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THE IMPACT OF TEACHER PROFESSIONAL DEVELOPMENT ON TEACHING QUALITY[1]

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Abstract

Nowadays, changes are a continuous process as a result of rapid global developments, and they bring about the inevitability and necessity of implementing reforms in education. Therefore, efforts to improve teaching quality have a special place and focus amongst the academic and scientific circles. The continuous professional development of the education staff is critical in the modern teaching system.

This study aims at showing the impact of teacher professional development on teaching quality. It focuses mainly on the role of training, professional ethics of teachers, teaching practices, and improving teaching quality. For this purpose, new development trends in primary education, implementation of learning strategies, student motivation, and communication of the school with parents have been researched, as important indicators in improving teaching quality. Moreover, the teaching practices from the respective programs were compared and the obtained data was analysed. Conclusions were drawn regarding the role that the professional development of teachers played in improving teaching quality.

The findings show that the professional development of teachers has a positive role in improving teaching quality. From the results of this study, it can be concluded that Teacher Professional Development remains pivotal.

This study makes an important contribution to the scientific and academic field, talking about the impact of teacher professional development of in teaching quality in Kosovo, in the region, and beyond.

Keywords: Teaching methodology, quality improvement, training, Professional development.

Introduction

Since the post-war period, Teacher Professional Development (TPD) has undergone numerous developments both in terms of policies and implementation practices. TPD in recent years has taken on a new dimension in trying to build a sustainable system for teacher development both in improvement as well as in advancing teacher competencies. TPD is considered to be one of the key factors which directly affects the quality of teaching and learning. The reformed education system also requires reformed teachers. Teachers that are ready to embrace change and undergo continuous professional development. According to Grimmett (2014), the institutional practice of professional development must be organized araund procucing development of teachers, which is necessary for improving the institutional practice of school teaching.

Given the need for continuous professional development of teachers, we can estimate the importance of different training programs.

Professional Development in Kosovo is mainly based on training programs offered by various foreign and local organizations which are selected with special criteria by the MEST.

[1] Original scientific paper

The study of this topic stems from the fact that for about eighteen years I have been directly involved in teaching. During this period, witnessing the complexity of working with students, I learnt the importance of building our capacity. Taking part in numerous training programs as a participant, and as a trainer as well, I personally think that they have significantly changed my teaching practices with students by improving my teaching quality this way.

All the analyses, comparisons of competencies belonging to the training programs versus the previous practices of teachers, brought out the recommendations, which were given at the end of this study from a completely different perspective from my experience as a teacher who has attended a large number of training and who has been a trainer too. Various studies brought enough evidence that the key to improving quality in schools is the education staff development, which constitutes in teaching quality improvement.

This study is divided into four main chapters: The literature review addressed the advancement of teachers, research conducted by various education experts in Kosovo and abroad, other official documents drafted by the Ministry of Education. This research was conducted with the help of teachers and students of primary schools and the interviews were conducted with directors, inspectors and trainers of the municipality of Gjilan.

In order to test the hypothesis that Teacher Professional Development directly affects the teaching quality, we have used a variety of research techniques. In the methodology section, quantitative and qualitative methods, statistical methods, analysis methods, synthesis and evidence methods were used. Next, quantitative and qualitative analysis of the data was done from the research conducted with students and teachers in three primary schools as well as individual interviews conducted with principals, education inspectors and trainers.

Moreover, the findings and implications in practice were discussed, which ware followed by the conclusions and recommendations.

Literature Review

Various studies brought enough evidence that the key to improving quality in schools is the education staff development which constitutes in teaching quality improvement.

Studies show that, due to the circumstances that our country has undergone, education reforms started late. The first to start designing training programs were some national non-governmental organizations in cooperation with foreign NGO-s.

Pupovci (2009) tells more about the first teacher training programs in Kosovo: Two years after the end of the conflict, it became clear that the training of inservice teachers had shifted from the emergency phase to the developmental phase. With the assistance of CIDA, and various donors as well as local organizations such as KEC, local capacities for training programs were built. Groups of Kosovar trainers were firstly trained and then they developed training materials in the native language. (2009)

The dispersion of knowledge is done in an organized way, constantly observing the teacher in the training programs and focusing on quality. In many cases, training in schools has involved teachers and administrators of special schools as trainers. In 2004, the MEST reported that about 50% of the 23,000 teachers in Kosovo participated in at least one of the training programs, which marked a huge achievement to them (Pupovci, 2009). What characterised the teacher training in Kosovo was the high willingness of teachers to participate in these trainings despite the low salaries and the lack of licensing regulations. The demand for training programs for in-service teachers has increased greatly in recent years and teachers express their willingness to even participate in covering training costs.

Researchers say that reforms in education are a necessity, which should start there where the education staff is trained, in higher education. Reforms of education systems in Europe are a necessity conditioned by a rapidly changing world. Therefore, the job of teachers and trainers requires the development of their competencies in three known areas: 1) Working with

knowledge, technology and information 2) Working with humans 3) Working in society and with society (National, European and Global dimension.

In our country, the MEST has drafted the Strategic Education Plan in Kosovo 2017-2021 (MEST, The Prime Minister Office, 2016) , one of the objectives of which is to increase the quality of teaching through an effective and sustainable system for the preparation and professional development of teachers. The main focus in this area is to build a sustainable system for Teacher Professional Development, which will contribute to the implementation of school reform and will directly affect the improvement of student results.

In the framework of the Strategic Objective of KESP 2017-2021, four expected results have been mentioned, and they are:

- A sustainable system of teacher professional development is built in order to implement educational reform
- The process of evaluating the performance of teachers is set
- The system for teacher licensing is fully operational
- Quality pre-service teacher training is ensured

Regarding the period of implementation of the Strategic Plan for education in Kosovo during 2017-2018, the KEEN project (KEEN, 2019) has prepared a report evaluating the teacher professional development activities:

- Despite the enactments of legal acts and policies governing the professional development of teachers, this process still lacks proper coordination as it does not rely on the needs of education staff. The selection of training content in most cases depends on the perceptions of the MEST and MED officials as well as on donor priorities.
- During 2017, the main focus was on teacher training for the implementation of the new curriculum with over 9,300 teachers being involved.

Furthermore, the MEST have got two internal mechanisms which share the responsibilities and roles in the professional development of teachers: the State Council for Teacher Licensing and the Division for Teacher Professional Development. According to the legislation in force, the Municipal Directorates of Education, the Education Inspectorate, schools and all institutions that offer programs for professional development play a role in the professional development of teachers in service. This means that the responsibility for building a functioning Teacher Professional Development system lies with the Ministry of Education.

In 2017, three important bylaws were issued. Administrative Instruction 05/2017 on the Teacher Licensing and Career Development System which defines the main aspects such as criteria, tasks and procedures related to Teacher Licensing.

Administrative Instruction 06/2017 for the criteria and procedures for approval of professional development programs for teachers and education staff contains the duties and responsibilities of the MEST in the field of professional development; criteria and procedures for approval of institutions (bidders) and professional development programs for teachers and education staff, the position of programs approved by the MEST and the State Teacher Licensing Council and quality assurance of training). On the other hand, Administrative Instruction 14/2018 for teacher performance evaluation determines the aspects in the teacher performance evaluation system, those who conduct this evaluation, their duties and responsibilities, teacher performance evaluation procedures, performance level categorization, instruments for implementation of performance evaluation as well as the relation of TPE (Teacher Performance Evaluation) with the teacher licensing system.

Since 2000, over 17,000 teachers have attended KEC programs. The most attended programs were; Step by Step (SbS) and Reading and Writing for Critical Thinking (RWCT) (MEST, 2011). In the last two years, a large number of teachers have been obliged to attend training for

the new curriculum, since, starting from last year all schools in Kosovo have begun working with the new Curriculum Framework.

The German organization GIZ in cooperation with the MEST, which implements the Program "Capacity Development in the Primary Education Sector in Kosovo - CDBE" have conducted a survey to assess the qualifications, training experiences and training needs of MEDs (Municipal Education Directorate), school principals and teachers of Mathematics and Natural Sciences in four selected pilot municipalities (Fushë-Kosovë, Gjilan, Kaçanik and Klina) (MEST, 2011). According to this study, the most attended trainings by teachers were: Learner-Centred Initiatives - LSI (37% participation rate), then, Psycho-social training with 35.2% participation rate, RWCT with 33.8% participation rate, Step by Step training with 32.1%, Children's Rights with 30.6%, Training on Teacher Observation with 13% and training on Educational Leadership with 8.2% participation.

In this research, teachers' expectations from the trainings are ranked as follows: Capacity building (34% of respondents), Personal Development (14%) and Exchange of experiences with other participants (8.2%). However, 18% do not know what they want.

The main motivation of teachers to participate in training is developing teaching methodologies and skills (86%). The second motivation is the possibility of exchanging experiences with people of the same field (50%). Third motivation is to gain knowledge on their subjects (17.7%). Only 4.3% considered participation in trainings as motivation in itself. (GIZ, 2011).

The MEST, in accordance with the Administrative Instruction, have accredited bidders and programs for professional development of teachers. All accredited bidders together with the training programs are included in the catalogue of programs for professional development of teachers (Beka, Cakaj, & Buleshkaj, 2017) The catalogue includes a wide list of bidders such as: Kosovo Education Centre- KEC, GIZ-CDBE, USAID, Faculty of Education in Prishtina, Finnish Program, Culture Contact Austria, SBASHK, Save the Children International, Swiss Contact, Caritasi Switzerland, Centre for the Advancement of Performance in Education (QAPA), BIT Kosova, MEST etc.

In conclusion, it is worth mentioning that continuous professional development is an inevitable part of today's teachers in order to enrich their personal values to have a more qualitative teaching performance in their classrooms.

Methodology

To test the Hypothesis that Teacher Professional Development is affects teacher quality improvement, the research was conducted with a combination of methods and instruments that help in data collection and processing: Quantitative and qualitative method, statistical method, analysis method, synthesis and evidence methods. The data collection summarized by the study was done in several different sources:

Questionnaires - Since teachers and students of the three largest schools in the city of Gjilan were being surveyed, the distribution of questionnaires was carried out in all of the three schools. The administration of each school was informed in advance, permission was taken from the directorate and then 100 questionnaires for teachers and 250 questionnaires for grade 1-9 students were distributed.

Out of 100 questionnaires for teachers, 78 were filled out, whereas out of 250 questionnaires for students, 228 of them were filled out. That is, about 77% of the respondents completed the questionnaires.

This was done in a week. It was conducted in full compliance with the rules of ethics as well as the standards for scientific research.

Interviews - Three school principals of the city were interviewed. Directors responded according to the interview protocol. The interviews lasted between 20 to 30 minutes.

Two regional education inspectors were interviewed too in order to ascertain the performance of trained and untrained teachers. The interviews lasted 30 minutes.

Results and Discussion

Table 1 Attending Training Programs

Training Program	Trained		Not Trained		In Total	
	No.	%	No.	%	No.	%
LSI	58	74.3	20	25.6	78	100.00
RWCT	61	78.2	17	21.8	78	100.00
SbS	52	66.6	26	33.3	78	100.00
Novel Teaching Methodologies	49	62.8	29	37.1	78	100.00
Mathematics and Teaching mathematics	63	80.7	15	29.2	78	100.00
Others	45	57.7	33	42.3	78	100.00

Table 1 analyses the data for attending training programs. As it can be seen, the trainings that lead with the largest number and participants are: Mathematics and teaching mathematics with 63 teachers (80.7%) and RWCT with 61 teachers (78.2%). The Learner-Centred Initiatives Training (LSI) was attended by a total of 58 out of 78 teachers surveyed (74.3%). Then, the Step by Step (SbS) training was attended by 52 teachers (66.6%). The Novel Teaching Methodologies training was attended by 49 teachers (62.8%). Besides the above mentioned trainings, 45 teachers (57.7%) stated that they have attended other trainings as well. Based on this data, it can be said that programs that had a wider involvement of teachers such as LSI, RWCT, Mathematics and SbS should have a greater impact on teachers' approach towards teaching.

Table 2 The Impact of training programs on primary school teachers on their professional development

Answer	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	The average	Standard Deviation
1. Trainings I attended helped me to develop professionally	4.76%	4.76%	47.61%	41.26%	3.31	0.77
2. Techniques I learnt helped me to improve my teaching performance	3.17%	4.76%	39.68%	52.38%	3.42	0.73
3. New applied methodologies have increased student retention in my classes	7.93%	6.34%	39.68%	46.03%	3.23	0.88
4. I recommend that my colleagues	6.34%	3.17%	26.98%	63.49%	3.45	0.83

participate in trainings						
5. Trainings have influenced my pedagogy	6.34%	12.69%	33.33%	47.61%	3.20	0.91
6. New ways of teaching have shown to be more creative for students	4.76%	6.34%	44.44%	44.44%	3.30	0.79
7. Games as teaching method is something students like	1.58%	6.34%	25.39%	66.66%	3.58	0.68
8. Students are always motivated	0.00%	7.93%	46.03%	46.03%	3.31	0.61
9. Trainings have made me grow professionally	6.34%	3.17%	38.09%	52.38%	3.36	0.82
10. Practices learnt in trainings have improved my teaching quality	4.76%	17.46%	34.92%	42.85%	3.16	0.87
11. Lessons have become more understandable to students.	6.34%	9.52%	41.26%	42.85%	3.22	0.80
12. Methods learnt in trainings are more easily applicable	3.17%	11.11%	44.44%	41.26%	3.23	0.77
13. I am willing to participate in other trainings in the future	6.34%	17.46%	23.80%	52.38%	3.22	0.95
14. Parents are part of the teaching process	3.17%	9.52%	31.74%	39.68%	3.54	0.78
15. Meetings with individual or groups of parents are regular	0.00%	1.58%	30.15%	52.38%	3.67	0.50

Table 2 shows how much the training had an impact on the surveyed teachers. Teachers were asked to express their opinions according to the Likert Scale (1- Strongly disagree, 2- Somewhat disagree, 3- Somewhat agree and 4 - Strongly agree).

Regarding question 1, how much the trainings they attended helped them grow professionally: 47.61% of the respondents somewhat agree, out of 78 teachers in total, 41.26% of them stated that they strongly agree which means that the vast majority of the teachers think that the trainings have helped them develop professionally. Based on the results, it can be seen that the trainings were welcomed by the teachers. The average of this finding is 3.31 and 0.77 SD.

Question number 2 reveals whether the techniques learnt in trainings improved their teaching. The overall average is 3.42 with a standard deviation of 0.73. Question 3 shows that the new methods that teachers have used in their classrooms have significantly improved student learning in their classrooms: the overall average of this finding is 3.23 and 0.88 SD.

Next, teachers highly recommend their colleagues to attend trainings: 26.98% of respondents somewhat agree, whereas as much as 63.49% of them strongly agree, with an average of 3.45 and a 0.83 SD.As for question 5, it tried to ascertain how much the trainings had influenced their pedagogy: most respondents strongly agree that their pedagogy was influence – 47.61% of the respondents, whereas 33.33% of them somewhat agree. It is worth noting that there is still a small number of teachers who disagree. 12.69% of them somewhat disagree and 6.34% strongly disagree, with an average of 3.20 and a 0.91 SD. 44.44% of the surveyed teacher strongly agree that new ways of teaching have shown to be more creative for students (Question 6). Other respondents, with the same percentage of 44.44% somewhat agree. The overall average is 3.30 with a 0.79 SD.

Question 7 shows that a lot of teachers express that games as teaching method is something students like (66.66%). The average is 3.58 and with a 0.68 SD. Question 8 reveals whether they agree that their students are always motivated: 46.03% strongly agree and the same number of teachers somewhat agree (46.03%). Hence, we see that, to a large extent, teachers think that their students are motivated to learn. The average is 3.31 and with a 0.61 SD. Question 9 shows how much training has made teachers grow professionally, with more than half of the respondents, i.e. 52.38% that strongly agree with this, with an average of 3.36 and a SD of 0.82.

In question 10, teachers express that the practices they learnt in training have improved their teaching quality (42.85% strongly agree and 38.09% somewhat agree). The overall average is 3.16 and 0.87 SD.

As for whether lessons have become more understandable to students (question 11), 41.26% partially agree and 42.85% strongly agree – with an average of 3.22 and a 0.80 SD.

Answers to question 12 regarding whether methods learnt in training are more easily applicable show that 44.44% somewhat agree, whereas 41.26% strongly agree giving thus an average of 3.23 and a 0.77 SD. It was found out that teachers are willing to participate in other trainings in the future (question 13). 52.38% of the surveyed teachers are willing to do that. The average is 3.22 with a 0.95 SD. As for question 14, most teachers believe that parents are an integral part of the teaching process. 31.74% somewhat agree and 39.68% strongly agree, with an average of 3.54 and a 0.78 SD.

Moreover, in question 15, teachers agree that the meetings with individual or groups of parents are regular (52.38%). The overall average is 3.67 and with a fairly low 0.50 SD.

Tabela 3 Students' opinions regarding teaching and teachers

Answers	Strongly Disagree	Somewhat disagree	Somewhat agree	Strongly agree	The average	Standard Deviation
1. I feel good at school	0.87%	4.38%	17.98%	68.85%	3.71	0.60
2. Our teachers use interesting activities during our classes	10.08%	15.78%	21.49%	52.63%	3.17	1.02
3. I like games in class	1.36%	1.36%	27.63%	68.85%	3.64	0.60
4. I am an active student in all my classes	1.36%	5.26%	24.56%	68.85%	3.64	0.65

5. We can freely express our opinions in our classes	2.63%	6.14%	15.78%	77.19%	3.64	0.70
6. We, students, set the class rules	22.36%	15.78%	31.57%	30.26%	2.67	1.12
7. We like group work	1.75%	3.94%	17.98%	76.31%	3.68	0.64
8. Our teachers are always willing to help us	0.43%	3.50%	16.22%	79.82%	3.73	0.54
9. We participate enough in school and class activities	0.87%	5.70%	22.80%	70.61%	3.62	0.63
10. I always look forward to going to school	10.96%	6.57%	16.66%	65.78%	3.39	1.00

Table 3 shows students' opinions regarding teaching and teachers. Students' answers, with a few exceptions, are in agreement with the propositions stated in the questions of the questionnaire. A large number of students highly appreciate the work of teachers in their schools.

