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KITANOVA Irena

Faculty of educational science Goce Delcev-Shtip

COMPREHENSION READING AS PART OF A TEXT INTERPRETATION

Abstract: Understanding a text in teaching is based on reading and experiencing it. One of the tasks of the Macedonian language refers to training the student for independent experience, understanding and evaluation of literary works of art from different genres.

Interpreting a literary work in the text-teaching-student triangle implies several levels of consideration of teaching literature: teaching purpose and tasks, program content, interpretive models, textbook, teacher characteristics and student's cognitive-experiential possibilities.

The purpose of teaching Macedonian is for students to master the basic laws of the language in which they will properly express themselves orally and in writing, to get to know, experience and be able to understand certain literary works.

Keywords: Text, Reading comprehension, Interpretation, Realization

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In the third and fourth grade, in the program provided for the Macedonian language, the students are introduced deeper in the process of reading and understanding what has been read. When interpreting a given text, the analytical and synthetic method are used to a greater extent, and it needs to be interwoven with solving problematic problems arising from the text and experiences through which the student will begin to perceive, discover, research, evaluate and conclude. In this way the curiosity, the conscious activity and the research activity of the student are stimulated.

Comprehension of the text is a state in which cognitive, emotional and motivational factors act. Attention is paid to certain objects or situations based on previous experiences. In this way a unique experience is formed, which Kant denotes by the term "unique experience." This real, special, unique, that a text can provide can only be achieved in direct interaction between the individual and the work.

Understanding what is read has different meanings that refer to understanding the cause-and-effect relationship, identifying the problem and defining it as perceiving, devising, linking new information or new content to what has already been adopted. In determining the understanding, the inclusion of the new and the unknown in the circle of the old and the known is emphasized, ie the connection of new information with the previously adopted, the realization of the essence and the

various functional connections and relations. "This connection can consist of different thought operations: classification (new information is classified into some learned information), analogy (new information is similar to certain previous information), placement of new information in a sequence."

Understanding is often equated with understanding, that is, "Understanding is sometimes defined as the result of cognition, but not the ultimate goal in teaching, but as a prerequisite for practical application."

Understanding what is read as well as spoken communication is based on discovering and actively processing meaningful information. When studying the process of understanding, there is a path that starts from a formed speech statement and that leads to understanding its content, through a general thought contained in the text and finally, to the motive that underlies it. The process of understanding the text is possible from three conditions. First, the recipient must know how to perceive and understand a particular word-lexical unit of speech. The phonetic composition and the meaning of the word are the basic material of the process of decoding the utterance. Then, it is necessary to understand the structure of the sentence, ie to discover the meaning of the word system that allows the formulation of certain thoughts. Finally, as certain sentences, which are elementary statements, become clear, the decoding process moves to the final stage – understanding what is being said. Just as the meaning of a sentence is not equal to the sum of the meanings of certain words, neither is the meaning of the utterance exhausted by the meaning of individual sentences. To fully understand what is being said, the order of the sentences, the recipient must select those that are crucial and formulate a general thought from the utterance, and then decipher the motive of the utterance that makes up the subtext.

In order to reach that meaning, it is necessary to go through a long and complex cognitive path, which the reader himself educates and transforms. The reader's search for meaning symbolizes the perseverance and patience of the "shaping and spiritual journey" of the literary text in "its repetition and metamorphosis", in order to examine and explore until "middle convergence" emerges, the hearth from which the whole structure radiates and the whole meaning, which Claudel calls a "dynamic pattern."

In order to achieve the goal of teaching literature, which refers to understanding when reading a literary text, the analysis should bypass the superficial part and through the internal subtext to reach the teaching of the general meaning, up to the motive that is hidden, in the behavior of the characters in the text.

In the scientific and professional understandings of the literary and artistic text, the application of the logical whole and the research is techniques. The elements of the structure of a text are analyzed, and the meaning and implication are synthesized. Understanding is an attempt to get closer to the value of the work, the effort to discover the ultimate truth. Through thought-out teaching, students are trained to independently judge the value of the text. If we put this in a broader context, the teaching opinion of literature can be transformed into a student opinion of life in general. The programmatic determination of the understanding of the literary text in the teaching of literature does not specify the notion of understanding. The literature available to the teacher treats this complex problem from different aspects (philosophical, psychological, literary theoretical, methodological). It is emphasized that there are no established, universal and valid methodological and methodological systems of understanding applicable to every literary text equally.

