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DIDACTIC-METHODICAL DESIGN OF TEACHING MATERIALS FOR THE PROGRAM AREAS INITIAL READING AND WRITING AND LANGUAGE

Abstract: Teaching Macedonian language, composed of knowledge in the field of grammar and spelling, can be an important prerequisite for the language culture of each individual.

Without the basic knowledge on which the Macedonian literary language is built, no one can speak of literacy in the broader sense of the word, through which the teaching of the Macedonian language is based.

In order for students to master the goals provided by the curricula for teaching Macedonian language, through the program areas Initial reading and writing and Language from I to III grade, an appropriate classification of materials is needed based on which students will be able to master grammar and spelling rules and tasks, as well as practice the already acquired knowledge. Therefore, it is necessary to analyze the curricula, as well as appropriate didactic-methodical design of modern teaching materials that will help teachers to realize the teaching of Macedonian language, and students to more easily master the curriculum.

The aim of this paper is aimed at analyzing the program setup of the program areas Initial reading and writing and Language and methodical-didactic design of modern teaching materials, all in order to improve the teaching of Macedonian language.

Keywords: Analysis, Design, Curricula, Teaching materials

Introduction

Initial writing becomes automated over time, losing the “charm of beautifully drawn lines”. The incorrect use of lowercase and uppercase letters, omitting letters in polysyllabic words, using dialect words, writing fused words, writing the sounds “b” and “p”, i.e. incorrect use of voiced and voiceless consonants, the use of punctuation marks are one of the most common mistakes that elementary school students make in dictations and written assignments. The teachers say that the level of literacy is a concern, equally in the departmental teaching and in the subject teaching. The teaching of the Macedonian language should be given special treatment in our school system, all with the aim of teaching students the correct use of letters, words, sentences, texts to improve their handwriting, as well as their knowledge related to grammar and the spelling. The learning process at school begins with mastering the technique of reading and writing. That process is perfected over time, with more or less organized exercise, until a high degree of automation is achieved. Success in teaching the Macedonian language, as well as success in school in general, depends on how the student has mastered reading and writing and how he understands what he has read. If the student masters the skills of reading and writing in a better quality, he will be more involved in the general system of communication. Human’s innate need for knowledge, creativity and the need to realize his personality depend entirely on reading and writing. The book is an irreplaceable necessity in the life of the modern human. Not being able to read and write means being far from the spiritual well-being that the written or printed word enables, being intellectually, socially, culturally and technologically handicapped.

So, from the very need of man for his literacy, comes the need to learn and improve the writing technique, i.e. the Cyrillic script, with which the person himself will be able to get to know the beauties of the written word, and at the same time to improve himself. In schools in our country, there is a need for methodical-didactic design of teaching materials within the program areas Initial reading and writing and Language.

Macedonian Language Teaching and Its Meaning

The multifaceted importance of speech in human life has conditioned the teaching of the Macedonian language in primary education and upbringing to receive a primary place.

The meaning of a teaching subject and its participation in the formation of the student’s personality can be considered from several aspects. Individual authors have defined those approaches differently. According to the student’s behavior in the teaching process, some authors have formulated those approaches as separate areas. According to Bloom’s taxonomy, with which he

more closely determines educational requirements related to the level of knowledge, skills and habits, and as achievements expected from the student, there are three such areas:

- **cognitive area** – it determines “educational goals related to the reproduction or recognition of knowledge, as well as the development of intellectual abilities and skills.” In other words, this area covers the intellectual (educational) sphere, “which is seen in the growth of knowledge and skills, as well as the development of abilities”.
- **affective area** – in this area are included “goals in which changes of interests and attitudes in behavior are described”, with a special emphasis that “internal feelings are as important as external manifestations”.
- **manipulative (educational) area** – in this area “the tasks and problems that the student should solve, if he has accepted or developed a certain type of behavior” are listed in this area, that is, “the ability of the student to apply those tasks and problems in new situations”. In order to be able to prove that the student can successfully apply his knowledge, “it proves that he will use it correctly in a situation where the paths and methods of solving are not determined”.