In the first question, 68.85% of the surveyed students strongly agree that they feel good at school, with an average of 2.71 and a low SD of 0.60. The surveyed primary school students are satisfied with their teachers who use interesting activities during the lesson. 52.63% fully agree, and 21.49% somewhat agree, with an average of 3.17 and a high standard deviation of 1.02. Moreover, 68.85% of the surveyed students like games that teachers carry out in their classrooms, with an average of 3.64 and a 0.60 SD.

Next, with an average of 3.64 and a 0.65 SD, respondents claim to be active students during their lessons in all subjects (Question 3 and 4). Furthermore, 77.19% of respondents strongly agree that they can freely express their opinions during the lesson – an average of 3.64 and a 0.70 SD.

As for setting the class rules, 22.36% of the surveyed students strongly disagree that it is they who decide for themselves, 15.78% somewhat disagree, 31.57% somewhat agree, and 30.26% of students strongly agree. As it can be seen, most respondents state that teachers mainly set the classroom rules themselves. The overall average is 2.67 with a high SD of 1.12.

Moreover, students like group work activities: 76.31% strongly agree with an overall average of 3.68 and a 0.64 SD. The same answer more or less is for the proposition that teachers are always willing to help their students – 79.82% of students strongly agree to this, with an average of 3.73 and a fairly low 0.54 SD.

Students also think that they participate enough in school and class activities: 70.61%, with an average of 3.62 and a low 0.63 SD. A high percentage of strong agreement was noted for proposition 10 too: 65.78 % of students claim that are always looking forward to go to school. The overall average is 3.39 with a high 1.00 SD.

School Principal Interviews

The interviewed primary school principals say that the School Development Plans include the Professional Development of teachers. The three schools cooperate with training organizations, which provide in-service training programs for teachers and which are in partnership with the MEST. The organizations they regularly cooperate with are: GIZ, KEC, USAID, SAVE THE CHILDREN etc. Their programs have been welcomed by teachers and attended by a large number of them. According to school principals, about 85% of teachers (Grade 1-5) have been trained.

The interest to participate in trainings has been increasing in the recent years, more accurately from 2011, when the MEST issued AI no. 5/2017 Licensing and Career Development System, which obliges teachers to meet the number of training hours upon each license renewal due date. Principals say that teachers would like to be able to choose the types of training they want, so that they attend the training they need. Lack of interest in participating in trainings is more common among older teachers. However, principals constantly strive to encourage these teachers to participate in training by discussing their importance and the benefit that teachers will receive from the training.

Regarding the selection of teachers for training programs, principals usually prioritise teachers who have not attended any training or they have attended only a few trainings. In addition, principals also rely on the performance of teachers and the results of their students.

The most requested training programs in schools are: RWCT, SbS, Mathematics and teaching mathematics, Natural Sciences and Psycho-social training.

The difference between trained teachers and untrained teachers is evident. The differences are obvious as for e.g. trained teachers organise group work, use different techniques during the lesson, whereas, on the other hand, untrained teachers are more uncertain and less cooperative.

Principals notice this difference during the observations they organize. According to them, trained teachers are more creative at work, use new techniques and methodologies during their lessons, students are more engaged and their classes are more productive and keep students interested. Principals point out that there might be some exceptions of some older teachers who might continue working with traditional methodologies but who have had good performence with regard to their students' results.

Age is also a factor that makes a difference between teachers. The older teachers are well acquainted with the psychology of children and maintain regular communication with parents but keep teaching traditionally. On the other hand, younger teachers have a different approach from older teachers. They mainly use the new strategies learnt through training, organise group work where students have more space to express what they think. Every staff has a work plan for improving learning process. They have regular meetings where they discuss issues that concern them. Teamwork between the teachers is considered to be relatively good but not at the right level. This is due to age differences and professional envy that can be observed and which is quite evident in all the three schools.

Interviews with Education Inspectors

The regional education inspectors of the municipality of Gjilan conduct regular monitoring in the schools of the city. Every school staff is to be monitored once in four years. As part of this, inspectors conduct other types of monitoring such as: special inspections, emergency inspections and check ups. The monitoring can be carried out at the special request of schools.

During the monitoring, inspectors noticed big differences between the schools of the city and those of the villages. Inspectors think that the city teachers are at a more satisfactory level as a result of the training they attended.

Another difference that inspectors could see is that the trained teachers are more creative and enable the students to learn in a variety of ways. They use concretization tools. There is a trend that untrained teachers (especially novice teachers who have not had the opportunity to attend trainings) apply techniques which they have heard from their colleagues, but it often happens that they use them incorrectly or they do not know the ins and outs of them.

Teachers mainly use the techniques of RWCT, SbS, and LSI. There have been cases when teachers have misinterpreted the techniques learnt in the trainings, therefore the attention of inspectors is focused on the correct use of techniques and their adaptation to the set objectives. Teachers, most commonly, are advised to be careful in the application of contemporary methodology, to clarify unfamiliar concepts for students and to accurately meet the objectives given at the beginning of the lesson.

Inspectors notice that teachers who are about to retire and who are considered to be successful teachers, keep up their good work until the end of their career. Conversely, old teachers who have had an average performance, gradually start feeling less like going to work, show lack of interest and are not motivated.

Interviews with trainers

The interviewed trainers were the leading trainers in terms of the number of training programs in our municipality. Those training programs included the largest number of teachers since the post-war period. It is considered that RWCT, LSI, SbS are the first trainings which changed the approach of teachers from traditional to contemporary. These trainings as well as later trainings such as Mathematics and Teaching of Mathematics, Natural Sciences, Novel Teaching Methodologies, were attended and continue being attended with great interest by teachers.

The trainers recall the first days of organizing trainings, when teachers, after being introduced to new techniques and methodologies, were looking forward to applying the new practices with their students. It was not easy for teachers, but it showed their readiness to accept change in their workplace. For this reason, most of the programs were monitored by trainers where the progress of teachers was evident. After a few hours of training, they managed to master a variety of techniques and how and when to apply them.

In this context, the trainers are convinced that all the trainings have changed the teachers' worldviews of pedagogy. Their approach to teaching was shaped as they were being exposed to the latest terminologies and methodologies which they tried to adopt, process and apply in their classes.

Conclusions and recommendations

As teachers are lifelong learners ongoing education is a requirement for teachers in all schools (Mahlangu, 2018).

This study has reviewed all the data and it has analysed the results of the research which give us an overview of the research questions and hypothesis which we have posed at the beginning of our research.

Most in-service teachers have attended trainings. Primary school principals and teachers highly

support the Professional Development of teachers in service. This is mainly because of the performance of trained teachers, the results of students in class as well as the establishment of teamwork.

The results show that improvement in teaching quality is closely related to the numerous trainings which were attended by a large number of teachers following the Kosovo war.

The results of quantitative data, where teachers expressed their opinions towards teaching and the trainings attended, highlight the impact of trainings on teachers' teaching. In addition, the interviews with principals, inspectors, trainers point out to the differences between trained and untrained teachers.

Based on the data, it is confirmed that the training programs had an impact on teachers, who managed to make a difference in the teaching/learning process.

The results also confirm that training programs changed teaching practices of teachers in the classroom.

Moreover, the attitudes of the surveyed teachers and students about how the learning process is organised in general, are in line with new contemporary trends in teaching methodologies, communication with students and cooperation with parents.

This study proved that there is a correlation between trained teachers and teaching quality. This was also reinforced by the questionnaire results as well as the results of individual interviews with principals, inspectors, and trainers. This shows the real impact of the continuous professional development of in-service teachers.

This study also confirmed the hypothesis raised that Teacher Professional Development improves teaching quality.This is evident throughout this study as all the interviewed and surveyed participant speak about the indisputable role that the trainings have in teachers' teaching.

This study clarifies the current state of the quality of teaching in primary schools and encourages other initiatives related to the further development of training programs that should be in line with modern developments.

From the results of this study we can conclude that Teacher Professional Development is pivotal, so we recommend that:

- The government keeps organizing trainings as per the needs of teachers.
- As part the TPD, the training programs should be introduced to teachers so that teachers know in advance the content of those training programs.
- Student success should be regularly assessed.
- Teacher performance should be evaluated and there should be incentives for the best teachers

As teachers are lifelong learners ongoing education is a requirement for teachers in all schools.

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CHEATING AND ACADEMIC DISHONESTY AND COVID-19 DISTANCE LEARNING[2]

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Abstract

With the rapid spread of the novel Coronavirus, the whole world went into chaos. As counties tried to remedy the issue with the ever-increasing numbers of new cases, a multitude of measures were put into place in order to contain the virus and increase safety. One of the first measures that were implemented were the closures of schools in different counties around the world.

Following global trends, schools in North Macedonia were also officially closed in the middle of March of 2020. As of then, students turned to remote learning on various platforms. As schools closed and the workflow of both students and teachers shifted from an offline setting to an online one, a prominent issue became even more noteworthy: students cheat and engage in academic dishonesty, and the online setting of the remote learning process during COVID-19 makes this easier than ever.

Witnessing this issue firsthand, the author surveyed students in order to examine their attitudes and opinions on academic dishonesty and cheating during remote learning to, ultimately find out whether students cheat more in an online setting.

Keywords: distance learning, online classes, cheating, academic dishonesty, COVID-19

INTRODUCTION

1. Cheating and Academic Dishonesty online and offline: Opening remarks

In the quest for knowledge, both schools and higher education institutions are expected to foster academic integrity as a crucial pillar for quality education. However, technological advancements and new education trends, especially during the pandemic with COVID-19, make this quest for integrity a demanding effort, if not an ideal that cannot be obtained.

The notion of cheating and academic integrity is an ever-present issue in educational institutions throughout the world. With more and more online devices that enable such cheating behaviours for both primary school and high school students, as well as undergraduate and graduate ones, academic dishonesty has become even more prevalent in the classrooms of the today. Students of now have many more tools for such dishonest behaviour – from forums and chat groups with peers, to access to different books and data within clicks, to whole web pages dedicated to essay-writing and book retellings. The online presence has contributed to such behaviour, undoubtedly, and this is ever more amplified by remote learning as an online-only studying environment.

[2] Original scientific paper

Cheating nowadays is much easier for students and much harder to detect by educators. (Johnson et al., 2005) Dishonesty in its different forms seems to be "*a chronic problem that has successfully escaped a lasting solution regardless of institutional efforts to eradicate it*" (Symaco et al. 2003). And although such dishonesty is considered a breach of rules in most if not all educational institutions in the words, students still seem to be inclined to take the risk.

A 2013 study by Miller et al. (Miller et al., 2013), conducted long before the pandemic outbreak, found that there was a trend of increased academic dishonesty and cheating behaviours in online classes in comparison to traditional, in-person ones. The study found that students who attend both online and offline classes, tend to cheat more during the online exams. Students cheated more online, according to this study, simply because they found it was much easier.

An even earlier study, conducted in 2006 (Lanier, 2006) also presents similar findings. The study in question surveyed 1262 university students on the cheating behaviour patterns during online learning and traditional lecture courses. The study found that academic dishonesty was significantly more prevalent in the online classes and exams that students took.

Though few more studies that focus on the subject of academic dishonesty during remote learning are available (Hart et al., 2010, Wisely et al., 2009) and even a study that discerns the techniques that help educators control these cheating behaviours online and foster academic integrity (Li et al. 2020) the data is still lacking in terms of adequate research, especially in the trying times of COVID-19-induced distance learning.

2. Remote learning during COVID-19

As schools throughout the world were closed as a mitigation measure in attempts to flatten the curve when COVID-19 continued to spread, students in many countries, N. Macedonia not being the exception, were transferred to a new education system, vastly different from the one they were used to.

In a matter of days, students alongside educators had to adapt to all of the changes that came with online classes. Curricula was adjusted, methods were altered and ultimately, online exams were conducted. This process was, needless to state, challenging for all involved. While adjusting to the not-so-normal "new normal", educators in many countries, with no prior experience at online teaching, had to learn how to navigate different platforms and programs, while waiting for a unified, country-wide online education policy. Technical capacities were built, students in need were helped and in most of the world, almost one year after the initial closures due to COVID-19, education has sustained. (UNICEF, 2020)

3. Remote learning in North Macedonia

Though in recent years, E-learning has been becoming progressively more important and desirable, especially in higher education institutions, a 2018 study conducted in the University of Tetovo, found that a significant number of educators and students do not appreciate the idea of implementing such an online learning system. (Xhaferi et al. 2018)

Despite the aversion of such blended or fully-online learning, students and educators had to transform the learning process and start remote classes in North Macedonia as of March, 2020. Ever since March, in order to contain the novel COVID-19 virus, schools have remained closed and classes as well as most of the exams, especially in primary and high school have been transferred online. Students of Grades 1, 2 and 3 continued to go to school while the rest had to learn how to navigate different platforms, tools, and apps in order to adjust.

As time progressed, a steep motivation decline was noticed by educators. In a small study, the author (Shalevska, 2021) has found that high school students participating in the survey, thought the online classes are less effective. A significant number of respondents i.e. students also stated that they often find themselves feeling less motivated during remote learning. This lack of motivation might be the contributing factor to cheating and dishonesty – things that educators have noticed occurring regularly during remote learning.

METHODOLOGY

Upon conducting this paper, the questionnaire method for data collection was employed. The sample data included high school students from Year 2 and Year 3 from two high schools in Bitola, North Macedonia – *Taki Daskalot* and *Jovan Kalauzi*. Hence, both students from vocational classes as well as gymnasium students were included.

As the respondents' answers were primarily obtained through a series of closed-ended questions, the qualitative method was the one implemented. The information gathered, thus, was primarily numerical and the data could be statistically discerned.

The link to the questionnaire, made in Google Forms, was sent to the students at the beginning of the term on January 21, 2021. The questionnaire was open for responses for 14 days, up until February 4, 2021. The questionnaire was completely anonymous as to ensure complete privacy for the underage respondents. Furthermore, the questionnaire was purposfully anonymous as this, the author deemed, increases objectivity as students are more likely to be honest when they know their answers cannot be tracked back to them. The questionnaire itself limited students in the principle of one-answer-per-respondent.

The said online questionnaire included a total of 7 questions, posed by the author. The questions aimed to explore students' opinions and attitudes towards cheating and dishonesty during online exams.

The research was limited to Year 2 and Year 3 students in two high schools in only one city of North Macedonia – Bitola. To further the research and provide a better understanding of the issue, the research could be performed again to include a larger scope and sample data and include both high school and primary school students, as well as higher education students, as all of them are currently subject to remote learning.

The research was based on the hypothesis that *Students cheat more during online exams than the do in traditional examinations.*

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors. The author thus declares no conflicts of interest.

RESULTS AND DISCUSSION

As stated above, the main method for obtaining data was an online questionnaire administered to Year 2 and Year 3 students in two local high schools *Taki Daskalot* and *Jovan Kalauzi* in Bitola, North Macedonia. A total of 145 respondents answered the online questionnaire administered by the students' ESL teachers. As noted above, the questionnaire was completely anonymous.

