query that merely extract the respective response from the



structured database. Nevertheless, the usage of knowledge base for a specific domain is limited, because different domains require different grammars and mapping rules. Moreover, building an appropriate knowledge base is a time-consuming process, so these systems are generally applied to problems that have long-term information needs for a particular domain.

### **2.3.3 Rule-based approach**

The development of the rule-based QA systems is a challenging task, since the researchers should take into account almost all the topics for which the system could be tested. These systems do not use deep understanding of the language, nor specific sophisticated techniques. Commonly used NPL techniques are: morphological analysis, part-of-speech tagging and semantic role labeling, in order to achieve higher accuracy in the process of information retrieval ([Silva et al., 2011](#)).

### **2.3.4 Hybrid approach**

The three aforementioned approaches give satisfactory results when applied in their respective domains, but have certain limitations when applied broader. This fact has in recent years led to the development of the hybrid QA systems that overcome those limitations and at the same time use the potentials of each approach. The most significant achievement in the field of hybrid QA systems, and general in the field of QA, is the IBM Watson QA system ([Ferrucci et al., 2010](#)).

## **3. Combining techniques for effective question answering**

People use natural languages to express themselves and understand each other. They learn the language by discovering certain patterns, such as: the specifics of the language and the way of combining words in order to create a particular expression. The field of natural language processing assumes that if these patterns can be defined and described to the system, it could understand how people speak and how they understand each other ([Jurafsky & Martin, 2009](#)). Parts of the problems that are addressed by NLP are related to the part-of-speech tagging and stemming.

### **3.1 Part-of-speech tagging**

The significance of parts-of-speech (also known as POS, word classes, morphological classes, or lexical tags) for language processing is the large amount of information they give about a word and its neighbors. The task for automatically assigning a tag to each word in a sentence is difficult, because there are words that have more than one possible usage and part-of-speech. Such an example is the word “play” in Macedonian language, which can be a noun or verb. The purpose of the POS tagging is to resolve these ambiguities, choosing the proper tag (word class) for the context. An interesting question that arises is how common the tag ambiguity is for a particular natural language. It turns out that most words in English are unambiguous, i.e., they have only a single tag. On the



other hand, many of the most common words of English are ambiguous. In fact, DeRose(1988) reported that while only 11.5% of English word types in the Brown corpus are ambiguous(Nelson, 1979), over 40% of Brown tokens are ambiguous. As for Macedonian language, the obtained knowledge confirmed the assumptions that there is no study conducted to assess the percentage of words in Macedonian having more than one POS tag. Such a statistical analysis is performed only for a limited corpus of documents, for which it is confirmed that more than 30% of the words are ambiguous(Bonchanoski & Zdravkova, 2017).

### 3.1.1 The impact of different word classes in the process of information retrieval

Typically, researchers use all the content words (nouns, verbs, adjectives and adverbs) in retrieval, but it is unclear if a particular word class is more important than other. Some studies found that the nouns are the best document content indicators (Kraaij & Pohlmann, 1996). In some areas such as biology or advertisement that emphasize the differences among things and their properties, adjectives are more important(Turney, 2002). In applications such as music that are mostly adverb-rich, the role of adverbs is crucial (Shah & Bhattacharyya, 2002). Klavans et al. (1998) conducted a study for assessing events profile for news articles as a function of verb type. It was also found that sometimes, even the stop words could be useful.

### 3.1.2 Part-of-speech tagging for other languages

Part-of-speech tagging algorithms for English have been applied to many other languages. In some cases, the methods work well without large modifications. But a number of augmentations and changes become necessary when dealing with highly inflected or agglutinative languages.

The main problem with these languages is the large number of words, compared to English. A second related issue with such languages is the vast amount of information that is coded in the morphology of the word (such as the case, the gender, the number, etc.). For this reason, tagsets for agglutinative and highly inflectional languages are usually much larger than the 50-100 tags as for English(Erjavec, 2004). With such large tagsets, it is generally necessary to perform morphological analysis (applying external dictionary) on each word to generate the list of possible morphological tag sequences (i.e. the list of possible part-of-speech tags) for the word. The role of the tagger is then to disambiguate among these tags.

