"St. Kliment Ohridski" University
Faculty of Education

IJET

International Journal of Education

TEACHER

vol 13

April 2017

University “St. Kliment Ohridski“
Faculty of Education - Bitola

TEACHER

International Journal of Education

Bitola, 2017

Publisher
Faculty of Education - Bitola
Dean prof. Valentina Gulevska, PhD.

Executive and Editor-in-chief
Prof. Ljupco Kevereski, PhD, Macedonia

Cover, Technical & Computer support
Josif Petrovski, Macedonia

CIP - Cataloging in Publication,
National and University Library "St. Kliment Ohridski" - Skopje.

TEACHER: Journal of the Faculty of Education - Bitola /
[Editorial Board Acad. Grozdanka Gojkov ...] Year XV, No. 1 (2017) -.
- Bitola: Faculty of Education, 2017 -. - 29 cm., 160 p.

Unspecified

ISSN 1857- 8888 (online)

University “St. Kliment Ohridski“ - Bitola, Macedonia
Faculty of Education - Bitola, Macedonia

Address:
Faculty of Education
ul “Vasko karangelevski“ b.b.
7000 Bitola, Macedonia
Tel/Fax. ++ 389 47 253 652; 203 385

With the opinion of the Ministry of Culture no. 07-2699/2 from 15.04.1998, for the journal "Teacher" is paid preferential tax rate. In accordance with Article 20, paragraph 8 of the VAT Law (Official Gazette 44/99), for the journal "Teacher” is paid a tax of 5%.

The journal has no commercial nature.

CONTENT

APPENDIX

INTERNATIONAL SCIENTIFIC REFLECTIONS
AT THE FACULTY OF EDUCATION - BITOLA

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.01

THE THEME OF DEATH IN LITERATURE FOR CHILDREN AND YOUTH[1]

Jovanka Denkova

Faculty of Philology, UGD
Štip, Makedonija
jovanka.denkova@ugd.edu.mk

Abstract

The topic of this paper arises from the very nature of literature for children, literature that is special, separate part of the general literature, as well as an integral part. Such literature is close to the child, because it is offered another world, a world in which the child freely develops their imagination, dreams and aspirations. But also, the fact is that through this literature child perceives life and its laws. Children are facing death were in the family, whether it is about the death of close relatives, death of a pet, etc. Hence, it is inevitable literature aimed at children and young people to reflect developments in society and family. Accordingly, the essential part of literature for children and youth is death as an integral part of our existence. For these reasons, the subject of this paper will be the treatment of the theme of death in literature for children and young people, through selected works.

Key words: *death, children's literature, children.*

Among the most prominent contemporary literary movements, realism strives to portray life as it is, without dulling or diminishing the true emotionalism and dynamism of life through exaggeration or fantasy. As an aspect of children's literature, realism and its basic tenets strongly appeal to young adult readers, however, that, simultaneously, has worried many adults who are anxious about confronting children with the often difficult subject matter present in most "real world" scenarios.[2]

Death is a sensitive and difficult issue for almost everyone, "the last taboo" as it has sometimes been called. Children today are protected from it and unprepared for it in a way that would have been impossible a century ago, but they cannot be completely insulated from it: pets die, grandparents die, sometimes even parents or siblings or friends die.[3]

General avoidance to give fair treatment to the topic of death and its consequences on the family, it reflects the willingness of our society to deny this issue. It may stem from trying to protect young people from the painful reality (Moss 1972), or, according to some theorists, when it comes to death, parents and educators are more willing to warn children about possible risk factors related to its security, thereby reducing the risks to his life than they are ready to talk about the theme of death. Conversation, and thus giving basic acceptable information about the death, often deferred to a later age child (Konstantinovič 2006).

The fact is that no matter how much the parents, writers or teachers are trying to avoid or relativize the theme of death, it exists and children daily face with it. Regardless is it a

1 Revisional scientific paper
2 Realism in Children's Literature, Children's literature Review, 2008, http://www.encyclopedia.com/article-1G2-2859900012/realism-childrens-literature.html, accessed on 20.10.2016
3 Books for Bereaved Children, https://humanism.org.uk/education/parents/books-for-bereaved-children/, accessed on 20.10.2016

death of a pet, grandparents, brother or sister, parents, closer or more distant relatives - death and birth is an inseparable part of life. In fact, it is proved that at the age of three the child begins to ask questions about death. Accordingly, it is considered that avoidance of parents or teachers to talk to their children about this subject can be considered dishonest and can lead to disruption of the emotional and intellectual development of the child. Also in this context, it is suggested that it is better for children to openly tell their family crises, rather than let them imagine the worst (Moss 1972). At the end of the day, pretending that death does not exist (that is out there) will not help it to disappear. No human being can escape; the man can not avoid "brutal fact of his mortality" (Swenson 1972).

The question is: whether the books can help students to understand and accept death without being morbid or to undermine the faith of students and parents?[4] Reading, which has long been used as a means of helping people cope with conflict, may be a viable way for children to deal with critical illness. From their reading, the children realize that others also experience similar fears, frustrations and concerns. By recognizing the similarities between themselves and the characters, children can work on solving their problems. Through reading, children realize that other people share their pain and feelings and that's quite normal. That, to them, is a kind of relief when they know that others suffer as they do. When children feel less isolated, they lose part of their embarrassment because of the situation they are in (Bernstein 1983: 28).

Lately, both in global and European context, and in this region, including in Macedonian literature for children and young people, there is an increased number of books that are talking about this topic. Moreover, it is interesting to know the fact about what kind of loss are faced the characters in the works or any instances of loss and sorrow the works present. Adults may not know whether these examples faithfully represent experiences related to death that children can meet. However, this literature gives occasion to approach this topic in an unusual way. Of course, this literature can help adults to identify with certain aspects of grief that are fundamental to all mankind (Corr 2003-2004). Many authors emphasize biblio-therapheutic function of literature on the issue. According to James (James), representations of death in fiction for children can provide an unusually clear opportunity to understand some of the ways that create the understanding for something in society. For some, any serious study of cultural approaches that provide answers about death, can present some of the basic features of social life [...] Second, children's literature can reflect these values because of her clarity, [. ..] and because the vigilance with which it is monitored (James 2009).

For illustration, we will mention only some works which, as it seems, in his own manner to treat this issue. As soon as we mention "Pinocchio" by Carlo Collodi (Collodi 2005), the reader immediately creates the image of the wooden boy who experienced various adventures before he become a real boy. His desire to become a real boy, but his inconsistency, have caused many accidents in which very often was jeopardized his livelihood. Thus, because of his laxness there is a danger of burning his feet: „ But while he slept wooden foot flames and slowly began turning into coal until they become ashes“ (Collodi 2005: 30), then when the owner of the theater wants to throw him into the fire: „Bring me here that wooden puppet hanging on a nail. It seems to be made of very dry wood, and I'm sure if I plunge it into the fire, it will cause a big fire for roasting“ (Collodi 2005: 47); then, when the masked killers ask him for money: „Get your money or you're dead“, „And after we kill you, we will kill your father“ (Collodi 2005: 69); when there is danger to be fried as a fish: „You want to be fried in a pan, or you prefer to be cooked in a pan with tomato sauce?“ (Collodi 2005:156); when transformed into a donkey Pinocchio is thrown into

4 https://humanism.org.uk/education/parents/books-for-bereaved-children/, accessed on 20.10.2016

the sea and there is danger of drowning: "... he took the colt of a cliff on the seashore, tied stoun around his neck, and tied his hoof with a rope and held it in my hand strongly, than pushed it and dropped it in the water“ (Collodi 2005: 205); when he and his father are swallowed by the shark: "Monster has reached them, sighing and drank poor puppet as I drank egg hen. And with so much power and greed swallowed him, that Pinocchio was going down through the body of the shark was struck and remained stunned good fifteen minutes...“ (Collodi 2005: 213), etc. Other than his own endangered in the novel, the hero is faced with the death of some dear people as Cricket winds (in fact, his conscience) whose death he caused and he later regrets about that: „...Pinocchio jumped furious from the desk, took a wooden hammer and threw it toward Cricket winds. Certainly he did not expect to hit him, but unfortunately it hit him right on the head so that the poor Cricket winds barely find the strength to let go one shh, shh, shh and remained dead and stuck on the wall“ (Collodi 2005: 23). Quite indicative are sequences in which Pinocchio meets a girl with blue eyes, in fact fairy, his death/death of fairy and visit on her grave, about whose death he also feels guilty and responsible, arguing that caused Quite indicative sequences in which Pinocchio meets a girl with blue eyes, in fact fairy, death / death of fairy and visit her grave, whose death felt too guilty and responsible, arguing that he caused it with his disobedience and irresponsibility: „Then on the window appeared pretty girl with bright blue hair and white face like it was a wax figure, with his eyes closed and arms crossed on his chest, which without moving her lips spoke with voice as if comes from another world: in this house there is none. Everyone is dead ... I'm dead ....- Dead? Well then what are you doing here at the window? - I am waiting the coffin to take me“ (Collodi 2005: 73). The following narrative sequence with the Pinocchio’s arrival on fairy grave, very illustrative reveals the relationship of children to death as something temporary and can be overcome only by love: „... he start kissing the marble burial with his mouth and burst into loud weeping. Oh, my Fairy, tell me it is not true that you are dead! If you really love me ... if you really love your brother - arise ... come back to life as before!“ (Collodi 2005: 115)

Interesting is the attitude of Pinocchio toward drinking syrup to heal offered by the fairy. His rejection of the syrup is quite like the relationship of children to drugs: "... I can’t drink this bitter water, I can’t, no, no ...- my child, you'll be sorry ... Your illness is serious ...- I don’t care ...- The fever will take you to the other world in a few hours. Aren’t you afraid of death? - I have no fear at all! ... I prefer to die than to drink this ugly cure“ (Collodi 2005: 84). To amplify the effect the seriousness, on the stage appear four black rabbits (in the role of undertaker) wearing coffin intended for Pinocchio. However, after he changes his mind and drinking of the cure, they leave.

In the novel "Pippi Long Stocking" by Astrid Lindgren, Pippi’s mother is dead before the beginning of the story, and the father is absent, disappeared during a storm, so the reader accepts Pippi as an orphan, which does not bother as only on the contrary: „Her mother died while Pippi was still a baby - while lying in the cradle. ... Pippi believed that her mother lives in a distant country, so, however, she could watch her little girl, who often waved, saying: - Don't worry, Mom! I will always handle!“ (Lindgren 2010:7).

But Astrid Lindgren failed to avoid the various controversies. And she never desired it. When she spoked of death in the book "Mio My Mio", it may notice that it was still present memory of World War II. How dare she to shake again the themes of fear and death in children? - was heard from various sides. Her response was that children can actually handle it, and that existential issues are extremely relevant to them. "Children need real fairy tales that will not timid to resist the terrible and difficult. We had enough ultraidillic versions of that genre“.[5]

5 http://magazine.danaucime.mk/?p=10550, accessed on 22.10.2016

While previous novel was of miraculous type, the realistic novel "Heidi" by Johanna Spyri (Spyri 2010) we meet with the theme of death across a few places, but not directly as a death or loss of a dear and close person. The danger to the worst is still there. Death that occurred in the past we meet early in the novel when Aunt Deta with Adelaide-Heidi, who is already an orphan, is sent to the uncle on the mountain intending to leave him little Heidi so he can take care of her. On the way, she actually tells the whole history with the death of Heidi parents and thus introduces the reader into the fate of Heidi: „Two years after the wedding Toby worked on a house, then rested, and he fell a beam and hurt him. And when the unfortunate man was brought home, all crippled by terror and pain Adelhaida got a terrible fever and could not be cured... A few weeks after the death of Toby we buried Adelhaida" (Spyri 2010: 11). Death as a theme is present in the life of Clara's doctor who lost his family and somehow considered Heidi for his own daughter and thus at the young reader causes a feeling of protection, security: „The doctor had an only daughter, who after his wife's death was all he had in the world. But a few months ago, this beautiful girl suddenly died. Since then Mr. doctor was never again cheerful, though it had never been sad before" (Spyri 2010: 37). And third place where death is found as a real threat to the health of girls, particularly Clara's disease and unidentified disease of Heidi in Frankfurt: „Very rich relatives of her masters, living in almost the most beautiful house in Frankfurt, have one daughter who must constantly sit in a bicycle with three wheels, because on one side she is deprived, nor otherwise is healthy" (Spyri 2010: 49); „ Doctor, tell me honestly if you still hope to change that? The doctor shrugged. –A litlle bit, he said in a low voice" (Spyri 2010:139).

In the novel "Tom Sawyer" (Twain 1963) we meet another orphan child, whose mother died early and it happened in the past. For him and his brother takes care Aunt Polly. Cheerful and naughty nature of Tom leaves no room for compassion at the reader because he has no mother, because his ingenuity and resourcefulness is a remarkable and every child-reader identify with it.

The theme of death we meet later in this novel, when Tom and Huck in the cemetery directly facing the murder of a doctor: „ At that moment, Joe benefits from its case and stabbed to handle the young man. Doctor swayed and fell over Potter covering him with blood" (Twain 1963: 80). Quite interesting and humorous is displayed mourning for Tom by his aunt when everyone is convinced that the children are dead (after they escape the island): „ I do not want to hear any bad word about my poor little child, Tom, now that it is no more in this world! God will take care of him ... Now he is no longer aware of any sorrows and tribulations" (Twain 1963: 120-121). Their return home on the day of their own funeral, is also humorous displayed versus traore atmosphere in the church, the sad song in the church choir, preaching the virtues of the dead boys: „Influenced by this sad story, the audience was becoming increasingly sensitive. Finally she could not stand, so they joined relatives who were weeping and through church blew choir of bitter weeping. And the preacher gave sake of his sensitivity and began to cry from the altar" (138). Then, there is the death of Indian Joe who was found on the door of the closed cave. Although young readers had a chance to see his malice, yet his agonizing death, displayed very vividly, leaves space so they can feel sorry for him: „ Tom was upset from the depth of his soul. He knew from personal experience how much this wretch had to suffer! And he sincerely regretted ...Unfortunate man died of starvation..." (Twain 1963: 246-247).

And in the novel "Huckleberry Finn" (Twain 1979) main character is orphan Huck, which at the beginning of the novel we learn that has only a father, but he is drunk and is beating on Huck, and therefore Hack avoids him. Thus, he is left to himself, and because he can't adapt to new life conditions in the home of widow Douglas after finding treasure with Tom Sawyer, he constantly strives to free life. When his father returns to his life, it seemingly is the lifeline to a civilized way of life, but after a short time, his father goes back to his old habits and Huck will staging "his" heinous death so he can flee: „After I break the door, I brought the pig just to the table, cut his throat and put it on the ground so blood can leak ... I've been tugged of some hair, carefully trample blood mixed in with the hair and threw her in the corner...“ (Twain 1979: 39). On the journey that they take over, his partner is Nigger Joe, and through many adventures, they repeatedly are in dangerous situations. The author hides from Huck the reader the scene of discovery of the body of Huck's father and towards the end of the novel Nigger Joe reveals the truth. Thus, he saves Huck to see his father's dead body, or to cause any trauma to him, though it was not his most favorite person.

CONCLUSION

The analysis clearly shows that unlike in the past when in literature for children talking about death, dying (particularly in cases with a military theme) was pretty open, in recent times there is a tendency to "avoid" on the subject. Probably, writers, and parents wanting to protect children from feelings of grief, sorrow and themselves to protect themselves from unpleasant questions, avoid this subject, although it is part of life, that children encounter on a daily basis.

That does not mean that children do not think about death. On the contrary. When they witness the death, such as the death of a pet, countless questions are born in them like: Where did you go now? Why did you go now?, Are not we friends? Now who will be my companion? and similar other issues. If the child does not receive a response that will truly satisfy his desire for knowledge of reality, we face the danger to get distorted notions about life, or will suppress feelings of grief and sorrow in themselves and retreat. Thus, as previously said, we compromise at risk of negative influence on the emotional development of the child. Indeed, with these questions, child appeals to us, in his own characteristic way, that there is a deep need to share these feelings to someone. By reading a books that children are facing such experiences, they plunge into the emotions and responses that others offer (Walker 1986:8-16). For these reasons, we, adults, parents and teachers, it is necessary to recommend literature to children and by reading about these events and feelings, children will identify with the characters, so they can experience a kind of catharsis, i.e. the release of the tension.

REFERENCES

Bernstein J E.(1983). Books to help children cope with separation and loss. New York: R. R. Bowker.

Corr, A. Bereavement, (2003-2004). Grief, and Mourning in Death-Related Literature for Children. Omega, Vol.48(4), 2003-2004.

James, K. (2009). Death, Gender and Sexuality in Contemporary Adolescent Literature. New York and London: Routledge.

Moss, J. (1972). Death in children's literature. National Council of Teachers of English, Elementary English, Vol. 49, No. 4.

Collodi, C. (2005). Pinocchio. Skopje: Detska radost.

Konstantinovič, S. (2006). Upoznavanje dece sa pojmom smrti na građi bajki Brače Grim i Hansa Kristijana Andersena. Norma, XII, 1/2006.

Lingren, A. (2010). Pippi Long Stocking, Skopje: Feniks.

Swenson, J. E. (1972). The treatment of Death in Children's Literature. Elementary English, Vol. 49, No. 3 (March, 1972), National Council of Teachers of English.
Twain, M. (1963). Tom Sawyer. Skopje: Kultura.
Twein, M. (1979). Huckleberry Finn. Skopje: Kultura.
Spyri, J. (2010). Haidi. Skopje: Detska radost.
Walker, M. E.. (1986). When children die: Death in Children Literature and Its Use in a Library, Bulletin of the Medical Library Association 74(1):16-8.

Web - sites
Books for Bereaved Children, https://humanism.org.uk/education/parents/books-for-bereaved-children/, retrieved on 20.10.2016
http://magazine.danaucime.mk/?p=10550, retrieved on 22.10.2016
Realism in Children's Literature, Children's literature Review, 2008, http://www.encyclopedia.com/article-1G2-2859900012/realism-childrens-literature.html, retrieved on 20.10.2016

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.02

FREEDOM OF SPEECH VS HATE SPEECH IN DEMOCRATIC SOCIETY[6]

Jasminka Kochoska

University "St. Kliment Ohridski", Faculty of Education
"Vasko Karangelevski" bb. Bitola 7000, R. Macedonia
gemelli4@yahoo.com

Abstract

Nowadays, when we talk about democracy and civil society, it is simply impossible to imagine it without freedom of speech and expression. The right of the human to express any thought in any manner is of great importance to the democratic society. Speech is used to express thoughts and opinions. When people face limitations in speech, they face limitations in thoughts. Certain ideas cannot reach their minds because they do not know about their existence. Freedom of speech is often considered as liberty and primary principle of a full-fledged society. It's an individual right, which is to be available to everyone. Freedom of speech takes special place in democratic countries. Freedom is an integral part of democratic society and in this case it is considered as a positive right, but it does not exist in its absolute form all the time. There are certain restrictions on the freedom of speech and expression, especially when it crosses the border into hate speech. The theme of this paper is just for distinguishing the moment of crossing the border in free expression. Also, since we are living in a democratic society, we should behave that way. Therefore, it is necessary to recognize and avoid hate speech, to behave responsibly, with dignity and with respect for anyone who is different from us, in any sense.