The first question looked into respondents' age to ensure equal representation of both target groups of students – Year 2 and Year 3 students. Out of the 145 respondents, 87 students or 60% of the total stated they were in Year 2 while 58 of them or 40% stated they were in Year 3. The number of Year 2 students is slightly greater, but nonetheless, a somewhat objective representation of the students in both years is present. (Figure 1)

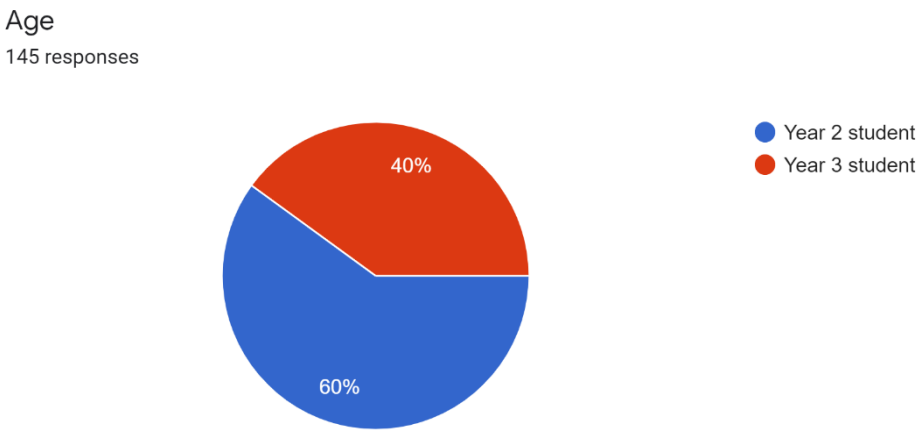

Figure 1 - Age of the respondents

The second question looked into respondents' sex in order to ensure the results were sex-inclusive and thus, more objective. The question was answered by a total of 142 out of the 145 respondents in the following manner: 79 students i.e., respondents (55.6%) chose *female*, 50 (35.2%) chose *male* while 13 (9.2%) opted for the "prefer not to say" option.Though there are more female respondents than male, the sample size features both sexes and thus the data objectively represents the participants in terms of sex. (Figure 2)

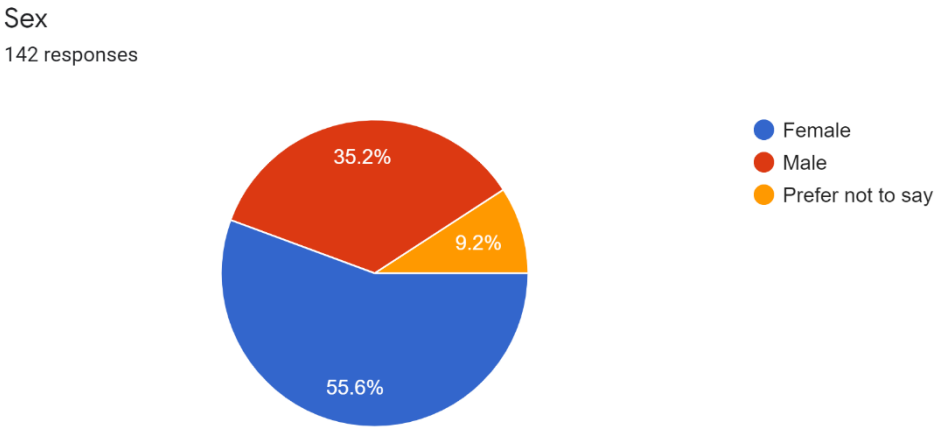

Figure 2–Respondents'' sex

The following question aimed to discover whether or not respondents i.e., students thought cheating was more frequent during their online classes and/or online exams. All 145 respondents answered the question. A rather significant number – 128 or 88.3% stated that *yes*, they thought students cheated more during such examinations. Only a small portion of the respondents, 17 or 11.7% answered that they do not think students cheat more in such examination scenario (Figure 3)

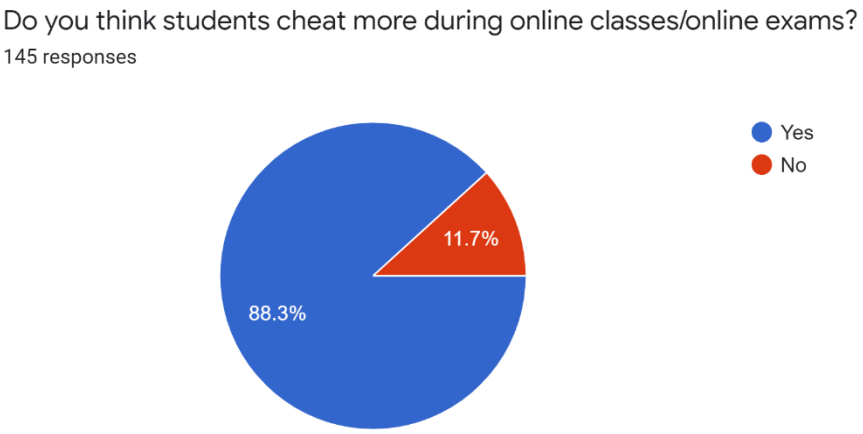

Figure 3 - Students' opinion on cheating during online exams

With the following question, the author wanted to learn whether students have witnessed someone cheating during their online exams as part of the remote learning process during COVID-19. As the question was not directed to them and their own potential academic dishonesty, but to others, the author expects a high level of honesty in the given answers and thus, gathered data in this regard. The question was answered by all of the 145 respondents. A vast majority of them – 104 or 71.7% admitted that they have indeed witnessed someone cheating on such exams. The rest 41 or 28.3% answered negatively. (Figure 4)

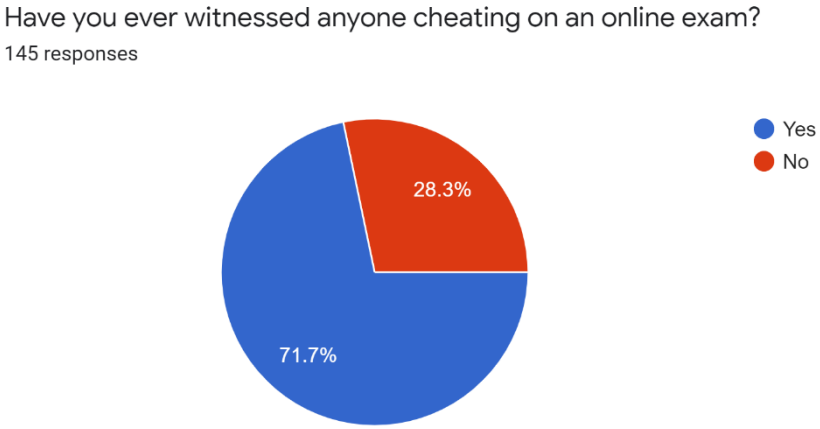

Figure 4 - Testimonials of other students' academic dishonesty

Following that, the author wanted to learn if students would admit to cheating on such online exams themselves. It is important to note that the questionnaire was sent to the students by their teacher so, although the students were aware that the questionnaire was anonymous, students might have some reservations as to openly admitting to have cheated on a questionnaire whose results are going to be seen by their teacher. The students were given 3 possible answers in this multiple-choice question. The question was answered by all of the 145 respondents. Almost two thirds of the respondents – 91 or 62.8% admitted that *theysometimes cheat* during these online exams. 23 respondents i.e., students stated that *they often cheat*. This makes for a noteworthy number of 114 out of 145 students who admit that they cheat either sometimes or fairly often. 31 respondents (21.4%) said that *they have never cheated* on an online exam. (Figure 5)

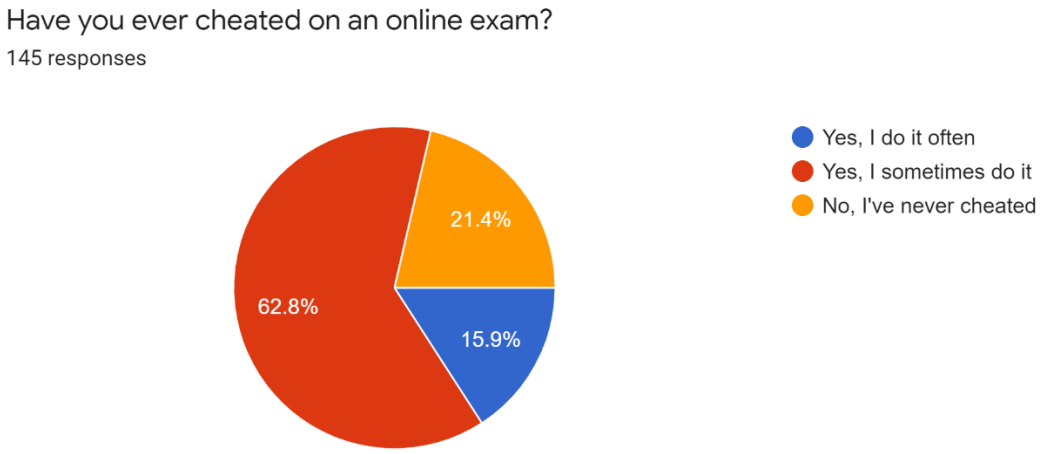

Figure 5 - Students' cheating habits

The next question aimed to examine whether students who admit to cheating, cheat more during online exams than they do in in-person exams. On, yet another multiple-choice question, students were asked to choose one of the given answers. 114 out of the 145 respondents answered the question. The vast majorityof them – 93 or 81.6% stated that they do cheat more frequently on online exams while the rest – 21 or 18.4% stated that they do it just as frequently. (Figure 6)

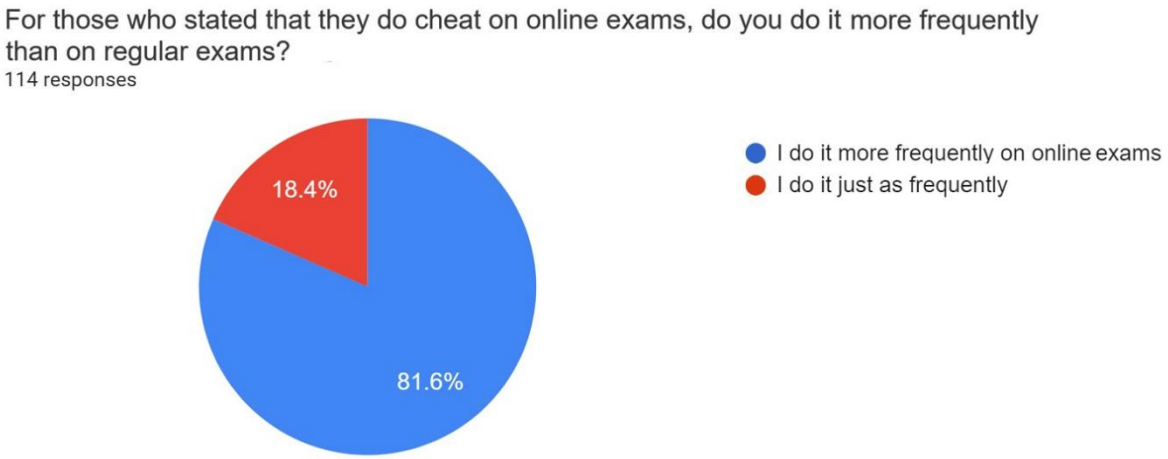

Figure 6 - Cheating on online vs. regular exams

The last question included a list of possible reasons for students' cheating habits. They students i.e., respondents could choose one or more options from the checklist, but they could also add their own suggestions. The question was answered by the majority of the respondents – 143. They could choose one or more of the following options:

1. They want better grades – 74 responses;
2. They believe they can't get caught – 48 responses;
3. They think it's very easy to cheat online – 73 responses;
4. They are not really interested in the subject – 46 responses;
5. They are afraid of failing – 52 responses;
6. They do it because everyone else is doing it – 61 response and
7. They are too lazy to do the work – 49 response.

5 of the respondents have also added their own suggestion using the option "Other". 1 has said that he/she thinks all of the reasons apply. One stated that low confidence might be the reason. One claimed that they had too much studying material to go over. One said that everyone in their generation cheated while one said that they prefer to do other things in life than study. (Figure 7)

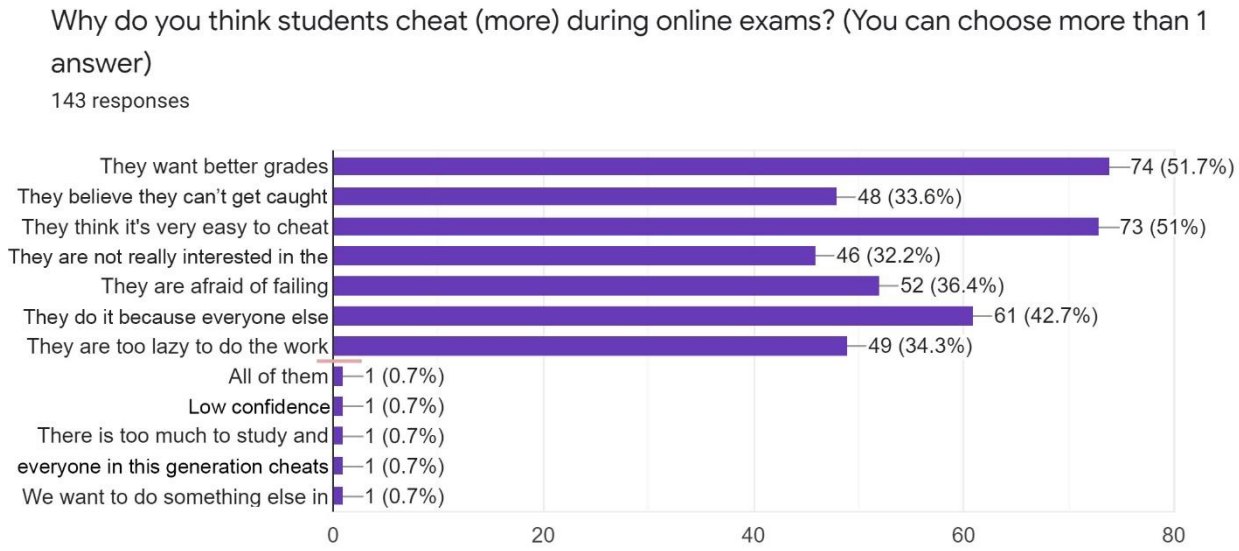

Figure 7- Reasons for cheating

CONCLUSION

Education has rapidly been changing in order to consider the ever-developing needs of the societies throughout the world. The ability to adjust and alter has always been one of education's paramount traits, the latest developments not being the exception. As the world succumbed to the spread of the novel COVID-19 virus and the developing pandemic, education had yet again, managed to adjust.

However, this adjustment was not unimpared as a long withstanding issue became even more prominent: students' cheating behaviours became more noteworthy as technology and online education has enabled them access to easy ways to impair academic integrity.

The survey conducted for the purposes of this paper found that students admit to cheating more online than they do in traditional classes. A significant number of the respondents i.e. students state that they either cheat regularly or they cheat at least sometimes, which is rather worrisome. Furthermore, the respondents state that they cheat mostly because they want better grades and because cheating online is rather easy.

All in all, the cheating habits of the high school students during COVID-19 online learning are alarming and they hinder the educational process in these trying times, as well as obstruct objectivity as educators find it increasingly harder to recognize and control the dishonesty that impairs all academic integrity.

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INTRODUCING THE CONCEPT OF CREATIVE WRITING AS AN IMPORTANT ELEMENT OF IMRPOVING THE CREATIVITY OF STUDENTS AT TERTIARY EDUCATION LEVEL[3]

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Abstract

On the most basic level writing is defined as a physical and mental skill that enables us to deliver a message by using the written symbols. Writing is a complex process which involves producing ideas and thinking about how to communicate and develop them into statements and paragraphs which are comprehensible to the reader. The reader recognizes the symbols and uses the background knowledge and experience to comprehend the meaning. In this sense, the role of the writer is both to express and to impress the readers, by trying to get their attention, which makes writing a creative activity in itself.
Creative writing is often defined as a process that demands the writer to produce new, original ideas by expressing new thoughts and feelings in an imaginative, unique or poetic way. The writer expresses attitudes, feelings and emotions instead of just presenting the facts. Creative writing incorporates any writing that expresses free thinking. This process requires rational reasoning, imagination and development of new ideas that are products of the writer's thoughts. Upon introducing the concept of creative writing, the university students are expected to be able to understand and critically assess a range of different approaches to writing and apply these approaches to specific examples in literary studies.

Key words: creative writing, writers, university students, literary studies.

Introduction

This paper examines the way writing relates to the creative potential of young people i.e., university students. Consequently, it also has a broad range looking at the interaction of different activities one needs to undertake in order to deliver certain messages (using past experiences and knowledge, as well as the ability to communicate ideas, attitudes, feelings and emotions with the readers etc.) It is meant to be thought-provoking and to raise questions for those involved and increase their ability to have better understanding of the creative process of writing.
A usual way to begin a discussion in writing is to provide a definition of this activity. However, there is no single definition of this concept. Coulmas (2003) defines writing as a set of visible or tactile signs used to represent a unit of language in a systematic way, with the purpose of recording messages that can be retrieved by everyone who knows the language in question. Byrne (1979) considers writing as a process of transforming our thoughts into language: a very complex skill that requires both physical and mental activity by the writer. The *Merriam-Webster dictionary* defines writing, as an act and process of the one who writes, such as the act or art of forming visible letters or characters. Another definition is that writing is a style or form

[3] Revisional scientific paper

of composition and finally it is defined as the occupation of the writer. *The Cambridge Dictionary* also provides several definitions of writing. The most basic definition is that writing is a person's style of writing with a pen or paper that can be recognized as their own. It also defines writing as a written work such as stories or poems by one person or a group of people and finally it gives more profound definition of writing as the activity of creating pieces of written work, such as stories, poems or articles. As noticed, the more complex definitions of writing include the act of writing but also the writer as an active participant in the process of communicating ideas, thoughts, attitudes etc. through writing. The writer has multiple purposes for writing and each purpose emphasizes various combinations of skills in delivering the specific message.

The more general aim of this paper is to look at the way the students in tertiary education engage themselves in the process of writing and to answer the question if their creativity can be improved by incorporating different strategies of creative writing in the teaching process applied over different literary genres. More precisely, the aim of this paper is to demonstrate how the students can improve their writing skills by developing other language skills, such as reading, speaking and critical understanding and finally becoming creative writers themselves. The students in question are EFL students at the English Department of the Faculty of Education at "St. Kliment Ohridski" University in Bitola and the "media" through which they are expected "to learn" how to be more creative writers are the three courses in literary studies being an integral part of the curriculum of EFL major.

Research aim and methodology

The aim of this study is to produce arguments in favor of the hypothesis that creative writing in literary studies provides a strong support for developing the creativity of students. Put it more accurately, this study proposes that the process of writing in literary studies at tertiary level has significant educational value since it enables the students to develop their writing skills by working on other language skills such as reading, listening and speaking. The attempt to verify the above-mentioned hypothesis is based on a case study conducted at the English Department of the Faculty of Education at "St. Kliment Ohridski" University, Bitola. The research method used for this purpose is mainly based on professor's observations and regular practice of note-keeping of the versatile activities applied in teaching literature and more importantly of the students' feedback regarding the role of creative writing in formation of their professional profile.

Theoretical background

The use of literature in teaching the four language skills: reading, listening, writing and speaking as well as language components such as grammar, vocabulary and pronunciation, in the context of foreign language teaching has become a very popular since two decades ago.

The first issue arising when discussing literature is related to the question of why we should read and study literature. This is a reasonable question since if one is looking for factual information there are better places to search, than within the pages of a novel or a play. But studying a play by William Shakespeare, a poem by Sylvia Plath or a novel by Toni Morrison helps the readers understand themselves better. As they explore the motivation, actions, attitudes and ideas of the authors or the characters created, the readers gain the opportunity to consider the issues at hand, to make difference between right or wrong and possibly to contemplate of how they would react in same or similar circumstances. Sometimes people turn

to literary texts to escape from the current life situations, which helps them to put things into perspective. People often read about the motivation and thoughts of others, how they respond to life challenges, disappointment, confusion, conflict or change. In this way, the readers learn to empathize with people in situations similar to their own, as well as to those in different cultures, circumstances etc. Jago et al. (2011) mention the great power of literature in bringing people together and building community. In this way, literature reminds us that we are not alone; we are part of a community, an ongoing conversation often referred to as a "cultural literacy".