## 3.2 Stemming

Stemming is another method that is frequently used when the term index is created or during the process of analyzing users queries. Its goal is to reduce the inflectional forms and sometimes derivationally related forms of a word to a common base form(Jivani, 2011). Many stemmers have been developed for a wide range of languages and their effectiveness across languages is varied and influenced by many factors. However, the



research made to date showed that stemming in general doesn't deteriorate the retrieval results. It is important to emphasize that the stemming usually appears to improve the effectiveness of highly inflected languages more than the other languages (Pirkola, 2001). The stemmer design is a labor work and what is particularly important is the necessity of a linguistic expertise in the language. Therefore, the statistical methods can be used to construct language-independent approaches for word conflation. Words that have the same form can be grouped based on various string-similarity measures. The most frequently used approaches include n-grams. Word groups can be formed from words that share the same initial n-grams or using a proportion of n-grams appearing in the words, and these results can be improved when a clustering technique is implemented. Using the *Dice coefficient* for string similarity, Adamson & Boreham (1974) successfully clustered a word sample into groups of semantically related words.

#### 4. Conclusion

Question Answering (QA) is still a very active field for research, aiming to meet different demands of the actual users. The design of a modern QA system requires incorporation of different engineering solutions from several areas. The most important are: information retrieval, natural language processing, artificial intelligence and machine learning. This process of combining techniques in order to build the most advantageous QA system is a very challenging task. Some of the difficulties arise from the specific properties of the natural language used to pose a particular question and the incorporated language/languages, where the answer is searched. Therefore, the successful realization of a QA system design for particular natural language requires an annotated corpus for knowledge extraction, lexical databases, as well as different tools and approaches specified for that language.

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• **THE ACHIEVEMENT TEST OF STUDENTS OF IX GRADE - A CHALLENGE OR AN OBSTACLE IN THE EVALUATION OF KNOWLEDGE**

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Measurement, evaluation and assessment of students' knowledge is as old as the learning process itself. However, how knowledge is measured, valued and evaluated depends on the time and place in which it is carried out, as well as the valid evaluation systems. The teacher was the one who decided about what the student should learn, which field and which subjects are more important than others, what they need to know more about, etc. Even today, the teacher has a similar role, but the methods of measurement, evaluation and assessment have changed over time.

Pedagogical practice has been searching for more adequate models for evaluating pupils' knowledge, where recently they have decided to use written test of knowledge as one of the more reliable ways.

Teachers examined students through various tests. The tests were introduced in all sciences, pupils and students in addition to teachers are checked and valued by municipal and state institutions, all depending on the type of educational and evaluation systems.

This type of student examination has become an everyday and led to the so-called "testomania".

This paper included a survey related to the external evaluation of the achievements of the students of the IX grade, which is being carried out by MEST and municipal institutions. We have assayed the following: What type of evaluation is it? What are the attitudes of students and how it affects them and their further professional guidance?

Also what is highly important is that we have established whether this test for students is a challenge or is just another formal obstacle that must be overcome.

Keywords: Measurement, evaluation, assessment, tests.

### **Докимологија**

Познато е дека е докимологијата млада научна дисциплина која е втемелена во триесеттите години на 19 век. Зборот докимологија потекнува од два грчки збора, и тоа: dokimos, што значи докажан и logos, што значи наука. Целта на докимологијата е да пронајде реални начини и постапки за оценување и вреднување.

„Училишната докимологија е педагошка дисциплина која се занимава со вреднување на постигањата на учениците. Во центарот на вниманието на докимологијата е мерењето чија сигурност се доведува во врска со инструментот за мерење, познат како тест, а самото мерење (тестирање) се реализира со тестови за образовни постигнувања (тестови за мерење на знаењето). Со резултатите од тестот се служат училиштето, учителите, наставниците, родителите, учениците, како и институциите кои се поврзани со образованието<sup>60</sup>.“

Следењето, мерењето, вреднувањето и оценувањето се составни делови на ист процес, односно на докимологијата. Затоа, тие мора да се набљудуваат како целина.

<sup>60</sup> <http://www.enciklopedija.hr/natuknica.aspx?id=15743>, 18.11.2018.





### **Мерење на знаењето**

Процесот на мерење подразбира мерење или споредување на две или повеќе величини со цел да се утврдат нивните сличности и разлики.

Под поимот мерење на знаењето се подразбира секој испит, секое оценување на постигнувањата на учениците, без оглед дали станува збор за тест или за усна проверка.