Key words: *democracy, right, freedom, speech, expression, hate*

INTRODUCTION

When we speak about the basic principles of democratic society, there are five foundations: social equality, majority rule, minority rights, freedom and integrity. All of these have a common basis in the fundamental ethical principle of mutual respect for diversity. In theory, democratic freedom should be entirely unfettered, except by legislation to safeguard the ultimate aim of mutual respect. (Reference, 2016) Freedom of expression is important for democracy, because it enables the public to participate in making decisions based on the free flow of information and ideas. Without it, people would be unable to make informed decisions. Freedom of expression is found in many facets of human life. Human rights organizations advocate and rely on freedom of expression. The Internet is a place where information is shared quickly across languages and geographic barriers. The right to vote, for example, stems from freedom of expression, which allows citizens to share ideas and watch political debates and campaigns about politicians and their ideologies. Without this exchange of ideas, citizens wouldn't be informed on the issues. Freedom of expression envelops freedom of speech, freedom of religion and freedom of thought. (Reference, Reference, 2016)

Democracy as a system, includes a number of purposes and characteristic values, and in the context of this topic, worthy of mention are:

6 Specialized paper

- protection of the rights and freedoms of citizens,
- free flow of information,
- transparency,
- freedom of speech,
- access to alternative sources of information,
- freedom of thought and freedom of belief,
- freedom of public speech and so on.

Most expressions are completely harmless and protected under the right to freedom of expression from interference by the state. But, there are situations where freedom of expression is not absolute and can be limited when it conflicts with other rights. (Article19, 2016)

FREEDOM OF SPEECH

The right to freedom of expression is recognized as a human right under article 19 of the Universal Declaration of Human Rights and recognized in international human rights law in the International Covenant on Civil and Political Rights (ICCPR). Article 19 of the ICCPR states that “everyone shall have the right to hold opinions without interference“ and “everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice“ (Wikimedia Foundation, 2016)

Freedom of speech and expression of thought is a fundamental human right which has a crucial role in the realization and protection of other rights. One of the main indicators of democratic capacity and institutional structure of democracy in a given society is the ability to express opinions and share information. If there is no possibility of free expression, the concepts of citizenship and pluralism in every field, wouldn’t be achieved. Existence in modern multicultural societies can be achieved only through tolerance to others and different opinions.

This right is qualified as a framework law. It moves from freedom of opinion and free expression of individual opinion to institutional media freedom. Freedom of opinion is an absolute civil right, which refers to the fact that no one can jeopardize or limit human thinking, whereas freedom of expression, as a political law, may be subject to certain restrictions should closely be interpreted and in accordance with certain legal set objective goals. This right includes conceptually more rights such as the right to freedom of thought, conscience and belief, the right to public expression, the right to participate in cultural life and the right to privacy. Freedom of expression is treated as a double right. First, it allows sending, transfer and expression of opinions and ideas of all kinds (political, artistic, commercial expressions) and secondly, the right to seek and receive information in any form (oral, written, through various forms of art, media, including new technologies).

Freedom of speech and expression is not only important in its own right but is also essential if other human rights are to be achieved. At an individual level, this kind of freedom is key for the development, dignity and fulfillment of every person.

- People can gain an understanding of their surroundings and the wider world by exchanging ideas and information freely with others. This makes them more able to plan their lives and to work
- People feel more secure and respected by the state if they are able to speak their minds. (Article19, Article19, 2016)

The other side of freedom of expression is the right to information. Freedom of information is the oxygen of democracy, making it possible for people to make informed decisions about their own lives.

Article 19 of the Universal Declaration of Human Rights clearly defines that everyone has the right to freedom of opinion and expression; this right includes freedom to represent the opinions and the freedom to seek, give and receive information and ideas through any media.

“Article 19 of the Universal Declaration of Human Rights of 1948:

Everyone has the right to freedom of opinion and expression which includes the right not to be disturbed for his opinions and the right to seek, receive and impart information and ideas through any media of all kinds, regardless of frontiers.“ (Elena Mihajlova, 2013)

“All of these and many other international documents clearly guarantee the right to freedom of speech and expression. However, there is no freedom which is absolute and unlimited. All these international documents provide restrictions and respect for these rights. According to ICCPR there are two key categories of restrictions that limit freedom of expression:

- for respect of the rights or reputations of others;
- for the protection of national security or of public order, or of public health or morals.

It is necessary to exercise freedoms in order to have a democratic society, but their limitations are also needed for the maintenance of the democratic society. And the most important in this issue is that the limits of freedom of speech correspond to the two key preconditions: *necessity in a democratic society and statute-established*, as the rule of law is the basis for democracy. “ (Youthmedia, 2010)

In practice, the right to freedom of speech is not unlimited wherever it is, and that right is usually subject to limitations in terms of "hate speech.“

HATE SPEECH

When it comes to restricting the freedom of expression, there are cases when a certain expression could harm the objectives legitimately protected. Through this mechanism can be provide non-abuse of freedom of expression and prevention aimed at the complete opposite of the same, as is hate speech, which is the most serious abuse of the possibility of expression. Hate speech opening unpleasant and complex problems of modern societies that are geared towards respecting and fostering cultural pluralism and tolerance. Today the emphasis is placed more on the debate about hate speech and the reaction of current discussions about the growing migration, pluralism and respect for diversity in modern constitutional democracies.

Hate speech means expressing hatred for a particular group. One used to insult a person by racial, ethnic, religious or other group to which that person belongs. Such speech generally tends to condemn or to humiliate the individual or the group or to express anger, hatred, violence or contempt for them. One carries the message of inferiority to members of a particular group and condemns, humiliates, and is full of hatred. Practically all racist, xenophobic, homophobic and other related declinations of identity attacking expression could come under the concept of hate speech. (Elena Mihajlova, 2013)

Hate speech understands use of fighting words, which are written or spoken words, generally expressed to incite hatred or violence from their target. Specific definitions, freedoms, and limitations of fighting words vary by jurisdiction. It is also used in a general sense of words that when uttered tend to create a verbal or physical confrontation by their mere usage. These words are intentionally directed towards another person, which are vulgar and full of malice as to cause the hearer to suffer emotional distress or incite the person to immediately retaliate physically. While such words are not an excuse or defense for a retaliatory assault, if they are threatening, they can form the basis for a lawsuit for assault. (Farlex, 2016)

As a concept, hate speech refers to a whole range of negative speech, expressing, encourages, invites or promote hatred, to insults and epithets, even extreme examples of prejudice, stereotypes and bias. It refers to aspects of the identity of the individual that are immutable and fundamental to it. Belonging to a particular culture it is used as a term that explains the nature of certain identity characteristics such as race, color, ethnicity, religion, national origin, nationality or language. Identity or protected characteristics include sex, gender, sexual orientation, class / social background (typical of societies with a history of class division), as well as physical and mental disability.

Hate speech causes great harm to the specific and individual or group concerned and to society as a whole. It causes emotional and psychological pain; affect social mobility and prosperity in the work: psychological responses to such verbal attacks consist of a feeling of humiliation, isolation, hate themselves and doubt themselves. These symptoms may arise from the humiliation contained in hate speech. Hate speech harms the educational environment and the ideal of equality - equal treatment and the principle of non-discrimination, which are fundamental to any democratic society. Along with it, hate speech brings attitude substantial inequality between people, it is a form of social and political exclusion, a declaration of hostility toward a segment of citizens in society. It potentially leads to hate crimes and can also lead to genocide. When a group is reduced it can easily become subject to physical attacks and violence. Hate speech has a harmful effect on social order, peace and quality of life of the community and has the capacity to seriously divided communities.(Elena Mihajlova, 2013)

In the law of some countries, hate speech is described as speech, gesture or conduct, writing, or display which is forbidden because it incites violence or prejudicial action against or by a protected individual or group, or because it disparages or intimidates a protected individual or group. The law may identify a protected group by certain characteristics. In the law of other countries, hate speech is not a legal term. In some countries, a victim of hate speech may seek redress under civil law, criminal law, or both. A website that uses hate speech is called a hate site. Most of these sites contain Internet forums and news briefs that emphasize a particular viewpoint. Hate law regulations can be divided into two types: those that are designed for public order and those that are designed to protect human dignity. (Wikimedia Foundation I. , 2016)

Freedom of expression and equality are complementary and essential contribution to the security and protection of human dignity. "Narrowing" of freedom of expression by banning hate speech allows greater social space for freedom of expression of all groups in society, ie It enables a live debate with various aspects of the public interest, which gives voice to different perspectives and views. Conversely, when the racist, homophobic or xenophobic speech is free speech of some groups in society is suppressed. The right of everyone to be heard, to speak and participate in the political, artistic and social life are part of the exercise and enjoyment of equality. When people are denied public participation and voice their questions, experiences and concerns are made invisible and they become more vulnerable to impatience, prejudice and marginalization. (The Camden Principles on Freedom of Expression and Equality, 2009)

WHEN SPEECH TURNS INTO HATE SPEECH

It is important to know where is the thin and often blurred line between the constitutionally guaranteed freedom of expression on the one hand and hate speech on the other. Recognition when the speech turns into hate speech is essential to correctly identify and pursue appropriate remedies against it.

The meaning of the term has a long history in the legal systems the various Member States of the Council of Europe and the European Union, together with the case law of the European Court of Human Rights. The Council of Europe has created a variety of definitions of “hate speech“ depending on the context. In the Recommendation on hate speech it is recommended to governments of member states to take steps to combat hate speech set out in the document. The recommendation calls on governments to establish or maintain a legal framework in civil, criminal and administrative law that consists of provisions for hate speech with the same objective to enable administrative and judicial authorities to decide in each case respect for freedom of expression and human dignity and to protect the reputation or rights of others. (services, 2015)

Laws and regulations can not always regulate and provide all possible forms of hate speech, so it is necessary to identify and analyze the jurisprudence of the European Court of Human Rights. It is significant to note in speech recognition whether it contains anti-semitism, xenophobia, islamophobia, homophobia and misogyny. The circumstances of each case require appropriate analysis in order to evaluate whether someone's speech has elements of hate speech. (M.B., 2016) In determining hate speech there are more factors to be taken into account. Difficulties and dilemmas that are associated with the assessment of a public communication in the form of speech that must be prohibited, stem from the fact that “hate speech“ is not always expressed in explicit form, but is present in the statements to which different social or cultural groups have different viewpoints. There are a number of issues and their sub-issues in determining hate speech, such as: what was the context of expression; person responsible for expression; whether there was an intention to provoke hate speech; what is the content of expression; the scale and scope of expression; what was the likelihood of influencing the audience and its future actions etc. (services, 2015)

Democratic education teaches the features and practices, provides us the opportunity to connect with others, to think about different things and carefully study the fragility of our identities and ideals. According to critical educators, diversity and multiplicity, are rooted in a “specific form of human community that encourages and glorifies multiplicity“. Thus, through social, racial and gender experience of participants and finding a space where they will be free and open to partner within the social relationships that reinforce the possibilities of active citizenship. (Preskill, 2013)

REFERENCES

The Camden Principles on Freedom of Expression and Equality. (2009, April).

Article19. (2016). *Article19*. Retrieved December 20, 2016, from Freedom of expression: Limitations: https://www.article19.org/pages/en/limitations.html

Article19. (2016). *Article19*. Retrieved December 20, 2016, from Freedom of expression: https://www.article19.org/pages/en/freedom-of-expression.html

Elena Mihajlova, J. B. (2013, December). Freedom of expression and hate speech. Skopje, Skopje, R. macedonia: OBSE.

Farlex. (2016). *The free dictionary*. Retrieved December 20, 2016, from Legal Dictionary: http://legal-dictionary.thefreedictionary.com/fighting+words

Preskill, S. D. (2013). The discussion as a way of teaching: tools and techniques for democratic classrooms. Skopje: Ars Lamina.

Reference. (2016). *Reference*. Retrieved December 15, 2016, from https://www.reference.com/government-politics/five-foundations-democracy-ba6ec16545279636

Reference. (2016). *Reference*. Retrieved December 15, 2016, from https://www.reference.com/government-politics/freedom-expression-important-democracy-54a8b93491ae7eb2

services, A. f. (2015). *MERC*. Retrieved December 21, 2016, from Guide to monitor "hate speech": http://www.merc.org.mk/Files/Write/Documents/01248/mk/Vodic_za_monitoring_na_govorot_na_omraza.pdf

Wikimedia Foundation, I. (2016, December 13). *WikipediA*. Retrieved December 18, 2016, from Freedom of speech: https://en.wikipedia.org/wiki/Freedom_of_speech

Wikimedia Foundation, I. (2016, December 17). *WikipediA*. Retrieved December 20, 2016, from Hate speech: https://en.wikipedia.org/wiki/Hate_speech

Youthmedia. (2010). *Youthmedia*. Retrieved December 20, 2016, from European Youth Press: http://www.youthmedia.eu/media/117024-what-is-the-role-of-freedom-of-speech-in-a-democratic-society-and-where-are-its-limits-

M.B. (2016, September 29). *Akademik*. Retrieved December 21, 2016, from http://www.akademik.mk/kade-zavrshuva-slobodata-na-izrazuvane-a-kade-zapochnuva-govorot-na-omraza-odrzhano-sovetuvane-za-advokati-i-za-pretstavnitsi-na-graganski-organizatsii/

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.03

THE IMPACT OF INTERACTION ON PROVIDING CONDITIONS FOR LISTENING IN TEACHING[7]

Irena Kitanova

Faculty for education since, University "Goce Delcev", Stip
irena.kitanova@ugd.edu.mk

Abstract

It can be stated that there is no education and upbringing beyond interpersonal relationships, so it can be stressed that upbringing and education are impossible without interaction. Interaction begins at an individual's early age, first in the family and then it continues in school, social groups and organizations. In correlation with other people in his/her environment, an individual develops his/her own personality and views. P. Brajsa believes that what a man does to a man is actually his "I" which is formed in interpersonal relations between people from early childhood. Therefore we can conclude that most of the interaction in the educational process is accomplished through communication.

Interaction in communicating is an active mutual relationship of communicators and recipients, i.e. in the teaching process between teachers and students, where listening and exchanging opinions about what is discussed in the communication process are exchanged.

Key words: interaction, teaching, active listening.

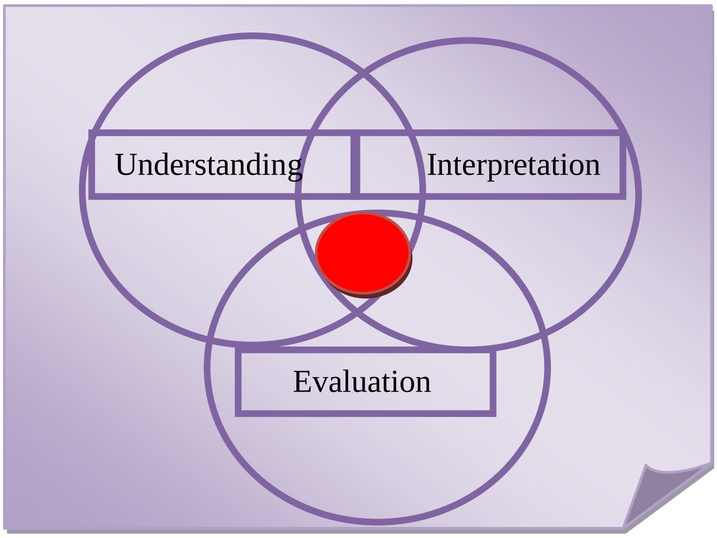
The term interaction term suggests, in its very etymology, the idea of a mutual, reciprocal action. Applied to human relationships, this notion imposes communication to be regarded as a circular process, where each message, each conduct of a protagonist, acts as a stimulus to the recipient and calls for a reaction which, in turn, also becomes a stimulus for the first one. It equally leads to co-presence and refers to situations face-to-face. This latter aspect allows the notion of interaction to be distinguished form the notions: relation, connection, relationship.

Interaction is not limited only to verbal communication: any behavior (position, gestures and facial expressions) that occurs in the presence of another person, causes certain position in that other person, which in turn affects the first communicator. This confirms the previous thesis that even when we do not speak, we communicate and in that sense various communication schools claim that "you cannot not communicate". Finally, the term interaction is obviously inseparable from that of context, because the environment in which communication occurs is the carrier of rules and codes that try to give it a specificity (we do not communicate in the same way in the office, in the amphitheater, in the street, etc.).

Suzić8 defines interaction as a current relationship between two or more entities where one entity must influence the behavior of the other, whether in a positive or in a negative sense. For these reasons, he supports the thesis that human relationships are impossible without at least minimal presence of interaction. In any relationship a minimum sum of mutuality and interdependence for shaping the relationship of interaction can be met.

7 Revisional scientific paper

8 *Suzic, (2005), p.134*



Graph 1: Elements that improve interaction between interlocutors

According to Kathleen K. Reardon9, interaction in communication can have many forms and it can be expressed in the form of greetings, disagreements, debates and negotiations. Whatever the form of interaction is applied, it requires that all participants in the communication process learn and be trained to use communication rules, which would facilitate and intensify this process (e.g. the rule that while someone is speaking we should not turn our back on him/her, i.e. we should look into his/her eyes).

The graphic presentation no. 1 shows the elements that enhance interaction between the interlocutors in the communication process.

Emphasizing the significance of the most important elements that enhance interaction in communication, we are pointing to the complexity of the process, particularly in terms of teachers and students. *Understanding* of messages in the process of active listening is fundamental in this mutual relationship. The establishment of interaction with the student by the teacher, showing friendliness, knowing his/her needs, desires and possibilities, and the adaptation of the teacher’s speech to the student’s age, ensure full and clear understanding of the sent message. It is the first stage in the interactive relationship where *interpretation* of the received message occurs by the student, i.e. interpretation of that message. This stage of the interactive relationship must be verified by the sender of the message - the teacher in order to verify his.her perception of the message (positive or negative). After checking on how the student interprets the message, we pass on to the third stage, *evaluation,* i.e. assessment, acceptance, application of acquired information received with the message. Then we can say that there is a positive interaction relationship between teachers and students, whose ultimate goal is gaining additional knowledge that will be applicable in further learning.

Particularly important for the development of interactive relationship is when teachers volunteer some private information about themselves (self-discovery) so that listeners - students could get to know them better. Revealing information about oneself has a very important role in initiating, developing and maintaining interpersonal relationships, since with the disclosure of certain information (messages) about oneself, students understand the messages they receive with less uncertainty and with greater attention, they perceive a smaller interpersonal distance in relation to the teacher, and thus they are stimulated to talk more about themselves (to "reveal themselves"), which may lead to a higher degree of

9 *Kathleen Reardon, (1998), p. 3*

convergence, and to greater interaction in communication. Of course, there must be moderation because too much disclosure of information about oneself can lead to negative consequences, i.e. information/messages sent by the teacher must be filtered.

