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USE OF LITERARY CONTENTS IN TEACHING IN MACEDONIAN LANGUAGE

Abstract: Literary works with different formats such as literary contents in the textbooks and reading works are used in the teaching in Macedonian language, which are provided by the curriculum for the teaching subject Macedonian language. Due to the importance of this process, it receives the status of a special program area, which is represented in all classes of the nine-year primary education.

Sequences from the reading works in the program area Literature are studied as smaller literary forms: fables, fairy tales, folk tales, short stories and dramatic texts, which are implemented in the textbooks in Macedonian language.

The purpose of the research is content and structural analysis of the curricula and literary contents in the textbooks in Macedonian language in the first two educational cycles of the nine-year primary education.

According to the obtained results, in the textbooks for the teaching subject Macedonian language, various genres, types and genres of the literary contents from domestic and foreign authors are used in almost equal proportion.

Literary contents are complicated in the second educational cycle, and the complexity of the didactic apparatus does not follow this trend. It is necessary to complicate the requirements and tasks related to the literary content in the second educational cycle. However, there is a need for strengthening and building consistent didactic support for the analysis of literary content in the form of manuals and worksheets for students.

The conclusion for the need for more comprehensive research to examine the quality of the program setting of the program areas, re-examination of the offered literary contents, encouraging students' interest in reading literary contents included in the textbooks; the possibilities for actualizing the representation of reading on a daily basis, in general in the teaching and extracurricular time is imposed.

Keywords: Literary contents, Textbooks, Curricula, Reading

Introduction

Using literary works in teaching is a complex and multi-layered process. It primarily arises from the specificity of the literary work, but also from the didactic procedures needed for the effective discovery of artistic values. As for them, they should at the same time be appropriate to the possibilities and needs of the students, for whom the literary works are intended.

There are several ways or possibilities for using literary works in teaching. In addition to the fact that literary works are used in the teaching of the Macedonian language, as literary content in Macedonian language textbooks or as reading works in the same teaching subject, in our country there are studies that show that literary works can be used very successfully in other teaching subjects as well, subjects that significantly influence the improvement of the socio-emotional atmosphere in teaching, i.e. successfully motivate students for teaching work, awaken positive emotional feelings and improve interaction in the class.

Use of literary works is regulated by the annual global plan for the Macedonian language subject, for each grade separately. They are located in the program areas: Listening and Speaking,

Literature and Reading, Literature and Reading works, for the implementation of which the largest number of teaching hours is planned. All of this indicates the importance of these program areas and the importance of literature, that is, “reading”, without which the use of them would not be possible.

“The reading” is in the basis of the process of using literary works. Namely, students must have mastered the skill of reading in order to be able to use literary content. The development of reading skills is a long process and reading is “improved” by reading, and literary contents appear as means and contents for practicing reading.

The Influence of Literary Works on Child Development

According to Dimova (2011, 17), reading contributes to cognitive, social and emotional unloading, where the reader at some point escapes from everyday life for a certain period, dives into the fictional world without borders, observes problems and desires of fictional characters, enters a stage of development that is already passed or, seeing the fate of others, he can forget his own difficulties.

The literary work intended for students is specific and different from the work intended for adults in several aspects. Precisely because of that, this work represents a kind of literary phenomenon, because its role is very significant in the life of the child and the development of his personality.

The book and its literary power has a great influence on the child’s speech development. Through it, the child defines the world unknown to him and gets an initial perception of the world through the artistic-aesthetic language of the author. That is why the literary thought of the author should flow harmoniously and the action of the fable should move in the literary work. The art of the word is a key to discover what the author wants to convey. It develops the child’s speech by enriching his vocabulary. The more the child reads, the more he gets to know new words, unknown to him, which he needs to use further when expressing himself.

All these numerous themes and motifs found in literary works for children confirm how specific they are, especially for the child’s development and creativity.

Apart from the characters of children and adults, mythological creatures, magical and fantastic objects and other imagined characters that enrich children’s imagination are also found as literary characters.

The literary work represents an open window to the world through which the child gets to know it. Through it, it is taught, advised, upgraded and educated.

Literary texts can be a topic of conversation between family members, friends, scientists, as well as between students and teachers. In order for a dialogue related to a literary work to succeed, pragmatic abilities of the participants in the dialogue are necessary, which means the basic abilities of communication, of effective and cognitive communication, then of tolerating other people’s opinions, of hearing and involving other participants in the dialogue and finally about the appropriate style of conversation.

“Literature enables the building of national, political, social, ecological, ethical norms and provides an occasion for a conversation about aesthetic issues.” (Dimova, 2011, 17). Part of the literature for children and young people was deliberately written that way, in order to build and to develop their aesthetic taste. For some of the young people, talking about literature is part of the group identity. That is, if any of them would like to be part of a group, they should have read certain literary works that the group supports.