Секое мерење или проценување на знаењата кај учениците мора да исполнува три услови, а тоа се:

- Предмет на мерењето (знаењата на учениците)
- Мерен инструмент (наставникот)
- Техники за мерење (поставување прашања – на тестови или по усен пат)

Според начинот на кој се врши мерењето постојат:

- директно мерење и
- индиректно мерење

Мерењето на знаењето спаѓа во индиректно мерење. Но кај секое индиректно мерење, за разлика од директното, можноста за грешки е поголема. Кога се зборува за мерење на знаењата на учениците, се појавува еден проблем, имено, наставникот е и мерител и мерен инструмент. Мерењето подразбира и опфаќа различни техники, инструменти и постапки во работата, но не смее да се заборава на важноста на точноста, осетливоста и објективноста при мерењето.

### **Вреднување (евалуација) на знаењето**

Процесот на вреднување на знаењата на учениците или евалуацијата подразбира собирање и анализирање на информации, како и донесување на многу важни проценки за знаењето на учениците и за нивното напредување. Овој процес е многу сложен за наставниците зашто од нив се бара голема професионалност. Процесот е сложен и претставува изразито осетливо подрачје и за учениците зашто влијае на нивната мотивација за учење и на нивното вклучување во натамошните воспитно-образовни процеси.

„Вреднувањето подразбира согледување на вкупните остварени постигнувања во процесот на настава и во воннаставните активности, притоа земајќи го предвид придонесот на наставникот и на ученикот<sup>61</sup>.“

Постојат различни видови вреднување на знаењето, и тоа:

- Дијагностичко вреднување
- Формативно вреднување
- Критериумско вреднување
- Нормативно вреднување
- Сумативно вреднување
- Самовреднување
- Интерно вреднување
- Екстерно вреднување
- Вреднување од соученици

Кога се вреднува нешто, тогаш предвид се земаат и методите, облиците, елементите на вреднувањето, критериумите на вреднувањето и сл. Тоа го наведуваат и Андриловиќ и Чудина-Обрадовиќ (Andrilović, Čudina-Obradović, 1985) во својата книга „Психологија на учењето и наставата“ („Psihologija učenja i nastave“):

<sup>61</sup> S. Kačapor, M. Vilotijević, M. Kundačina. (1995). *Umjeće ocjenivanja*. Mostar: CIP, str. 36.



## ВРЕДНУВАЊЕ = ЕВАЛУАЦИЈА = ВАЛОРИЗАЦИЈА

Тоа значи дека евалуацијата е оценување што ги зема предвид условите во кои се постигнати одредени резултати<sup>62</sup>.

Колку е сложен овој процес може да се види и од напишаното во Енциклопедискиот речник на педагогијата: „Во воспитно-образовниот процес треба да се опфати целокупната личност на ученикот. Тоа опфаќање понекогаш се нарекува вреднување, со цел да се нагласи неговата различност од оценувањето како процес на давање на самата оценка<sup>63</sup>.“

### Оценување на знаењето

„Оценувањето има за цел да собере информации со кои ќе го поддржи ученикот во постигнувањето на поставените цели, одредувањето на нивото на ефект, редовно известување за напредокот, сертификација и ориентација во натамошното образование<sup>64</sup>.“

Оценувањето на напредокот на учениците е двонасочен процес и тој, од една страна, го опфаќа наставникот како личност што испитува и оценува, а од друга страна, ученикот кој го покажува своето знаење.

Кога и да се зборува за оценувањето, може слободно да се каже дека е тоа една многу осетлива тема и често со оценувањето не се задоволни ниту учениците, ниту наставниците, ниту, пак, родителите.

Ова е многу актуелна тема и таа е во центарот на вниманието на голем број истражувачи, кои се обидуваат да дојдат до податоци за видовите оценување што постојат, за целта на видовите оценување, за значењето на оценувањето и за влијанието на оценувањето врз мотивацијата.

### Што се тестовите?

„Тестовите се мерни инструменти составени од повеќе систематски избрани задачи или проблеми, со помош на кои на објективен начин се испитуваат и мерат способностите, особините на личноста и знаењето на поединецот<sup>65</sup>.“

Тестовите мора да бидат објективни, што значи дека одговорите на прашањата се однапред подготвени (изработен е клуч за бодирање, клуч на точните одговори), а бодирањето на прашањата е јасно дефинирано. Исто така, однапред е определено која оценка се добива преку одреден број бодови. Критериумите за изработката на тестот треба однапред да им бидат познати на учениците.