For teaching, the division of kinds of listening based on interactivity are particularly relevant. Interactive listening (this kind of listening is also called reciprocal listening) is listening during which listeners (mostly students) are asked to play an active role in the process of interaction, or to listen and speak alternately. This kind of teaching is appropriate because students, in the role of listeners, have the chance to seek clarifications from the speaker (usually the teacher), explanations or slower pronunciation of sentences. This kind of listening in the classroom is considered advanced because it is collaborative and implies social interaction in small groups, and it can be a "test" for the teacher to see if students are really listening to him/her. During interactive listening, in pairs or groups, students receive new information they are constantly recognizing, and with it they are immediately understand the interlocutor and formulate responses at the same moment, as it happens, in fact, in everyday life.

Interaction in teaching, as a circular process that is a mutual, reciprocal action, where every sent and received message acts as a stimulus to the interlocutor, is an important determinant of active listening. Therefore, the subject of this study is whether ***there is a significant statistical connection in the responses of teachers, pupils and school staff about the level of presence and significance of the interaction impact on the elements of active listening in teaching.***

In terms of the interaction impact on the elements of active listening in teaching, this was reviewed and analyzed through the following question: **How present and how important interaction is (two-way communication, involvement and cooperation) for active listening in teaching?**

Willingness to listen

To show how interaction affects the willingness to listen, and the level of significance and presence of impact, we interpret the research results10 that are processed with statistical calculations in order to obtain relevant data.

Regarding the level of presence and significance of the interaction impact on providing listening conditions, the analysis shows that most of the 546 respondents (69.29%) have chosen the alternative *Extremely important*, but, at the same time, concerning the level of presence of the interaction impact on providing conditions for listening, 617 respondents (78.30%) responded with the alternative *Fully present*, indicating that there is an awareness among respondents that interaction has an impact on all segments of the teaching process. Opposite to these responses, only a small number of respondents disagree with this statement: 13 respondents (1.65%) believe that it is *Partially present* 32, and respondents (4.06%) that is *Partially significant*. One teacher from an urban school believes that the level of significance of the interaction for providing listening conditions is *Not significant*. One student from a suburban school has the same opinion.

Regarding the level of presence and significance of the interaction impact on training students to listen, from the analysis it appears that the majority of respondents from all three areas have chosen the alternative *Extremely important* – urban schools 71.72% (312) of respondents, suburban schools - 22.93% (36), and rural schools - 100% (196).

10 *This research included elementary schools in Eastern Macedonia, which surveyed 38 teachers, 28 expert associates, and 787 students.*

Regarding the level of presence, the statements of the respondents who answered that the impact of the interaction on the ability of students to listen is *Fully present* and *Present* dominate, as much as 685 respondents - 86.93%.

Concerning the level of presence and significance of the interaction impact on asking understandable questions, the analysis shows that the majority of respondents chose the alternative *Extremely significant* and *Significant* - 95.94% (756). The situation is the same with the answers provided by the respondents about the level of presence, i.e. 771 - 97.84% said that the level of presence of the interaction impact on asking understandable questions is *Present* and *fully Present*.

As to the level of presence and significance of the interaction impact on mutual communication among students, the index performance level of significance of the interaction impact on the mutual communication among students shows that a total of 688 respondents (87.311%) chose the alternatives *Extremely significant* (452 - 57.36%) and *Significant* (236 - 29.95%), while 100 respondents (12.69%) answered *Partially significant* or *Insignificant* and *Not significant at all*. As for the other part of the question - the level of presence of interaction in mutual communication of students, the majority also answered *Fully present* (564 to 71.57%) and *Present* (23.49%). Other respondents answered with the alternative answers *Partially present*, *Not present* and is *Not present at all*. These responses are more noticeable in all environments, especially in students' responses. As much as 86 students - 11.91% responded *Partially significant* and 37 (4.69%) *Partially present*. This number is not negligible and points to communication problems among students themselves, which generally speaks about insufficiently developed school climate and culture.

CONCLUSION

The challenges and demands of modern teaching also impose new principles that teachers must accept and realize that they need to change old habits in their own teaching practices and to improve them with new forms, methods and techniques in their work. This means adequate permanent education of all parties involved in the teaching process which would result in higher quality implementation of the educational process, i.e. in raising the level of understanding and learning, which is, actually, the primary objective of every society. Higher quality teaching means competence of teachers and students for successful communication, or their mastery of communication skills which include active listening, as one of the crucial ones in the teaching process, which directly affects the process of teaching and learning in the classroom.

REFERENCES

Adižes, I. (2005), Upravljanje promenama, moć uzajamnog poštovanja i poverenja u privatnom i porodičnom životu, poslu i društvu; ASEE Books – Novi Sad.

Agencija za strana ulaganja i promociju izvoza R.Srbije (2007), SIEPA, (7), 12.

Brajša, P.(2000),Umjeće razgovora, C.A.S.H, Pula.

Bratanić, M. (1990), Mikropedagogija Interakcisko-komunikaciski aspect odgoja, Školska knjiga, Zagreb.

Bratanić, M. (2002), Paradoks odgoj, Zagreb,Hrvatska sveučilišna naknada

Suzic, N. (2005), Pedagogija za XXI vijek, Banja Luka, TT-Centar**.**

Suzić, N. i saradnici, (2001), Interaktivno učenje I, II, III. Banja Luka, Teacher Training Centre.

Kathleen K. Reardom (1998). Interpersonalna komunikacija, Alinea, Zagreb.

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.04

RHYME AND ALLITERATION IN TRANSLATION[11]

Sonja Kitanovska-Kimovska, Solzica Popovska

Blazhe Koneski Faculty of Philology, Skopje
Department of Translation and Interpreting
sonjakitanovska@yahoo.com, solzica_popovska@yahoo.com

Abstract

A number of translation theorists have stated that translators' primary role is to convey the original text's style and the esthetic effects it has on the reader. The role of literary translation is to recreate the artistic elements of the original in another language so that the readers of the translation are inspired, excited and esthetically entertained as the readers of the original are. In view of these considerations, rhyme and alliteration are important features of literary style, particularly poetry, and as such should be preserved in translation. However, due to the inherent differences between languages and between their phonemic and lexical systems, in particular, this can be a serious challenge for the literary translator.

The purpose of this paper is to establish to what extent the original text's rhyme and alliteration are preserved in translation. An analysis is made of 2 Shakespeare's plays and 2 translations into Macedonian of each of these plays. The analysis is mainly qualitative where translation solutions are discussed in light of the artistic effects rhyme and alliteration have in the original. Quantitative analysis is also provided as an indication of the overall result of the translations. As one translation of each of the 2 texts is made from the original English source, whereas the other one is made from a text that is translation itself, the paper also provides insights into the differences between direct and indirect translation.

Key words: translating style, rhyme, alliteration, Shakespeare, indirect translation

INTRODUCTION

A number of translation theorists (Bullock, Methuen & Co., Balbir, 1963; Lotfipour-Saedi, 1992; Gavrovska, 1999; Xiaoshu & Dongming, 2003; Boas-Beier, 2004) have stated that the primary role of translators is to convey the original text's style and the esthetic effects it has on the reader. For example, Bullock states that the aim of the translator is to produce a translation which is as close to the style and spirit of the original as possible depending on the possibilities offered by the target language, whereas translation should have the same impact on the reader as that made by the original texts on its own readers (Bullock in Cary & Jumpelt, 1963). According to Methuen & Co. (Methuen & Co. in ibid.) translation quality involves not only style and closeness to the original, but also equivalence in the effect on the reader, that is, the same emotional influence on the target language reader as that of the original reader. In their opinion to make a good translation of a certain creative text, the translator should be an artist himself and have the same qualities as the author of the original. Balbir (Balbir in ibid.) views translation as a living expression of target language flexibility

11 Original scientific paper

and richness where the flow and style of the original are not sacrifised. For him literary translation should offer the target reader an experience which transfers him into the atmosphere of the original through the medium of his own language without his feeling that what he reads is a translation rather than an originally worded text. Based on these considerations, the role of literary translation is to recreate the artistic elements of the original in another language so that the readers of the translation are inspired, excited and esthetically entertained as the readers of the original are. This is particularly important in translating poetry where language and textual strategies, and particularly the acoustic elements, are the main instruments of artistic expression.

This paper focuses on rhyme and alliteration as important features of literary style in poetry. In view of the above considerations, rhyme and alliteration should be preserved in translation. However, due to the inherent differences between languages and between their phonemic and lexical systems, in particular, this can present a serious challenge for the literary translator. The purpose of this paper is to establish to what extent the original text's rhyme and alliteration are preserved in translation. The answers are sought based on a qualitative and quantitative analysis of a corpus of 2 original English texts and 2 translations into Macedonian of each of these plays, out of which one is made from the original English source and one is made from a text that is translation itself. Given the composition of the corpus, the paper also provides insights into the differences between direct and indirect translation.

The paper is organized as follows: first, a brief definition is given of rhyme and alliteration; second, the objectives of the study, the corpus and the methodology are presented; third, the analysis and the results are presented; finally, conclusions are drawn.

BASIC DEFINITIONS

According to Leech (Leech, 1969: 89) rhyme and alliteration are patterns of repetition of phonemes, that is, repetition of individual vowels and consonants. For us to be able to talk about repetition or parallelism, there must be partial match between two texts. Thus, at syllable level, Leech distinguishes several types of repetitions of phonemes in English. These are given in the table below (Table 1), where bold letters show the matching phonemes.

Table 1: Phonemic repetitions

C V C[12]	**gr**eat/**gr**ow	**s**end/**s**it	alliteration
C **V** C	gr**ea**t/f**ai**l	s**e**nd/b**e**ll	assonance
C V **C**	grea**t**/mea**t**	se**nd**/ha**nd**	consonance
C V C	**grea**t/**graze**d	**se**nd/**se**ll	reverse rhyme
C V **C**	**gr**ea**t**/**gr**oa**t**	**s**e**nd**/**s**ou**nd**	pararhyme
C **V C**	gr**eat**/b**ait**	s**end**/**end**	rhyme

According to Leech (ibid.), rhyme and alliteration are the most important phonemic repetitions, so he defines them based on the metrical foot. To describe them better, he divides the metrical foot in two parts: A (the first consonant group) and B (everything that comes after A before the beginning of the next stressed syllable).

	/			/			/	
C	V	C....	C	V	C....	C	V	C....
A	B		A	B		A	B	

12 C marks consonants or a consonant group, V vowels or a vowel group.

Thus, alliteration is a parallelism where A is a constant and B is a variable, whereas rhyme is a parallelism where B is a constant and A is a variable.

For the purposes of this study, we analyse proper rhyme only, that is, rhyme occurring in the syllables which come in the verse final position, although we are aware that there are other types of rhyme as well (for instance, internal rhyme, half-rhyme or visual rhyme in languages, like English, where there is no overlap between spelling and pronunciation). When it comes to alliteration, we are aware that due to the limited number of phonemes in languages as well as the arbitrary phonemic composition of most words, statistically speaking phonemic repetition is frequent. In this paper we deal only with phonemic repetition which we believe has some stylistic significance in the original text.

HYPOTHESIS

The purpose of this paper is to establish to what extent the original text's rhyme and alliteration are preserved in translation. The main hypothesis is that due to the inherent differences between languages and between their phonemic and lexical systems, rhyme and alliteration cannot be present in translation to the extent that they can reasonably be said to convey the stylistic effect of the original text.

CORPUS

The table (Table 2) below gives a detailed overview of the corpus[13].

Table 2: The corpus

No.	Author/Translator	Title of the original/translation	Year of publication	Source
1	William Shakespeare	*Hamlet, Prince of Denmark*	1985	/
2	William Shakespeare/Bogomil Gjuzel (DT)	*Трагедијата на Хамлет принцот дански [The Tragedy of Hamlet, Prince of Denmark]*	1989	English
3	William Shakespeare/Aco Shopov (IT)[14]	*Хамлет [Hamlet]*	2002	Russian
4	William Shakespeare	*A Midsummer Night's Dream*	1984	/
5	William Shakespeare/Bogomil Gjuzel (DT)	*Сон на летната ноќ [A Midsummer Night's Dream]*	1985	English
6	William Shakespeare/Vladimir Popov (IT)	*A Midsummer Night's Dream [A Midsummer Night's Dream]*	????[15]	Croatian

13 Acronyms DT and IT stand for "direct translation" and "indirect translation". They are also used in the text below.

14 We use Matica Makedonska's edition of Aco Shopov's translation. The first edition of the translation was published in 1960 by Kocho Racin publishing house.

15 There is no year of publication because the edition itself does not contain this information. In a telephone conversation with the manager of the publishing house, held on 12.11. 2012, we were informed that the book was published in 1997 or 1998. Nevertheless, since we have no written reference, we use question marks.

Considering that this is small-scale research, an extensive analysis of each of these six texts is not feasible. So, we have opted for a solution which is viable and provides sufficient material and reasonably objective systematic approach. Thus, the corpus consists of 1200 verse lines taken from the beginning, the middle and the end of each book. More specifically, our corpus consists of 400 verse lines taken from the first, the third and the fifth act of each of the two plays and their Macedonian translations, or a total of 7200 verse lines.

METHODOLOGY

The analysis is based on two methodological approaches: qualitative and quantitative. The qualitative analysis helps identify rhyme and alliteration in the original text as well as their significance for the dramatic effect in the specific dramatic situation or the wider context of the play. Such qualitative analysis is performed on the translations, too, and assessment is made of their function in the target text. The qualitative analysis then serves as a basis for quantitative analysis, which, in turn, helps gain an overall picture of the general tendencies and draw conclusions.

ANALYSIS AND RESULTS

Before we embark on the analysis exercise, a brief discussion on English pronunciation in Shakespeare's time is in order. Notably, in view of the long time span between the time the books comprising the corpus were written and today, there are large differences in pronunciation, among other things, between the English spoken then and the English spoken today. Lass (Lass, 2001: 257) provides several examples of different pronunciation between the words then and now: the words *cut* and *put* were pronounced with the same vowel, like the one in today's *put*; *cat* and *fast* had the same vowel, like the one in today's *cat*; *law* and *lore* were different because *r* was pronounced at the end of *lore*; *r* was pronounced where it is spelled today, e.g., in *lord*; *gh* in *night* was pronounced optionally; the vowel in *night* and *bite* was pronounced like the one in present day *bait*; the vowel in *days* and *daze* was pronounced like the one in present day *bait*; the vowels in *bird*, *heard* and *word* were pronounced like the vowels *bit*, *bet* and *put*, respectively (together with *r*). Apart from these considerable differences, the pronunciation overall was much more variable than today (ibid.). Due to the lack of codified English, many different dialects were spoken at the same time in London at the time even by one and the same speaker. Variability was also in place due to the different ways of accentuation and different number of syllables. All this has an effect on the recognition of rhyme in texts of that time. As Lass (Lass, 2001: 264) suggests, there is no way to read or pronounce rhymes without betraying in any way the intention of the original text and what the audience of the day heard. This has far-reaching consequences for the analysis of rhyme in a text from that time. The main decision to be made by the researcher is whether to read the texts with their original pronunciation or according to present day norms of standard English pronunciation. This study is based on the latter, although we recognize the limitations of this decision, which may betray the original text's intention by not recognizing some rhymes while adding others.

According to the authors studying the works of Shakespeare, the use of rhyme is typical of his works from the early period and, particularly, of his comedies. But, rhyme, although to a much lesser extent, is also used in his plays from the mature period in scenes with special dramatic significance. The results of this study confirm this. We have identified 264 rhymes in "A Midsummer Night's Dream" (a play which belongs to the early period of Shakespeare's production) and 47 rhymes in "Hamlet" (a play which belongs to the mature period of Shakespeare's production). Their main function in "A Midsummer Night's Dream" is to capture the magic atmosphere and mark the blurred awareness under the magic spell, that is, to separate the surreal from the real world. They are found in the young couples' speech mostly (although they can be found in other characters, mainly from the surreal world, such as the fairies, or the characters of the craftsmen's performance) and they make the situations which the couples view seriously very comical. They are also used in fast exchanges of dialog to make it energetic (McEvoy, 2006: 43). On the other hand, the function of rhymes in "Hamlet" is to contribute to how the characters and the atmosphere are developed, as well as, very frequently, to make effective and unforgettable formulations of the central themes of the play (Shurbanov, 2010: 225). They also mark the end of a scene or part of a scene and give a sense of completeness or are used to separate a certain part of the play as special and different from the rest, which is either in blank verse or in prose (McEvoy, 2006: 43).

The analysis of the translations reveals that out of 264 rhymes in "A Midsummer Night's Dream", DT conveys 215 and IT 74, whereas out of 47 rhymes in "Hamlet", DT preserves 32, while IT preserves 39 (Table 3). On the other hand, both DT and IT add rhymes where they are not found in the original Shakespearean text (DT adds 8 rhymes and IT adds 3 rhymes in "A Midsummer Night's Dream", whereas DT adds 8 rhymes and IT adds 9 rhymes in "Hamlet").

Table 3: Results on rhyme

Number of rhymes	Shakespeare	Direct translation	Indirect translation
Hamlet	47 (100%)	32 (68,1%)	39 (83%)
A Midsummer Night's Dream	264 (100%)	215 (81,44%)	74 (28%)

When it comes to alliteration, in Shakespeare's works it has a range of functions. Based on our analysis, in "Hamlet" it is used for emphasis at important moments of the action to draw the reader's attention to the semantic links between alliterated words or to convey the character's inner feelings and attitudes towards the events through the repetition of certain sounds. In "A Midsummer Night's Dream" it serves to highlight certain parts of the text stylistically as different from the rest to illustrate some personality trait of the character using it. Alliteration is also used to capture the atmosphere and paint a mental picture of what is being described, as well as arouse certain feelings in the reader.

The analysis of alliteration in the original texts shows that there are 39 alliterations in "A Midsummer Night's Dream" and 47 alliterations in "Hamlet" (Table 4), whereas the analysis of the translations shows that only a very small number of them are preserved. While both DT and IT of "Midsummer Night's Dream" preserve 7 alliterations each, DT and IT of "Hamlet" preserve 3 and 5, respectively. Translations, on the other hand, add alliteration where it is not found in the original: DT – 13, and IT – 22 for "Hamlet", DT – 3, and IT – 0 for "Midsummer Night's Dream".

Table 4: Results on alliteration

Number of alliteration	Shakespeare	Direct translation	Indirect translation
Hamlet	47 (100%)	3 (6,4%)	5 (10,6%)
A Midsummer Night's Dream	39 (100%)	7 (17,9%)	7 (17,9%)

Example are discussed below which serve to clarify the role of rhyme and alliteration and to illustrate how much the translators were aware of it and made an effort to convey it in the target language.

1. D[16]

After waking up, under the influence of the magic juice, Titania notices Bottom first and falls in love right away. She is so moved by emotion that she asks him to stay with her in the forest and allows four of her fairies to attend to him and entertain him.

“TITANIA Out of this wood do not desire to *go*:
Thou shalt remain here, whether thou wilt or *no*.
I am a spirit of no common *rate*;
The summer still doth tend upon my *state*,
And I do love thee. Therefore go with *me*.
I’ll give thee fairies to attend on *thee*,
And they shall fetch thee jewels from the *deep*,
And sing, while thou on pressed flowers dost *sleep*;
And I will purge thy mortal grossness *so*
That thou shalt like an airy spirit *go*.”