The experience and understanding of a literary text as a goal of teaching literature is operationalized in several levels, each of which is divergent and none is final. The literary text is like a living organism, and not just a subject of study, it is a constant challenge for the interpreter. In the interpretive model in the teaching of literature in the student's consciousness the meaning of a literary text is formed. The text is especially interpretive for the student whose experiential-cognitive possibilities at the entry line of intellectual and psychological development in general, as well as the development of his special inclinations and interests.

Comprehension reading is one of the psychological processes that most people intuitively accept, so it is very difficult to give an expert definition for it. The only useful definition of this process could be: "Reading with understanding is the simultaneous separation and construction of meaning through the practice and interaction of written language." The content of this definition highlights two main determinants of this complex cognitive activity. Namely, the phrase separation and construction emphasizes that one direction of the process of reading comprehension is the activity of the reader, which is as stated in the definition, in interaction with the other important element, the properties of the materials being read.

Comprehension reading generally covers three stages of the reader who performs this process, the properties of the text to be read and understood, and the reader's activities through comprehension reading. What is meant by "characteristics of the reader" is intelligence, knowledge he possesses, motivation and others.

The most important for the process of reading comprehension is certainly one of the intellectual abilities in the domain of language – the ability to read comprehension. The basic property of the text for the process of reading comprehension is considered to be readability, which is a relation of structural features and comprehension of the texts. Reading with understanding or also called conscious reading, is a logical side of reading, and it consists in the student reading understands the thoughts of the content of the text. Listening to the student read with understanding, we, after the modulation of the voice and the emphasis (emphasis) in certain places and sentences, conclude whether the student understands what he is reading. The student must understand what he is reading. Reads with understanding: a) if he / she understands the meaning of words, terms and pictorial expression or at least captures the meaning of the content; b) if he understands the meaning of the text, ie. if he knows how to find what is main and important in its content and to express it in a few sentences; c) if the student understands the conceptual orientation of the content and knows how to express his / her conceptual opinion by reading. Therefore, it is necessary to explain the unknown words in the reading classes, to perform a content analysis of the text and to explain the basic idea of the text. If the student does not understand some sentences in the text, he / she will understand the content only in rough lines or maybe he / she will understand only certain things that he / she will not be able to connect with each other. If the child memorizes some words while reading, and does not know how to explain their meaning, then he memorizes them incorrectly. It happens that the student misunderstands the content of the familiar words. Therefore, it is very important to know that in order to understand a text, when it is read, it is necessary to include the following 3 stages: explanation of unknown words, content analysis of the text and explanation of the basic idea.

Explaining unfamiliar words, how to get to the meaning of unfamiliar words or words with a figurative meaning: do students ask for an explanation or does the teacher ask about it? What is the form of explanation: in the form of a definition or some other form? How deeply we can go in and explain, without harming him, but intensifying the experience of the text.

There are different answers to these questions: It is up to the student to ask for the unknown words to be explained to him, because he asks the one who wants to know more. However, there are teachers who do not know what the student knows and what needs to be explained. The student must sense when the time is right to ask a question. After reading a certain whole, there is a small psychological break and then it is the right moment to ask a question.

If the students read the text (based on previously assigned tasks) at home, they need to notice the unknown words and ask the school to explain them. First we could get the 4th graders used to looking for the explanation of the unknown words at home in dictionaries, lexicons or other literature, and then from the teacher. The most important unknown words should be explained because of them the student will not understand the text or will misunderstand it, so it is important to explain either in the introductory part or in the reading or in the content analysis

of the text. Students will understand the content of many sentences from the context, so there will be no need to explain them.

When explaining words, it would be convenient to have the explanation in the context of a sentence in the text. Explanations of words should sometimes be visual because students have not seen or seen those objects but do not know what they are called. So it would be good to see that object live or in a picture to understand it better. Explanations of unfamiliar words should not be long, but short, but to emphasize the part that is related to the text. In some cases it is enough to just say a synonym for the word that will be familiar to them. Abstract words are the most difficult to explain, especially those that express feelings, emotions, or character traits. We often explain such words from personal experience or from everyday life.