Тестовите се користат скоро во сите науки. Тие се создадени со цел објективно да се мери знаењето на ученикот. Во педагогијата, тестовите се составени од низа внимателно избрани задачи со кои може да се мерат способности, особини и знаење. Во образованието, тестовите најчесто се користат за мерење на постигањата на учениците.

<sup>62</sup> <http://www.ss-graditeljska-ck.skole.hr/upload/ss-graditeljska-ck/newsattach/639/Ocjenjivanje.pdf>, 18.11.2018.

<sup>63</sup> Enciklopedijski rečnik pedagogije. (1963). Zagreb: Matica hrvatska, str. 19.

<sup>64</sup> AU 08/2016 – за оценувањето на учениците во рамките на програмата за предуниверзитетско образование на Република Косово, член 12.

<sup>65</sup> <https://ceo.edu.rs/testovi-i-ocenevanje-u-nastavi/>, 19.11.2018.



Во однос на видот на задачите што се поставуваат во тестот, задачите се делат на две групи, и тоа:

- Задачи од затворен тип и
- Задачи од отворен тип.

Кога се изработува тестот и се конструираат задачите, мора да се земе предвид целта што треба да се постигне со тој тест (што ќе се мери со него), а важна улога има и јасната дефинираност на задачите. Задачите во тестовите не треба да ги мерат способностите, туку само знаењето на ученикот и не треба да бидат тривијални. Задачите треба да се меѓусебно независни, во нив треба да се користи вокабулар што им е познат на учениците, а од особена важност е задачите да бидат граматички, правописно и стилски правилни.

### Тест за мерење на постигнувањата на учениците од IX одделение според косовскиот образовен систем

Тестот за мерење на постигањата на учениците од IX одделение спаѓа во екстерно оценување на учениците од Министерството за образование, наука и технологија, а ова оценување е предвидено и со АУ 08/2016, во кое се наведува:

„Екстерното оценување на постигањата на учениците од второ ниво (крај на деветто одделение) има ориентациски карактер за учениците во вишите средни училишта и им служи на централните и на општинските институции да ги развиваат квалитетот на наставата и учењето<sup>66.</sup>“

Овој тест, како што е погоре наведено, има за цел на учениците да им го олесни изборот на виши средни училишта. Тој е осмислен да се организира при крајот на деветто одделение. Во време од 150 минути, учениците одговараат на 100 прашања од четири групи предмети (секоја група предмети носи по 25 поени), односно од девет предмети. Секое прашање носи по еден бод. Постојат тест А и тест Б.

За секое прашање на тестот има четири понудени одговори, од кои само еден е точен.

ТЕСТ ЗА МЕРЕЊЕ НА ПОСТИГАЊАТА			
Р. бр.	Група предмети	Наставен предмет	Број на прашања
1.	Јазици	Босански јазик	20
2.		Англиски јазик	5
3.	Општествени науки	Историја	13
4.		Географија	12
5.	Математика и информатика	Математика	20
6.		Информатика	5
7.	Природни науки	Физика	8
8.		Хемија	8
9.		Биологија	9
ВКУПНО			100

<sup>66</sup> АУ 08/2016, член 14.4, стр. 30.



Заедно со тестот учениците добиваат посебен лист на кој ги запишуваат своите податоци (име, презиме, потпис, група), како и точните одговори на секое прашање. Овој лист е многу важен затоа што резултатите (одговорите на учениците) се читаат од него.

## МЕТОДОЛОГИЈА НА ИСТРАЖУВАЊЕТО

Предмет на ова истражување е да се утврди дали тестот за мерење на постигањата на учениците, кој се организира кон крајот на деветто одделение, претставува предизвик или е тој пречка на патот кон натамошно усовршување.

Целта на истражувањето е проценката на важноста на тестот за мерење на постигнувањата на учениците, како една од парадигмите за вреднување на знаењата на учениците во деветто одделение и неговото влијание на изборот на насоката и професијата низ натамошното образование.