(Dream III.i. 126-135)

The analysis shows that Titania’s speech contains rhymes, which is not the case in other of her speeches throughout the play (apart from her conversation with Bottom and the fairy songs). Rhyme is not used accidently here, rather it has a special dramatic function. As rhyme marks lightheadedness, ecstasy and enchantment in the wider context of the play, here, too, it is indicative of Titania’s emotional state. Her infatuation and falling in love with an ordinary donkey-headed person are marked by a change of style. In serious and majestic moments, as is suitable for a queen, she speaks in blank verse. Here, under the irresistible feeling of love, she transfers into an ordinary human being and, like the young couples, she also speaks in rhymed couplets. In addition, Titania’s rhymed couplet stress the differences and the contrast between herself and Bottom, who uses prose, and so they contribute to the absurdity and the comical effects of the scene. Due to these dramatic effects rhyme in this section of the play must be preserved in translation as well. But, DT and IT provide something different.

DT

„ТИТАНИЈА:
Од шумава вон ти не смееш, *не*!
Ќе останеш тука, сакал или *не*.
Јас не сум дух од најпрост ранг на светот –
Во моето царство има вечно лето;
А јас ќе те љубам, и сè ќе ти пружам:
Дур ќе ти дадам вили да те служат –
Од под земја ќе ти вадат *азно*,
Ќе те заспиваат врз цвеќе *мазно*;
И ќе те прочистам од смртноста сета,
Што како дух во воздух ќе леташ.“

(Shakespeare, 1985: 48)

16 The letters D and H next to the number in the examples indicate which book they are taken from, where D stands for ”A Midsummer Night’s Dream”, and H stands for “Hamlet”

IT

„ТИТАНИЈА: Со оваа шума немој да се разделиш!
Сакал не сакал тука ќе останеш.
Оти дух од необичен род сум јас.
Вечно е лето во државата моја.
А јас те љубам. Остани со мене тука.
Ќе добиеш самовили да те слушаат,
Ќе ти носат бисери од морското дно,
Додека те успива постелата цветна.
Од смртен кал ќе те излечам
Та на лесен дух да личиш, -"

(Shakespeare, ????: 45)

Whereas the IT translator does not make any attempt to preserve the rhymes, the DT translator appears to be aware of the importance of rhymes in this context. The quotation makes it clear that in choosing words, he puts an effort to find words that are phonologically similar. Out of the 5 rhymes found in the original, he truly preserved 2 (italicised in the quotation above), while in the other verse lines there is only partial phonemic match (underlined in the quotation above) between the end line words.

2. H

This example shows that rhyme in "Hamlet" may mark the end of a scene.

"CLAUDIUS: It shall be *so*,
Madness in great ones must not unwatched *go*."

(Hamlet III.i.181-182)

The rhyme in this example marks the end of the first scene in the third act. Both DT and IT have preserved it (italicised in the quotations below).

DT

„КРАЛОТ
Ќе биде *така* –
Луд големец не смее да талка кај што *сака*."

(Shakespeare, 1989: 106)

IT

„КРАЛОТ
Навистина, нема поправеден *суд* –
Во затвор секој благородник *луд*!"

(Shakespeare, 2002: 89)

3. H

"HAMLET: *Th*ri*f*t, *th*ri*f*t, Horation. The *f*uneral bakes meats
Did coldly *f*urnish *f*or*th* the marriage tables."

(Hamlet I.ii.180-181)

This example serves to illustrate that through the sounds of the words Hamlet utters, he conveys his inner emotional state. His deep dissatisfaction, resentment and fury, as well as repulsiveness for his mother's hasty marriage with his uncle are expressed through the voiceless fricatives /θ/ and /f/. In two verse lines and a total of 5 words (*th*ri*f*t, *th*ri*f*t, *f*uneral, *f*urnish, *f*or*th*) they are repeated 8 times. /θ/ and /f/ create the sound of snorting and are very illustrative of Hamlet’s anxiety and exasperation. Hamlet is furious and howls like the wind. The results of our analysis show that the translators were not aware of the additional meaning alliteration bears. Voiceless consonants are present in their lines, but it seems that this does not stem from their conscious engagement. The voiceless consonants do not contribute in any way to convey the impression of unrest and snort that the original contains.

DT

„ХАМЛЕТ
Се штеди, Хорацио; печените
За погребот меса се служат ладни
На свадбена трпеза.“

(Shakespeare, 1989: 39)

IT

„ХАМЛЕТ
Се штеди така: на свадбена маса
Со ладна храна од гробот да служиш.“

(Shakespeare, 2002: 22)

The phonological analysis of this segment supports another interpretation as well. The analysis shows that the word *thrift* consists of four consonants and one vowel. Out of the four consonants, three are voiceless (/θ/, f, and t), the vowel is short, while the last consonant is a stop consonant. Voiceless consonants are light (compared with their voiced counterparts) and usually demonstrate something which is light, submissive, available (Short, 2012). Short, front /i/ is pronounced with a minimal opening of the mouth, where the space in the oral cavity is the smallest in comparison with all other vowels. Due to these characteristics, it is usually related to something small and light. The stop consonant /t/ at the end of the word, which is also short and voiceless, is characterized with explosiveness due to its manner of articulation. The air is stopped for a moment at the barrier formed by the tongue and the upper front teeth and is then released. This combination of sounds, together with the semantics of the word, is very much indicative of Hamlet’s disposition and his attitude towards what he is saying. Through the semantics, Hamlet is ironically scornful of his mother’s decision to marry so soon after his father’s funeral. He says she did it in order to save money so she used the funeral leftovers for the wedding feast. The phonological features of the word do not only reflect his fury (voiceless consonants and a stop consonant), but they also indicate his attitude towards his mother. For her hasty decision, he considers her to be small-minded, selfish and narrow-minded (short vowels and consonant). The phonological effect is enhanced by the fact that the word is repeated twice. The analysis of the translations shows that the translators do not manage to convey alliteration to the same extent as the original. Both DT and IT translate the word *thrift* by „се штеди“ (italicised in the quotations above). The word contains the voiceless consonants /sh/ and /t/, of which one is a stop consonant /t/ and the vowels /e/ and /i/ are short. The voiceless consonants and the short vowels indicate the lightness of Gertrude’s action, whereas the stop consonant conveys Hamlet’s explosiveness. Nonetheless, due to their position in the word, the effect is not the same as in the original. Besides, the word is used once only and the effect is not enhanced through repetition.

4. D

In the fifth act, before the performance, there is a prologue which briefly summarises the story of the performance. Among other things, the prologue makes it clear that Pyramus will commit a suicide by stabbing himself in the chest.

“QUINCE (*as Prologue*)
Anon comes Pyramus, sweet youth and tall,
And finds his trusty Thisbe’s mantle slain;
Whereat with *bl*ade, with *bl*oody, *bl*ameful *bl*ade,
He *br*avely *br*oached his *b*oiling *bl*oody *br*east;”
(Dream V.i.143-146)

The description of the suicide is accompanied by strong alliteration on the phoneme /b/ in combination with /l/ or /r/. Only in two verse lines there is concentrated alliteration in 9 content words *bl*ade, *bl*oody, *bl*ameful, *bl*ade, *br*avely, *br*oached, *b*oiling, *bl*oody, *br*east. The combination of a stop consonant *b* and the sonorants *l* or *r* (which are between approximants and vowels according to the manner of articulation) and its multiple repetition create the impression of sickness or nausea: bl, bl, bl, bl, br, br, b, bl. The sounds are very effective in conveying aversion, a sense of detestation, even disgust. Alliteration in this way helps the listener form a clear picture of the monstrous act of (self)-murder. It seems translators of both DT and IT were aware of this additional meaning.

DT

„Прологот:
Штом дојде Пирам, младич висок стамен,
На Тизба ѝ го најде плаштот, и од бол
Со кама тој, со *кр*вава коб-кама,
Се боцна *бр*гу в *гр*ди *гр*ади голи;“
(Shakespeare, 1985: 93)

IT

„ПРОЛОГ:
Доаѓа Пирам, момче високо и право,
Ја наоѓа на Тизба верна наметката убиена,
И сиот од болка *скр*шен, свиткан,
Со *кр*вав нож, нож на кобна коб
Киптејќи в *кр*в кошот свој храбро го проби.“
(Shakespeare, ????: 79)

The quotations make it obvious that both DT and IT attempt to covey alliteration, but it does not have the same stylistic power as that in the original. In DT phonemes /k/, /g/ and /b/ predominate (underlined in the quotation above), whereas in IT phonemes /s/ and /k/. In DT /k/, /g/ and /b/ are stop consonants, where /k/ is voiceless and /g/ and /b/ are voiced. The repetition of stop consonants leaves the impression of detestation, but it is much weaker than that in the original because the consonants appear a total of 9 times, but only in 4 cases are they directly followed by the sonorant /r/ (italicised in the quotation above).

IT provides a similar situation. Here, except in the voiceless stop consonant /k/, alliteration appears also in the voiceless fricative /s/. They are found in a total of 10 words, out of which 8 content words, but only in 3 cases are they in combination with the sonorant

/r/ (italicised in the quotation above). The impression of detestation is weaker than in the original.

DISCUSSION

The analysis of rhyme and alliteration in the original and its translations shows mixed results (Table 5). Deeper analysis reveals different results for the two stylistic features. Translators have preserved rhyme significantly more than alliteration. The latter can barely be said to have been preserved (DT preserves 11,5%, whereas IT 13,8% of alliterations).

Table 5: Rhyme and alliteration - summary

	Shakespeare	Direct translation	Indirect translation
Rhyme	311	247 (79,42%)	113 (36,3%)
Alliteration	87	10 (11,5%)	12 (13,8%)

These results may be explained as follows: the phonemic-lexical interface is arbitrary and different for different languages and translators are well aware of the difficulties this presents for them. While they attempt to preserve both content and form, they are sometimes forced to sacrifice one or the other and, if such choices are to be made, it is usually the form which falls victim. In this study alliteration is more frequently a victim than rhyme, although the limitations imposed by the inherent differences between languages are one and the same. It seems translators find it easier to employ other textual strategies, like change in word order or synonymy, to keep rhyme rather than alliteration. Another reason for such results may be the fact that rhyme is much easier to notice than alliteration and the translators' failure to recognize alliteration in the first place. However, the analysis also shows that translations add both rhymes and alliterations where they are not found in the original. DT adds 16 rhymes and 16 alliterations, while IT adds 12 rhymes and 22 alliterations. These results indicate that translators were probably aware of the significance of the stylistic features in the context and, unable to preserve them in their translations, added new ones to compensate for the loss.

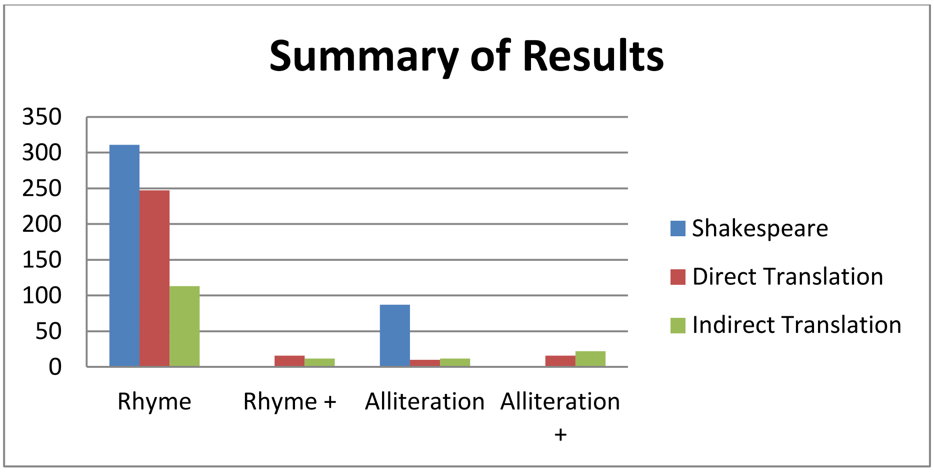


Figure 1: Summary of results

Overall, the comparison between direct and indirect translation shows that DT is more successful in preserving the stylistic features of rhyme and alliteration than IT. Closer analysis, however, yields different results. Notably, whereas the difference between DT and IT is significantly in favour of DT in the case of rhyme (DT – 79.42%, IT – 36.3%), in

alliteration this is not the case. IT is slightly better than DT (12% as opposed to 10%), but neither the former nor the latter convey what the original provides.
If we analyse the translations of the two plays comprising the corpus individually, we obtain conflicting results (Table 6).

Table 6: Difference between the translations of the two books

	A Midsummer Night's Dream		Hamlet	
	DT	IT	DT	IT
Rhyme	81,44%	28%	68,09%	83%
Alliteration	17,9%	17,9%	6,4%	10,6%

In the translations of "A Midsummer Night's Dream", whereas there is considerable difference between DT and IT in conveying rhyme in favour of the former, in conveying alliteration both translations display equal results. The translations of "Hamlet", surprisingly, reveal that IT is slightly better than DT. This is true of both rhyme and alliteration. These results are indicative of the role of the relay in translation. It seems that the relay used for the translation of "Hamlet" contains many rhymes and alliterations, and the indirect translation follows suit. On the other hand, the relay used for the translation of "A Midsummer Night's Dream" does not preserve many phonological stylistic features itself, so the indirect translation is also poor in this respect. Nevertheless, in view of the relatively small corpus of only two works, we believe that to be able to investigate the role of the relay in translating rhyme and alliteration, more detailed research is needed.

CONCLUSION

Starting from the position that translation, and literary translation in particular, should perform the same esthetic function and create the same emotional impact on the reader as the original text, we have embarked on an exercise to examine if translation is able to achieve this aim. More specifically, given that acoustic features are essential elements of poetic style, we have analysed rhyme and alliteration in translation. Our main purpose has been to establish to what extent the original text's rhyme and alliteration are preserved in translation. So, we have formulated our working hypothesis as follows: due to the inherent differences between languages and between their phonemic and lexical systems, rhyme and alliteration cannot be present in translation to the extent that they can reasonably be said to convey the stylistic effect of the original text. The analysis has provided conflicting results on the truthfulness of our hypothesis. Whereas the results confirmed the hypothesis in the case of alliteration, they rejected it in the case of rhyme. The conclusion that can be drawn is that rhyme can be present in translation to the extent that it can reasonably be said to convey the stylistic effect of the original text, whereas alliteration cannot be present in translation to the extent that it can reasonably be said to convey the stylistic effect of the original text. This study has also provided insights into the differences between direct and indirect translation and the role of the relay. The results have made it clear that the relay has considerable influence on the quality of indirect translation.

REFERENCES

Boase-Beier, Jean. (2004). Knowing and Not Knowing: Style, Intention and the Translation of a Holocaust Poem. *Language and Literature*, Vol. 13(1), 25-35.

Cary, E. & Jumpelt, R. W. (Eds.) (1963). *Quality in Translation.* Proceedings of the IIIrd Congress of the International Federation of Translators (FIT), Bad Godesberg 1959. Oxford, London, New York & Paris: Pergamon Press.

Lass, Roger. (2001). Shakespeare’s Sounds. In Adamson, Sylvia, Hunter, Lynette, Magnusson Lynne, Thompson, Ann & Wales, Katie (Eds.) *Reading Shakespeare’s Dramatic Language. A Guide* (pp. 256-268). London: The Arden Shakespeare.

Leech, N. Geoffrey. (1969). *A Linguistic Guide to English Poetry.* Longman.

Lotfipour-Saedi, K. (1992). Analysing Literary Discourse: Implications for Literary Translation. *Meta*, XXXVII, 2, 193-203.

McEvoy, Sean. (2006). *Shakespeare. The Basics. Second Edition.* London & New York: Routledge.

Short, Mick. (2012). Sound (Topic 5). http://www.lancs.ac.uk/fass/projects/stylistics/topic5a/begin5.htm, retrieved on 8.5.2012

Shurbanov, Alexander. (2010). *Shakespeare’s Lyricized Drama.* Newark: University of Delaware Press.

Xiaoshu, Song & Dongming, Cheng. (2003). Translation of Literary Style. *Translation Journal*, Volume 7, No. 1, http://accrapid.com/journal/23style.htm, retrieved on 24.10.2007

Гавровска, Таска. (1999). *Принципите на книжевниот превод*. Во Принципите на книжевниот превод: зборник на трудови од симпозиумот на дваесет и седмата Меѓународна средба на книжевните преведувачи одржана во Тетово на 24 и 25 август 1998 година. стр. 20-23

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.05

DEVELOPING STUDENTS' PRAGMATIC COMPETENCE: THE USE OF METADISCOURSE MARKERS IN ARGUMENTATIVE ESSAYS[17]

Zorica Trajkova

Ss. Cyril and Methodius University, Skopje, Macedonia
trajkova_zorica@flf.ukim.edu.mk

Abstract

Learners of a second or foreign language run into difficulties when trying to express their pragmatic meanings in the target language. This paper aims to give some directions to teachers on how they can increase students' awareness of their own commentary on the ongoing discourse in argumentative essays and thus enhance their writing skills. Even advanced learners, due to lack of pragmatic competence, may not express their arguments appropriately in their written texts and may deviate from L2 conventions. Therefore explicit instruction is necessary to make students aware of the language they use to establish their own voice in the written texts as well as the effect it has on the readership.

This paper compares argumentative essays written by second year students from the English department in Macedonia, who study English as a foreign language (at undergraduate level). The analysis was carried out on 30 essays written before and 30 after explicit instruction on the use of metadiscourse markers or more specifically, on the use of transition markers as textual metadiscourse markers and hedges and boosters as interpersonal metadiscourse markers. In addition, another group of students assessed the persuasiveness of all the essays on a scale from 1-5 in order to determine whether the use of the markers contributes to the persuasiveness of the essays. The aim was to make students aware of the effect their language has on the overall impression of their text on the readership. Finally, the paper offers suggestions to teachers on developing appropriate materials to increase students' awareness and knowledge of metadiscourse.

Key words: argumentative essays, explicit instruction, metadiscourse, students, persuasion

1. Introduction

This paper focuses on analysis of students' writing skills and aims to investigate whether explicit instruction on specific aspects of the text helps in their improvement. Argumentative essays seem to be central in academic writing and it is essential that students are taught how to correctly express their arguments and organize their text. Instigated by the need to improve students' writing skills, this research aims to achieve several specific goals. The first objective is to make students aware of how they connect and modify their arguments by committing fully or partially to their truth value through the use of three metadiscourse categories: *transition markers, hedges* and *boosters*. Then, after students are instructed on how to use them properly, another analysis follows which aims to investigate whether the use

17 Original scientific paper

of the markers will increase after the instruction and at the same time will make the argumentative essays more persuasive for the readership.

1.1 Academic discourse: Argumentative essays as a written genre

Argumentative essays are a type of argumentative academic writing. It is vitally important that students learn how to best express their thoughts and pose arguments in argumentative essays because in this way they also learn to better shape their thoughts and defend their standpoints in any type of situation they might find themselves in life.