Before we start with presentation of the benefits of teaching literature and more precisely the use of writing as a significant tool in improving the creativity of students as identified in this research, we will consider the theoretical aspect proposed by Hadaway et al. (2002) who suggest three main benefits of using literature for teaching language. According to them, the first advantage considers the contextualization of language. Students get familiar with the application of language in various conditions when they read a literary work and write about it. The second benefit considers social factors, embedded in different genres of literature. The third advantage considers the natural and meaningful application of language which are accomplished by illustrations and use of descriptive language in literature.

In addition, Babaee (2014) argues that literature is used for three reasons as a means of second language teaching. First of all is the linguistic reason, suggesting that literature is important in language teaching since it offers the students real samples of language applications. It is of great significance for foreign language students to be taught in different genres and styles and to be able to distinguish the function of each of them. The second reason is methodological and considers the idea that literary texts can have different interpretations, thus they produce different ideas among the students and this leads to creative, motivated interactions with the text, the students and the professor. The third reason is that the motivational factors are of great significance since the literary texts represent the authentic feelings of their authors and this produces a strong motivation in students. By the help of the literary texts, the students can have access to this individual experience and be able to relate what they read to the real world. Literature has the capacity to create authentic conditions for the students to practice and learn a foreign language with motivation; whereas writing in this context provides them with the opportunity to present their own unique thoughts, ideas and attitudes related to the literary text.

Collie and Slater (1990) emphasize the importance of additional factors which influence the way the students get interested in literature. They propose that the selection of a literary text in the context of second language teaching should be made having in mind the culture level, the interests, as well as the language level of the students. Reading literary texts has valuable effects on the students' linguistic knowledge when it is interesting and meaningful. Writing about them, strengthens the relationship between the readers and the text and emphasizes the creative potential of students. Selecting texts about the real-life experiences, wishes and desires of the students is also very important. In addition to this, language difficulty should be regarded. Simple language of a literary text can facilitate the understanding but it should not be considered as the most crucial factor. Criteria such as appeal, interest and relevance of the topic are more significant. Other factors such as enjoyment, pleasure and fun all help the students treat the linguistic problems that sometimes are serious in less interesting materials.

According to the latest accreditation of the English language and literature first cycle study program at the Faculty of Education, finalized in 2016, there are three compulsory courses in literature during the four years of study. The first is the course in English literature realized in Year I. The second is the course on Shakespeare studies realized in Year II and the third is the

course in American literature realized in Year IV. They are all compulsory, one-semester courses with 4 instruction hours per week.

The contents of all three courses in literature are consisted of several different elements among which there are two major groups. The first consists of short introduction to the theoretical approaches of the literary theory, the nature of literature and methods of analyzing literature, the general information about the life of the authors, the political, social and economical conditions in which they live/d and write/wrote, the characteristics of each period as well as its impact on the literary works and the way each period influenced the development of the next. It also consists of some historical information regarding the way the society affected the authors as well as the circumstances under which the authors find/found their inspiration. The second group of elements of these courses' content consists of selection of literary works including poems, novels, plays and short stories. Usually each of them is given to the students one week before the lectures so the students would have the opportunity to read the literary work into question and be able to be included in the discussions, debates and quizzes which are sometimes parts of the lectures. The teaching process is realized by weekly lectures which are commonly teacher-centered, but sometimes students take more active part and the lectures turn to student-centered as they take active part in class debates and discussions. The students are expected to prepare and deliver a presentation on previously assigned topic related to the literary works, to read and analyze excerpts from the poems, novels, plays and short stories. The students complete these courses by passing two mid-term written exams or a final written exam and a final oral exam at the end of the semester. The various teaching activities are mainly intended to help the students acquire competences specified in the study program.

Upon completion of these courses, the students are expected to understand and critically evaluate each literary work, to understand the key elements of a range of different theoretical approaches and to be able to apply these approaches to specific examples, as well as to be able to identify, contextualize and evaluate which approach would be best suited in analyzing and writing about any particular kind of a literary text.

The results of the study case and discussion

The analysis of the data obtained in this research shows that both the students and the professor can agree on a number of factors identified in order to improve the creative potential of students. On the ground of the frequency with which they occurred in the professor's notes and the students' feedback some were more prevalent than the others. They were mainly influenced by the selection of literary texts and different literary genres which were related to the students' appeal in general.

The first and probably the most important instrument used for enhancing the students' writing potential, evidently calls for assigning regular reading tasks first. The students of EFL majors at the Faculty of Education in Bitola which undertook the courses in English literature, Shakespeare studies and American literature were assigned to read one piece of literary work each week from the list of works that had been shortlisted for the particular semester. The reading assignment had more than one purpose. The most important purpose was for the students to foster their reading skills, but it was also used to prepare them for active participation in the subsequent class activities such as class discussions and debates. Additionally, the requirement to read the full texts of the literary works served the purpose of consolidating the students' extensive reading skills in which case the focus was on understanding the main idea in general and on familiarizing students with the characters, themes, motifs and symbols of the

text in question. Finally, the reading tasks were supposed to prepare the students to be able to present their own ideas, thoughts and attitudes related to a specific literary work in a mid-term and/or final exam writing assignment. As a part of the written exam the students were supposed to write a literary analysis essay of 300-500 words related to a particular topic of the given literary work.

The structured interviews conducted with the students showed significant difference between the first and the final year students. The majority of the interviewed students of the Year I reported back that they find the writing assignment pretty difficult at first since they often run the risk of summarizing instead of analyzing the work, whereas the majority of the students of Year IV didn't report any problem with writing a literary analysis essay. This confirms the fact that, over time and with great persistence, the students' writing skills gradually improved and they were able to carry out the writing assignment at a much faster pace and with greater confidence and pleasure.

Generally, the purpose of a literary analysis essay is to examine and evaluate a work of literature. As with any analysis, this process requires the ability of students to comprehend and try to break the subject in its component parts. By examining the different elements of a literary work the students as authors demonstrate their ability to appreciate and understand a piece of literature better and express new and original thoughts and ideas related to it. When experiencing literature, the students in question, responded to it subjectively, personally and emotionally.

In theory there are many specific strategies to approaching a literary text and writing about it, but, according to Jago et al. (2011) the mostly suggested is the straightforward three-step approach: experience – analysis - extension that gives a way into any written text.

For the purpose of our research the EFL students were instructed to this basic approach and they started off by their personal experience and understanding of the literary work. The second step was the analysis of a literary work and writing an essay. As part of the formal instructions the students were introduced with the main objective in writing a literary analysis essay which is to convince the person reading the essay that the author supports the idea introduced and developed. Unlike ordinary conversation and classroom discussions and debates, writing must stick with the determination to the specific point of development. In this sense, this kind of writing demands strict organization and control of thoughts. Therefore, the essay, the students were expected to deliver, was supposed to have a central idea, several paragraphs growing systematically out of the central idea and everything in it to be directly related to the central idea and contribute to the reader's understanding of the central idea. Each student's essay started off with a thesis statement which was a restricted, precisely worded declarative sentence that states the purpose of the essay. The students were provided with a prompt for the writing assignment. Typically the thesis statement fell at the end of the introductory paragraph. The induction was meant to capture the interest of the reader and most of the students used some background information relevant to the issue at hand just better introduce the position they are taking. The term regularly used for developing the central idea of a literary analysis essay is the body of the essay which supports the thesis statement. Some of the students tried to explain their ideas and evidence from the text that supported those ideas. Others used some form of textual evidence such as summary, paraphrase, specific details or even direct quotations from the literary work. Most of their essays differed in the developmental paragraphs of the body. Some of them continued with explanation of the topic sentence, while others developed it further by using elements from the literary works such as direct quotations and details to support their main arguments. The literary analysis essays ended with a concluding paragraph giving a sense of completeness. The concluding paragraph usually restated the thesis in different words, summarized the main points or gave a relevant comment about the literary piece in question. At this point some of the students introduced the element of extension by developing the interpretation from the world of the literary work to the real world. According to Jago et. al. (2011) this type of extension may involve examination of the background of the author, some research of the historical context of the work or application of the ideas in the piece to life in general.

One important factor that influenced the written work of the students for the purpose of this research was the social factor embedded in different genres of literature. According to Hadaway et al. (2002) the use of different genres in teaching literature is of great importance in developing students' writing skills and improving their creativity. For the purpose of this analysis we will briefly discuss the use of four literary genres in literary studies at the Faculty of Education in Bitola.

First we will discuss the use of poetry in the context of teaching literature in EFL classroom. Poetry is a significant genre for teaching and acquiring language skills. As a specific form of literature, poetry uses aesthetic and rhythmic qualities of language, such as sounds and meter to evoke meanings instead of the apparent meaning delivered by the prosaic forms. Some benefits of implementation of poetry in literary studies, as obtained within this research are:

- Providing students with different aspects of language applications,
- Motivating the students for personal interpretations,
- Provoking new ideas and emotions,
- Making the students familiar with the figures of speech such as metaphor, personification, hyperbole, simile, etc.
- Encouraging the creative potential of students to become engaged in writing poetry.

The elements of a poem such as: rhyme, meter, form, poetic syntax and sound have additional influence on the quality of a literary analysis. The most important point to keep in mind is that with the literary analysis essay the goal of the students is not simply to identify and list the literary elements of a particular poem, but to analyze their effect in particular. The idea is that the students should closely examine a poetic piece of writing on a word and verse level and come to a closer understanding of its deeper level of meaning. When writing about literature, it is those deeper levels of understanding that that we are interested it.

The second point of our discussion refers to the use of novel in the context of teaching literature. Being a long fictional narrative, which describes intimate human experiences, the novel is seen as a very rich source for developing the creativity of the readers. Using novel in teaching a foreign language can have multiple benefits for the students and can offer different ways for improving their creativity. The most important ones are:

- Offering real-life settings,
- Developing students' understanding of different cultures and people,
- Stimulating students' imagination,
- Developing oral and written language skills,
- Improving critical thinking ability.

Among the students in all years of study there was almost a general consensus on the importance of the plot presented in the novel. The majority of the students shared the opinion that they were mostly interested in contemporary novels, written in modern vernacular, developing characters of different ages and social status, contemporary themes and appealing settings. Particular themes, motifs, symbols and ideas that are developed were another important factor why students were interested in writing about novels. No less important for the students' writings were other factors such as the setting, the historical context and the cultural environment, the point of view, the stream of consciousness etc. By taking into consideration the elements of the novel, the students were able to move beyond the text and to draw conclusions and be able to present their own personal ideas, thoughts and feelings.

The third element of our discussion on creative writing refers to the use of drama in the context of teaching literature. Drama is a significant source for teaching language and literature especially important for improving the students' awareness for different language applications. The use of drama can promote students' comprehension of life experiences as well. Some of the benefits of introducing drama in the context of second language teaching are:

- Promotion of critical thinking,
- Developing the ability of critical thinking,
- Developing originality, sensitivity, flexibility and communication skills,
- Helping the students develop their level of competence with respect to their receptive and productive skills.

Written analysis of drama in this sense is quite similar to analyzing fiction: both require consideration of plot, characters, setting, symbols, themes, motifs etc. However, according to Jago et al. (2011) there are some great differences among which the most important is the point of view which is not a major concern in drama, because few plays have a narrator. If they have one, usually it is another character who steps out to speak to the audience. Another major difference is that the play is a theatrical as well as a literary experience. This fact greatly influence the literary analysis because when we read the play we have our own interpretation of the literary work, but when we see a play performed on stage, we literally see how other people read, understand, imagine and interpret the play and that inevitably adds to the meaning of the work. Some of the students involved in this research also mentioned that the use of drama helped them in increasing their empathy and awareness and reinforced their positive self-concept.

The final point of our discussion leads us to the last literary genre used in literary studies classes – the short story. In essence, the short story is a literary genre that often presents a single significant event or a scene involving a limited number of characters. In terms of length and word count it is shorter that the novel and requires shorter time for reading. This was considered the most important element why students like reading and writing about short stories. In short stories characters play authentically and symbolically, as individuals do in their real life. Among other, the most important benefits of the use of short stories in second language teaching as stated in this research are:

- Facilitating the students' reading task because of being short and simple in comparison to other literary genres,
- Developing critical thinking ability,
- Promoting the students' understanding of different cultures,
- Making the students feel comfortable while entering the world of wonders and mystery and writing about their own perceptions regarding those issues.

The use of short fiction proved to be very influential in language teaching since it offers a possibility for developing the cognitive analytical ability of students as presented in the literary analysis essays delivered by the students at the end of the semester.

Different literary genres provide many opportunities for foreign language classes and can appeal to the students with versatile learning styles. Literary texts are reliable sources of linguistic input and can help the students in adopting the four language skills: speaking, listening, reading and writing. Writing in this sense is considered to be the most complex English language skill which requires certain prerequisites in order to be developed. In this sense, the students need to master their other skills, such as speaking or reading, and enter the process of writing. Thus, writing in EFL classroom is simultaneously a cognitive, social and intercultural activity, which helps in building the professional integrity. This makes the students active participants in the writing process. The students who write are building confidence, courage and a sense of self. They learn how to evoke emotions and persuade others while developing their own voice. Even when they turn to reading, they become more aware of the author's voice and are completely aware of the risks the author takes.

Conclusion

The purpose of this paper was to produce arguments in favor of the hypothesis that creative writing in literary studies provides a sufficient basis for developing the creativity of EFL students. Put it more precisely, this study proposed the idea that the process of writing in literary

studies at tertiary level has significant educational value as it enables the students to develop other language skills and language components such as grammar, vocabulary and pronunciation. The attempt to verify the above-mentioned hypothesis was based on a case study conducted at the English Department of the Faculty of Education at "St. Kliment Ohridski" University, Bitola. It was mainly based on the professor's observations, regular practice of note-keeping and students' feedback during the course of the semester and on the structured interviews as well as the mid-term and final written and oral exams at the end of the semester. The study presents both the professor's and the students' perspectives on writing as an important element for developing the creativity of students. They all agreed that the writing process should serve for the purpose of developing the application of language in various conditions. It also produces different ideas among the students which lead to creative and motivated writings. And finally, it motivates the students to establish a unique relationship with the literary text. By the help of the literary texts, the students can have access to this individual experience and be able to relate what they write to the real world.

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PROPOSED LEGISLATIVE MEASUREMENTS IN THE FIELD OF PREVENTION OF DRUG ADDICTION IN SCHOOL POPULATION IN THE CONTEX OF THE LATEST EDUCATIONAL REFORMS[4]

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Abstract
Bearing in mind the overall current situation in all fields and in all social segments (economic, cultural, educational, social, secure, etc.), but at the same time following the trend of movements and relations in the world, the essential dimension of the fact that qualitatively sized and continuous sustainable education is needed today by every person of the planet. Drug addiction as one of the most serious and dangerous social phenomena, unstoppably metastasizes through all the pores of our system, and the tragedy becomes even greater, considering the fact that drug abuse is becoming a phenomenon that is increasing and it involves young people. They are limit for starting to use drugs is lowering year by year, making even primary school students, especially those in high school, at risk.

Modern science on its pedestal raises the role and importance of educational institutions as one of the most important external factors in the process of drug addiction and drug abuse among the high school population, emphasizing the educational component of education as extremely important in that context. In modern social conditions, the role of the school as a second stage (after the family), is becoming more important and more pronounced, especially considering the fact that in order to implement the standards that are applied in developed societies in our education system, more and more attention is paid to the development of the educational segment.

Hence the idea, with this paper to make a modest contribution in the direction that, through the implementation of certain legal solutions, to qualitatively improve the new Law on Primary, as well as in the Law on Secondary Education, as part of structural reforms, which as an imperative are imposed before the Macedonian education.

Key words: *Drug addiction, prevention, high school population, education, reforms, legal solutions.*

Introduction

Due to the fact that drug addiction is becoming more widespread in our country, especially among the young population in our country, a wide front is opening against the production, use and distribution of narcotics. Detecting all aspects of drug addiction, our society makes every effort to promote all possible relevant factors that in any way affect the treatment of them. As the social conditions become more dynamic day by day, the citizens have less time and opportunity to dedicate themselves to the family responsibilities, especially in the part of upbringing and proper guidance of the children. This is especially correct for families where the parents are employed or socially engaged, so they are not able to pay adequate attention to the children, who need it, especially in their adolescence, when they are actually most sensitive

[4] Specialized paper

to external negative influences. In such conditions, the society inevitably turns its attention to the school and other educational institutions, to the local community, the non-governmental sector, various advisory and preventive-educational organizations, the mass media and others. The wide range of complex social problems that drug addiction bring with them, require from the institutions of the system a maximally serious and professional approach, in order to more effectively oppose the phenomenon. Prevention is one serious approach to dealing with the phenomenon. In that context, the key role should be played by the school, through the educational component. Therefore, it is more than necessary, through the implementation of new, modern legal solutions, to strategically approach the process of drug prevention.

Prevalence of drug addiction among the school population

According to the statistics available to the Sector for Criminal Intelligence and Analytics at the Public Security Bureau of the Ministry of Interior Affairs, the total number of registered drug users in our country during the period 2007-2011 increased slightly. Namely, while in 2007, a total of 8,345 drug users were registered in the country, the number increased to 8,619 in 2008, 8,778 in 2009, 9,607 in 2010, and during 2011 that number reached 9,864 people. In this regard, and in accordance with Article 69 of the Law on Police of 2012, which lists the records kept in the police, the Ministry of Interior Affairs is not competent to keep records of drug users, and thus this paper is impoverished for that kind of data that would relate to the last ten years. Logically, the situation with the demographic distribution of the population in the country, the number of registered drug users is highest in the area under the jurisdiction of Skopje (5,129 in 2011), in the area of Bitola in the same year were registered 1,020, Kumanovo 815, Ohrid 696, Tetovo 658, Stip 577, Strumica 535, while the smallest is the number of registered drug users in the area covered by Veles - 434.

