

- Evaluation must be constant, that is, monitoring should be constant, the instruments should be empirical, measurable and provide accurate visibility of what has been achieved.
- The measurability of the tasks depends on the success in the “translation” of the goals/results from global to concrete, that is, to activities. Activities are a way of achieving a standard that is shown through an active verb that in turn guarantees measurability.

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TERMINAL VALUES FOR STUDENTS WITH PEDAGOGICAL PROFILE OF EDUCATION

Abstract: The report presents the results of the research on terminal values for Bulgarian students of pedagogical profile of education. It was held in the 2021 among students from the first and second year of education. For this report, we chose one of the fragments of this broad and complex reality – the goals, outlining student activities and gives meaning to their own lives. As a methodological instrument was use “Morphological test for life values” /MTJC/ by V. Sopov and L. Karpushina (2002). The subject of research with this test are the terminal values and the various spheres of life of their realization – professional, educational, personal and family life, social and physical activities, hobbies and interests. Mathematics and statistic data processing is done by using SPSS software, version 22. The terminal values are divided into two groups – moral and business, and personality-prestigious. The conducted t-test for dependent samples in order to have a significant difference in the average values of the two variables shows that the studied students generally reveal significantly higher values in the first group of values – moral and business than in the second group – personal the prestigious. The obtained and analyzed results in general confirm hypothesis formulated by us for updating and bringing to the forefront of values related to spiritual development, striving for new achievements and self-improvement, and to a lesser extent – active social contacts in new ones, groups and communities.

Keywords: Values, Spheres of life, Students

Introduction

The value system of the individual of different age groups is of interest to researchers from various scientific fields – philosophy, axiology, culturology, sociology, psychology and pedagogy. With this fact we could explain, on the one hand (site, part), its indisputable theoretical and

practical importance, and, on the other hand, the pluralism of opinions, the colorful terminological polyphony and most of all – the lack of uniform content definition and classification. The classification proposed by Rokich, based on the relationship between “goals and means”, as a result of which the values are divided into two very common types – terminal and instrumental is the classic (Rokich, 1973).

Subsequently, many other classifications have emerged, the review of which is not part of the tasks of this short report. We will limit ourselves to a classification based on the different types of activities performed by the subject. Then the values are associated with certain areas of life – with play, communication, learning, work and leisure. As citizens of Europe, let us turn for a brief reference to the “New Constellation of European Values”, the result of the latest (fifth) international survey published in 2019 in Bulgarian. In it, the compiler of the collection of Bulgarian authors, Acad. G. Fotev, reminds us of the main European values. Among them are peace and humanism, freedom and solidarity, cultural diversity and political equality, modern science and others.

Methods and Design of Empirical Research

The aim of our research is to establish the place and importance of the main terminal values and the leading spheres of life in first- and second-year students with a pedagogical profile of education. Theoretical analysis allowed us to formulate our following assumptions and **hypotheses**.

First, the specifics of the university pedagogical profile of education, as well as the dynamic age changes in all areas of their development will update and highlight values related primarily to spiritual development, needs and aspirations for new achievements and improvements, but also for interaction and communication in a new university environment, in new groups and communities.

Secondly, the ongoing socio-political and socio-economic changes in our country, the sensitivity to which is particularly high in adolescence, inevitably provoke the need for greater social and socio-political activity. At the same time, we expect the preservation of the imperatives of material, pragmatic and hedonistic values.

Third, the transition from first to second year of study in this important humanitarian profile of education will generate its own dynamics in the constellation of terminal values and spheres of life, mainly in the direction of confirming or revising the professional choice made.

Fourth, among the life spheres of activity of first- and second-year students, we expect priority to be given to training in their chosen specialty and the beginning of inclusion in the professional life of their new university environment.

The verification of our hypotheses requires the solution of the following **tasks**: 1/ assessment of the level of updating the main terminal values related to the spiritual development of students; 2/ establishing the dynamics and the status of the leading for the students life spheres of activity; 3/ search for connections and dependencies between the established terminal values and the spheres of life with which they are connected and 4 / fixing dynamic processes in the constellation of values and spheres of life.

The population studied by us included first and second year students majoring in Pedagogy from the Faculty of Pedagogy and Preschool and Primary School Pedagogy from the Faculty of Science, Education and Arts at Sofia University “St. Kliment Ohridski”, their number was 154 students, of which 144 were female and 10 were male. The average age of which is 19.87 years.

For the purposes and tasks of the empirical research we used as a **methodological instrument** the well-established and demonstrated its diagnostic capabilities “Morphological test for life values” /MTJC/ by V. Sopov and L. Karpushina (2002).