There has been some research on the use of metadiscourse markers in this particular genre (see for example, Crismore, Merkkanen & Steffensen (1993), *Crompton* (1997), Hyland, K. (2000), Vassileva (2001)). The appropriate use of metadiscourse markers, especially transition markers, hedges and boosters is very important because they help the writers to establish a suitable relationship with the readers as well as express their thoughts, beliefs and research results appropriately. Therefore, it is essential that they are careful when making their statements, i.e. when adding or constrasting arguments or when modifying them. In order to be more persuasive for the readership, it is highly recommended that they learn how to link their arguments well, as well as tone down potentially “risky” claims and intensify those which they are certain about or have evidence for.

1.2 Metadiscourse

The term metadiscourse was introduced by Zelling Harris in 1959. It is also known as metatext or metalanguage, and is shortly defined as ‘text about text’ or ‘discourse about discourse’, i.e. it is the text the writer uses to talk about their own text. With the use of metadiscourse, the writer gives directions to the readers on how they should read and understand the text.

It is very important to distinguish between metadiscourse and non-metadisocurse (propositional) function of words and phrases in the text (Trajkova 2015: 144). The metadiscourse supports the content by commenting on it, or as Hyland (Hyland 2005: 39) states: *“Metadiscourse does not simply support propositional content. It is the means by which propositional content is made coherent, intelligible and persuasive to a particular audience”.*

There are a number of different ways in which metadiscourse markers have been categorized (Halliday 1974, Williams 1981, Kopple 1985, Crismore 1989, Crismore et.al 1993, Hyland 2000, 2005). However, generally there are two types identified: *textual* and *interpersonal metadiscourse markers*[18]. This paper focuses on analysis of the results from the explicit instruction on one type of textual metadiscourse markers, namely transition markers, and two types of interpersonal metadiscourse markers, hedges and boosters. Transition markersn signal transitions in the text (additive, contrastive, causative-consequential relationships) and give directions to the reader on how the text should be read and interpreted. Hedges and boosters, on the other hand, help the writer establish a relationship with the readers and present their stance towards the text.

18 *Textual metadiscourse markers* are used by writers to help them organise the text well, while *interpersonal metadiscourse markers* help writers to express their standing point concerning the topic and establish a relationship with the audience.

2. Corpus and research methodology

The research was carried out in two parts. A group of thirty students took part in the first part of the research. They were all students in the second year of their studies at the English department, Ss. Cyril and Methodius University in Skopje. They attended the academic writing classes. First, after the instruction on argumentative essay writing, they were asked to write an argumentative essay (from 350-400 words long) on one of two assigned topics: *Advantages and disadvantages of 1. continuing your education abroad, 2. Pursuing a career.* After that, they were explicitly instructed (see a sample of the instruction sheet below) on when and how they could use the three types of metadiscourse markers (transition markers, hedges and boosters) in argumentative essays and were asked to write another essay on the topic: *Schools kill creativity.* Then, the use of the three types of metadiscourse markers was analysed in the sixty essays (the total word tokens in the first 30 essays was 11704 w. (390 word tokens average), while in the next 30 essays it was 12493 w. (416 word tokens average)). The aim was to see if the explicit instruction had some influence over the students' writing style i.e. if the use of metadiscourse markers increased after the instruction.

As for the methodology used in this part of the analysis, it was both quantitative and qualitative. The analysis was carried out both with the help of computer software and manually. Firstly, the programme *concordance* AntConc 3.2.3w (as well as the *'Wordsmith tools':* software used to list most frequent word uses in a selected corpus, *Key Words* by Mike Scott, 1998) was used to obtain a list of all the uses of certain words/ phrases in the corpus. Then, they were analyzed manually to distinguish those which have metadiscourse functions of transition markers, hedges and boosters.

Sample of workshop 1 on hedges and boosters

Step 1: Students were given a text to read: **Language learning strategies** *(Modified from an article by Rebecca Oxford) Source:* Hyland, K. (2000). Hedges, Boosters and Lexical Invisibility: Noticing Modifiers in Academic Texts. *Language Awareness. Vol.9, (4) : 179-197.*

Step 2: Then they received a questionnaire - how certain they thought the writer was in expressing given statements ('completely certain' **(3)**, 'fairly sure' **(2)**, or 'uncertain' **(1)**). E.g.: (1) *Research **suggests** that higher-level students **may** use more effective foreign language learning strategies than students with lower ability.* ____

(2) *Tyacke and Mendelsohn's (1986) diary study **showed** that lower-level students always depended far more on their teacher and on grammar rules than higher-level students.*

Step 3: Explicit explanation of the form and function of these markers

Step 4: They were presented with a short text: an opinion paragraph on the article they read previously. They were supposed to read what the author wrote about the article and underline all the hedges and boosters he used (intentionally used a large number of them)

Step 5: They were presented with a version of the same text without any hedges and boosters and were supposed to judge which one seemed more persuasive and why

Step 6: Finally, they were asked to work in three groups write a paragraph connected to the article they read, on the topic: *Cultural background is an important factor which influences the language learning strategy choice. Group I (use hedges), Group II (use boosters), Group III (use both hedges and boosters) to support their point of view.*

In the second part of the research, all the sixty essays were given to 60 other students (from the same department) to rate the persuasiveness of the essays on a scale from 1-5 (1, least persuasive to 5, most persuasive). They were given a questionnaire which was adapted from the Emma Dafouz-Milne's questionnaire based on Connor's (1987) model for persuasive writing. It includes three basic criteria for evaluating persuasive effect: rational, credibility and affective appeals[19]. The aim here was to see if the use of metadiscourse increased the persuasiveness of the essays i.e. if it contributes to the persuasive effect f the texts.

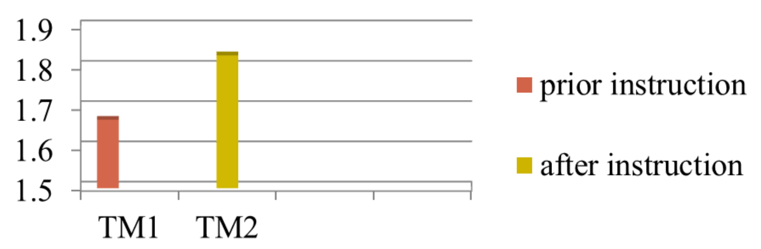
Two initial hypotheses were made prior to the analysis. The expectations were that:
Hypothesis 1: Students will become aware and use more markers after the explicit instruction.
Hypothesis 2: Texts with more metadiscourse markers will be rated as more persuasive.
The first hypothesis comes as a natural expectation after one has gone through explicit instruction. Students were expected to be more aware of these markers and use them more frequently after that. The second hypothesis was based on the assumption that metadiscourse contributes to the three types of appeals which are rooted in the Aristotelian tradition and have characterized persuasive discourse since the time of ancient Greece. Aristotle's *Rhetoric* (translated 2010) is regarded by most rhetoricians as the most important work on the art of persuasion ever written.

3. Results and discussion
3.1 Transition markers (TM): distribution prior and after instruction

The use of transition markers is essential for argumentative essays. They help in connecting parts of text and establish logical-semantic relationships: additive, contrastive and causative-consequential. On a textual level they have the function of metadiscourse markers which signal transitions in the text and give directions to the readers on how they should read and interpret the text.

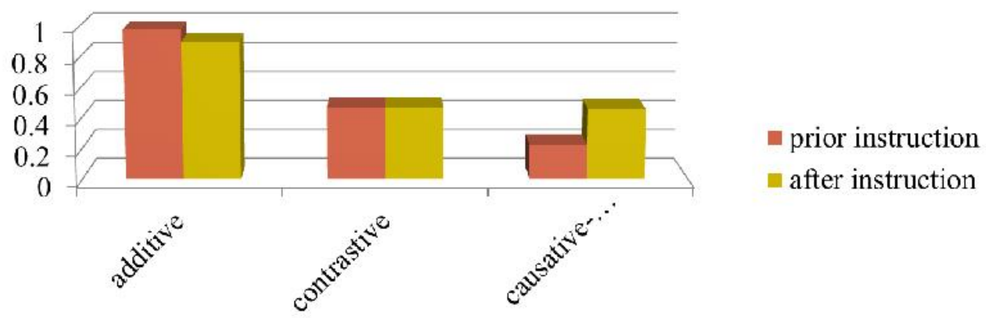
The distribution of transition markers in the argumentative essays before and after the instruction is presented in the graphs 1 and 2 below. Graph 1 shows that transition markers were used almost twice as frequently after the instruction, while graph 2 shows that the use of the causative-consequential markers increased, while the level of usage of additive markers decreased. There was no difference in the use of the contrastive markers.

Graph 1. Distribution of transition markers before and after the instruction (per 1000 words)



19 1. **Rational appeals** are logical lines of reasoning: offering argumentation by example, illustration and metaphor. 2. **Credibility appeals** include the writer's personal experience, knowledge of the subject, and awareness of the audience's values. 3. **Affective appeals** include the use of concrete and charged language, of vivid pictures, and of metaphors to evoke emotion and sentiment in the audience.

Graph 2. Distribution of specific types of transition markers before and after the instruction (per 1000 words)



3.1.1 TM signalling additive relations

The first group of transition markers students were instructed to use was the one which signal additive relations i.e. markers which are used to add arguments. There are two types of such markers in Hyland's (2005) classification:

1. Markers used to add arguments: *and, furthermore, what is more, moreover, then again, in addition, likewise, not only-but also*
2. Sequencers from the group of frame markers: time sequencers: *firstly/first of all, secondly, thirdly/finally; space sequencers: on the one hand, on the other hand* (Hyland, 2005)

The analysis showed a decrease in the use of the additive markers after the instruction, most probably because students became aware of other types of transition markers they could use. However, the most frequently used transition markers of this type were: *and, furthermore, moreover, in addition* in both corpora (the essays written before the instruction and those written after the instruction). Examples (1), (2), and (3) feature such uses.

(1) *Apart from encountering new cultures, you are going to learn a new language as well. And speaking with natives is the best way to learn and improve the knowledge of the language.*

(2) *If the teachers know how to organise their classes with various projects and activities, it is probable that they will inspire creativity among children. And not only this, but there are also a number of classes which clearly inspire and further develop children's creativity.*

(3) *Furthermore, education helps you become an active member of the society, participating in the ongoing changes and development.*

As for the usage of sequencers, the most frequently used time sequencer was *firstly*. It was not usually followed by *secondly* or *thirdly*, but by *then* or *furthermore*. In situations, when *secondly* was used, then students usually used *thirdly/finally* as well (see example (4) below). As for the use of space sequencers, the results showed that *on the other hand* was used more frequently than *on the one hand*. Students usually don't combine the two.

(4) *Firstly, whether the school will inspire creativity depends mostly on the professors. [...] Secondly, schools may inspire creativity by introducing new elements in the curricula [...] Finally, they can offer some exchange programmes…*

3.1.2 TM signalling contrastive relations

The second type of transition markers students were instructed to use were those which signal contrastive relations i.e. students use them to contrast arguments, like: *but, however, nevertheless, conversely, in contrast.* There was no increase in the usage of these markers after the instruction which is an indication that students are aware of them and use them appropriately. The analysis of the texts written before and after the instruction showed that the most frequently used markers of this kind, in both corpora were: *but* and *however* (see examples (5) and (6)).

(5) *<u>But</u> apart from all the advantages, studying abroad can have many disadvantages.*
(6) *All in all schools are important because they widen one's horizons. <u>However</u>, schools can kill creativity too.*

3.1.3 TM signalling causative-consequence relations

The last type of transition markers students got instructions for usage were the ones which signal causative-consequential relations. These markers are generally used to point out reasons, like: *because, that is the reason why* etc. and consequence of issues discussed in arguments, like: *hence, consequently, therefore, so, as a result* etc. The results of the analysis showed that after the instruction students used these markers much more frequently than before. The most frequently used ones were: *because,* for introducing reasons, and *therefore, so, as a result,* for consequences. Examples (7) and (8) feature the usage of some of the markers signalling consequence relations in the corpus.

(7) *<u>Therefore,</u> these strict rules and complex curricula leave students with possibly no right to choose what they want to study.*

(8) *Students' creativity is not nurtured properly but emphasis is put on teaching them how to pass the standardised exams. <u>As a result</u>, the creative aspect of the students' education is diminished.*

3.2 Interpersonal discourse: defining hedges and boosters

The other two types of markers students were instructed to use were hedges and boosters. These interpersonal metadiscourse markers are important for the overall persuasive effect the argumentative essay has on the readers because they help the writer to adequately express their thoughts and views on a certain topic without being too imposing or maybe unclear and even vague. Linguistic literature on hedges and boosters often regards the two concepts as closely related because they help writers to mitigate the claims they are not fully confident about and strengthen the ones they strongly believe are true (Trajkova, 2015:144) The appropriate use of hedges and boosters in argumentative essays help the writers to easily persuade the readers in the truth value of their arguments.

A. Hedges

Hedging has been introduced as a concept by Lakoff (1972) who defined these words as "words whose job is to make things more or less fuzzy". Since then hedges have been widely researched by many linguists (Crismore et al.1993, Hyland 1998, Vande Kopple 1985 etc.). Crismore & Vande Kopple (1988: 184-185) draw a link between hedging and metadiscourse by saying that hedges function interpersonally and tend to mark modality, which is why they are often considered part of metadiscourse. Hedging is associated with epistemic modality since they 'both express degree of writer's confidence or belief about the likelihood of a proposition' (Trajkova, 2011: 72). Brown and Levinson (1987) treated hedging as a sign of politeness, both negative and positive[20].

B. Boosters

Boosters, on the other hand, are metadiscourse markers employed by writers to emphasize certainty in the truth value of their propositions whenever they are confident and convinced in their arguments. Their usage in argumentative essays is very important because they help the students to strengthen the propositions' illocutionary force and make strong, confident claims. Hence, it is expected that they would appear more confident and knowledgeable to the readers.

Although several categories of words (phrases and sentences, too) have been identified to have the function of hedges and boosters, for the purposes of this research, I focus only on word forms and follow Hyland's (1998, 2005) classification:

Table 1. Hedges and boosters

	HEDGES	BOOSTERS
Epistemic modal verbs[21]	*may, might, could, would, should*	*will, must*
Epistemic lexical verbs[22]	*suggest, assume, believe, think, guess, estimate, feel* (judgmental verbs); *appear, seem, indicate, imply* (evidential verbs)	*demonstrate, know, prove*
Epistemic adverbs	*perhaps, possibly, probably, likely*	*certain(ly), obvious(ly), undoubtedly, clear(ly)*
Epistemic adjectives	*possible, probable, un/likely*	*certain, obvious, clear*
Epistemic nouns	*assumption, possibility, suggestion*	*the fact, claim*

3.2.1 Distribution of hedges and boosters prior and after the instruction

The analysis of the use of hedges and boosters in the argumentative essays written before and after the instruction (see graph. 3) showed that these markers were almost twice as frequently used after the instruction,. This shows that students became more aware of the

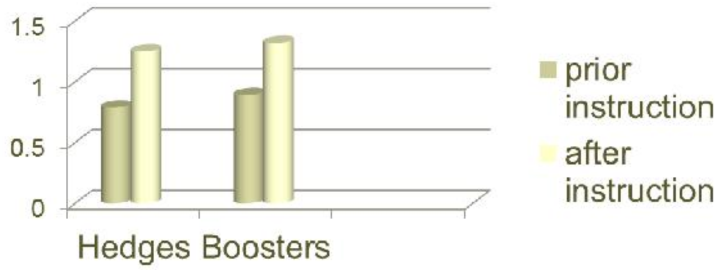
20 Negative politeness (1987: 129) refers to 'addressee's want to have his freedom of action unhindered and his attention unimpeded. It performs the function of minimizing the particular imposition that the face-threatening act unavoidably affects'. According to Brown and Levinson (1987: 101), some hedges, such as: *sort of, kind of, like, in a way* can have positive-politeness function. Positive politeness refers to 'redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought as desirable'.

21 I followed Coates's (1983: 23) framework of modality in deciding which epistemic modal verbs have the pragmatic function of hedges in the spoken texts.

22 These verbs have modal meaning because they express the level of speaker's confidence in the truth of the proposition. The same goes for the epistemic adjectives, adverbs and nouns.

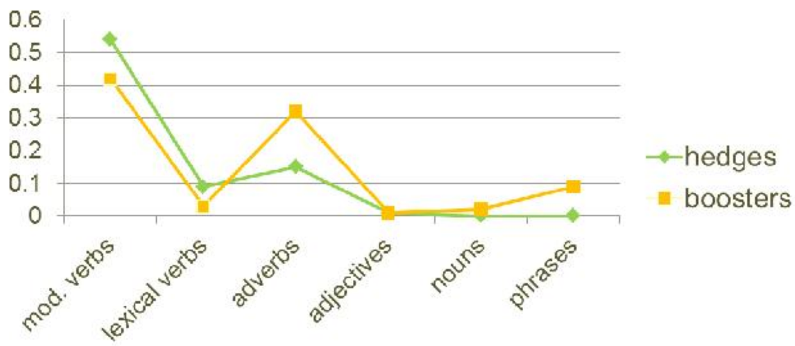
effect that the usage of these markers have on the readers and the overall persuasion of the text.

Graph 3. Distribution of hedges and boosters before and after the instruction (per 1000 words)

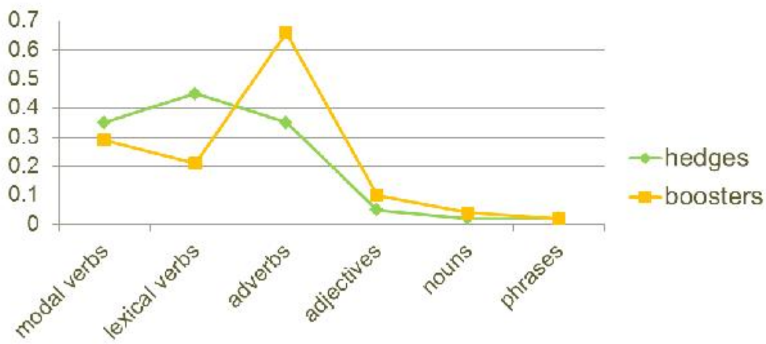


If one takes a look at the separate usage of the various subtypes of hedges and boosters before and after the instruction (see graph4 and graph5), one can easily notice that students lowered the level of usage of modal verbs after the instruction and used more lexical verbs, adverbs and adjectives instead. Furthermore, as it can be seen from graph5, students used lexical verbs more frequently as boosters, while adverbs and adjectives more frequently as hedges. In addition, the separate usage of the various subtypes of hedges and boosters will be discussed.

Graph 4. Distribution of hedges and boosters prior instruction



Graph 5. Distribution of hedges and boosters after instruction



3.2.1.1 Modal verbs

The lexical category mostly associated with epistemic modality is modal auxiliaries. They "provide the least marked and thus the most straightforward means of expressing modality in English" with *would, will, could, may,* and *might* occurring most frequently in written discourse (Coates 1983: 23). Since, sometimes, it is really hard to distinguish among different meanings of modals, Palmer (1986) and Coates (1983) make a clear distinction between epistemic and deontic modality. As for this specific analysis, Coates's (1983: 23) framework of modality was followed in order to determine the epistemic function of modal verbs and, therefore, the pragmatic function of these markers in the texts.