Culture of Written Expression

Written expression, together with the culture of oral expression, represents a significant subject area of the language, the teaching of the Macedonian language, which has the task of equipping the student with his knowledge, thoughts and feelings, his attitudes and thoughts according to the coefficient and every life matter, etc. express logically and grammatically correct in writing. The task of the school is to enable him to express himself easily, intelligibly and beautifully, and then to express himself in a rich, varied and stylish way, as well as to be able to write in the most diverse forms.

Oral expression exercises are a preparation for written expression, after mastering one type of spoken expression, immediately following the mastering of the written expression of that type.

The contents of the students’ exercises for written expression that will be applied in the teaching can be different. These are usually contents of students’ everyday life and work, their experience, interests, experiences, their desires, etc., everything that can serve as content for oral expression, can also serve for written expression, and vice versa.

A basic condition for success in written expression is that the content to be written about is well known to the students and arouses their curiosity and interest. Only in this way will it be possible to activate the opinion and imagination of the students. (Delcheva-Dizdarevic, 2003)

The application of the contents for expression should be written so that they correspond to the mental development of the students. For written compositions, the contents of the processed literary texts, the characteristics of the characters from the read literary works can be selected.

All that, in the end, should have a good effect on the cultivation of written expression among students.

Success in written expression largely depends on the correct choice and clear formulation of the topic the students will write about.

With the good choice and the specific formulation of the topic, in fact, a relationship is established between the student and the content, encouraging him to think and to express himself beautifully in writing.

To check whether the content of the topic is known to each of them, it is often practiced to prepare the content beforehand as a speaking exercise. In doing so, what is not clear should be well clarified, and students should be used to using nice words and expressions. Such a procedure, in fact, is both a good preparation and a kind of guarantee for the success of the written exercise.

In 2003, Delcheva-Dizdarevic said that “in addition to the correct choice, the wording of the topic itself is very important. It should not be too broad and indefinite. Such formulations do not

encourage the student to think, even less to a beautiful written expression.” With such formulations, students usually move away from the topic and write anything and everything. The wording of the topic must not be too narrow.

As a result of the topics formulated in this way, a poor written composition is usually obtained. An insufficiently or poorly understood topic can lead the student away from the basic content and give an answer to a completely different topic.

A well-formulated topic for practicing written expression is clearly and precisely determined, allows the student to imagine the content, delve into it, as well as arouse interest and desire in him to write on that topic. Only in this way will his written language expression be richer and more beautiful.

In order to get a good written composition, before starting to write a plan should be made, which will serve as a roadmap for the students to follow in writing the written composition. This activity will help to find the components, data and facts that will enter the content of the written composition and their logical connection and shaping into one linguistic unit, arranged in chronological order.

A plan for writing a specific topic can be compiled by the students themselves. It is a good way for the student to gradually become independent and train himself for independent work.

Types of Written Exercises

Starting from the complexity of the written works, from their purpose and from the production of the performance, the written exercises in primary education should be the most diverse. Therefore, in the pedagogical literature, they are classified in different ways. According to some authors, they are usually divided into two basic groups:

- **written exercises** – they have the task of improving those components of literacy without which there can be no good written expression, as well as eliminating the difficulties and obstacles that complicate the work in developing written expression.
 - **written compositions** – they are freer in form and richer in content.
- Other authors, on the other hand, divide the written works in primary education into:
- **reproducible** – are those that serve, mainly, to practice the already learned knowledge, even though they are not exclusively about pure reproduction.
 - **productive** – they are those in which the student freely expresses his thoughts, feelings, experiences independently, in his own way and with his own vocabulary.

Rewriting is the simplest type of written exercise and aims to develop above all the mechanical habits of correct writing. In fact, it is the initial stage in introducing students to written expression.

It starts with copying letters and words, then short sentences, and later entire shorter texts. Apart from perfecting the writing technique, rewriting also contributes to the development of children’s attention, the sense of accuracy, neatness and discipline in work, as well as the sense of beautiful aesthetic writing.