Finally, the social significance of literature lies in the special aesthetic taste that appears in situations of collective reception (theatre, cinema, recital, etc.).

The cultural significance of literature lies in its contribution to the system of symbols with the help of which larger communities create their identity. Literature as part of the cultural consciousness of a larger group becomes the place in which it is decided what will be remembered.

Through the written word, many events from the past can be presented, explained, captured and conveyed with great intensity, which in themselves, translated into literary content, influence the formation of the reader's attitudes. This component is closely correlated with aesthetics, that is, with the development of aesthetic feelings and values, which is one of the basic literary elements in a literary work.

The book as a literary work represents a source of knowledge, but in a specific way. It does not refer only to pedagogically structured and didactically "modeled" literature, which is intended for a certain readership. Thus pedagogically shaped literature undertakes this special task, which is completely independent of its authors or publishers. Like other arts, literature is a mean of expression that possesses the characteristics of selection of communication and self-interpretation of those who "consume" it. When approaching a discussion, through which an analysis of the read content is made, of course the experiences of the specific target reader group should be taken into account, and their cultural and sociological environment is also inevitable. Literature structured this way, as a means of communication, influences the creation of collective identity.

It follows from all this that students can only get acquainted with its content by reading the literary work, and then express their thoughts, attitudes, value the actions of the characters and put themselves in dramatic roles.

The Emotional Value of Literary Works

The development of the positive emotions of the students in teaching has its own psychological justification i.e. it is of great importance for the complete development of the personality and for the realization of a series of crucial tasks of teaching. This is evidenced by the latest psychological findings, according to which there is a close connection between emotions and cognitive processes in the learning process. In that sense, in contrast to numerous theories of the past, which are characterized by the distinction and opposition of intellect and emotions – whereby the basic function of human existence is reduced to cognition, regardless of whether it originates from the subject or is reached through the senses, and emotions are given completely marginal importance. More recent psychological research shows that there is a close connection between the intellectual and emotional components of learning. Explaining the psychological nature of thought processes, Rubinstein (1950, 54) points out that "the role of emotions in thought can be different. Emotion can sometimes divert thought from the right path, but, in principle, it would be incorrect on that basis to assign only a negative role to emotions as disorganizers of thought, and to place their interference in thought processes in the field of pathology. The presence of emotions gives an opinion more tension, passion and sharpness. Thought sharpened by feeling **permeates** deeper into its object than objective indifferent and indifferent thought" and vice versa, because: "sometimes, changes in the cognitive sphere affect changes in the affective sphere. When students are given the information, the intention is to change their attitudes as well." (Rakić, 1976).

"While sensations tell us about the objects themselves, about their properties and peculiarities, emotions tell us what states they cause in us." (Tofović-Kamilova, 1994, 47) Taking into account the ability of emotions to transfer i.e. taking into account the emotional component of attitudes, which are complex habits, graduated and polarized affects in relation to an experienced object, in their development and construction (based on learning), man always tends towards things that are pleasant and that satisfy us. If teaching is often the cause of negative emotions, in students it can lead to the building of a system of negative attitudes, not only towards it, towards the fulfillment of school tasks and towards the school, but also towards the wider social environment, whose representative it is, to the elders, to the superiors, towards those who achieve better results in learning and who fit more successfully into the teaching courses.

On the other hand, a large number of difficulties that arise during the creation of optimal conditions for the development and use of positive emotions among students arise from the insufficient

elaboration and specification of teaching tasks, which usually determine only the final effects of using positive emotions, and not the ways and the models of teaching work, which can be considered as the most appropriate.

The Literary Work in the Context of the Development of Language Skills

The student's learning process begins with initial reading and writing. At the same time, the principle of moderation in teaching, as well as the physiological-psychological basis of reading and writing should be taken into account.

Reading is one of the most important activity of a person living in the modern world. According to Tomevska-Ilievska (2020, 115), a large number of printed materials, of various kinds, are sources of information. But reading a certain type of texts with an artistic character can develop a special pleasure, conveying the emotions of the author. Through reading, educational improvement is also possible, in the broadest sense of the word. Undoubtedly, this activity represents one of the basic means of learning. Therefore, a good reader should master the reading technique well and read quickly and efficiently. Reading is an activity that in formal educational conditions can be called developing a culture of reading.

It is a broader task, which is accomplished through the entire educational process, and the second task refers to the activities within the teaching of the mother tongue. However, these two activities are not mutually exclusive. The main goal of the educational measures in relation to reading is the adoption of certain habits and skills for fast reading, the ability to fully understand and experience and independently serve the book. The set of these skills forms the character of the "developed reader".