It is characteristic that in the areas of all sectors, the number of registered drug users is significantly increasing from year to year, except in the areas of Kumanovo, Strumica and Ohrid, where we have a slight decrease in the number in 2011 compared to the previous 2010 year. The largest increase in the number of registered drug users during 2011 compared to the previous 2010 was observed in the area of Bitola (from 754 to 1020).

In this context, the data related to the age structure of the users are very impressive. Namely, most people - users of narcotic drugs, belong to the age group of 26-30 years. Immediately after them, the most common are people between the ages of 20-25, followed by people aged 15 to 19, etc. So, the age group of 15-19 years, which is actually the target of this paper, is on the high third place according to the share in the total number of registered users of narcotic drugs in the country.

YEAR	TOTAL	Skopje	Bitola	Ohrid	Tetovo	Kumanovo	Veles	Stip	Strumica
2007	8345	4101	774	565	536	812	435	526	596
2008	8619	4338	718	605	553	841	390	537	637
2009	8778	4476	734	657	588	883	402	525	513
2010	9607	5053	754	702	626	944	406	541	581
2011	9864	5129	1020	696	658	815	434	577	535

Table.1: *Number of registered drug users in the period from 2007 to 2011 by Sectors of Internal Affairs*

In the absence of relevant official data from the Ministry of Interior Affairs, and according to the projections regarding the average growth of the total number of registered drug users in the designated period and mapping of the projected percentage indices for the last 10, conclusion

is that annually the number of registered drug users in the country increases by 3.6% or by a total of 18% for the processed five-year period. According to the projected indices, at the end of 2020, that number would be 13,200 people. However, this is only about projections made on official data. Given the fact that, in order to obtain accurate numbers and conditions, especially when it comes to this type of socio-pathological phenomena, the real number is obtained when the official one is multiplied by a factor of 3 (the so-called "gray number"). In that case, it can be freely concluded that the number of registered users of narcotic drugs in the country at the end of 2020 will be around 30,000. A figure that for a country of about 2 million residents is not to be underestimated.

Another indicative data, however, speaks of the high percentage share in the total number of registered drug users, of people living in cities, compared to people living in rural areas. As can be seen from the table, that percentage ratio is almost 85:15. This clearly indicates the fact that in urban areas, where the concentration of educational institutions (primary and secondary schools) is significantly higher, there the phenomenon is more pronounced, i.e., the availability of narcotic drugs for this population (school youth) is numerously bigger.

YEAR	TOTAL	URBAN CITY	RURAL AREA
2007	8345	7145	1200
2008	8619	7292	1327
2009	8778	7295	1483
2010	9607	8063	1544
2011	9864	8345	1519

Table.2: *Structure of registered drug users by place of residence*

According to the previous data and the statistics of the Ministry of Interior Affairs, according to which, only in the last 15 years, in the country, almost 300 (mostly young) people lost their lives as a result of overdose, using the so-called "Unclean" drugs or as a consequence of long-term use of narcotic drugs. The presented figures become even more frightening when they are placed in the context of the numerous personal, family and even social tragedies that are a consequence of all the phenomena arising from drug abuse and drug addiction. How many human destinies are woven into the rise of all-inclusive crime caused by the onset of drug addiction, serious crimes committed, sentences handed down and served, ruined lives, broken marriages and the fate of children, while newborns with various psycho-physical disabilities as a consequence drug use by their parents ...

All this should be a motive for all of us as a society, to uncompromisingly and maximally organize ourselves to deal with the challenge created by this frightening socio-pathological phenomenon. Starting from the basic cell of society - the family, through the school as a second, but at the same time, perhaps the most influential factor, to all social factors who are any way influence or have a point of contact with drug addiction as a phenomenon.

Proposed legal measures for intensification of the process of drug addiction prevention among the school population

The emergence of drug addiction, especially in the area of its prevention among the school population, must not be approached unilaterally and spontaneously, but a single, organized and comprehensive system should be built, which should be raised to the level of ' national strategic

document. In the whole system, all relevant and influential factors should be included, to cross their competencies and spheres of action and through a mutual systemic process, to be involved in dealing with the occurrence of drug addiction among the young population, with special emphasis on the sphere of prevention. This process should be realized by introducing new, modern legal solutions, not only in the laws that regulate the educational field, but also in the other legislation that treats the problems of drug addiction among the young population, especially in the area of its prevention. It is necessary to create a strong link between the actions of the educational institutions and the police, the non-governmental sector, the parents of the students, the local community, the local councils for prevention, the advisory groups of citizens, the scientific institutions, the health institutions (specialized for this area), with the means of mass communication, etc.

As part of the joint action of the police, schools and the media, it is necessary:

• To introduce so-called "School policeman" as a novelty in policing and cooperation with educational institutions, to be upgraded by increasing his competencies and scope of action on students in primary and secondary schools, in terms of daily attendance and continuous communication with students, teachers, professional services and parents;

• The action of police prevention is crucial for the process of intensifying the action of the influential factors on the occurrence of drug addiction among the school population. Frequent visits to primary and secondary schools, specialized lectures in the classroom or outside the regular classes are required; visits and lectures in specialized health institutions for persons receiving treatment there; appearances of police inspectors in the field of prevention of special media educational shows dedicated to drug abuse and its dangers and the like.

• Although it does not refer to the legislation in the field of education, I would place here the amendments to the Law on Police from 2012, according to which, with Article 69, the obligation of the Ministry of Interior Affairs for keeping records of registered drug addicts in the country. The proposed amendments refer to the amendments to the cited article of the Law, which would re-introduce the obligation of the Ministry to keep this type of records.

With certain legal interventions, it is necessary to implement measures that should be applied in educational institutions. Such measures and activities would consist of the following:

• During the regular systematic examinations of the students, it is obligatory to introduce a blood test, in order to determine the presence of narcotic drugs;

• With appropriate legal solutions, to introduce topics in the field of healthy living and addictions, within the regular teaching of civic education or ethics;

• To organize guest visits and education by doctors, psychologists, police inspectors and other experts in the field of addiction in the classroom or in specialized lectures outside the classroom. If topics are introduced in the regular teaching of civic education or ethics, these lectures would be conducted in those classes;

• It is desirable to organize dedicated educational parent meetings, where professionals would educate parents about youth addictions and all the necessary aspects in the area of parental care for children and cooperation with teachers in that area;

• Education and appropriate training would be needed for both teachers and professional services in schools, mainly in the direction of how to recognize a drug user and what should be the approach to such persons, cooperation with other relevant factors in such cases.

Concluding remarks

Drug addiction as one of the most serious and dangerous socio-social phenomena, unstoppably metastasizes through all the pores of our system, and the tragedy becomes even greater, given the fact that drug abuse is becoming a phenomenon, which is increasingly involved among young people, which, the age limit for starting to use drugs, is lowering from year to year, making even primary school students, especially those in high school, at risk. For these reasons, in our country, a wide front is opening on all of them against the production, use and distribution of narcotic drugs. Detecting all aspects of drugs and drug addiction, our society makes every effort to affirm all possible relevant factors that in any way affect the treatment of them.
The emergence of drug addiction, especially in the area of its prevention among the school population, must not be approached unilaterally and spontaneously, but a single, organized and comprehensive system should be built, which should be raised to the level of ' strategic document. In the whole system, all relevant and influential factors should be included, to cross their competencies and spheres of action and through a mutual systemic process, to be involved in dealing with the occurrence of drug addiction among the young population, with special emphasis on the sphere of prevention. This process should be realized by introducing new, modern legal solutions, not only in the laws that regulate education, but also in the other legislation that regulates the problems of drug addiction among the young population, especially in the area of its prevention. It is necessary to create a strong link between the actions of educational institutions and the police, the non-governmental sector, the parents of students, the local community, the Local Prevention Councils, the Citizens' Advisory Groups, the scientific institutions, the media, etc.

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WORKING WITH MATHEMATICALLY GIFTED STUDENTS IN PRIMARY EDUCATION – PART THREE[5]

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Abstract

In recent years we are witnesses to the commitment to provide appropriate conditions for the development of gifted students, and especially of mathematically gifted students. However, it can be said that such commitments are more declarative in Republic of Macedonia, because competent state authorities have not even made curricula for this purpose, and it can be freely said that the same are not interested in making appropriate didactic tools (textbooks, books with mathematical problems etc). Having regard to what was said the authors of this paper started making programs for working with mathematically gifted students, part of which are published in papers [3] - [7], and for the age group from 13-14 years are the subject of elaboration of this paper.

1. INTRODUCTION

Papers [3]-[7] are dedicated to working with mathematically gifted students from second to seventh (first to sixth) grade in the nine-year (eight-year) primary education. In the same papers are elaborated programs for working with mathematically gifted students for appropriate grades, in which programs an attempt has been made not only to determine the contents to be developed with each age group but the goals are also listed, which according to the authors should be achieved in each period separately.In addition in each paper for one of the topics contained in the proposed programs is presented an example of a system of tasks that the authors thought should be developed when adopting the given topic. Here we will mention that these tasks are contained in a series of books with mathematical problems intended for working with

[5] Specialized paper

mathematically gifted students, some of which have been published, and some of the mentioned ones are in the process of publication.

In fact, this paper is a continuation of the papers [3] -[7],and aims to offer an appropriate integral program for working with mathematically gifted students for students from the age 13-14. In addition, having regard to the experience of Republic Macedonia and some other in the immediate and wider environment, we will try to give a system of tasks for one of the topics contained in the program that can be used for working with gifted students, something that in [3]-[7] is done for students from second to seventh (first to sixth) grade in nine-year (eight-year) primary education.

2. PROGRAM FOR WORKING WITH MATHEMATICALLY GIFTED STUDENTS AGED 13-14

In this section, we will present an integral curriculum for working with mathematically gifted students from the age of 13-14, that is to say for the students in VIII grade (VII grade) in nine-year (eight-year)primary education.This curriculum should be implemented continuously, and not only in the periods when students are preparing for the individual math competition.

The goals of the curriculum for students at the age of 13 are:

- The student to determine the value of a degree with a positive integer power and to execute operations with them
- The student to know the irrational numbers and to understand the need the set of real numbers
- The student to be able to solve equations with one variable in the set of real numbers and to apply when solving word problems
- The student to adopt the term algebraic rational expression, to perform operations with algebraic rational expressions whereby all rational expressions should be expressed by simple multipliers
- The student to be able to solve more complicated problems of divisibility, prime and compound numbers, solve the linear Diophantine equation and use appropriate methods to solve nonlinear Diophantine equations
- The student to understand the term vector and perform vector operations,
- The student to understand translation and apply it when solving tasks
- The student to understand the terms central and peripheral angle, and use them when solving tasks,
- The student to adopt the Thales theorem for right angles above the diameter and apply it when solving tasks,
- The student to adopt the properties of tangent and cyclic quadrilaterals and to apply them when solving tasks
- The student to determine the sum of angles and perimeter of a convex polygon,
- The student to adopt the Pythagorean theorem and apply it when solving tasks

- The student to adopt the term of regular polygon, solve and construct some regular polygon,
- The student to calculate the area of a triangle, quadrilateral and some regular polygons
- The student to determine the perimeter of a circle, the length of a circular arc, the area of a circle, and the area of a parts of a circle,
- The student to adopt the notion and the term of function (mapping) and types of mapping, to adopt the notions and the terms of right proportionality and inverse proportionality.
- The student to be able to solve logical tasks, including overflow and measurement tasks
- The student to be able to solve games and find optimal strategies,
- The student to train to apply the general principle of Dirichlet
- The student to train to solve tasks by coloring, covering and cutting geometric figures
- The student to adopt basic combinatorial principles and combinatorial configurations
- The student to be able to use the invariant method,
- To develop the qualities of thinking about the student such as: resilience, stereotyping, breadth, rationality, and critical thinking
- To strive in a non-explicit form for the student to adopt scientific methods: observation, experiment, analysis, synthesis and axiomatic method
- To strive in a non-explicit form for the student to adopt the types of conclusions: induction, deduction and analogy, where it is of particular importance to present suitable examples by which the student will adopt the use of basic logical laws in proving mathematical claims.

In order to achieve the aforementioned goals, it is necessary to adopt the following contents:

Topic 1. *Real numbers*:degree with positive integer exponent, operations(multiplication and division of degrees by equal bases, powering, product, quotient and power,calculating numerous expressions),comparing powers; square and square root of a rational number, calculating the square root of a rational number, the equation $x^2 = a, a > 0$ and the equation $\sqrt{x^2} = |a|$, square root operations, notion of irrational number, real numbers, decimal notation of a real number, calculating numerous expressions in a set of real number,linear equations and linear inequalities, comparing real numbers and proving elementary inequalities.

Topic II. Algebraic rational expressions: algebraic expressions, numeric value of expression, notion of monomial, similar and opposite monomial, binomial, trinomial, polynomial, degree of monomial and degree of polynomial, addition and subtraction of monomials and polynomials, multiplication, division and powering the monomials, multiplication of polynomials, formulas for abbreviated multiplication(product of sum and difference of monomials, square of binomial), dividing a polynomial by a monomial and division with polynomial, rational expressions-types, decomposition of a polynomial by curing a multiplier before parentheses, decomposition of a polynomial of type $A^2 - B^2$, $A^2 \pm 2AB + B^2$, $A^3 \pm B^3$ и $A^3 \pm 3A^2B + 3AB^2 \pm B^3$, decomposition of a polynomial by grouping, a power with an

integer indicator, operations with powers, algebraic fractions, rational algebraic expressions, application of polynomials, proof of identities and inequalities.

Topic III. Number theory: divisibility, application of polynomials in proving divisibility, linear Diophantine equation, Euler method, solving nonlinear Diophantine equations (multiplier decomposition method, quotient, last digit discussion method and method for considering residues when dividing by a given number).

Topic IV. Functions: Cartesian product, rectangular coordinate system, distance between points in a coordinate system, relation: concept, representation and types of relations, function: concept, representation (concept and properties), proportion extended proportion, proportional division, percentage account, direct proportionality, function $y = kx$ and its graph, inverse proportionality, the function $y = \frac{k}{x}$ and its graph, simple triple rule.

Topic V. Word problem tasks: tasks with numbers and digits, tasks with measured numbers and tasks with money.

*Topic V*I. *Geometry*: direction, course,directed segment and vector, equality of vectors, operations with vectors: addition, subtraction and multiplication of a vector by number, collinear vectors, application, scalar and vector quantities, translation, definition and properties, application of translation in solving constructive tasks and proving claims, concept, types and properties of polygon, convex polygon, sum of interior angels of a polygon, diagonal and number of diagonals of a polygons and inscribed and described circle around polygon, the Pythagorean theorem (various proofs) an its application to a rectangle, a square, an isosceles and equilateral triangle, an isosceles and right-angled trapezoid, and to a rhombus and angle bisector Theorem and Stuart's Theorem, application of the Pythagorean theorem for calculating the length of gravity lines, area of a rectangle square, parallelogram, triangle, trapezoid, deltoid, area of regular polygons, Heron formula with proof, radius of a circle inscribed in a polygon, definition of a circle and circumference, perimeter of circle, length of a circular arc, central and peripheral angle (properties and Thales's theorem), angle between tangent and chord, cyclic quadrilaterals and tangent quadrilaterals, properties of cyclic quadrilaterals and tangent quadrilaterals with proofs, Mikel's theorem for a triangle, Mikel's theorem for four circles, Euler line and Euler triangle circle, area of a circle, area of a circular section, circular section and circular ring, compound figures (calculation of perimeter and area) constructive tasks (triangle and quadrilateral with and without application of Pythagorean theorem), construction of tangents and common tangent of two circles and construction of a geometric mean application of geometry in proving algebraic identities.

Topic VII. *Logic and combinatorics*: logical tasks, tasks with measuring and decanting the liquids, games and strategies, determining the optimal strategy, Dirichlet principle (general case), coloring, covering and dividing and counting and overcounting using the basic combinatorial principles and basic combinatorial configurations.

3. EXAMPLE OF A SYSTEM OF TASKS FOR WORKING WITH MATHEMATICALLY GIFTED STUDENTS AGED 13-14

In order to realize the previous program for working with gifted 13-14 years old students, it is necessary to make appropriate aids, that is to say textbooks that must be accompanied by appropriate books of tasks.Thereby, textbook and the items books should contain conveniently selected tasks that will be in function of achieving the objectives of curriculum, especially in the development of locking qualities, adoption of scientific methods and locking methods, as well as the application of logical laws in proving mathematical claims. In the following considerations we will give an example of a system of tasks for this age group, which contains tasks from the part of the topic Theory of number, and which are contained in the items books [12] – [20].

Task 1.For each integer a ,the number $a^4+6a^3+11a^2+6a$ is divisible by 24. Prove it!

Task 2. Prove that for each non-even number x the expression x^3+3x^2-x-3 is divisible by 48.

Task 3. Prove that the number $2007^{2005}-2007$ is divisible by 90.

Task 4. If $13|a^2+b^2$, then $13|(2a+3b)(3a+2b)$.Prove it!

Task 5. Let $P(x)=2x^3+3x^2+x$. Prove that the greatest common divisor of numbers $P(2),P(2),\ P(3),...$ is divisible by 6.

Task 6. Prove that the sum $1^{2014}+2^{2014}+3^{2014}+4^{2014}$ is divisible by 10.

Task 7. Prove that the number $3^{1988}+3^{1990}$ is divisible by 10.

Task 8. Whether the sum $1^{2008}+2^{2008}+3^{2008}+4^{2008}+5^{2008}+6^{2008}$ is divisible by 5?