Content analysis of the text certain thoughts, their interrelationship and the main thought in the read text, students will not understand without being explained. The explanation is done by asking questions from the text or such questions with the help of which the connection between certain thoughts will be explained or the content will be divided into parts, the main thoughts will be found in the parts and the main thought of the whole text. In order to determine the main thought in the text, questions from the text are asked, all in order for the students to understand the content of the text, and at the same time the speech is practiced, so that the answers they give should be complete and correctly pronounced. The scientific-popular texts are divided into logical wholes, and the literary-artistic texts according to the number of important events in the text.

The plan of the board also occupies a very important place in the content analysis. It can be in the form of a picture or in the form of questions. This type of plan is the easiest and is most often used in the first and second grade. Somewhat more complicated in the form of a sentence is the plan that is found in the third and fourth grade. However, often the teacher can make a combination of several types of plan to bring the content closer to the students. The plan can be made with the help of several pictures that show an event. The teacher attaches the pictures, and the students find the parts to which the pictures refer in the text. The students read that part and explain, after which they concluded that that part of the text refers to that picture. Drawings by students can also be used to compile such a plan. In such a case, the text is divided into several parts and it is determined which of that part should be displayed with a drawing. Later, the most successful drawing is selected for each part. Students then arrange the drawings in the order in which the text takes place. Students can also be asked to find in the sections those sentences that best express what is on the drawing and write it under it. In this way a combination of a plan with sentences and drawings is obtained. Such tasks force students to delve into the content of the text, to read carefully and understand what is read, in order to create a better idea of what they need to draw. When working on a certain text should not be exaggerated by asking questions. Only the most necessary questions should be asked and only in order for the student to wander a little and delve deeper into the text and make a conclusion about what he has read. At the same time, working in groups is recommended, in order to activate all students.

Explanation of the basic idea the basic idea (thought) in a literary-artistic text must not be imposed on students. For that, it is necessary to ask them such questions and tasks with the help of which they will take a certain position on their own. There are texts in which the main idea or thought consists in the title of the text, and it can also be written at the end of the text as a message or lesson. Moreover, there are texts in which the student really needs to delve deeper and elaborate on the text to arrive at the main idea.

The meaning of some literary-artistic texts will be much clearer if the teacher reads the text to them expressively, with good intonation in certain places where expressions of feelings and emotions are found. At the same time, it can often play a big role, and that in the text are found parts of text from other subjects already known to children, such as. from nature and society. If

these two hours are put in the schedule one after the other, then understanding the meaning of the text will be much easier because the two contents are interrelated.

Comprehension reading ability is usually tested with standardized comprehension reading tests. These tests usually consist of a small number of texts, which can be of different lengths, the understanding of which is usually checked with the help of several questions of choice. Possession of such a psychological instrument has great theoretical and practical significance.

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KLASHNINOVSKI Aleksandar

Brainster Next College, North Macedonia

MAKESKA Anja Marija

Brainster Next College, North Macedonia

RADENKOVIC Darjan

Brainster Next College, North Macedonia

KASTRATOVIKJ Ema

Brainster Next College, North Macedonia

PESOVSKI Ivica

Brainster Next College, North Macedonia

PERSONALITY TRAITS AND CAREER DECISIONS

Abstract: The aim of this study is to analyze the results of the career quiz launched by Brainster in November 2020. The career quiz was solved by 7009 participants as of December 20, 2021, making it one of the biggest, if not the biggest self-assessment study on this topic in the country. The career quiz includes three types of question: 32 questions which are intended to determine the personality type of the respondent in accordance with the 16 Myers–Briggs personality types; 30 questions to determine the respondents' affinity towards digital skills based on their personal characteristics and 4 questions focusing on the personal data of the participants required for getting personalized career suggestions. Once they completed the quiz, participants received their specific personality type, the digital careers that are a good fit for such personality type as well as how the specific personality type would act in a team and as a leader. The results show high validity of the quiz results in regards to both the specific personality type and recommended career based on the feedback of the participants regarding how true and relevant the results are to them (4.27 and 3.97 respectively on a 5-point Likert scale).

Keywords: Personality traits, MbtI types, Career personality, Career decisions