When used with their epistemic function, the modal verbs *may, might and could* express tentative possibility and therefore function as hedges in the text (see examples (9), (10) and (11)). *Would* in example (12) also has the function of a hedge because when used in its epistemic function it expresses a hypothetical prediction *(I confidently expected/ I expect given unlikely conditions*). Here, it is combined with the adverb *probably* which additionally increases the tentativeness.

(9) *There may be a lot of disadvantages but the number of advantages are countless.*
(10) *It may be difficult to decide to continue your education abroad, but …*
(11) *Another way in which schools might kill creativity are the exams.*
(12) *All in all, if people decide to debate on this topic, the number of advantages and disadvantages would probably be near equal.*

The most frequently used modal verb in the argumentative essays, with the function of a booster was *will*. In its epistemic sense, it expresses prediction about the present based on repeated experience (*I confidently expect).* Examples (13) and (14) feature this usage of *will*. As it can be seen, in both examples, the function of *will* as a booster is additionally strengthened with the use of the adverbs *really* (13) and *absolutely* (14).
(13) *Without education it will be really difficult to adapt to all those changes.*
(14) *However, learning things by heart will absolutely complicate things more.*

3.2.1.2 Epistemic verbs

Epistemic lexical verbs are very common means of expressing modality in written discourse. They are often referred to as 'speech act' verbs as they are used to perform acts such as doubting and evaluating rather than merely to describe acts.

A. Hedges

In this paper we follow Hyland's (1998: 120) classification of two types of epistemic verbs with the function of hedges:

1. *judgemental verbs*, employed by writers to mitigate their claims by indicating that they are presenting information as a subjective opinion or a deductive conclusion. The most frequently used judgemental verbs, according to Hyland, are: (speculative) *indicate, suggest, propose, predict, assume, speculate, suspect, believe, imply,* (deductive) *imply, estimate, calculate* etc.

The most frequently used judgmental verbs in the corpus were *think, believe* and *assume*. Examples (15) – (18) feature the usage of these verbs. As it can be seen, the writer uses these verbs to speculate or give a subjective judgement about a specific situation.

(15) *I think that the conditions of studying at one such university is what affects students' decision the most.*
(16) *I believe that the education system must undergo sum changes in order to be more attractive for students.*
(17) *I assume that by giving students recognition for their contribution may encourage them to be more creative.*
(18) *It is assumed that creativity is inspired by the methodology the professor applies.*

2. *evidential verbs*, which are used by writers to refer to evidentiary justification based either on reports of others, the evidence of the writer's senses or the feasibility of matching evidence to goals. The most frequent evidential verbs, according to Hyland, are: (quotative) *report, note*, (sensory) *appear, seem*, (narrators) *attempt, seek*.

The most frequently used evidential verbs in the corpus were *seem, appear* and *indicate* (see examples (19)-(21)). So, when writers use evidential verbs when posing their arguments, they actually express an opinion but base it on some evidence. For instance, in example (19) the writer obviously relies on some evidence when making the deduction that schools kill creativity. In example (21) it is even more clear that the writer relies on certain evidence: the words of Osho.
(19) *In my opinion, as much as schools seem to inspire creativity, they appear to be killing it too.*
(20) *It appears to me that there are not many creative professors nowadays…*
(21) *These words of Osho indicate that creativity is the mightiest power which an individual possesses.*

B. Boosters

The analysis of the essays written after the instruction showed that the most frequently used lexical verbs with the function of boosters were: *show, demonstrate, prove* and *emphatic-do*. The semantics of these verbs shows why they are used to intensify the propositions' illocutionary force. For instance, the verb *show* means 'to demonstrate by reasoning or procedure'. Therefore, in example (22) the writer states some facts before posing the argument and that is why they use the verb *show* to strengthen it.

(22) *This shows that students' progress must be followed throughout the whole year and not just judged by how well they did on the test.*

Since *demonstrate* means 'to show to be true by reasoning or evidence; to prove', it is clear that in (23) it has the function of a booster. The same is true for the use of *prove* in (24), where it is used with the meaning: to establish the truth or validity of something by presentation of argument or evidence. The writer states a fact – students have to follow instructions and rules, and that is sound proof that they are restricted in their creativity.

(23) *Moreover, this demonstrates that the standardized multiple choice tests are a good example of how students' creativity is killed.*
(24) *Furthermore, the fact that students have to constantly follow the instructions and rules of their teachers proves that they are definitely restricted in their creativity.*

Example (25) features the usage of emphatic 'do' before the verb with the function to strengthen the effect that the writer tries to achieve with his statement – that he strongly believes that students are afraid of being wrong.
(25) *In conclusion, I do believe that students are frightened of being wrong.*

3.2.1.3 Epistemic adverbs

Epistemic adverbs are the third category of markers which can have the function of both hedges and boosters. They are also used by the writers to show their confidence or lack of confidence in the truth value of their statements.

A.Hedges

The most frequently used adverbs with the function of hedges in the corpus were *probably, likely* and *perhaps*. As it can be seen from examples (26) – (28), they all express certain probability or likelihood concerning a certain situation presented in the writers' arguments.

(26) *This phenomenon is probably a result of the bad economic situation and the meager chances of having a bright future in our country.*

(27) *Thus, it is likely that they would use their leadership skills guiding the team to the most creative solutions.*

(28) *Perhaps, the best thing they could do is organise workshops for creative students where they can express their brilliant ideas.*

B. Boosters

Writers used a wider variety of adverbs with the function of boosters: *obviously, certainly, of course, undoubtedly* and *clearly*. Again, it is from their semantics that it can be concluded that writers are pretty confident in the arguments they pose (see examples (29) – (33)).

(29) *Obviously, there are many students who suffer from lack of inspiration, motivation and creativity ...*

(30) *In addition, projects will certainly inspire students to work harder and be more dedicated.*

(31) *Of course, some children may develop their creativity in school.*

(32) *Undoubtedly, the teaching methods and the teacher's attitude towards the students can affect a child's creativity.*

(33) *Clearly, they have enormous role in creating the children's personality.*

3.2.1.4 Epistemic adjectives and nouns

The last two categories of hedges and boosters which students were instructed to use were the epistemic adjectives and nouns. Although students used them a bit more after the instruction, however, their usage was very low.

A.Hedges

Probable and *possible* were the adjectives that were used the most by students as hedges (see examples (34) and (35)), while possibility (36) as a noun.

(34) *If the teachers know how to organise their classes well, it is probable that they will inspire creativity among students.*

(35) *It may be possible for them to be creatively inspired. However, the facts remain the same…*

(36) *Hence, there is possibility that a lot of talented and skillful children realize there is some special talent they have.*

B. Boosters

As for boosters, students mostly used *certain, clear* and *obvious* as epistemic adjectives, while *(it is) a fact* as a noun.

(37) *It is certain that these methods make it possible for students to express themselves better and be more self-confident.*
(38) *Ultimately, it is clear that there can be two standing points concerning the issue whether schools kill or inspire creativity.*
(39) *In that case, it is obvious that the student will be disappointed and lose their inspiration for further attending the classes.*
(40) *It is a fact* that tired, stressed out students are not, and cannot be creative.

4.Assessment of the essays' persuasive effect

In the second part of the research, the persuasive effect that essays have on the readers was measured. For this purpose, 60 (other) students assessed the essays written before and after the instruction on a scale from 1-5 (1, least persuasive to 5, most persuasive). The questionnaire was adapted from the E. Dafouz-Milne's questionnaire based on Connor's (1987) model for persuasive writing – 3 basic criteria for evaluating persuasive effect: rational, credibility and affective appeals (see footnote 2). The analysis showed that 12 (out of 30) essays written after the instruction were considered to be more persuasive, 13 were assessed as equally persuasive and only 5 as less persuasive. Obviously, instruction played a role in the overall usage of the markers and the persuasive effect of the texts on the readership. However, although it can be concluded that metadiscourse generally contributes to the persuasive effect, it should also be noted that the usage of other metadiscourse markers as well as other factors, such as development of topic, support with examples, ability to evoke sentiment etc., also play a role in the overall persuasiveness of the text.

5. Conclusion

This paper aimed to analyse whether explicit instruction on the metadiscourse markers usage in argumentative texts contributes to students becoming more aware of and using them more frequently in argumentative texts. For this purpose students were first made aware of how they connect and modify their arguments by committing fully or partially to their truth value through the use of three metadiscourse categories: transition markers, hedges and boosters. Finally, after students were instructed on how to use them properly, it was investigated whether the use of the markers will increase after the instruction and will make the argumentative essays more persuasive.

The findings proved both the initial hypotheses correct i.e. 1. Students improved their knowledge of the three types of metadiscourse markers – they became more aware of them and used a greater variety of the different subtypes of these markers (epistemic lexical verbs, adverbs, different transition verbs) and 2. Almost half of the essays were considered more persuasive after the explicit instruction. However, it was concluded that other factors also play role in the assessment of the persuasive effect, like the use of other metadiscourse markers, examples, topic, development of ideas etc.

Finally, I recommend that students should be explicitly instructed throughout their studies on the form and function of metadiscourse markers because I believe that it would help them to improve their writing style and thus appear more persuasive for the readership.

REFERENCES

Brown,P. and Levinson,S.C. (1978,1987). *Politeness. Some Universals in Language Usage.* Cambridge University Press.

Coates, J. (1983). *The semantics of the modal auxiliaries*. Beckenham: Croom Helm.

Crismore, A. (1984). *The rhetoric of textbooks: metadiscourse*. Journal of Curriculum Studies 16 (3), 279–296.

Connor, U. (1987). Argumentative patterns in student essays: cross-cultural differences. In: Connor, U., Kaplan, R.(Eds.), Writing Across Languages: Analysis of L2 Text. Addison-Wesley, Reading, pp. 57–71.

Crismore, A. (1989). *Talking With Readers: Metadiscourse As Rhetorical Act (American University Studies Series XIV: Education)* Peter Lang Pub Inc.

Crismore, A., Vande Kopple, W. J. (1988). *Readers' learning from prose: The effects of hedges*. Written Communication 5: 184-202.

Crismore, A., Markannen, R., Steffensen, M. (1993). *Metadiscourse in Persuasive Writing. A study of texts written by American and Finnish University students*. Written Communication 10 (1), 39–71.

Crompton, P. (1997). *Hedging in academic writing: Some theoretical problems.* English for Specific Purposes 16: 271-287.

Dafouz-Milne, E. (2008). The pragmatic role of textual and interpersonal metadiscourse markers in the construction and attainment of persuasion: A cross-linguistic study of newspaper discourse. *Journal of Pragmatics*, 40 (1): 95-113.

Halliday, M.A.K. (1974). *Explorations in the Functions of Language*. Edward Arnold Publishers Ltd.

Hyland, K. (1994). *Hedging in Academic Writing and EAP Textbooks*. English for Specific Purposes, Vol. 13, No. 3, pp. 239-256, 1994.

Hyland, K. (1998). *Hedging in Scientific Research Articles.* John Benjamins Publishing Company.

Hyland, K. (2000). Hedges, Boosters and Lexical Invisibility: Noticing Modifiers in Academic Texts . *Language Awareness. 9 (4): 179-197.*

Hyland, K. (2005). *Metadiscourse. Exploring Interaction in Writing*. MPG Books Ltd, Bodmin, Cornwall.

Lakoff G. (1972). '*Hedges: A study in meaning criteria and the logic of fuzzy concepts*.' Chicago Linguistic Society Papers 8, 183–228.

Lakoff, G. (1973). *Hedges: A study in meaning criteria and the logic of fuzzy concepts*. *Journal of Philosophical Logic* 2: 458-508.

Lewin, B.A. (2005). *Hedging: an exploratory study of authors'and readers' identification of 'toning down' in scientific texts*. Division of Foreign Languages, Tel Aviv University, Ramat Aviv, Israel, Journal of English for Academic Purposes 4 (2005) 163–178.

Mauranen, A. (1993). *Cultural Differences in Academic Rhetoric*. Peter Lang, Frankfurt am Main.

Palmer, F. (1986). *Mood and Modality*. Cambridge University Press.

Trajkova, Zorica. (2011). Toning down statements in newspaper editorials. *Zbornik za jezike i književnosti Filozofskog fakulteta u Novom Sadu* (*The Journal for Languages and Literatures of The Faculty of Philosophy in Novi Sad),* (1): 71-84.

Trajkova, Z. (2015). Expressing commitment and detachment in non-native English BA graduate papers. *Research in English and Applied Linguistics REAL Studies 8. Graduate Academic Writing in Europe in Comparison. Cuvillier Verlag, Göttingen, Germany,* 2015, 143-162.

Vande Kopple,W. (1985). Some explanatory Discourse on Metadiscourse. *College Composition and Communiaction* 36, 82-93.

Vassileva, I. (2001). Commitment and detachment in English and Bulgarian academic writing. *English for Specific Purposes* 20: 83-102.

Williams, J.M. (1981). *Style: Ten Lessons in Clarity and Grace*. Harper Collins Publishers.

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.06

INVESTING IN HIGHER EDUCATION IN SERBIA[23]

Milena Lutovac, Tamara Stefanović, Miloš D. Lutovac, Vesna Marić

University of Belgrade, Faculty of Economics, University of Belgrade, Belgrade Business School, University of Belgrade, Belgrade Business School, University of Belgrade, Belgrade Business School

milenalutovac@yahoo.com; tamara.stefanovic@bbs.edu.rs; milosdlutovac@yahoo.com; vesnamaricbbs@gmail.com

Abstract

In the interim period of the economies of the Balkan states, from centrally-planned to a market system and their connections with the European Union, education is nominally one of the segments of the economy whose functioning should be aligned with current world events. The concept of integrated education development that will increasingly take into account the need for sustainable development is necessary. The interdependence of education, technical progress and employment is a key triangle of directing economic development, considering the fact that education is a process of creating "human capital". Based on this, education is defined as socially justified investment rather than as a kind of public expense that burden material production. Therefore, the state investment in education should be treated as a necessary factor of reproduction. Rang of the education system involves developing methods of planing the future needs in human resources, appropriate forms of work organization and state funding of educational institutions, constant adapting of the education system to continuing diversification of needs of the economy and society and finding the appropriate methods of measuring the efficiency of financial investments in education.

Keywords: *education, knowledge economy, human resources, university, economic development.*

INTRODUCTION

Since the beginnings of education as a social function and school as its institutional form and expression, education is in the function of a certain philosophy, politics, social system and state as the supreme expression of the system and the interests of the ruling powers of society (Jašić, 1986). Education has long since then been developing under etatistic auspices and it has been the instrument of the state. It is understandable, then, that the educational institutions in Serbia have taken on etatistic attributes of the system, its relations and values. History of the development of our education shows how the goals of education have been changing, that was the way it performed social and class differentiation in our society. In that development we have come to an etatistic model of school that still has quite powerful living in our consciousness and in practice. It is, in fact, the model of civil school and state. Its main attributes are well known to us. These are: unambiguous and one-dimensional relations towards the state, software-institutional dualism and social

23 Specialized paper

differentiation of young people, strict subjection and subordination in relations, dominance of the state authorities and school authorities as well. Simply, the aim is an obedient man modified according to the society and, of course, according to the social functions which the society bestowed upon him (Brekić&Jurina, 1979). These schools now undergo criticism. They are, on one hand, improving, adjusting, innovating, modernizing, but substantially they do not change their social being (Kostić, 1981.).

Both practice and theory of educational system as well, apart from the economic thought, seek support for their research in interdisciplinary areas. All functions in the system of education (research, development, planning, financing ...) in that vast field of knowledge seek bases for the formulation of the plan and program of their own operations.

In current circumstances in Serbia, we have chosen to radically overcome such model of school, in all its properties, which would mean an unacceptable recurrence of the old, class, and to our society not acceptable. This is not a rejection of everything that occurred in the historical development of Serbian schools and education, but dialectical critical reviewing, in order to create new values that are acceptable for our, still young, democratic society.

CURRENT SITUATION AND PROSPECTS FOR THE FUTURE

Today, in the 21st century, when the techno-economic fate of the economy, society and individuals is predetermined in the long run, all countries of the world have serious developmental aspirations towards a modern education of personnel. The world, therefore, is serious about the education of the future generation. In the last thirty years in Serbia, numerous analyzes of the socio-economic position of educational activities have been conducted. They were mainly moving in three directions: firstly, the scientific frameworks and assumptions, and the interdependence of economic development and education were established; secondly, the impact of technical and technological progress on economic development and on the professional culture of personnel was discussed; thirdly, the investments in education as an important factor in increasing productivity and socio-economic progress were analyzed. However, in Serbia, education administrators and political officials deal with administrative rearrangement of the educational system in a permanent reformist style. This is done so as never to solve the problem of discrepancies of structure of education, educational profiles and needs of the economy. It is known that the regime that neglects education loses its own future. However, a society that degrades the educational system probably loses both future and present as well. Due to all this, all our reforms of education have been repeatedly failing, especially as countries and enterprises have no function in education whatsoever. The enterprise has been alienated from education and become completely insensitive to the challenges of knowledge imposed by modern technology and international market. The state, in turn, has pushed education into "reserve of egalitarianism" that poor enterprises impose, as if education is the only impediment to exit the crisis. All European countries have abandoned the classical model of education and turned to a new type of education as a means of developing the ability of individuals and as a determinant of overall efficiency. So called dualistic education which, in addition to classical education, includes alternative acquisition of knowledge and experience, has developed. The working man learns long as he lives, and education does not end with graduation. Therefore, education is treated as a significant investment, as investment in "human capital", which has a long-term positive effect. In Serbia, however, education is treated as consumption. This tells us that our society is not able to find subtle methods for" invisible "guidance of civilizational flows towards rational and desirable options. All our changes in education have suffocated, as a rule, the autonomy of all subjects and factors: first, an individual who has been educated on the principles of alternative education, then the enterprises that have a need for skilled labor and, finally, educational institutions.

Serbian universities and faculties are increasingly becoming corporations headed by capable managers, often newly arrived from the world of business, who apply on the functioning of educational institutions relentless logic of accounting, expenses, revenues and efficiency of invested funds (Turajlić, Bobic & Milutinović, 2001). More and more the belief that the university should be responsible for the spiritual life of the nation is fading away. Serbian university catches up with heavy fate. The weakening of the national state, with smaller budget for education, forces faculties to take the road where they would try to find a way for financing. Serbian university is no longer the most important and the most significant place where culture is reproduced. Modern university in general, and not only in Serbia, is now superseded by mass media and must find a new justification for its existence (Readings, 1996).