Task 9. For integers x,y,z,t it holds that $9x-42y=21z-49t$. Prove that the product xt is divisible by 21.

Task 10. Prove that the number $6^{2n+2}+2^{n+3}\cdot 3^{n+2}+36$ is divisible by 900 for any positive integer n.

Task 11. For which values of the positive integer b the expression $b^4-4b^3+4b^2$ is divisible by 3?

Task 12. Determine the positive integer n to which it applies $n(n+1)(2n+1)=84$.

Task 13. Solve the equation in the set of positive integer numbers: $20m+17n=2017$.

Task 14. Solve the equation in the set of integer numbers: $2m^2+n^2=2mn+3n$.

Task 15. Determine all the integer solutions of the equation: $2xy + x - 2y = 2012$.

Task 16. Determine all pairs of integers x and y to which it applies: $xy - 7x - y = 3$.

Task 17. Solve the equation in the set of positive integer numbers: $x(x+1) = y(y+4)$.

Task 18. Prove that the given equation has no solution in the set of integers:

$$xy(x^2 - y^2) + yz(y^2 - z^2) + zx(z^2 - x^2) = 1.$$

Task 19. Determine the integers x and y so that: $x^2 y = y^3 + 10$.

Task 20. Determine the solution in the set of integers: $2x^2 - y^{14} = 1$.

Task 21. Determine how many pairs of positive integer numbers (x, y) meet the condition $x^3 + 13y = y^3 + 13x$ and $x + y = a^2$, where a^2 is a divisor of 2016.

Task 22. Determine the solution in the set of integers: $xy - 2x = 7y - 7$.

Task 23. Determine the solution in the set of integers: $mn - 3m - n = 2017$.

Task 24. Determine all positive integers n such that $n^2 + 3^n$ is the perfect square of a positive integer.

Task 25. Solve the equation in the set of prime numbers: $\frac{p}{q} - \frac{4}{r+1} = 1$.

Task 26. Find all prime numbers p and q that meet the equation

$$(p+q)^p = (q-p)^{2q-1}.$$

Task 27. Solve the equation in the set of positive integers numbers: $a^3 + b^3 + c^3 = 2001$.

Task 28. Determine all numbers p, q and r, such that p and r are prime numbers, q is positive integer and meet the equations: $(p+q+r)^2 = 2p^2 + 2q^2 + r^2$.

Task 29. Solve the equations in the set of integers:

$$25x^2y^2 + 10x^2y + 25xy^2 + x^2 + 30xy + 2y^2 + 5x + 7y + 6 = 0.$$

Task 30. Solve the equation in the set of positive integers numbers:

$$9(x^2 + y^2 + 1) + 2(3xy + 2) = 2005.$$

Task 31. Solve the equation in the set of positive integers numbers: $2^x - 3^y 5^z = 1009$.

Task 32. Prove that the equation $2^a + 4^b + 5^c = 2014^d$ has no solution in the set of non-negative integers.

Task 33. Solve the equation in the set of positive integers numbers $x^y = y^{x-y}$.

Task 34. Solve the equation in the set of non-negative integers $2^a 3^b + 9 = c^2$.

4. CONCLUSION

In the previous reviews we said that working with mathematically gifted student should take place continuously throughout the school year. Thereby the same should be realized according to a specially developed program for working with these students, which ones we presented above for the students from the age of 13-14. The program should achieve several goals, including:

- promoting the qualities of opinion, and especially the rationality and criticality of opinion,
- adoption of scientific methods with specific reference to the inductive, for deductive and axiomatic methods, for which the contents of the topic of geometry are most suitable at this age, and
- adoption of inference by introduction, deduction and analogy, where it is of particular importance to present appropriate examples by which the student will find it particularly important to present suitable examples by which the student will see that the conclusions drawn by analogy are not always correct, therefore they need to be verified by inductive or deductive locking

Thereby an account should be kept that the program designed to work with this age group must not be used to reveal and identify gifted students, because these activities must be realized in the previous school years.

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CHILDREN'S LITERATURE AND PEDAGOGY – HISTORICAL PERSPECTIVE AND CURRENT CHALLENGES[6]

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Abstract
Although pedagogy has lost its predominantly patronizing role over children's literature that it had in some previous periods of social development, it is indisputable that nowadays, in its proper form, children's books as a separate literary subtype are one of the most important allies in achieving pedagogical investment in the construction of the individual's personality. The issue of children's literature, even more so now than before, should continue to be the focus of pedagogy. This paper focuses on only one key aspect - the connection between the aesthetic and the pedagogical in the literary work appropriate for children's reception, seen through a historical perspective and the current situation in the literary context and its environment. With a historical reference to the connection of the didactic in children's literature, but also of the historical perspective of the perceptions of the relationship between pedagogy and children's literature, we come to the necessary involvement of pedagogy in evaluation, dimensioning and theoretical dimensioning of the attitudes and assessments of the achievements, expectations and perspectives of children's literature, including how should the literary text achieve successful communication with today's child, and thus to achieve its pedagogical/didactic role. After reviewing the most illustrative examples from Macedonian literary history, new challenges are pointed out that should be in the focus of pedagogy, related to poetics and the realization of new literature for children in general, in terms of its relevance for today's child, pointing to specific examples from the new Macedonian literary production. Additional issues on the analysis of current production are emphasized separately, with pedagogy being invoked as an ally of the literary science, in terms of developing and revising theoretical insights about didactics in a contemporary context and the contemporary approach to simultaneously valuing and upgrading the personality of today's child through the literary text.

Keywords: children's literature, pedagogy, literary theory, didactics, challenges

INTRODUCTORY REMARKS

From the point of view of literary science, when we talk about children's literature, the question of whether it exists separately or as a subtype of general literature as art is still relevant. However, the most solid thesis is that children's literature "is not the same as the other, but also that it is not so different from the literature for adults to create its theory as an independent science. It is a special subtype of the theory of literature, which respects the peculiarities of the subject and at the same time, sets its inclusion in the general literature. Such a theory can clarify the specifics of children's literature and allow for a proper understanding and naming of theoretical problems." (Димова, 2012: 24-25) Hence, regardless of the literary-theoretical position that is advocated concerning children's literature, there is an indisputable literary-scientific consensus that children's literature is characterized by features that are necessary to communicate with the recipient-child and achieve the expected goals which transcend the primary expectations of general literature. This is the reason why general literature has the

[6] Specialized paper

status of "a terrible challenge to the talent of writers who, as Exupéry would say, should remember what the world looked like when they were children" (Владова, 2001: 21).

At the same time, there is no doubt that precisely because of those goals, literature is an extremely serious and important segment in any national literature. Literary science primarily connects with the acquisition of the habit of reading and for recognition and attachment to the aesthetic qualities achieved in a literary text, and thus to its poetic qualities analyzed with the toolkit of literary theory. However, on the other hand, in the contemporary plan, having in mind the role of the book in the growth and development of the child in the home, first as a *listener* and then as a reader, but at the same time its pivotal role in the overall process of preschool and school education, there is no doubt that children's literature is still equally important for pedagogy. Indeed, this is indicated by the fact that "the initial motivation for the production of good children's books is the proper integration of children in the world of adults which can be very scary, threatening and unattractive" (ibid, 7), which means achieving an extremely complex function of the literary text. Hence, although pedagogy today has lost the historically proven dominant patronizing role over children's literature that it had in some previous periods of social development, it is common to acknowledge that for pedagogy, even today, in its proper form, the children's book is one of the most important allies in the realization of the pedagogical investment in the construction of the individual's personality. This implies that the issue of children's literature, which has existed for a long time and is imposed on both writers and pedagogical theorists should continue to be the focus of pedagogy, even more than before.

More specifically, it is a question that, by its very nature, requires specific and thorough multidisciplinary study because: "Although its complexity seems to be predominantly an interest in literary theoretical and empirical scientific thought, it still has fundamental foundations in many other scientific disciplines. It will warn of the fact that the involvement and action of the pedagogical in children's literature should be viewed from a psychological, sociological, philosophical and of course pedagogical aspect of study, not missing, above all, the primary literary determinant." (Спасевски, 2007: 62) Given this complexity, this paper again dwells on only one key aspect - the connection of aesthetic and pedagogical in the literary work appropriate for children's reception, seen through a historical perspective and the current situation in the literary context and its environment. Especially because the segments of the children's literary text that stand out as a key challenge in its realization in our time, are neither only literary nor only pedagogical, but in terms of poetics, are the point of their intersection.

The initial confirmation of the relevance and importance of the issue of children's literature in the focus of pedagogy is the literary-theoretical framework of the criteria that determine the literary work as appropriate for children's reception, starting from the anthropological and psychological aspect. During the last century, modern literary science states that in addition to age appropriateness, simplicity (with a simple, which means understandable for a certain age, language to tell a very complicated story) and riddle, a key criterion is the didactic nature of the literary text. Indeed, this is the key link between children's literature and pedagogy. Although didactics is often cited as the greatest sin of children's literature, undoubtedly, its purposeful presence does not have to be the cause of the aesthetic dimensions of the text, because they depend primarily on the poetics of the work, i.e. the readiness of the writer to respond to the terrible challenge called *children's literature*, which means to take into account the criterion of achieving *unobtrusive and subtle didacticism.* Didacticism is "in itself, is not a bad feature of children's literature at all" (Мојсова-Чепишевска, 2019: 12), but also can and should be used and placed in the function of creating more interpretive levels of the literary text. "It is wonderful if literature can compete with the fierce visuals that uncontrollably conquer the world

of the child. And the didactics of children's literature is simply the opposite mimesis, in its sense of recognizing the world." (Владова, 2001: 17)

As Bruno Bettelheim concludes in his book *The Meaning and Importance of Fairytales*: "To keep the child's attention, a story must entertain and stimulate their curiosity; but also to enrich their lives, it must stimulate their imagination; must help them develop their intellect and explain their feelings; must be in accordance with their views and aspirations; the story must fully acknowledge their difficulties, at the same time pointing to the solutions to the problems which trouble them. In short, the story should be related to all aspects of the child's personality." (quoted by Владова 2001: 24-25) All this implies an extremely complex pedagogical function of the literary text for children, which points to the necessity for the children's literary writer to have acquired or known pedagogical skills to sovereignly and confidently approach and step into the world of the child. However, at the same time, it emphasizes the rhetorical question in whose focus, constantly, besides the focus of literary science, will be the literature for children, if not in that of pedagogy. The questions we are pointing out this time are addressed to pedagogy as well.

LITERATURE (FOR CHILDREN) AND THE DIDACTIC – HISTORICAL REFERENCE

The aspect of the *involvement* of pedagogy in children's literature has been present since it emerged as a literary subtype, long before it was *canonized* by literary theory, because in its infancy, as a primary task, the literary text appropriate (also) for children's reception had exactly the pedagogical function that through it (most often) the social system wanted to achieve. More specifically, "everything we have discussed on the historical movement of children's literature in Europe and our country, clearly points to the fact that pedagogy has played an important role in the emergence, conception, profiling, placement and fate of this literature. The role of pedagogy, in some epochs, was patronizing and tyrannical, from which this literature had suffered great damage, which created great resistance and scepticism towards it. New times have drastically reduced the role of pedagogy and brought about attempts to completely liberate literature from it. However, that idea is probably unrealistic in its radicality, because the importance of pedagogy for this type of literature will not remain unnoticed in the future." (Vuković, 1996: 48)

Confirmation of the historical connection between pedagogy and literature (for children), among other things, is the fact that numerous records indicate pedagogical determinants in the oldest books of the so-called youth literature from the Orient. It is no coincidence that the oldest collection of animal fables, *Panchatantra*, is the work of a priest whose primary purpose was to educate princes. Such a purpose speaks for the pedagogical goal and function with which the initial forms of literature for the younger generations appeared, i.e. it indicates that in their basis it was imperative to achieve educational intentions in the dimensioning of the personality.

According to the historiographical literature, although in the ancient period no literature was primarily intended for children[7], still, literature was treated in general as a pedagogical

[7] In this context, it should be borne in mind that although Aesop's fables which today are often categorized in the context of children's literature, in the period of their creation were not perceived as texts that were intended (exclusively) for children. More specifically, the fable as a genre in general in the historical continuum is not an exclusivity of children's literature, but its primary recipient, i.e. the addressee of the messages sent by it is (also) the adult. Additionally, in the perception of the overall historical continuum, the category of children's literature

instrument as well- the students were assigned the greatest ancient works as educational materials. This speaks in favor of the historically attested early perception of the possibilities of using literature for educational purposes, and that of literature in general, and not only that which as a separate subtype in literary theory, is primarily intended for the youngest (Боханц, 1958: 35).

Contrary to such a feature of the ancient period, as can be concluded from numerous literary monuments that are relevant sources of knowledge with which historical reconstructions can be realized, in the Middle Ages appropriate texts were created with an educational message as dominant, intended for children. As an investment in the upbringing of the younger generations, psalms were composed that were prepared/adapted for children, and important confirmation of the educational function that was expected and recognized in literature in this period are the various moral sayings and records of the origin of the world according to the Bible adapted for children's reception. The historical reconstruction indicates that the awareness of the educational possibilities of literature, especially in the developed Middle Ages, was pronounced among the members of the visible lineage - their descendants, in addition to learning from various manuals on knightly morality, had stories about animals and allegorical heroic poems, which speaks of the key role of the literary text in the construction of the personality in this period and "inevitably indicates the extremely important pedagogical determination and role of the book in the ancient historical periods and processes". (Спасевски, 2007: 65)

Although this transcends the perimeter of pedagogy, it should not be forgotten that the Middle Ages as a whole are inextricably linked to the didactic dimension of the literary text, given the overall context of its use for religious and political purposes.

Particularly important for the relationship between pedagogy and literature (for children) within the historical continuum is classicism when although, of course, one cannot talk about the understanding of literature for children in the sense in which we understand and define it today, in literature, in general, strictly established principles are imposed, that start from the understanding that art is neither fantasy nor entertainment but has a strictly didactic purpose, i.e. it should serve as a lesson and education (for which a concrete example are Lafontaine's fables). At the essence of classicist's understandings is Horace's claim that the useful should be merged with the beautiful (docere et delectare). In that combination, the classicist work gives *moral value* without which no classicist would accept something as art – one perception is dominant: the useful (educational) serves art, but not vice versa.

However, in the historical continuum of the connection between pedagogy and literature (for children), the Age of Enlightenment should be singled out - the effort at that time to put everything in the function of the belief that education should and can transform the world, does not skip literature, especially not the one that is already created in that period with special awareness for primary recipients to be children and youth. Nevertheless, it is evident that such literature was not treated as a literary genre or literary subtype, but as one of the many educational means. Therefore, in this period, "in novels, writers wish to re-educate children, showing ideal opportunities for child development in terms of their views of the world of children." (Боханц, 1958: 37) Although the works of this epoch also contain an artistic layer characteristic of the specific age, the critical reading from today's perspective indicates that it

as a literary subtype is discussed with a certain conditionality, because it must be taken into account that the expressed awareness of certain specifics/characteristics/criteria of children's literature is determined at a later period, i.e. in the XIX and especially in the XX century when the understanding of the literary text intended for the recipient-child has already been canonized through theoretical insights.

is still placed in the background, as secondary, subordinated to the primary pedagogical-didactic function of the text. It is in such a subordination that builds on the previous, classicist notion of literature, that one can assume the reasons why, in the initial theoretical view, didacticism was ascribed as the greatest sin of children's literature.

Although the pedagogical role of children's literature seems to be most dominantly emphasized in the Age of Enlightenment, it is indisputable that the use of the possibilities of the literary text for educational purposes is manifested in all periods and stylistic formations. More specifically, "the touch to different periods brings to the surface the efforts of social systems in the past, to treat children's literature predominantly through its pedagogical role, giving it more the function of educational-didactic material, rather than artistic composition." (Мицковиќ, 1985: 9)

Regardless of the experiences of the educational-artistic relation in the previous epochs, today, at a contemporary level, it should be borne in mind that the presence of the educational effect is not a negative feature of children's literature at all, if it does not exhaust or subjugate its artistic-aesthetic value, because "the intensity, conditionally understood, that the children's literature has in the direction of educational effect on children is certainly realized primarily through the aesthetic experience." (ibid, 9) Children's literature is undoubtedly a real, direct medium through which some segments of education can reach the child, not as raw information, but as subtle, aesthetically performed representations that the student will accept both emotionally and intellectually, because "the pedagogical effect is in a functional, correlative and productive relationship with the anticipation of the artistic-aesthetic energy of the literary work for children." (Спасевски, 2007: 67) The literary text can, is and should be one of the *keys* that open the *gates* to a more thorough, real upbringing of the child, to anyone who has the role of an educator or who is a participant in the educational process, if they do not use it rudely as part of their instruments and tools, neglecting aesthetic functions. After all, creating a habit and desire to read, as well as a critical attitude and analysis of the literary text is an integral part of the overall education and building of the personality - is it not?

A BRIEF HISTORY OF THE PERCEPTIONS ON THE RELATIONSHIP BETWEEN PEDAGOGY AND CHILDREN'S LITERATURE - PROS AND/OR CONS

There is no doubt that "children's literature always went hand in hand with pedagogical thought and practice, and in certain periods, pedagogical thought went before children's literature in those periods when pedagogical thought overcame its situation, conquering new spaces" (Мицковиќ, 1985: 9) But, regardless of that, the question of the aspect of the pedagogical position on the literary work for children, even in the last century was pointed out as one of the key problems of this literary subtype which is subject to specific regularities due to its primary recipient. Numerous accusations have been *thrown* at the pedagogical dimension of children's literature over the past century, which can be summarized as follows: "pedagogy is to blame for the neglect and inferior position of youth literature, that is, for turning that literature into a 'servant of pedagogy'." Thus, the radically taken attitude led to demands that pedagogy in any form be exiled from the mentioned literature because it has nothing to do there." (Vuković, 1996: 44) Advocates of this stance have gone so far pointing out that: "liberation from pedagogical proclamation is true healing for that literature. They went to the extreme, and thus the general artistic value of a literary work was assessed by the degree of presence, i.e. the absence of the pedagogical in it." (Ibid.)