Врз основа на утврдената цел, поставена е следната главна хипотеза:

**Главна хипотеза: Тестот за мерење на постигнувањата на учениците од деветто одделение претставува препрека кон натамошното усовршување.**

Во ова истражување вклучени се вкупно 121 ученик од деветто одделение од нижите средни училишта од регионот Призренска Жупа. Учениците се анкетирани пред одржување на главниот тест за мерење на постигнувањата (во средината на месец мај) и уште еднаш, по завршување на тестот, односно во периодот кога учениците се запишуваат во десетто одделение (во средината на месец септември) – 102 ученика.

Со истражувањето се укажува на пропустите што постојат во текот на подготвувањето на овој тест за мерење на постигнувањата и во текот на неговата реализација. Исто така, се укажува дека преголема важност им се дава на резултатите од овој тест, а со тоа се намалува важноста на постигнатиот успех во нижите одделенија на средното училиште. Врз основа на ова, сметаме дека постои целосна оправданост за истражување на наведениот проблем.

Методите што се користени во ова истражување се во согласност со предметот, целта и задачите на истражувањето, а тоа се следните: дескриптивен метод, споредбен метод и статистички метод или општ научен метод.

Во истражувањето се користат два анкетни прашалника за учениците. Едниот анкетен прашалник им се дава на учениците пред крајот на деветто одделение, а другиот кога учениците се запишуваат во 10. одделение.

## ИНТЕРПРЕТАЦИЈА НА РЕЗУЛТАТИТЕ ОД ИСТРАЖУВАЊЕТО

Најголема разлика во мислењето на учениците пред и по тестот се гледа во тоа што учениците пред главниот тест сметаа дека овој тест не може да послужи како одредница во нивното натамошно школување, а потоа, по реализацијата на тестот, тие го променија своето мислење затоа што поголемиот број од нив се запишаа во посакуваното училиште.

На прашањето за тоа дали ваков тест треба да се спроведува и во иднина, учениците пред тестот одговориле со „не“, додека, по тестот, во целост го променија своето мислење и одговорија со „да“.

Во однос на прашањето за тоа дали е тестот уште еден предизвик за запишување во средно училиште, учениците дале различни одговори. По завршувањето на



пробниот тест, повеќе од 45 % од учениците сметале дека тестот ќе биде предизвик за нив, додека, пак, по завршувањето на главниот тест, преку 60 % од учениците сметаат дека тестот за мерење на постигањата, воопшто, не претставува предизвик за нив.

Ако се споредат резултатите од главниот тест за мерење на постигањата и резултатите од пробниот тест, се гледа дека учениците многу подобро го изработиле главниот тест за мерење на постигањата.

Очигледно е дека тестот не претставува пречка затоа што пробниот тест за мерење на постигањата не го положиле 25 % од учениците, додека главниот тест не го положиле (не го поминале прагот од 40 %) само четири ученици.

Слободно може да се каже дека по завршување на пробниот тест за мерење на постигањата, што се реализира на крајот од деветто одделение, учениците сметале дека тестот за нив ќе биде предизвик и пречка во остварување на посакуваната цел. Ова мислење, сепак, го промениле по завршувањето на главниот тест затоа што лесно го положиле тестот. Оттука, главната хипотеза во истражувањето: Тестот за мерење на постигањата на учениците од деветто одделение претставува пречка во натамошното усовршување во посакуваната насока, не може да се потврди.

### НАМЕСТО ЗАКЛУЧОК

Наместо заклучок, во продолжение се наведуваат неколку препораки кои ќе бидат од голема важност во натамошните активности околу овој вид вреднување на учениците:

1. Тестовите да се организираат по завршувањето на наставниот план и наставната програма предвидени за деветто одделение (во средината на јуни, а не во средината или на крајот од мај како досега).
2. Прашањата треба да се соодветни со планот и програмата за деветто одделение.
3. Треба да се подобрат мерките за надгледување на главниот тест за мерење на постигањата (по можност наставниците надгледувачи од еден град да одат во друг).
4. При запишување во десетто одделение предност би требало да имаат оние ученици што имале подобар успех од шесто до деветто одделение (поголема предност да се даде на учениците со подобар успех, а не на оние кои добиле повеќе поени на тестот за мерење на постигањата).
5. Треба да се преземат построги мерки за наставниците надгледувачи кои ги прекршуваат правилата на однесување при реализација на тестот.

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