The subject of research with this test are the terminal values and the various spheres of life of their realization – professional, educational, personal and family life, social activity, physical activity, hobbies.

The test consists of 112 statements, each of which the respondent should rate on a 5-point scale. The results of the approbation and psychometric examination reveal a high degree of reliability and validity of the test. They were also confirmed in our previous study with students (Dimitrov, Petkova, 2017).

The authors of the test distinguish two main groups in the activity orientation of the personality: 1/ development of oneself, self-improvement; spiritual development, creativity and active social contacts, essentially referring to the moral and business orientation of the student's personality, and 2/ orientation to one's own prestige, achievements, material benefits and preservation of one's own individuality, reflecting the selfish-prestigious orientation of the personality.

At high values of the life values from the first group the orientation of the student's personality is accepted as humane, and at high values of values from the second group – as pragmatic.

The low values in these two areas reveal uncertainty, lack of initiative goal setting and vague preferences, and the high values present the personality of the respondents as contradictory and internally conflicting. The authors of the questionnaire have also included a *reliability scale* in it – the higher the result on this scale, the closer the behavior is and corresponds to the socially accepted patterns.

Results and Discussion of Empirical Research Data

The data obtained in the empirical study are processed with the SPSS program, and the results are presented in Table 1. It shows that the terminal values are divided into two groups – moral and business / $\bar{X} = 42,85$; $SD = 5,809$ / and personality-prestigious / $\bar{X} = 41,5$; $SD = 5,559$ /.

The conducted t-test for dependent samples in order to have a significant difference in the average values of the two variables shows that the studied students generally reveal significantly higher values in the first group of values – moral and business than in the second group – personal the prestigious / $t_{(153)} = 4,02$, $p < 0,001$ /.

Table 1

Descriptive statistics of terminal values

Terminal values	Average values \bar{X}	Standard deviation (SD)
Moral and business values	42,85	5,809
Prestigious personal values	41,5	5,559
Moral and business values		
Self-improvement	44,64	6,978
Spiritual satisfaction	45,79	6,903
Creativity	40,16	7,550
Active social contacts	40,82	6,225
Prestigious personal values		
Personal prestige	37,89	7,385
Achievements	43,77	6,693
Financial situation	41,33	7,593
Preserving the individuality	42,99	6,710

Among the *moral and business values*, the highest average values are established on the scale of *spiritual satisfaction* / $\bar{X} = 45,79$; $SD = 6,90$ /, followed by the *self-improvement* scale / $\bar{X} =$

44,64; SD = 6,97 /. And the other two scales from this first group – *creativity* / \bar{X} = 40,16; SD = 7,55/ and *active social contacts* / \bar{X} = 40,82; SD = 6,22 / have significantly lower average values.

Among the second group – *personal-prestigious values*, the highest values are revealed on the scale of *achievements* / \bar{X} = 43,77; SD = 6,69/, followed by the scale of *preserving the individuality* / \bar{X} = 42,99; SD = 6,71/ and *financial position* / \bar{X} = 41,33; SD = 7,59/. And with even lower values than the first two scales are the *personal prestige scale* / \bar{X} = 37,89; SD = 7,38/.

The obtained and analyzed results in general confirm the first hypothesis formulated by us for updating and bringing to the forefront of values related to spiritual development, striving for new achievements and self-improvement, and to a lesser extent – active social contacts in new ones. groups and communities. They are followed by values from the second group – the personal and prestigious, namely – achievements. As for the low values on the scale of active *social contacts* – this fact is indirectly confirmed and consistent with data obtained from the “Fifth Wave of Research on European Values” (2019), where young people aged 18 to 30 reveal low social political /especially/ and social /in particular/ activity.

However, our data do not confirm our second hypothesis that the recent socio-political and socio-economic changes and calls for reform will make young people more active in both the political and the wider social field. It`s true that they were the main part of the protesters in Bulgaria in the summer of 2021 against the government and the Prosecutor General. Many are the reasons for the data obtained, among which the impact of the restrictions caused by the pandemic should not be overlooked.

The main reasons, however, are elsewhere, namely – in the disappointment not only of the young, but also of the older generations of the state and political leadership of the country – the parliament, government, court and prosecutor`s office, political parties. The data from our empirical study in the *spheres of life*, contained in Table 2, show that the highest average values are the scales *training and education* / \bar{X} = 63.55; SD = 9, 12/, followed by the *professional life scale* / \bar{X} = 61.85; SD = 8.53/. Relatively lower are the average values on the scales of *hobbies* / \bar{X} = 56.52; SD = 9.55 / and *family life* / \bar{X} = 54.73; SD = 8.14 /, and significantly lower are those on the scales of *social life* / \bar{X} = 51.62; SD = 10.10 / and *physical activity* / \bar{X} = 48.25; SD = 11.22 /.