Rewriting should start from the very beginning of literacy, starting with (re)writing the newly learned letter to teach students how to write correctly and beautifully; then words are copied to understand the grouping of letters as a whole – the word; sentences are also transcribed, through which, in addition to perfecting the writing technique; it is gradually getting into understanding the construction of the sentence in the Macedonian language and adopting some grammatical and spelling norms.

After that, **creative rewriting** or **rewriting with assignments** is approached. For example: rewriting sentences by filling in omitted words, rewriting text expressed in words and pictures, where pictures are replaced by words, rewriting handwritten typewritten text, rewriting text in which mistakes are hidden, correcting mistakes, etc. With these exercises, the foundations of readability and beautiful handwriting are laid, which will later acquire individual characteristics.

Dictation in lower grades is a difficult task for students. Therefore, the use of dictations in teaching should be approached very carefully. During dictation, the student perceives the text as an acoustic representation. While writing, the student is focused on remembering the text, must pay attention to the dictation, keep the thought to himself and pay attention to the writing.

The complexity of all these activities can burden the student by provoking a certain resistance to the dictates of distraction and fatigue. Therefore, when dictation is used, the following should be taken into account: the sentences that are dictated must be clear, simple and understandable; the sentences should be exemplary for the student's age; the speed of dictation should be in accordance with the speed of natural speaking; correct choice of the text for the text, which would correspond to the purpose and requirements of the dictation; first the whole text is read and then it is dictated; after the dictation, the teacher reads the entire text again, so that the students can check what was written; preferably, the dictation should take place through whole sentences; not to dictate to students when they are tired; to be motivated for dictation and to prepare for such a thing. (Nikolovska & Nikolovski, 1983)

Dictation can be a major component in assessing knowledge and changing grammar and spelling norms. Because it involves listening to the spoken text. The pronunciation of the text by the teacher should be clear, understandable, loud, with correct voice articulations.

Bearing in mind that the teacher knows his students best, it is possible to sometimes investigate how much this can exceed the previously stated and set goals. In accordance with that, the teacher can ask for greater requirements at the lower level of education, and at the higher level, use texts appropriate for the lower levels.

It is best to find a suitable text saturated with a linguistic phenomenon or linguistic phenomena that we want to check, that is, practice. However, the saturation of the text with the necessary linguistic phenomenon is not enough for us to use the text in a dictation exercise. It is especially important that the selected text be a linguistic and stylistic model, comprehensible to the students, communicatively transitional, current, one can say alive, interesting, as well as educationally and culturally valuable. Some changes to an author's text are also allowed, all in order to be in function of the necessary linguistic term that is in the center of our attention. Dictation should be started when the children have mastered more than half of the letters, but some methodologists believe that it should be done when they have learned all the letters. Dictation should start with writing sentences that are simpler, containing no more than 2 to 3 words. (Lekic, 1991)

Importance of Teaching Grammar and Spelling

The teaching of grammar and spelling, as a special area of the teaching of the Macedonian language, is of particular importance not only for the teaching of the Macedonian language, but also for teaching in general.

The system of knowledge of grammar and spelling is a significant prerequisite for the language culture of each individual. Without the basic knowledge on which the Macedonian literary language is built, one cannot speak of literacy in the broader sense of the word, as, in fact, it is attempted to be achieved through the teaching of the Macedonian language.

Grammar and spelling will play their role only if the rules are put at the service of spoken and written expression, that is, if they serve for the growth of general culture and for a more reliable practical mastery of the literary language.

Spelling is an indivisible part of grammar, although in the teaching process it sometimes happens that grammar rules are studied in separate lessons from spelling rules. That connection is best seen during the realization itself in the teaching practice.

Reading will not be logical and expressive if the meaning of each word and sentence is not understood. That, in turn, depends on whether the punctuation marks are placed correctly. When

writing, it does not matter whether the capital letter is used correctly, and thus the adequate understanding of the word or the sentence can be called into question.