According to Petkovska (2008, 74) Seen from the perspective of pedagogical psychology, the reading is the main means of learning for human. During his life, he gets most of his knowledge thanks to reading. The movement of the eyes, the number of fixations and regressions are not the cause, but are the consequence of understanding the meaning of what is read.

Since at the beginning of reading the emphasis is mainly on the technique of reading as a goal, and what is read serves as a means, the words, sentences and texts that are read should be short and easy to understand, close to the child's experience. Readability and understanding are greater if sentences are shorter, because reading long sentences requires more complex mental work. Later, after the reading technique is mastered, reading will become a means of acquiring knowledge, and text analysis will become the goal of the lesson. The fact that reading is an analytical-synthetic process should be taken into account, therefore, in initial reading and writing, the analytical-synthetic method should be used, which best corresponds to the nature of our language. By applying this method, the student acquires knowledge about the form of language expression, and by combining the letters in the word and by understanding the meaning of the word in the sentence, he is gradually able to understand the meaning of what is read. Reading is the discovery of thoughts through the written word. It represents an understanding of the relationship between the word being read, speech and thought.

A significant problem in improving reading is the decreasing interest of students in reading literary content. According to some research, students have very poor reading and comprehension skills. For that reason, there is a need to examine the didactic competences of teachers for the optimal use of literary content in teaching and the didactic approach to literary content.

Modern teaching tends to the simultaneous development of three components, namely: the student must first learn to read correctly; to read with understanding and in reading to brings emotions.

The teacher has a great role on the students in encouraging the motivation to read, giving directions for reading (books, daily press and information available on the Internet), as well as for developing love and interest for the book.

Research Methodology

The subject of the research is the use of literary content in the teaching of the Macedonian language in the first two educational cycles of the nine-year primary upbringing and education (from the first to the sixth grade).

The purpose of the research is a content and structural analysis of the literary content in the teaching of the Macedonian language in the first two educational cycles of the nine-year primary upbringing and education.

The research of the problem related to the literary contents and their use in teaching requires this research to have an evaluative character, because it assesses the educational status of the literary contents in the teaching of the Macedonian language. This research also has a descriptive character, since the evaluation was made on the basis of certain conditions investigated through qualitative analyses, while quantification is also used for certain research parameters. So, this research has an evaluative-descriptive and qualitative-quantitative character. The research is contemporary, because it studies contemporary issues.

General hypothesis: It is assumed that there is a need to change the content and structural arrangement of the literary content in the Macedonian language textbooks from the first to the sixth grade.

Task 1: to examine the program and content representation of literary content in the program area Reading, literature and reading in the textbooks of the Macedonian language subject in the first two educational cycles of primary education.

Technique 1: content analysis of Macedonian language curricula from the first to the sixth grade.

Sample 1: curricula for the subject Macedonian language from the first to the sixth grade.

Table 1

Overview of lessons by program areas for the Macedonian language subject

Program area	Number of teaching hours by program areas					
	first grade	second grade	third grade	fourth grade	fifth grade	sixth grade
Listening and speaking	80	0	0	0	0	0
Literature	60	0	0	0	0	0
Expression and creation	26	36	36	30	30	34
Media culture	20	10	10	10	10	10
Preparation for beginning reading and writing	30	0	0	0	0	0
Beginning reading and writing	0	70	70	0	0	0
Language	0	20	20	70	70	50
Reading, literature and reading	0	80	80	70	70	50
Total number of teaching hours	216	216	216	180	180	144

According to the results of Table 1, it can be concluded that there is a reduction in the number of teaching hours provided for the subject Macedonian language, since in the first educational cycle (from first to third grade) the annual number of teaching hours is 216 teaching hours; in the fourth and fifth grades it is 180 teaching hours, and in the sixth grade it decreases to 144 teaching hours.

The literary contents that are represented in the textbooks for the Macedonian language subject in the first two educational cycles of basic education correspond to the program objectives of the corresponding program areas.

Task 2: to examine the representation of genders, types and genres of literary content in textbooks for the teaching subject Macedonian language in the first two educational cycles of primary education.

Technique 2: content analysis of the literary content in the textbooks for the teaching subject Macedonian language in the first two educational cycles.

Instrument 2: checklist for analyzing literary content.

Sample 2: all 14 textbooks for the teaching subject Macedonian language in the first two educational cycles of primary education (literary content).

Table 2

Presentation of literary contents in Macedonian language textbooks – first educational cycle

grade		first	second	third	in total	fourth	fifth	sixth	in total
number of textbooks		3	3	3	9	3	1	1	5
literary contents	poetic	36	72	103	211	143	40	41	224
	prose	81	190	212	483	99	23	25	147
In total		117	262	315	694	242	63	66	371

According to the data from Table 2, it can be concluded that in the textbooks for the teaching subject Macedonian language in the first two educational cycles of primary education, a variety of genders, types and genres of literary content are used. Also, there is a need for a more teaching hours due to the length and scope of the literary content in the textbooks for the fifth and sixth grade, as well as due to the more extensive didactic equipment.