Table 2
Descriptive statistics of life spheres

Life spheres	Average values X	Standard deviation (SD)
Professional life	61,85	8,539
Training and education	63,55	9,129
Family life	54,73	8,147
Social life	51,62	10,107
Hobbies	56,52	9,558
Physical life	48,25	11,225

We find it natural to study in the chosen specialty is a priority area of effort and performance of students, which is consistent with their pursuit of self-improvement and spiritual development. Our expectations and assumptions were in this direction.

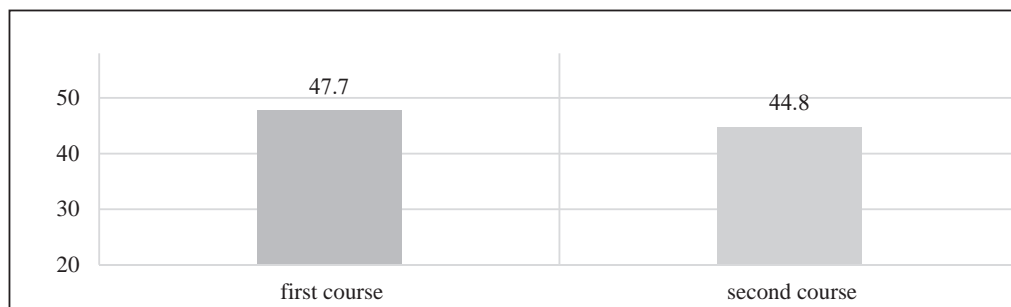
As for hobbies, they remain in the background in the above priority. Located in a university environment different from the school one, and committed to goals and tasks already related to the professionalization of education and training, their students have less and less time for social life and physical activity.

This can presumably be explained by the fact that the students themselves / apart from student councils / do not have their own, led by the public organizations themselves, to initiate, offer and organize their social life in this new environment. And physical education in it has long been a forgotten field by universities that do not specialize in it. Of course, there are exceptions, which group primarily students with the same, similar inclinations and interests – for example, to artistic and theatrical / dance and choir ensembles /, as well as sports competitions. The series of t-tests for tracking the influence of demographic factors on the studied constructs – terminal values and life spheres, did not establish statistically significant effects of the specialty studied by the students.

However, the year of training on *spiritual satisfaction* ($t_{(131,21)} = 2.76, p = 0.007$) has a differentiating statistical effect as part of the moral and business group of values. It turns out that first-year students attach more importance to their spiritual development as a value / $\bar{X} = 47,7$; $SD = 5,37$ / than second-year students do / $\bar{X} = 44,8$; $SD = 7,39$ // Cf. Figure 1 /.

Figure 1

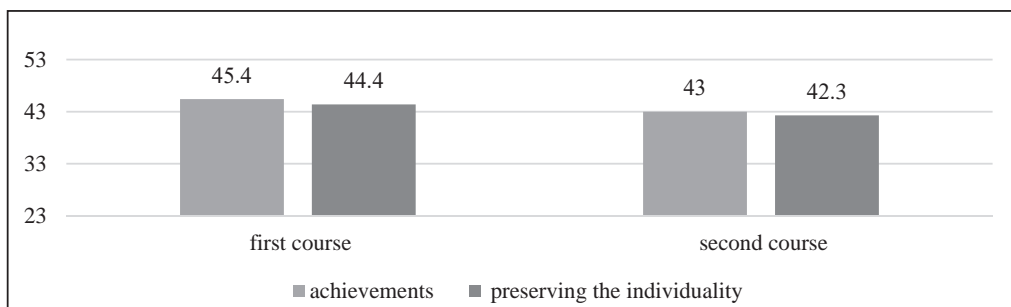
Significant differences in the average values of spiritual satisfaction in first and second year students



The year of study of the students in the specialty has significant effects on two of the personal and prestigious group of values – *achievements* / $t = 2.49, p = 0.014$ / and *preserving the individuality* / $t_{(131,79)} = 2,06, p = 0,042$ /. First-year students have higher average values on the achievement scales / $\bar{X} = 45.4$; $SD = 4.92$ / and preserving the individuality / $\bar{X} = 44.4$; $SD = 5.15$ / compared to those from the second year / $\bar{X} = 43$; $SD = 7.3$ and / $\bar{X} = 42.3$; $SD = 7.29$ /, respectively in terms of achievements and preserving the individuality. The data are illustrated in Figure 2.