However, such perceptions and assessments indicate that the question about the relationship between the artistic-aesthetic and the pedagogical in children's literature is more complex than

it seems at first glance, which is why it is not only a subject of interest in the local literary context but is generally a key issue that should interest both literary science and pedagogy, as an essential scientific problem. In this context, to be able to comprehend this issue, it must first be borne in mind that, nevertheless, "it is obvious that the pedagogical point is to verify the comprehensive artistic energy of the art of speech through the pores of children's literature - proportionately and in accordance with the power for its perception by the child readers." (Спасевски, 2007: 67)

Indeed, following the Information Theory where the children's book is treated as coded information addressed to the child by the adult author, the existence of some kind of a *pedagogical pair* must be assumed (the pedagogical pair is composed of an older, experienced person and a young person - a child). Coded information can not only be aesthetic, but they act diffusely, carrying a series of messages. In a literary work understood in this manner, the lesson is not something that is necessarily outside the sphere of aesthetic - the coded information can and should have a primary aesthetic dimension, and by decoding information of different types, the recipient enters the entire *system* of the work. And in it, if it is a literary work in the true sense of the words, the aesthetic is *scattered* in all the building blocks of the text, which leads the recipient to emotional and aesthetic enjoyment. Hence, when talking about the aesthetic and pedagogical in the literary work for the youngest, at the contemporary level one should not insist on excluding one or the other, but on finding poetic solutions to their coexistence in the text, because between the utopianism of pedagogy and the utopia of childhood is one of the dilemmas that must be solved by every children's poet and every children's author who wishes to stay in their home literature and outlive their time (Друговац, 1975).

It is indisputable that after exposing the ideas of Jean-Jacques Rousseau, in literature, instead of the real emancipation of the child as he has advocated, there was a pedagogical-moralist wave that practically dictated the character of literary production for young people. As Paul Hazard (1975) points out, this large-scale wave has not taken into account the wishes of young people, using forms that produce uniform literature. In the meantime, other views are emerging, such as that of Vissarion Grigoryevich-Belinsky, that it is impossible to create a children's writer - they should be born, children's books are written for education, and education is an important matter (Белински, 1976). Moreover, already in the late XIX and early XX century the new ideas and understandings of the relationship between pedagogical and artistic in children's literature dominated, and not only in the field of literary science, but also in the field of pedagogy and psychology, in all Western European countries. This is the period when Heinrich Wolgast publishes his famous work *The Sad State of Our Children's Literature - a contribution to the artistic education of young people*, and Montessori, Buckley, Gennep and others resurrect Rousseau's ideas and discover the specificity and complexity of the child's psychic life thus opening up new avenues for children's literature, after which many writers accept their discoveries as an opportunity to expand the boundaries of children's literature.

For the South Slavic literary scope, the period immediately after the Second World War is especially significant, because under the influence of social realism, children's literature, to a certain extent, was strongly influenced by educational, dogmatic-moral and political goals and ideas which like any other non-literary, ideological motives can primarily be outside the zone of the aesthetic. However, even in such a non-literary context, the determination of the realization of the pedagogical function of the literary text comes to the fore, which can be concluded by analyzing the dominant thematic-motive and key didactic messages in the overall literary production for children of that period, including periodicals. As an illustration, we would like to point out the words of Branko Kjopikj which reflect the dominant of post-war

literature for children in this area: "…just as the people's revolution has done it for us, I want to make our young people a happy and healthy generation that will know how to love, value and preserve man, their homeland and culture. I want to educate our working people and creators in the great struggle for the progress of all people." (according to Цацков, 1997)

However, in the following decades, in the entire South Slavic literary space, an extremely rich literary production for children was created, which was thematically, motivationally and content-free from ideological coloration and in its essence has the pedagogical didactics, which does not contradict the far-reaching aesthetic and literary anthological scales. These works are joined by a series of books published in the past two or three decades, despite the pronounced lack of more extensive literary production for children, which may be replenished by the current new wave of poetics and children's authors, if it does not remain just a momentary trend.

Hence, today, when it is expected that children's literature, and literature in general, should and can be relieved of the burdens of previous epochs, in the perceptions of the ratio of aesthetic and educational in the literary text, there should no longer be the previously present fear of *the artistic which is under threat from the pedagogical*, if one has confidence in the primary aesthetic dimension of the literary work, regardless of who is its primary recipient. Any attempt to eliminate the pedagogical component of the complex construction of the literary work for children and youth would result in a danger of inadequacy for the children's reception and the achievement of its specific goals, which would be as great as the aggressive, non-aesthetic teaching in the literary text as evidenced in the overall literary production. The aesthetic and pedagogical components in the literary work are not opponents that should have mutual antagonism in the, and the contemporary children's writer is expected to build an unbreakable *organic symbiosis* in the literary work that can communicate with today's child.

In that context, additionally, but crucially, the need for such symbiosis is indicated by the challenges of maintaining/raising the status of the book in the children's world of the digital age. And all this once again alarms about the call for pedagogy to have children's literature in its focus. Indeed, that call is now more pronounced than in some previous decades, because, in alliance with the literary science, a series of open questions related to the central question must be answered: what and how should literature communicate with the child of the digitized present, who is expected to surpass, psychologically and intellectually, the child of our past, because of the metalinguistic information it has as a synchronous horizontal cross-section. Or in short, crucially, answers should be given to the challenge of how a literary text should retain the child's attention to invest in further building their personality.

DIDACTICS IN CHILDREN'S LITERATURE AND PEDAGOGY – THE MOST ILLUSTRATIVE EXAMPLES FROM THE MACEDONIAN LITERARY HISTORY

To apply some of the conclusions reached by tracing the history of the issue of syntheses between children's literature and pedagogy, but also to emphasize the important role of the author in establishing the relationship between aesthetic and pedagogical in children's literature, two examples from the Macedonian literary history stand out, which are considered to be the most illustrative indicators of the pedagogical-aesthetic connection in the literature for the youngest.

One of them is the collection of poems *Upbringing or Twelve Poems for Children (Воспитание или дванадесет песни за деца / Воспитание или дванадесет наврствени песни)* by Grigor

Prličev - the only literary work intended for children that did not see the light of day during Prlichev's life. Macedonian literary science concludes that in this work "there is not a trace of the genius poet called Second Homer" (Владова, 2001: 18). More specifically, using his experience as a teacher, he wanted to create a poetry collection dominated by pedagogical function. It is indisputable that: "The interpretation of a poem for the students is a complex literary problem, and for the teacher, the problem is more methodical" (Адамчевска, 1994: 170) However, this collection of poems raises an extremely big problem of this nature, because the poems with their poor language, deprived of stylistic lust for the reader which in other works is provided through figurative speech or summarized - positioned on a poetic and aesthetic low level, are vulgarly rough and verse stories in which the youngest are strictly and ruthlessly warned that disobedience to the rules established by adults entails sanctions, and even death of children - stories with unaesthetic and pedagogical didactics, which arouse fear in the child and aversion to the literary text. Thus, he is unable to perform any of the functions assigned to him or expected of him.

Hence, it is inevitable to emphasize the view that: "If a literary work does not excite the child, does not stir their emotions, if it is presented to the child only as a scheme in which some lesson or some knowledge is implied, then that literary work is repulsive to the child, it cannot be etched in their memory in the striking way in which the experienced emotion leaves a mark. In fact, children cannot be influenced neither educationally, nor in any other way, by those works intended for children that adults cannot read with pleasure." (Мицковиќ, 1985: 9) Unfortunately, this collection by Prličev is included in this category of works.

In short, *Upbringing or Twelve Poems for Children* stands out in Macedonian literature as an example that indicates that the aesthetic is what *gives life* to the pedagogical in children's literature. If it is not in the appropriate artistic framework, the didactic-educational image can not reach the child, it becomes repulsive, strange and unacceptable. In fact, the incorporation of the educational aspect in the literary text is shown as a real test of the writer's skill, because the work that contains an incomparable artistic charge, if it does not contain a skillfully covered pedagogical dimension as well - something educational which is not easily recognizable during the first reading by the child, is not a successfully completed challenge in the writing of literature for children. What is missing in Prličev's work, which every author who has accepted the challenge of children's literature without avoiding its educational character must possess, is the understanding that the educational function of literature is specific, that is, literature does not teach us directly. Its great function is that it does not intend to bring us up, and yet it does so constantly. (Juruković, 1959)

The second example is the tale *Siljan the Stork* (*Силјан штркот*) by Marko Cepenkov - a literary work that confirms the educational possibilities of children's literature, but also of literature in general (given that the story does not belong only to children's literature as a literary subtype) - a work in which didactics is achieved with an appropriate relationship between the artistic-aesthetic and the educational, i.e. it simultaneously fulfills the expectations of both the literary science and the pedagogy.

The tale itself, as one of the most important types of literary texts that may be appropriate for the reception of children, has a very pronounced educational effect. It is not only about its moral scheme in which evil is easily recognized and punished, but also about the fact that many of the stories told in a fairy tale form serve the pedagogy of fear: a reality transformed into supernatural, dangerous creatures that must be defeated or unusually frightening situations that must be overcome. Through such a transformed reality, the child has the opportunity to

understand the truth about the essence of the world and the human existence in it, in a much more acceptable, more understandable and simpler way. Through fairy tales, the educator accepts certain spiritual categories and begins to identify with certain categorical values that they recognize in some of the protagonists with whom they often identify. Starting from the fact that even today, "according to the components of the structure as a literary work (content, form and means of expression) the story is very interesting, attractive and likeable for the students from the lower grades" (Адамчевска, 1994: 89), we must emphasize that Cepenkov has found and used one of the best formulations for both the aesthetic to be in the function of the pedagogical and the pedagogical in function of the aesthetic. It is in this literary text that one can see how the creator or re-creator of the literary text, in the process of creating or recreating the text, should not be grossly and restrictively overburdened by the fact that the text educates, because such overload can lead to that the extreme that Prličev has reached. Instead, without directly announcing the final instance of the didactics that is being protected, the work should educate, causing thought processes in the child both during the reading and after it.

In fact, it is no longer a novelty that fairy tales not only enrich the inner life of the child but also have a therapeutic effect, due to which the so-called bibliotherapy or story therapy is practised. Even with the structuralist morphology proposed by Vladimir Propp, it is evident that the story can confront the child with the harsh reality: it speaks openly about any problem that arises within the family and society. It talks/tells about violence, confronts the child with death, and the departure of loved ones. This is not a novelty, but in this context, it is necessary to emphasize that fairy tales leave a strong impression on children and they enthusiastically take on certain patterns of behavior and ideas for solving certain problems. But crucially, the child not only accepts all the negativities, anxieties and sorrows from the reality learned through the story, but they do this without repulsion, whereby the communication of the text with the reader is fully realized. *Siljan the Stork* is a concrete confirmation of that, but crucially, the complex messages and life knowledge in the text, in this case, far exceed the usual optimum for a folk tale.

The didactics of *Siljan the Stork* are noticed and fully perceived by the reader only after reading the entire text, while thinking about it, about the fate of the character and the actions, but also about the background of the story and the possible coded meanings. The reader gradually but surely comes to the educational notions and accepts them as knowledge and fact, with which this tale in an exceptional way performs its pedagogical function. More specifically, it is about non-violent and subtle, aesthetically dimensioned didactics. Thus, the aesthetic, i.e. the artistic in the text is not endangered, and the effects of the miraculous in this tale "allow the child-reader, in a virtuously told story, to see the message in which the condition 'if you are good' allows freedom of choice but also strengthens the trust in the security provided by adults." (Владова, 2001: 19). However, this is not the only message conveyed by this story in the domain of didactics and the spirit of upbringing. The educational/didactic messages here are numerous and complex and their detection is not so feasible with the apparatus for recognizing that belongs to pedagogy. They come to the surface with the literary-theoretical penetration on deeper interpretive levels and by perceiving certain aspects that further cultivate the cultural and interdisciplinary approach in general.

In the Macedonian and South Slavic literature for children in general, in the second half of the last century, there are many works in which the authors achieve this inseparable unity of the beautiful and the educational, creating cohesion between them. All this speaks of the realized necessity of establishing a *bridge* between literature and pedagogy - *a bridge* which, in the literary text, produces an inseparable whole of these two aspects. Hidden behind the aesthetic, educational power of children's literature, this inseparable whole is irreplaceable and necessary

to continue to be an integral part of the growth and formation of the personalities of future generations.

On this occasion, we do not point out more examples, both in terms of the first and the second context. However, the purpose of this part of the paper is only to point out the most illustrative and already *canonized* examples which are, in fact, an illustrative *bridge* to the perception of the current challenges for children's literature, which also touch on pedagogy.

NEW CHILDREN'S LITERATURE BRINGS NEW CHALLENGES FOR PEDAGOGY

The challenges of creating new literary works that will be appropriate for the child's reception of our present, to retain their attention in the digital environment (and thus to realize its didactic functionality), even when the book is in digital form, undoubtedly should be the focus of pedagogy as well. These challenges contain a series of questions faced by current authors, including the question of how should contemporary stories look, so as not to anachronize the connection between the book and the child living in the age of fast information. But also the question of what poetic feature those stories should have. In short, all questions are synthesized into one general question: what needs to be accomplished in the literary work for it to reach today's child, and this question quite well points to the invocation of pedagogy.

This time we will briefly point out some of the aspects for which, after prior analysis, we concluded that should be considered separately in the context of this issue. However, a key fact should be mentioned, and that is that each of these views and aspects implies further observations and analyzes, in separate articles, having in mind the complexity of the issue.

Children should not be provided with perceptions and images of a distorted, unreal world, in which everyone "lives happily ever after". The child of our present needs to learn and think about certain *taboo topics* through the literary text. The topics that are part of the child's environment can be most appropriately communicated through the book, so that they can learn and perceive them through aestheticized and measured didactics, and not through incomprehensible images and situations from the non-literary reality. "We can say a lot of unpleasant things through a story. We must not create illusions for children. The child should face both the beautiful and the ugly from the earliest age. Andersen did that too, and in a way, he corrects some instances from Grimm. But they wrote these stories that are part of the collective memory. We should be open, honest with the children and not underestimate them because if we protect them too much, we are doing them harm." (Мојсова-Чепишевска according to Makfax, 2020)

The poem *The Mole Named Dzvezdan* (*Кртот Ѕвездан*) by Nikolina Andova-Šopova (2020) and the picture book Dreamer (*Сонувало*) by Sanja Mihajlovikj-Kostadinovska (2019) stand out as concrete works from the recent Macedonian literary production in which complex, essential, but not very cheerful topics are treated extremely successfully. Through them, it is confirmed and presented how on a contemporary level, the literary text can and should focus on complex thematic determinants, including the non-acceptance of the environment, the departure from mediocrity, the need to be unique and to have one's Self - the need for self-realization, the constant striving for further achievements and *contrary to accepted stances*, the life cycle and death (as the end of life, but also sometimes as the price of self-realization). Indeed, on a contemporary level, they meet the criterion of simplicity in children's literature -

to present complex topics, stories and truths in simple language. These works are true representatives of the achievements of Macedonian literature for children in the last few years.

Moreover, such complex topics, questions, and messages have never been alienated from children's literature intended for those who have just begun to read on their own. On the contrary - in different aesthetic forms, through different poetics, they existed in the previous stages of the development of children's literature after it was verified as a separate literary entity within the immanent understanding that the text is or is not literature. Of course, these are (were) also present in the Macedonian contemporary literature for children. But it seems that the insignificant, multi-year qualitative modesty of part of the Macedonian literary production formally intended for children, especially when it comes to prose produced for potential primary recipients from early school age, in our cultural context contributed to the fact that such topics, questions and messages (temporarily) moved away from the understanding of the peculiarities and essence of contemporary literary work primarily intended for children who have recently begun going to school.

For the literary text to be modern and interesting for today's children, it is not necessary or inevitable to mention in it smart mobile phones, computers, tablets or toponyms of our time. It is very important to achieve appropriate, underestimated communication with the recipient enabling the literary text to post and convey lasting, timeless topics, questions and messages. In fact, this can be seen in the works of Andova-Šopova and Mihajlovikj-Kostadinovska, in which the chronotope is a fairy-tale, or fable, and that means without any time determination or recognition, the language of the characters is close to the sensibility of today's children.

In the text, one does not have to insist on a tendentious literary escape from some elements of traditional children's storytelling, and one can also demonstrate exceptional respect for folklore as a basis of children's literature because it does not necessarily mean that the text for the modern child would not be interesting. Retaining *children's* attention is much more dependent on the dynamics and style of the narrative, which points to poetic questions. A concrete example of this are some of the stories from the book *The Mother and the Different Stories* (*Мајката и инаквите приказни*) by Elizabeta Bakovska (2020). A concrete example is the short story *The Child with a Wound on the Chest* (*Детето со рана на градите*) in which she reactivates a motive that is well-known in Macedonian folk prose, but with modern and at the same time timeless dimensions in her story.

In the literary work for children, from the aspect of its modernity (not identifying with the term actuality) is not crucial or important how much it is insisted on a recognizable contemporary chronotope, but what is the writer's contribution to its poetic complexity and of course - how expressive is the writer sensibility for a literary word that can be full of meaning in the *children's* world. But at the same time, as already pointed out, equally important are the thematic preoccupations in the work - those present in this book are extremely appropriate for the construction and development of the intellect of today's children, because, at the didactic level, they are not informative and cognitive, but motivate them to think and reflect on essential, universal human issues that are not (only) childish, but touch on the psychological spheres through which their personality develops.