The study of grammar and spelling should not be separated from other subject areas of Macedonian language teaching: reading, writing, spoken and written expression, etc. Namely, reading will not be logical and expressive if the meaning of each word and sentence is not understood. That, in turn, depends on whether the punctuation marks are placed correctly. When writing, it does not matter whether the capital letter is used correctly, and thus the adequate understanding of the word or the sentence can be called into question. (Delceva-Dizdarevic, 2003)

In order for students to adopt the norms of our literary language and successfully apply them in everyday spoken and written communication, the material should be well chosen on the basis of which the students will learn the grammar and spelling rules or practice the knowledge they have already acquired. . For this purpose, various sources can serve: a speech situation, a certain text, a written task of the students, a spelling mistake, etc., provided that they are adapted to the intellectual capabilities of the students. The choice of the content with which the students will understand the linguistic phenomenon or the spelling rule to be adopted will depend on the teacher's skill.

Research Methodology

The **subject** of this research is the methodical-didactic structure of the teaching materials that the students use within the teaching of the Macedonian language, according to the programs in the areas Initial reading and writing and Writing Language.

The **purpose** of the research is aimed at analyzing the program layout of the program areas Initial reading and writing and Language and methodical-didactic design of modern teaching materials for the teaching of the Macedonian language.

The study of the problem is carried out with **empirical** research of a **descriptive** and **explorative** character.

The research of the problem related to the methodical-didactic placement of the teaching materials according to the program areas Initial reading and writing and Language in grade school education and their use in teaching, conditions this research to have an **empirical character**, with characteristics of descriptive and explicative research. This research is empirical, because it examines the attitudes and opinions of a certain number of teachers of the Macedonian language who teach in the first, second and third grades. Research by its nature has **quantitative** and **qualitative** characteristics. The research will also have features of **action research**, because according to the analysis of the program areas Initial reading and writing and Language and the obtained attitudes and educational needs of the teachers, modern methodical-didactic structured teaching materials will be designed.

Tasks that will be applied in the research are:

1. to make a content analysis of the Macedonian language curricula and programs for I, II and III grades, in relation to the program layout of the program areas Initial reading and writing and Language;
2. to examine the educational needs of teachers for the preparation and use of methodological-didactic teaching materials in the teaching of the Macedonian language – the program areas Beginning reading and writing and Language (first, second and third grades);
3. to examine the attitudes and educational needs of teachers in relation to the existing school resources necessary for methodical-didactic design of modern teaching materials in the program areas Initial reading and writing and Language (first, second and third grades);
4. to design modern methodical-didactic teaching materials for the implementation of the program areas Initial reading and writing and Language (first, second and third grades).

A **general hypothesis** will be used in the research: There is a need to modernize the process of methodical-didactic design of teaching materials and to deepen the target compatibility of the program areas Initial reading and writing and Language, necessary for the realization of teaching in I, II and III grades.

The research will be dominated by the **descriptive method** with all its modalities: **analyzing, comparing and generalizing**.

To obtain relevant data, surveying of teachers and analysis of pedagogical documentation will be used as techniques in the research, through a survey questionnaire and a record list as instruments for obtaining reliable data for the research.

Several samples will be included in the research, namely: a sample of municipalities in which the research will be carried out, a sample of primary schools, a sample of primary school teachers and a sample of curricula and programs for grades I, II and III.

Conclusion

Since the research is still ongoing, there are no adequate data that can express the attitudes and opinions of teachers about their educational needs in schools.

After conducting the research, the views and opinions of the teachers will be examined and thus the hypotheses from the research will be confirmed or rejected.

Based on the answers that will be received from the survey questionnaire as well as from the analysis of the curricula for the planned program areas and departments, the needs of the teachers will be perceived and will help us in the future to design modern methodical-didactic structured teaching materials, which they will help the teachers and facilitate their work during the lessons, by having modern teaching materials that they can apply during the lessons and receive feedback on the prior knowledge as well as the acquired knowledge of the students.

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