Task 3: to examine the didactic equipment for the use of literary content in the textbooks for the teaching subject Macedonian language in the first two educational cycles of primary education.

Technique 3: content analysis of the literary content in the textbooks for the teaching subject Macedonian language.

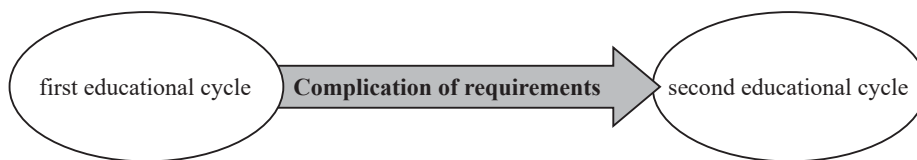
Instrument 3: checklist for the analysis of literary content.

Sample 3: all 14 textbooks for the Macedonian language subject in the first two educational cycles of primary education (literary content).

According to the research and the content analysis of the textbooks, it is concluded that the didactic equipment that is represented in the textbooks for the teaching subject Macedonian language in the first and second educational cycle have the following functions: facilitating the work of teachers and providing guidelines for designing the methodical approach in analyzing and experiencing literary content. They occur in the form of: questions, school assignments, creative tasks and homework assignments.

Figure 1

Flow of the represented didactic equipment in the Macedonian language textbooks from the first to the sixth grade



Conclusions and Recommendations

The systematized results point to the conclusion that the problem of the research is a significant pedagogical issue, which awakes the interest of the researcher, but also of the teaching “audience”. However, if the research problem is deeper, with a tendency to turn into a new research paper, where the central target group would be precisely the ultimate “consumers”, i.e. the examination of the attitudes of the most important – students, in relation to the use of literary works in teaching. On the other hand, they certainly cannot be treated in isolation from their environment (interest, peers, multimedia availability and family), it can be assumed that the data that will be obtained would represent a significant “input” in the process of updating this pedagogical problem. The research can be rounded off with a wider scope, during which the examination of the didactic competences of the teachers can be deepened, then the micro-method models in function of the same goal, etc. However, such extensive research would exceed the scope of a master’s thesis.

Regarding the literary works, the following ultimate knowledge was obtained from the smaller format represented in the Macedonian language textbooks (the literary contents):

According to the obtained results, the second special hypothesis is confirmed, according to which, in the textbooks for the teaching subject Macedonian language in the first two educational cycles of primary education, various genders, types and genres of literary content by domestic and foreign authors are used in almost equal proportions.

During the analysis of the literary contents represented in the textbooks, it was observed that the complexity of the same (volume, number and type of literary elements) becomes more complicated in the second educational cycle of primary education. At the same time, the complexity of the didactic equipment does not follow this trend. It is necessary to complicate the requirements and tasks related to more complex literary contents in the second educational cycle.

Regarding the representation of folk art in the Macedonian language textbooks from the first to the third grade, it can be ascertained that there is minimal representation in relation to artistic literary types. Drama texts are also poorly represented, only 25 in all 9 textbooks or 3.60%. It is necessary to reconsider the possibility of increasing such literary contents in Macedonian language textbooks.

As a recommendation from the research, the need for further development of the didactic support in the processing of literary content in the second educational cycle is noted. With this, it can be concluded that the literary contents represented in the textbooks for the teaching subject Macedonian language in the first two educational cycles of primary education are always accompanied by appropriate didactic support for their use in teaching (third special hypothesis).

The conclusions indicate that teachers have educational needs in the form of professional literature, which will be followed by appropriate didactic equipment, differentiated.

In the end, as a significant output from this research, and considering the data obtained from the part of the research, which is “bound” with the literary content, the reading works and the immediate implementers – the teachers, the finding of the need for more comprehensive research to examine the quality of the program layout of the program areas that are in close correlation with the researched problem, re-examination of the reading works offered, regardless of whether they have

the status of mandatory or optional; encouraging students' interest in reading literary works and the literary contents included in the textbooks; the possibilities for actualizing the representation of reading on a daily level, in general during teaching and extracurricular time; the availability of reading works; encouraging the successive approach to reading works, i.e. to read the work first, and then to visualize it, using other multimedia sources.

The research set up in this way is expected to make a contribution to pedagogical theory and practice for the advancement of the didactic treatment of literary works in the teaching of the Macedonian language in primary education. And of course, this research problem should encourage future research that will focus on other aspects of this pedagogical problem, which are basically numerous and open very important questions in the sphere of contemporary pedagogy.

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