During the reading of the contemporary literary work for children, in the *children's* reception, the questions are not expected to be opened directly by the narrator, but by the recipient, during and after the reading. Encouraged by the story, the child should ask questions on their initiative, think about them and seek the answers, without having the impression that they do so at the

request/order of the adult. And these are not questions that refer only to information and/or superficial knowledge of the world, but cognitive questions that are essential for human existence (especially in our time), or, in short - about the meaning of life. Issues with timeless, universal human relevance, unlimited only in a specific cultural context, but also issues that especially refer to the current modernity.

More specifically, although the narrative is expected to be characterized by zero focalization, stimulating children's curiosity and contributing to the development of the child's intellect should not be accomplished by asking questions directly in the literary text, addressed to the primary recipient, nor through conclusions and messages by the narrator, which in children's literature, especially today, is important for the realization of the addressee-addresser relationship, i.e. the communication of the literary text with the recipient. The child, especially nowadays, does not accept the building of adult authority through overemphasized wisdom that explicitly insists on displaying the larger quantity of information and experience of the adult. Hence, if in the literary text the child recognizes such an emphasized authority which can easily grow into an overemphasized didacticism, it is very likely that this will move them away from the text - insofar as it can be reflected in an inadequate perception of the reading experience.

The structure and volume of the text are equally important, due to the dynamics of the narration in which the overemphasized descriptiveness and the narrative explanatory comments are left out. Such a narration significantly contributes to keeping the children’s attention during the reading, especially to those who are at this specific age when they have just acquired the reading habits and do not have too much patience to get to the main part of the literary text or to continue reading if there is a *void* in the narrative which betrays their expectations that the text will constantly stimulate their curiosity and imagination, with questions and dilemmas that will motivate them to think on their initiative and to be an active recipient. Only a literary text that preserves these aspects relevant to its suitability for the primary recipient's age, when it comes to the recipient child, especially from early school age, can help the child experience reading as a positive experience, interaction and satisfaction that becomes a need, not an obligation and task, which is extremely important both for building their reading habits and for their attitude towards books in their further life.

At a time when the visual stimulation is more expressed than ever before, it is important how much the design and color of the book, besides the text, and the format (including if it is in digital format) will keep the child's attention and will respond to their expectations,. Therefore, investments in this segment are necessary.

Technological advancements should not be perceived as opponents of children's literature. They should be perceived as benefits and creating channels through which literature can be made available to the readers. This does not mean that literature should be adapted to communication channels to the extent that it will affect its aesthetic dimension, but that it does not need writing investment, but a publishing and production one, so as the literary text is more accessible to its current reader. In this context, the hybridization of the book with a game, video material, etc. should not be perceived only as a commercial effect, but also as an opportunity to popularize literature through various formats, but especially important – these hybrids should also have *a green light* from a pedagogical point of view.

To sum up - as in any epoch, today, it is also necessary for the child reader to recognize the literary text as close, own and interesting, and not anachronistic and predictable, repetitive with already gained experiences.

It is indisputable that these questions and aspects are primarily in the focus of literary science, and also of the authors of children's literature themselves, but given the fact that they all point to the crucial aspect - the approach to the child, they also point to the need for pedagogy to accept the role of helper of literary theory and to participate in discussions and dialogues about what is expected from the children's book of our time.

AN ADDITIONAL BUT CRUCIAL CHALLENGE - THE LATEST MACEDONIAN LITERARY PRODUCTION

The wave of new titles and poetics through which children's literature is more and more present in the Macedonian literary reality in the last two or three years comes after many years of lack of new literary works whose primary recipient is the child and even a longer period of new authors that are ready to truly respond to this formidable challenge to their talent. Hence, it is expected that the question will be raised whether this wave will be able to fill the gap that has been created especially with the modest or even more precisely - the scarce literary production for children in the previous two decades. But that also raises several other questions. Do the authors, many of whom, conditionally speaking - belong to the current middle or younger generation and for the first time in the past few years have published their works for the youngest readers (and some, for the youngest readers-listeners as well), succeed with their poetics, "without baby stuttering, without false descent to the children's views, with all maturity, to show the available part of the world to the children as a promise for the future whole" (Владова, 2001: 21)? Does their work contain everything that literary science and pedagogy consider being *differentia specifika* of children's literature, or is there something that is beyond what has been theoretically canonized so far, and which is essential for the reception of today's child? Do (and how) these works manage to communicate with the child in the digital age and keep their attention? How much is the modernity of today's child present in their content? What constitutes their didactic dimension, which is expected to be present in a literary work for children, without affecting its primary, aesthetic value? What are the complex topics that are covered in a simple language suitable for children's reception - are those topics different from those that were present in Macedonian children's literature in the second half of the last century? And, to sum up - do the works from this new wave bring new values in the Macedonian literary reality?

All these questions are just a part of those which point to the call on literary criticism and pedagogy, in cooperation, to post-studiously refer to children's literature as a living word and to continuously follow the literary production primarily intended for the youngest readers, especially without being perceived/valued by literary criticism as a secondary manifestation in the work of Macedonian writers. Both from literary criticism and pedagogy, especially practitioners, are already expecting more responses to this new wave of titles and poetics and analyzes of their peculiarities. Also, micro-reading of publications in children's periodicals is expected, taking into account not only its important role in gaining the first reading experiences and shaping reading habits, but also the fact that in school magazines, new literary texts are traditionally published, and through them, some aspects, tendencies and manifestations in children's literature can sometimes be perceived. Moreover, many of the authors who for the first time in the past few years have published books primarily intended for the youngest readers, as well as many of their predecessors, especially those who are already profiled exclusively as children's writers, made their first literary steps in the world of the child by publishing poetic and/or prose texts in such magazines, and some of them are still very often present with publications in the periodical intended for the youngest.

Crucially, the books published in the last few years are expected to be read with a critical-theoretical lenses and an answer is expected to be given to the indicated questions and possible views on how each of the authors individually, but also how the entire wave respond to the terrible challenge of the writing talent called children's literature. The mentioned works of Andova-Šopova, Mihajlovikj-Kostadinovska and Bakovska are some of those that can and should be taken into account.
It is indisputable that this task is primarily a task of literary criticism, but this does not exclude pedagogy from the analysis, because today, a more thorough reference to the literary text implies the necessity of a multidisciplinary approach, which goes hand in hand with literary theory.

INSTEAD OF A CONCLUSION

Although pedagogy has lost its historically proven patronizing role over children's literature, addressing it through the historical prism and the underlined current challenges, points to the conclusion that today, pedagogy is once again, even more than in some previous periods, called on to give an answer and position on multiple questions and be an ally of literary science. Pedagogy is required to read and analyze, a process that will lead to theoretical insights into didactics in a contemporary context and also insights into the modern approach to simultaneously valuing and upgrading the personality of today's child through the literary text, which refers not only to the Macedonian literary and cultural environment but also in general. Particularly important, in such reading, analysis and theoretical framing, the aesthetic dimensions of the literary text should not be neglected, but crucially kept in focus, because without them, all the insights that point to didactics would be useless. This theoretical framework that should be built and upgraded by reading contemporary literary texts and by analyzing the specifics of contemporary childhood, should not be a theory that will refer only to national literature, but also an investment in the theoretical framework for new challenges for children’s literature in general. This is indicated by the perception that the mentioned challenges do not refer only to our literary environment, but also to the literary production on a global scale, torn between digitalization, fast information, commercialism, aesthetics and didactics.

The indicated observations concerning the current challenges clearly point out that the pedagogical contribution to the morphology is necessary, i.e. to the poetic dimensioning of the contemporary literary text for children. However, it is indisputable that in this form they are only signals and initial concepts and positions for further detailed answers of the key question: what should be achieved in the literary work to reach today's child, which confirms the call on pedagogy not to be an observer, but a participant in discussions about children's literature in the current, contemporary and digital cultural context.

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APPLYING INNOVATION AND CREATIVITY IN WORKING WITH TALENTED AND GIFTED CHILDREN[8]

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Abstract

Innovation as a phenomenon emerged with the emergence of the man who survived and lives thanks to them. That is why in every new dimension of time, man strives to find new and better ways for his development. The need for that is quite expected, because innovations and creations are essential for national, organizational and personal success, and the giving of ideas and their practical application is inherent only to man as a conscious and reasonable living being. So, every person and every organization have the ability to create and implement idea is to devise a better and more quality way to do their job, to create a product or to provide services. Research shows that despite the great attention paid to innovation, both in science and in strategies for economic and social development, they do not achieve the desired effect, especially when it comes to their impact on economic growth, social development and how and when it comes to international competitiveness.

Keywords: innovation, creativity, talent, gifted children

Introduction

Research shows that despite the great attention paid to innovation, both in science and in strategies for economic and social development, they do not achieve the desired effect, especially when it comes to their impact on economic growth, social development and how and when it comes to international competitiveness. This indicates that for the development and promotion of innovations it is not enough just to provide large budgets for innovation development, but it is also necessary and efficient management of innovations and the received finances. Therefore, the integration of all factors that affect the creation of an innovative culture must be ensured because partial solutions can not completely solve existing problems. Although innovations are responsible for the progress of human civilization, they have gained their full affirmation in the information society. They, and especially technological innovations, have changed, and continue to change, the world at a rapid pace. Innovation has abolished state borders and has had the greatest impact on globalization. It is paradoxical, but true, that no terminological distinction of innovation with similar terms and phenomena has been made yet. In this context, there is a need to identify the term innovation and indicate its importance. To better understand, a distinction needs to be made between innovation and change, as these phenomena are often replaced and considered synonymous. Change is a general phenomenon

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that often occurs despite the will of man, therefore he in many cases opposes and perceives it as a deviation from the functioning of the organization from its projected idea. Innovation is an applied idea, which is the result of human consciousness and his ability to think. Every innovation leads to small or big changes, but every change also influences, stimulates innovation. Man strives to advance innovation in order to achieve greater success. Although the innovation has been known since the time of genera and tribes, it turns out that in the true sense, it all started with the famous Austrian theorist J. Schumpeter who expose innovations to scientific views and critiques. He saw in innovation the basic factor in technological and economic development. Schumpeter defined another term called "Creative Destruction", the essence of which is to radically replace old technologies or organizational solutions with new ones that give more personal and organizational success. "Creative destruction" is the result of radical and powerful innovations that manage to fundamentally change existing ways of working and introduce a whole new way of organization. The term innovation comes from the Latin language, is from the Latin word innovate, which means to create something new and is a novelty, renewal, improvement or improvement of something, which increases the value or quality. Research has shown that resistance to change and innovation can be different and of varying intensity. As a general conclusion from the research, it can be stated that the basic resistance comes from people who are not ready for innovation and change. People do not want to live with change. They do not realize that change is part of life, as innovation is an instrument of development. In other words, there is no life without change. People naturally expect development in work through the existing or outdated way of thinking and working. This is impossible because it leads to static, and over time to the regression of the economy, but also to social development. All this points to the great importance of innovation, especially in the education system as a place where individuals are created and developed who later in their lives will accept innovation as something necessary and who will generate innovative solutions to the problems they will encounter. In addition to the above are the data from the research that showed that many people do not know their natural potentials and that many of them have "hoops in their heads" that block the huge creative potential, do not know how, where and when to start moving in the innovation spiral and processes. Also, no one teaches them about the importance of innovation and creativity for personal, organizational as well as national and global progress and development.

1. Invention (idea, creativity) as the basis of innovation

Invention is often equated with innovation, but also with other terms such as invention, imitation, "creative destruction", technology and so on. Considering the above terms, it can be said that from all the above, the invention has some similarities, but that they are not synonymous, is that the invention cannot be identified with any of the above phenomena. The term invention is a word of Latin origin (invetio), which in translation means to find, find. From this word is derived the epithet inventive, which means inventive ability, ingenuity, wit. An invention is in fact an inventive research ability in conceiving and finding new ideas, ingenuity, fantasy or creative fantasy. It is basically the psychological ability of man to see new relationships of things, phenomena, concepts and processes, creating a visual image, visualization as a significant characteristic of genius people and inventors. It is related to the unknown and the desire to discover new laws in professional, scientific and artistic creation.

Most often, innovation is equated with invention, which is basically a source of innovation. It is in fact creative thinking or creation, through which an idea is obtained, as a precondition for the emergence of innovations, every innovation has elements of inventiveness in it. The Croatian theorist of management and organization, V. Srica defines creativity as "the ability to create new ideas, regardless of their potential usability, and is the basis for innovation." For most managers and leaders, inventiveness is one of the most desirable attributes because they are the creators and innovators and the main drivers of change. in conditions of dynamic environment.

2. Creativity and creation as a prerequisite for creating innovation

Given that creativity is closely related to and precedes innovation, it is necessary to explain its significance. Through creativity one wants to show that inventiveness and innovation should not only have a practical side, but also that they must have a creative dimension. Creation implies ideas, i.e., innovation as a result of human reason and thinking, and at the same time it is a quality source of innovation. Everyday experiences show that everything that exists in society is the result of human creativity. This word is used with many limitations, it is most often attributed to artists, designers, architects and other professionals. In fact, it is forgotten that every person has creative energy and that every day he finds new creative solutions to improve his work, but also his life. Each of these new ways of doing things is actually an innovation. This means that creations are equally present in painting and art, as well as in shops, banks, educational institutions, etc. Every field of human activity is accompanied by creative ways of thinking and acting, which is natural, because it is difficult for man to think and act in the same way in every new situation. In the previous context, the phenomena of creativity and innovation should be distinguished, because it is not enough for someone to be creative to be innovative. Innovations are aimed at the development or implementation of ideas, transformation of ideas into a useful product and service. So, innovation is, conditionally speaking, a mechanism by which an idea turns into something useful. This further means that it is pointless to create ideas in the hope that they will be implemented on their own. It is important to create a climate that will generate as many ideas as possible and will reveal opportunities and chances for their development in innovation and its implementation. Creativity as a phenomenon in itself gives no value. It materializes and acquires its value through innovation.

3. Creativity and talent

In modern literature, the terms creativity and creativity are increasingly being replaced by the terms talent and giftedness. The term creativity is considered to be extremely comprehensive, equating it with talent, imagination, discovery, talent, intuition and intelligence. Creativity is often understood as a characteristic or ability that is found in all children, but not in all adults. It is associated with science, success in the arts, new original thinking, and even a unique lifestyle. One of the prominent researchers of creativity, Torrance, defines creativity as a process by which a person becomes obsessed with a problem, difficulty or lack of knowledge, for which he cannot find a scientific or known solution and therefore seeks possible solutions by setting hypotheses; evaluates, checks, modifies the results of hypotheses and announces the

results. The creative process is characterized by originality, flexibility, creative imagination, fluidity of ideas, sensitivity to "new" and problem formulation, creative generalization, creative differentiation, experiential openness, creative perception. When we say that something is original, we mean that it is something that is original, completely new and that did not exist before. People with a developed capacity for original thinking are free and spontaneous in combining concepts and reconstructing given structures, going beyond the usual patterns of thinking. Their ideas and answers are rare and witty. They have the quality of new and unusual, as well as their own personal and unique stamp.

4. Application of innovative techniques in talented children

The first studies of creativity dealt with the differences in the expression of creativity between women and men, their special talents and intellectual gift. Research on talented children has shown that girls have many more stereotypical female interests - foreign language, literature, drama, art and many more points on the scales of social and aesthetic values. The boys were more focused on theoretical, political and economic values. At the World Conference on Gifted and Talented Children organized by the World Council of Gifted and Talented Children, papers related to various areas of this topic are regularly presented. This conference enables discussion and exchange of different knowledge of all interested researchers and practitioners working with gifted and talented children. The conference organizes workshops to present examples of good school practice and innovative methods that can be used in teaching. Professor Tsai (one of the presidents of the World Council for Gifted and Talented Children), in one of his addresses at the conference, pointed out the focus of the world's attention on gifted and talented children and their potential contribution to the benefit of the human race. These conferences address all the important issues for the development of abilities, talents and creativity in the context of modern knowledge of human nature, such as: the specific educational needs of children who stand out with their talent and the needs of children who can develop their talent potential with adequate support; examining the individual differences that arise during child development and the characteristics of exceptional children; opportunities for using innovative modern communication technologies in learning; the goals and development of education in futuristic projections of the development of the modern world. Of particular interest was the work of Dr. Donald Trefinger, who conducted research on the measurement and development of programs that support creativity, with an emphasis on contributions from collaborators at the Center for Creative Learning. The Center defines talent as the potential for significant contributions and productivity in an original or creative way in any field of examination, expression or action over a long period of time. The Center for Creative Learning offers its students a variety of resources, programs and services that support the planning, implementation and evaluation of talent development, creative learning and creative problem solving. Believing that the best should be found in every student, Traffinger and his colleagues argue that personal learning style provides useful information on how that person's "strengths" and talent can best be expressed and utilized, as well as provide a basis to shape the education that will be a challenge for a certain person. It is more important for teachers to encourage and support talent potential than just to categorize, label or sort. Everyone is involved in detecting talent and perceiving it: parents, the school and the wider community. Talent development requires great investment,

effort, discipline, commitment and work ethic from the individual in question, as well as resources, support and encouragement from others. Programs that are successful in developing talent include a wide variety of resources and service levels. Adequate support expands, extends and improves more than it complements the school curriculum.

Conclusion

The Center for Creative Learning believes that creating and providing appropriate educational experiences that pose a challenge to the gifted is the primary responsibility of the school. Innovative program activities (which include individualization, appropriate enrichment, successful acceleration, independence and self-direction, personal growth and social development, and career preparation for the future) typically go beyond the division of subjects and classes. Developing talent in the school environment requires the commitment and support of all staff and sufficient time for free and clear planning and recognizing the need and importance of gradual application over many years of work. Identifying and storing information about a student's strengths, talents, and interests is a more flexible and inclusive process than a one-time event. The question of identification (whether the student is gifted, what criteria qualify him / her for selection) is left in favor of the question of how best to respond to the needs of the student.

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