Figure 2

Significant differences in the average values of achievement and preservation of individuality in first and second year students



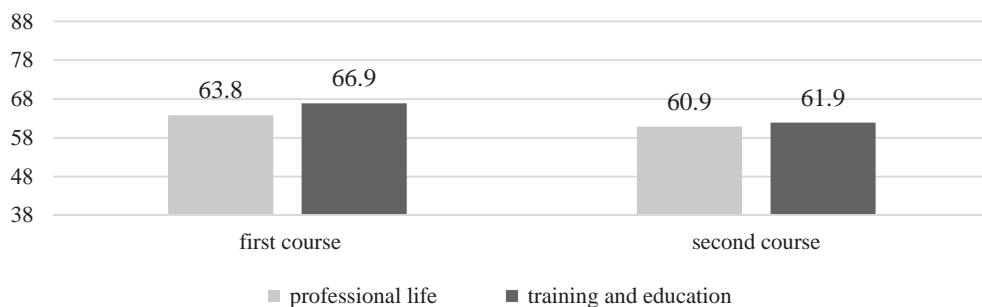
How can we explain the data analyzed above? We assume that they depend on whether the specialty in which they are studying was desired or whether it was in the form of a kind of insurance

with the intention of moving later. If this was the desired specialty and enrolled in it, students will make greater efforts in the direction of achievement and self-improvement. However, the same can be expected given that the specialty in which they enrolled was not a priority status for them, and then the training efforts could have a different, pragmatic motivation, that is (to say) higher success is required for transfer to another specialty or faculty of the university. In the second-year students the motivation for high achievements decreases and especially in the cases when the dissatisfaction with the quality of their education in the first year was a fact.

To what extent does the duration of training (one or two years) affect *professional life* ($t_{(133,82)} = 2,28, p = 0,024$) and *training and education* ($t_{(142,22)} = 3,84, p = 0,001$) / is illustrated in Figure 3. It shows that first-year students have higher average values in both areas of life – professional life / $\bar{X} = 63,8$; $SD = 6,54$ /, training / $\bar{X} = 66,9$; $SD = 6,3$ / from the second year / $\bar{X} = 60,9$; $SD = 9,25$ / and education / $\bar{X} = 61,9$; $SD = 9,85$ /.

Figure 3

Significant differences in the average values of professional life and training and education of first and second year students



Finally, let us see the data shown in Figure 4, which illustrate the influence of the “gender” factor, verified by t-test on the spheres of life. This factor significantly distinguishes only physical activity ($t_{(152)} = 2.03, p = 0.044$) as a vital sphere. It was found that men attach more importance to physical activity / $\bar{X} = 54.2$; $SD = 10.88$ / than women do / $\bar{X} = 47.7$; $SD = 11.3$ /.

Figure 4

Gender differences in the average values of physical activity



We assume that the unequal studied population by gender /144 of females and 10 of males / has influenced the fact that no other significant differences are found between the surveyed students of both sexes. The limited range of our respondents on the indicator “age” / 96% are aged between 19 and 22 years, and 90% – between 19 and 20 years / is one of the reasons why the correlation analysis of the studied scales does not reveal links between the age of the students and the studied constructs.

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JEROME BRUNER ON LITERATURE: CONCERNING THE IMPORTANCE OF NARRATIVES FOR EDUCATION

Abstract: In this paper, we are going to discuss the status that the cognitive psychologist and pedagogue Jerome Bruner gives to narratives (stories) and literature, especially the part that he thinks that they should play in the process of education. In the first part of the paper, we are going to discuss Bruner’s important distinction between the *paradigmatic* (or *logico-scientific*) and the *narrative* modes of thinking and knowing. In the second part, we are going to clarify this distinction furthermore, and we will discuss the specifics of the narrative mode of knowing, especially the important part that stories play in the subject’s construction of the worldview and his idea of the self. We will also discuss the importance of literature in the context of the narrative mode of knowing and thinking. In the third part, we will delve deeper at the importance that Bruner gives to literature, talk about what, according to him, are its benefits, and how literature can be better implemented in the process of education. In writing this paper we will consult Bruner’s extensive literature, but we will mainly focus on the following books: *On Knowing: Essays for the Left Hand* (1979), *Actual Minds, Possible Worlds* (1985), *Culture of Education* (1996) and *Making Stories: Law, Literature, Life* (2002).

Keywords: Narrative, Story, Literature, Education, Learning

Introduction: A Child’s Need for Stories...

At the end of *The Book of Memories* (the second part of his essayistic memoir *The Invention of Solitude*) Paul Auster gives the following remark concerning the relationship between children and stories:

It is said that a man would go mad if he could not dream at night. In the same way, if a child is not allowed to enter the imaginary, he will never come to grips with the real. A child’s need for stories is as fundamental as his need for food, and it manifests itself in the same way a hunger does. (Auster 2012: 165)