If we carefully analyze the current situation and the situation at the end of the twentieth century in Serbian education, then we will notice that it is seriously eroded by the problems of internal organization. The quality and quantity of its mutual functional relations with the environment are at stake. Retaining the classical organization of work, faculties accept organizational changes and changes of content which are imposed by scientific-technological and social development, as well as social reality with difficulty. This limits them to become sufficiently dynamic and flexible. Hence, they undergo a long term, very fierce, and often very aggressive criticism they cannot endure any longer (Ratković, 1996). General structural weaknesses of Serbian educational system are inevitably reflected on the scientific research and development researches. For scientific work requires top-quality personnel. Therefore, scientific researches stagnate along with the funds for science and education.

Today, when we observe faculties more comprehensively and more seriously, with the intention to suggest their successful transformation, some serious problems from which we run away or refuse to see are strongly imposed. They devalue schools, and even lead to their entropy (Ratković, 2004). There are a lot of problems. These are primarily:

- Diffusive curricula and syllabi. They undermine the quality of teaching, causing dropout rate and repetition of students. From World War II to the present day, curricula and syllabi have been increased by tenfold and reached enormous proportions. Programs are overflowing, and textbooks and teaching requirements as well. Ratković (1987) pointed out that both pupils and students as well fall under this burden: their mind is twitching and their memory seething from the invasion of all kinds of information.

- Quantity endangers quality because we have created "manufacturing enterprises" from our good old schools, which produce an enormous number of personnel that are sent to the labor market, without some better opportunities for employment. Education rate of workforce in Serbia is higher than in the Southern and lower than in Eastern and Western Europe. Discrepancy in relation to the EU countries regarding the coverage of population with formal school education has increased. The problem of the quality of human resources is still treated only from the aspect of the educational system, although from the standpoint of medium-term competitiveness of the economy, more important problem is the quality of the existing workforce. Developed system of permanent education is the only thing which could significantly improve the quality of research personnel (Matejić, 2002).

• Also, one of the big problems is that for half a century we have been proving that we are right now performing "the reform" of the system of education that would change everything that has been done up to now. Today, more common and ever harsher is the criticism of "failures" in the process of transformation of education. However, the interests of committee members, the authors of programs, textbooks and holders of certain disciplines are dominant. They overcome the quality which further transforms into quantity. It is necessary, therefore, to discuss about relevant methodological issues of "the reform" of the system of education. Potkonjak (1983) stated that particularly important question for Educators is: how much we have adhered to the findings which modern pedagogy offers us in the implemented reform.

• Dropout rate and repetition is extremely high. It is known that we are a country with low effects of school learning and studying. In higher education, the passing rate is drastically wrong. From enrollment until graduation, only 14.2% to 21.3% of students graduate on time, or 78.97% to 85.8% of students delay with graduation or never graduate at all. We do not count here high passing rate at some high schools and higher educational institutions and faculties where the criteria are devalued, which is undeniably a national problem (Ratkovic, 2007).

The main characteristic of the development of education in the last twenty years is a quantitative expansion, which is accompanied by differentiation of institutional structures, programs and forms of study and limited financial resources. The limitation of financial resources increasingly becomes detrimental to the functioning of the global higher education and leads to decline in the quality of teaching staff, which is a hindrance to scientific research, even in richer countries than Serbia. However, the situation in our education is slowly beginning to change. Today, when the Serbian economy and society as a whole fell into a deep crisis, sobering occurred. Now everybody wants science, human resources and technology, but again without major investments. This is confirmed by the newly structured scientific and technological policy of the 21st century. In a climate of global stagnation in the growth, our country is determined to realize the potential for increasing the economic benefits of scientific and technological progress, while research and development costs exceed national capacities. Therefore, we insist on the removal of barriers to the diffusion of scientific knowledge while protecting intellectual property, the integration of politics, science and technology with economic and social policy, the employment and standard on the adequate distribution of the burden of expensive research. This is why oir country need to include on time in the international scientific and technological relations, in global diffusion of scientific research and in an international school for education of new generations of scientists, regardless of the amount of investment in scientific and technological potential of the country (Lutovac & Marković , 2015).

The system of relations, that should characterize our school, to determine the essence of its social and pedagogical being, is very complex and jagged. What we have today in our educational institutions shows that we have made a step forward. The big challenge in the coming years, but also the obligation according to international conventions, will be the need to develop the quality of higher education. Profound changes in the institutional structures and forms of higher education, as well as methods of teaching, training and learning, are carried out or have already been carried out by the state government or the institution itself. Higher education as a whole suffered a major change in a relatively short period of time. The reasons for these changes are external and internal. In the framework of external factors following factors were of particular importance:

- reducing of investments in higher education subsidized by the state, affects the higher education institutions to make materially more effective programs and systems of teaching;

- changes in the labor market, which occur as a result of globalization and deregulation, demands of higher education institutions to provide training in new areas of work;

- an increase in social needs for higher education.

Internal factors are:

- great advances of science influenced the development of academic disciplines and their further diversification;

- development of new information and communication technologies have raised their application in various sectors, including higher education;

- awareness of the need to improve multi-disciplinary and interdisciplinary teaching methods, as well as professional development and research;

The above mentioned factors have influenced the diversity within higher education systems, mainly taking into account the institutional structures, programs, students' population and funding sources (Каравидић & Чукановић-Каравидић, 2009).

However, according to their internal organization, system and forms of work, unsurpassed hierarchical relationships, evaluation system and so on, our educational institutions have not yet overcome the attributes of the old school. This can be explained: in the lapse of the old a new is born, and in the new there are remains of the old. Although this is a dialectic of life, it can not be an excuse for slow internal transformation of the educational system. Therefore, we must forcefully emphasize the importance and responsibility of the subjective factor in these processes. Because, in the complex and contradictory time, we are paving new paths, realizing the vision of development of democratic society and education in it. For this new that we build, we need to prepare constantly, to release faster of some forms of our traditional professional consciousness, that persistently offer to us the old criteria for new values that we build. In all of this we lack many things. Our work, creativity of subjective factors, high degree of its organization, commitment, willingness and responsibility in achieving the tasks that lie ahead are the things we should not lack. This is after all, our human, professional debt to the society that we build, to generations that we educate, and to our future.

CONCLUSION

Today in Serbia establishing of mutual functional relationships between education, science and technology, is still not enough theoretically and practically designed, although this is the regularity of their overall development. Therefore, the question of our commitment towards this strategic goal arises, as well as the ability of the education system to successfully participate in that system. The rapid technological development in the world, which increasingly emphasizes the importance of education in the countries of market economy, causes the need that processes of transition and democratization in our country are followed by the appropriate changes in the education system. It is necessary that the education system becomes closer to the education systems of developed countries, in a verified scientific way, taking into account the experience of other countries, their own experiences from the past, achievements of teaching science and general development strategy of the Republic of Serbia.

Education in Serbia, as a part of the worldwide educational space, has a significant foothold in the long and rich history, but long-term absence of market mechanisms and the lack of a good strategy is reflected in its poor positioning on the territory of the EU. The essential problem is not simply the degree of inequality between state schools and faculties, but the overall level of inequality in our society. Also, the economic situation in Serbia has a great impact on education. The question that concerns us all is: how to overcome the current crisis of education and catch up with developed countries in the global redistribution of knowledge, skills and abilities, and how to get involved in today's world streams of education.

REFERENCES

Брекић, Ј.& Јурина. М. (1979). Утицај образовања кадрова на економски и професионални развој. Загреб: Економски институт.

Јашић, З. (1986). Неколико назнака о интеракцији образовања, техничког прогреса и запошљавања. Запошљавање и технолошки развој у функцији самоуправљања, 407-409.

Каравидић, С. & Чукановић-Каравидић, М. (2009). Економика и финансијски менаџмент у образовању. Београд: Факултет организационих наука.

Костић, С, (1981). Друштвено-политичка организованост и ангажованост наставника и ученика у борби за самоуправну социјалистичку школу, Васпитање и образовање, 2, 16.

Лутовац, Д. М. & Марковић, Ж., Д., (2015). Влияние информационного общества на развитие образования. Евразийский союз ученых, 3 (12)/2015, 82-84.

Матејић, В. (2002). Прилози истраживању научног и технолошког развоја. Београд: Савезни секретаријат за развој и науку.

Поткоњак, Н. (1983). Проучавање и усавршавање самоуправног социјалистичког система образовања и васпитања. Настава и васпитање, 3, 447.

Ратковић, М. (1987). Образовање и развој. Загреб: Школска књига.

Ратковић, М. (1996). Школа у променама. Београд: Учитељски факултет.

Ратковић, М. (2004). Преображај школе. Нови Сад: Мисао.

Ратковић, М. (2007). Школа, кризе и перспективе. Нови Сад: Мисао.

Readings, B. (1996). The University in Ruins. Harvard: Harvard University Press.

Турајлић, С., Бобић, С. & Милутиновић, З. (2001). Европски универзитет 2010. Београд: ААОМ.

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.07

THE VIRTUAL CLASSROOM EDMODO AS A TEACHING TOOL AS PART OF THE FLIPPED CLASSROOM METHOD IN THE ENGLISH LANGUAGE CLASSROOM[24]

Almina Shashko, Gordana Koteska

almina_shashko@yahoo.com, gordanakoteska@yahoo.com

ABSTRACT

Compared to previous generations, the educational process that students and teachers are currently going through is quite different. Primarily, the main cause of changes in education is due to the fast development of modern technology. Because of technology, students are eligible to learn beyond the classroom. Nowadays, teachers and students are able to use the internet to contact each other off school grounds. Instead of sitting face-to-face in a classroom, teachers can now educate their students anywhere, anytime. Today, teachers are beginning to take advantage of technology for educational purposes. Developing countries, such as Macedonia, are even starting to realize how convenient and beneficial technology is for their students. For instance, the flipped classroom teaching method has become popular among teachers and students, including some different virtual classroom platforms.

This study observes whether or not the students in Macedonia enjoy using the virtual platform Edmodo as part of their English language classes. Also, it will determine if the use of this platform has a positive effect on their learning process.

Additionally, an elaboration is imposed on the subject in order to analyze the advantages and disadvantages of the use of this virtual online platform as part of the English language curriculum. The level of influence that this platform has on students will also be analyzed.

Keywords: English teachers, modern technology, flipped classroom, virtual classroom

INTRODUCTION

Modern technology has brought to us many different new teaching techniques and methods that would have been impossible to be used in the past. One of the most popular and interesting methods is the flipped classroom method which could be used effectively with the help of many virtual classroom methods such as Edmodo which is a free virtual classroom method that teachers as well as students could use to improve the learning and teaching process. The use of these new modern methods and techniques has become popular worldwide as well as in developing countries such as the Republic of Macedonia. Of course, the use of this modern technology in developing countries that may not have a stable net connection and individual computers for the students as part of the educational process, has its positive and negative sides.

24 Revisional scientific paper

This study examines whether or not the students in Macedonia enjoy using the virtual platform Edmodo as part of their English language classes. Also, it will determine if the use of this platform has a positive effect on their learning process. Additionally, an elaboration is imposed on the subject in order to analyze the advantages and disadvantages of the use of this virtual online platform as part of the English language curriculum. The level of influence that this platform has on students will also be analyzed. At the same time this research will entail the students' opinion on using PowerPoint presentations as part of this method as well the frequency in which they use it in class.

METHODOLOGY OF THE RESEARCH

After realizing how important is the virtual classroom as part of the flipped classroom method, we decided to research if the students who live and study in a developing country, would enjoy the benefits of the virtual classroom as part of the learning process. Having that in mind, 20 9th grade students from the elementary school "Murat Labunishti", in Struga, village Labunishta were chosen and asked to join us on the virtual classroom platform Edmodo which is a free platform. After that, they were asked to use Edmodo as much as they like for a month as part of the learning process and as part of the curriculum. After using it for a month, the students were asked to fill a questionnaire. They were asked about their experience using the platform, the advantages and the disadvantages of using it and some other details that could help us discover more details about their experience using it.

RESULTS, ANALYSIS AND DISCUSSION

Below entails the result of the research, analysis, and discussion.

1. On the first question in which they were asked if this was their first time using this platform as part of the learning process all of the students answered positively. That is 100% and that means that this was their first time using it. None of their teachers previously used this virtual classroom for their classes so this was a totally new experience for these 20 students.
2. When asked if they enjoyed using it on the second question, 7 students said they did and 13 students said that they didn't. That is 35% and 65% respectively and it means that most of the students did not enjoy using it.
3. When asked if they liked studying more with it or without as part of the third question, 12 of 20 students said that they preferred studying without it and 8 said they preferred studying with it. That is 60% and 40% respectively and it means that most of the students preferred studying without it.
4. Advantages of using the virtual classroom

The students pointed out the following advantages when it comes to using it:

1. They thought that this was a more interesting way of learning than the old-school ones. They could learn in a way that was different than the other classes.
2. Having the teacher available for them online as well as at school was very useful for them. If they needed help with something while at home.
3. They thought that using it helped them to learn how to work together with their friends and taught them how to collaborate effectively.

4. They preferred having the whole material online on one page because in that manner they did not have to search the web for the materials that they needed.

5. They thought that studying online is more useful than studying the old-fashioned way.

6. They found the app notifications very useful because it helped them remember their obligations and helped them stay in touch with the teacher and their friends.

7. They described using it as a positive, one of a kind experience that they have never done before.

8. They thought it was very useful because they could study the material as if they were in class even though they may have missed the class for any reason.

9. They found the fact that that they could reach the teacher and their friends at any time to ask questions and study together very positive.

10. They found the Power Point presentations very positive because it helped them with their self esteem and it made them more secure in themselves.

11. They pointed out that the most important and the most positive thing about using it was the fact that the lessons were always available online.

The students pointed out the following disadvantages as part of the learning process:

1. A huge number of students pointed out the fact that not having a stable internet connection at home and at school is a big disadvantage of using it.
2. Not having computers at home and not having individual computers at school was pointed out as a huge disadvantage by the students.
3. Students had troubles signing in and out many times.
4. Concerned parents and parents not agreeing with their kids using it for safety reasons is a huge disadvantage.
5. Students only like using the net for fun and not for studying. According to the students, using the net distracts them from real learning.
6. Passive students that were not interested in collaborating online with their friends and the teacher.
7. Online abuse and bullying are also a huge problem that the students pointed out. Bullying is a huge problem among teens and the platform gave them one more space where they could hurt each other.
8. No net at school at all made the use of it impossible for a few days according to the students.
9. The lack of smartphones with net connection made the students not being able to use it in a successful way and it discriminated students.
10. A big number of students thought it was not a positive thing because they were not used to being made to create something and not only observe. According to them the teacher should be doing the teaching and not vice versa.
11. Not knowing how to make a Power Point presentation was a disadvantage that made them shy and insecure of themselves.
12. A number of students pointed out that they would prefer to use some other virtual online platform.
13. Having to be in the same group on it with the other ninth graders was a disadvantage for the students.
14. A number of students would prefer not using tech at all and would prefer the teacher dictating.
15. A huge number of students prefer the personal touch that the teacher can make on them than using technology in class.

16. Most of the students did not enjoy having to study the lessons at home before coming to class.

17. When asked if using it motivated them to study more 6 students answered positively and 14 answered negatively. That is 30% and 70% respectively and it means that most of the students were not motivated to study more by using it.

18. On the seventh question, 14 students answered that they did not like studying the lessons before coming to class and 6 students answered that they liked studying the lessons before coming to class. That is 70% and 30% and it means that most of the students did not enjoy learning the lessons before coming to class.

19. According to the answers on the eight questions, 12 students thought that Power Point presentations helped them with the learning process and 8 students did not think that the presentations helped the learning process. That is 60% and 40% respectively and it means that most of the students thought that the presentations helped them with the learning process.

CONCLUSION

This research showed that teachers do not use this platform frequently with their students and this could be proven by the fact that this was the students' first experience using this platform. It could be concluded that most of the students surveyed did not enjoy using the platform and most of the students enjoyed studying more without the platform. The following disadvantages were cited as the causes of their dislike of the platform: the lack of a stable internet connection at home and at school, the lack of computers at home and not having individual computers at school, troubles signing in and out from the platform, concerned parents and parents not agreeing with their kids using the platform for safety reasons, online abuse and bullying, no net at school at all made the use of the platform impossible, the lack of smartphones with net connection made the students not being able to use the platform, the students were not used to being made to create something and not only observe, the lack of Power Point knowledge, having to be in the same group on the platform with the other ninth graders, the students preferred not using tech at all and would prefer the teacher dictating ,the students prefer the personal touch that the teacher can make on them than using tech in class and the students did not enjoy having to study the lessons at home before coming to class. Even though the students pointed out various reasons for disliking the platform they also pointed out many reasons for enjoying the platform such as: This was a more interesting way of learning than the old school ones, having the teacher available for them online as well as at school was very useful for them, using it helped them to learn how to work together with their friends and taught them how to collaborate effectively, studying online was more useful than studying the old fashioned way, the app notifications very useful because it helped them remember their obligations and helped them stay in touch with the teacher and their friends, they could study the material as if they were in class even though they may have missed the class for any reason, they could reach the teacher and their friends at any time to ask questions and study together, the Power Point presentations very positive because it helped them with their self esteem and it made them more secure in themselves, and the most important and the most positive thing about using it was the fact that the lessons were always available online.

In ending, unsurprisingly this research revealed many issues that students and teachers deal with in their everyday learning and teaching practice. Even though, using technology has been a part of the curriculum for a few years now there are many things in the Macedonian educational system that need to be improved so that students could practice using technology and the virtual classroom Edmodo in school as well off school grounds successfully and effectively in order for them to thoroughly enjoy that process. Stable internet connection and individual computers and smartphones as well as more open minded parents that agree with the use of modern technology for educational purposes and more supportive school administrations and teachers willing to use modern teaching methods and the virtual classroom as a part of it are one of the crucial baby steps forward that could make the language classroom in Macedonia a 21st century classroom.

REFERENCES

"Bringing innovation to our educational systems". Index Ventures. Jul 14, 2014.

"Edmodo Free Microblogging Site for Educators". Open Education. Sep 20, 2008.

Edmodo on the Go. "*Edmodo/*Mobile.N.p.,n.d.Web. 1 Nov. 2016.

Edmodo." *Edmodo*. N.p., n.d. Web. 01 Nov. 2016. <https://www.edmodo.com/>.

Lowenthal, P. R. (2009). Improving the Design of PowerPoint Presentations . In P. R. Lowenthal, D. Thomas, A. Thai, & B. Yuhnke, B. (Eds.), *The CU Online handbook. Teach differently: Create and collaborate* (pp. 61–66). Raleigh, NC: Lulu Enterprises.

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.08

THE INFLUENCE OF STUDENTS' FAMILY SOCIAL STATUS ON THEIR ACCEPTANCE IN A CLASS TEAM[25]

Tatjana Milosavljević Đukić
Ph.D, University of Nis, Pedagogical Faculty, Vranje
tatjanamdj@ucfak.ni.ac.rs

Dragana Bogavac
Assoc. Prof. Ph.D, University of Belgrade,Teacher Training Faculty, Belgrade
dragana.bogavac@uf.bg.ac.rs

Abstract

The need for studying the impact of family social status on students' socialization skills in schools comes from the need for understanding all the factors affecting child socialization, with the goal of developing certain living and work conditions in schools which would allow development of social and moral values in students thus positively affecting the development of social relations.

The study focuses on the empirical aspect of this issue. The goal of the study was to assess the effect of family social status on the acceptance of children in a class. The study was conducted within the borders of the Republic of Serbia. It involved 130 students. Furthermore, 130 mothers and 123 fathers of the students were interviewed. Interview questionnaires for parents were also used in the study. The answers revealed data on: the parental educational level, the parents' occupations, the height their income, and their social and political activity. The study of student acceptance in a class team was conducted using the sociometric approach. This survey shows that the family social status can only be considered a partial factor of students' acceptance in a class team.

Improving the social status of unpopular children should present one of the school's top priorities. Preventive efforts should be focused on additional teacher education and the increase of parent motivational level for cooperation.

Key words: *social status, class, student, family, cooperation*

INTRODUCTION

Interpersonal acceptance or rejection may be considered one of the fundamental aspects of human life. One of the prime human needs is the need for establishing relationships with other people. The problems of interpersonal attractions haven't been the subject of study for a long time. Numerous research was conducted on revealing the factors which invoke attraction toward other people using sociometry. Thus, research was focused on identifying variables which affect interpersonal attraction as well as on assessing the effects of interpersonal attitudes on different aspects of human behavior.

The problem of interpersonal relationships in smaller groups, in the present case a class team, is very important for the process of education in schools. Schools present fertile grounds for sociometric studies. Social acceptance research can be conducted for theoretical and practical purposes, because for a developing child, just like with an adult, the way it is accepted by the social group with which he works, learns and develops is very important.

25 Original scientific paper

The need for studying the effects of family social status on students' socialization skills in schools comes from the need for understanding all the factors affecting child socialization, with the goal of developing certain living and work conditions in schools that would allow development of social-moral values in students, which would in a positive way affect the development of social relations.

BACKGROUND

Social status includes two components: popularity and unpopularity. Relating to children these refer to the academic dimension and behavioral adaptation (Cillessen & Mayeux, 2007). Social dynamic is present in a class team. It implies the existence of a tyrant / victim role depending upon whether social interactions occur in the form of rejection or support from the children that enjoy a higher social status (Berger & Rodkin, 2009; Rodkin, Farmer, Pearl, & Van Acker, 2006). Therefore, social factor defines hierarchy in class and is the prerequisite for power acquisition certain students enjoy (Olweus, 1993; Rodkin & Berger, 2008).

Consequently, in every class the existence of a status hierarchy and group norm can be observed. However, a noticeable difference exists in social dynamics. Class social networks can provide support, unfortunately they can also contribute to hostility, intolerance and aversion (Card & Hodges, 2007; Kindermann & Gest, 2009).

Children in a class easily form groups if they have similar behavioral patterns and attitudes. The criteria for the existence of a subgroup in a class can include gender, age, ethnicity, involvement in the same extracurricular activities, and of course social status. However, internal group organization can vary. Namely, a group can consist of a leader, helpers and followers. Some child groups can be egalitarian which implies minimal social status differentiation. Within a class, there may exist groups that characterize social values which are highly valued, or a subgroup that accepts children who resist social values of adults.

A low socioeconomic status is a factor which undoubtedly plays an important role in children's education. Ramifications are greater depending on its influence in interactions with other risk factors. Children who belong to such families may be affected by social pressure for receiving material assistance, having a distasteful fashion sense and sense of hygiene, possessing moderate knowledge, poor communication and social competencies. However, a decrease of this negative factor is possible if the family: values positive interpersonal relationships, respects behavioral rules, has parental authority, fosters a warm family atmosphere and if corrective measures that have a repressive character are not applied.

Improving the social status of unpopular children should present one of the school's top priorities. Preventive efforts should be focused on additional teacher education and the increase of parent motivational level for cooperation.

METHOD

The aim of the research was to determine whether the social status of the family affects the acceptance of students in a class team.

The tasks of the research are:

1. To determine if the level of parental education affects the acceptance of students in a class team.
2. To determine whether types of parents' education affect the acceptance of students in a class team.
3. To determine whether the parents' income influences the acceptance of students in a class team.

4. To determine whether the social and political activity of parents affects the acceptance of students in a class team.

Hypotheses

The general hypothesis of this study is that the social status of the family has an impact on the acceptance of students in a class team.

Individual presupposition that this study will confirm or refute are:

(h_1) A student is more accepted in a class team if his parents are of a higher level of education.

(h_2) A student is more accepted in a class team if his parents' occupations are included in the higher category.

(h_3) A student is more accepted in a class team if his parents have higher income.

(h_4) A student is more accepted in a class team if his parents are more socially and politically active.

Description of variables

There are two variables in this research:

The independent variable is the social status of the family. By social status we mean the status of a family in the society it belongs to. Evaluation of an individual's position in the society is independent of anyone's subjective opinion. Social status depends on an assessment that is typical of a social environment. Important factors that determine the social status of the family in this paper are:

- The level of parents' education,
- Type of parents' occupations,
- Income,
- Parents' social and political activity.

The dependent variable is the sociometric status of students. By sociometric status we mean the status which the student has in a group of peers. The position of the individual student is based on his classmates election. Election situation refers to students' socialization in their free time.

Research methods

In this study, systematic non-experimental research was used. In this method, the causes and conditions of occurrence or alteration of a phenomenon are concluded on by observation and analysis of relationships with other phenomena. There is no intentional manipulation within the investigated problems. The data correlations are examined and compared, and the results are used to explain the problem.

Methods, instruments and research techniques

The family social status data were obtained by a survey. A questionnaire for parents was composed. The answers to questions from the questionnaire provide information on:

a) Parents' level of education

The mother and father's level of education (knowledge based on the answer to the question number 1). They are classified into five categories: Highest – fifth category are those who have completed university, the fourth category are those who have two year higher education studies, the third - those who have finished secondary school, second category are those who have finished primary school and the first - the lowest category are those who haven't finished primary school.

b) Types of parents occupations

The following information was about parents' occupations (Knowledge based on the answer to question number 7). Occupations are classified into five categories. Occupations such as: doctor, engineer, lawyer, professor, etc. are included in the fifth category. The fourth category includes occupations such as a teacher, administrative officer, medical officer, etc.; the third category includes skilled workers, the second includes semi-skilled workers and unqualified workers are in the first category. Mothers of 24 students were not employed so the data was obtained by interviewing the total number of 106 surveyed units.

c) Income

The next information obtained by the survey is the parents' income. That is what we learn from the answer to question number 8. The average salary is about 33000 dinars, and according to that we have classified the survey subjects into five categories. The fifth, highest category consists of those whose income is significantly above average (above 40000), the fourth category are those whose income is slightly above average (up to 40000), the third category consists of those with the average income (around 33000), the second category are those whose income is below average (up to 24000) and the first category consists of those who earn up to 16000 dinars a month. Mothers of 24 students had no income at the time because they were not employed, so for this information, as well as for the previous, the total number of surveyed units was 106.

d) Parents' social and political activity

The last collected information is the parents' social and political activity. That is what we learn from the answers to questions three, four, five and seven. These four aspects are: a member of sports associations, cultural and artistic associations, member of a political party and a managing authority member. Social and political activities are also classified into five categories. The fifth (highest) category included those who were active in all four aspects, the fourth category consists of those who were active in three aspects, the third included those who were active in two different aspects, the second category included people who were active in only one aspect, and the first consists of those who were not active in any of the aspects included in the survey.

The sociometric procedure was used to test the acceptance of students in a class team. The students were asked to choose classmates they hang out with most in their free time. They were also invited to choose those who they would do some activities with and those who they would not do any activities with. Use of this method leads to the knowledge of the sociometric status of each student in a class team. Since the classes did not have the same number of students, the surveyed students could not get the same maximum number of positive and negative votes. Hence, the sociometric status index was calculated for each student.

The index of sociometric status is calculated if sum of the negative votes (Y) is subtracted from the sum of positive votes (X) and the result is divided by the tripled number of surveyed class students minus three. The index of sociometric status theoretically ranges from -1 to +1. According to a sociometric status index value students are classified into five categories. In the first group there are "very accepted" students whose index is above 0.05. In the second group there are "accepted" students whose sociometric status index is ranging from 0.05 to 0.00. In the third group there are "rejected" students whose index is from 0.00 to -0.05. The fourth group includes "discarded" students whose sociometric status index is above -0.05 and in the fifth group there are "ignored" students whose index is 0.00.

Participants

The survey was conducted in Vuk Karadzic elementary school in Negotin, Serbia. The survey covers junior classes of this school. The study includes one class per grade. So, sample groups were surveyed. The class selection was random. The forming of classes in this school was based on balanced criteria: parents' education level, family completeness, the child's test achievement, similar number of boys and girls per class, etc. Thus formed classes remain the same until the end of primary education (with possible changes due to the relocation, sporadic arrival or departure of a new student in the class). Hence, randomly chosen group sample characteristics will be similar to the characteristics of the basic set. The survey included 130 students: 34 first graders, 30 second graders, 32 third graders and 34 fourth graders. Classes don't have the same number of students because the sample was obtained randomly.

130 mothers and 123 fathers were interviewed as well.

RESULTS AND DISCUSSION

1. Parents' education level as a factor of students' acceptance in a class team

One of the components of the family social status is the parents' education level. It is determined by the completed schooling level. The education level does not directly affect the students' acceptance in a class team. Educated parents are more open-minded and flexible, able to create the harmonious family life, which is the basic condition for the proper development of child's personality. A child from such a family fits easily in the school environment and is popular with his/her peers.

The successful learning is one of the aspects of parents' education level influence on the acceptance of students in a class team. A higher level of education gives parents the ability to properly assist the child in developing independent learning skills and habits. Such a child achieves better results at school, and therefore is more accepted in a class team.

Given that teachers are aware of the level of education of their students, they usually expect better results in learning from those whose parents are more educated. Such a student is paid closer attention to and teacher demands more from such students, thus creating better conditions for their progress. Other children notice that and choose those students who are accepted by teachers.

A) Mothers' education level and students' acceptance in a class team

The survey results are shown in the Table 1. By calculating chi - squares it was found that the correlation between the categories of mothers' education level and students' acceptance into groups is not significant. The resulting chi - square is 25.583. Therefore, it is not significant at both levels (df=16 0.05=26.30; 0.01=32.00). In addition to chi - squares C - coefficient was calculated as well. It is C=0.405. The maximum value of C - coefficient, considering the number of categories in rows and columns, is C=0.894.

Table 1: *Mothers' education level and students' acceptance in a class team*

Mothers' education level	Students' acceptance in a class team					
	Very accepted	Accepted	Rejected	Discarded	Ignored	Total
Fifth category	1 33.3%	-	1 33.3%	-	1 33.3%	3 100%
Fourth category	2 40%	3 60%	-	-	-	5 100%
Third category	14 28%	20 40%	9 18%	3 6%	4 8%	50 100%
Second category	10 18.9%	16 30.2%	13 24.5%	10 18.9%	4 7.5%	53 100%
First category	2 10.6%	7 36.8%	-	6 31.6%	4 21%	19 100%
Total	29	46	23	19	13	130

The results presented in Table 1 do not confirm the assumption that the student is more accepted in a class team if his mother has a higher level of education, even though there are some exceptions. Hence, if the fifth category (mothers with university degree) is taken into consideration, it cannot be said that this category influences the students' acceptance in a class team. Of the three students whose mothers are in the fifth category one is "very accepted", one is "rejected" and one is "ignored" - which is certainly caused by something else, not by mothers' education level.

Based on the Table, it can be concluded that the fourth category of mothers' education level has positive effects on student acceptance, because (40%) of them are "very accepted", and (60%) are "accepted". Not a single student is rejected", "discarded" or "ignored".

The third category has the most "accepted" (40%) of the total number of students whose mothers finished high school, then (20%) "very accepted". The total number of selected students is much higher than the number of those who had negative votes (24%) or those whom nobody selected (8%). Therefore, it could be concluded that the third category of mothers' education level positively affects the students' acceptance in a class team.

The number of "very accepted" as well as "accepted "students in the second category is reduced compared to the previous two categories, while the number of "discarded" and "very discarded" students increased. Still, the largest number of "accepted" (30.2%) is in this group, while the "discarded" number is less (24.5%). The number of "accepted" and "very rejected" students is the same (18.9%). The number of "ignored" remains the same as in the previous category or if expressed in percentage (7.5%) it even slightly decreases.

In the first category there are the most "accepted" students (36.8%). The number of "very accepted" (10.5%) is still in decline, but generally, there are no "discarded" students among those whose mothers finished primary school. The number of "very discarded" (31.6%) is approximately the same as the number of "accepted", while the number of "ignored", expressed in percentage, significantly increased (21.1%).

In all categories except the fifth, the number of "very accepted" students, expressed in percentage, decreases with decreasing level of mothers' education, and the number of "very discarded" students grows.

However, this does not make it possible to verify the hypothesis because in the first four categories the most students are "accepted". There are no "rejected" students in the fourth category, but there are none of these in the first either. The highest percentage of the "ignored" students is in the first category which is somehow related to the low educational level of mothers.

B) Fathers' education level and students' acceptance in a class team

The survey results are shown in the Table 2. By calculating chi - squares it was found that the correlation between the categories of fathers' education level and students' acceptance into groups is significant. The resulting chi - square is X^2=39.042 and is significant at both levels (df = 16 0.05=26.30 0.01=32.00). C - coefficient was calculated and it is C=0.491, which exceeds the half of C - coefficient maximum value. The results shown in Table 2 shows a correlation between the fathers' education level and the students' acceptance in a class team.

Table 2: *Fathers' education level and students' acceptance in a class team*

Fathers' education level	Students' acceptance in a class team					
	Very accepted	Accepted	Rejected	Discarded	Ignored	Total
Fifth category	2 28.6%	5 71.4%	-	-	-	7 100%
Fourth category	8 36.4%	6 27.3%	5 22.7%	-	3 13.6%	22 100%
Third category	14 26.4%	21 39.6%	7 13.2%	6 11.3%	5 9.5%	53 100%
Second category	3 9.7%	8 25.8%	9 29%	10 32.3%	1 3.2%	31 100%
First category	-	3 30%	2 20%	1 10%	4 40%	10 100%
Total	27	43	23	17	13	123

In the fifth category, the total number of students is divided into two groups "very accepted" (28.6%) and "accepted" students (71.4%). There are no "rejected", "discarded" or "ignored" students in this category.

The largest number of students in the fourth category are "very accepted" (36.4%) and "accepted" (27.3%). There are fewer "rejected" students (22.7%) and there are no "discarded". The minimum number is "ignored" (13.6%) students.

The largest number of "accepted" students is in the third category (39.6%), followed by "very accepted" (26.4%). There are fewer "rejected" (13.2%), "discarded" (11.3%) and "ignored" (9.5%) students.

In the second category the most students are "discarded" (32.3%) and "rejected" (29%). The number of "accepted" decreased (25.8%), and the number of "very accepted" (9.7%) is three times less compared to the previous category. There are fewer "ignored" students in this category, too (3.2%).

There are no "very accepted" students in the first category, whereas the number of "ignored" students is the largest (40%). There are (30%) of "accepted" students, (20%) of "rejected" and (10%) of "discarded" students.

Based on the obtained data, it can be concluded that the number of "accepted" students decreases with parents' education level decrease, and the number of "unaccepted" students, those who didn't get negative or any votes, increases. Thus, the results support the hypothesis that the higher father's education level is, the better a child is accepted in a class team.

2. Types of parents occupations as a factor of students' acceptance in a class team

The next component of the family social status is the type of parents' occupation. In this study, occupations are classified into five categories.

One of the factors that influences the family life is the occupation. If parents love their work and enjoy their profession, they will be satisfied with themselves. That feeling affects all family members, and therefore the development of child's personality. Satisfaction that job and position in society brings, gives parents confidence in themselves, which they pass onto their children. Such children are better accepted among peers and in a class team. Type of occupation not only directly but also indirectly affects the students' acceptance in a class team. If children know their companions' parents' occupations it is possible they would choose those who are in the higher categories. The parents, consciously or not, pass onto their child the value system of the time and culture in which they live. The child accepts their values and behaves accordingly.

A) Mothers' types of occupations and students' acceptance in a class team

The survey results are shown in the Table 3. Calculated chi - square, which is X^2=l8.337, shows that there is not a significant correlation between mothers' occupations and students' acceptance in a class team. The C - coefficient was also calculated and it is C=0.384. A total of three students whose mothers were in the fifth category, were sorted in such a way so that one cannot find any correlation between these two variables. In fact, one is "very accepted," the other one is "rejected" and the third one is "ignored".

Table 3: *Mothers' types of occupations and students' acceptance in a class team*

Mothers' types of occupations	Students' acceptance in a class team					
	Very accepted	Accepted	Rejected	Discarded	Ignored	Total
Fifth category	1 33.3%	-	1 33.3%	-	1 33.3%	3 100%
Fourth category	11 34.4%	12 37.5%	6 18.7%	1 3.1%	2 6.3%	32 100%
Third category	7 26.9%	12 46.2%	3 11.55%	1 3.8%	3 11.5%	26 100%
Second category	6 17.1%	12 31.35%	5 14.3%	8 22.95%	4 11.45%	35 100%
First category	1 10%	3 30%	2 20%	3 30%	1 10%	10 100%
Total	26	39	17	13	11	106

In the fourth category of mothers' occupations there are most "accepted" students (37.5%) and "very accepted" (34.4%). There are much fewer students among "unaccepted": (18.7%) "rejected", (3.1%) "discarded", (6.3%) "ignored".

The largest number of "accepted" is in the third category (42.2%), then there are "very accepted" (26.9%). There are fewer "rejected" (11.5%) and "discarded" (3.8%), whereas the number of "ignored" in this category increased (11.5%).

In the second category the highest number of students is "accepted" (34.3%). The number of "very accepted" decreased (17.1%), and the number of "discarded" increased (22.9%). The number of "rejected" students (14.3%) is also larger compared to the previous category and the number of "ignored" is almost the same (11.4%).

Compared to the previous category, in the first category the number of "very accepted" and "accepted" decreases, while the number of "rejected" and "discarded" increased. The percentage of "ignored" is slightly less. However, within the same category, the highest number is of "accepted" (30%) and a "discarded" (30%), followed by "rejected" (20%). A somewhat smaller number is of "very accepted" (10%) and "ignored" students (10%).

The obtained results do not support the hypothesis that the higher mothers' occupation category makes children's acceptance in a class team easier and better.

B) Fathers' types of occupations and students' acceptance in a class team

The obtained results are shown in the Table 4. The value of the chi - square shows that the correlation between fathers' types of occupations and students' acceptance in a class team is not significant. Chi - square is 23.842 and it is not significant at both levels (df=16 0.05=26.30; 0.01= 32.00). The degree of correlation is C=0.403.

Table 4: *Fathers' types of occupations and students' acceptance in a class team*

Fathers' types of occupations	Students' acceptance in a class team					
	Very accepted	Accepted	Rejected	Discarded	Ignored	Total
Fifth category	3 30%	5 50%	2 20%	-	-	10 100%
Fourth category	13 29.6%	17 38.6%	5 11.45%	3 6.8%	6 13.6%	44 100%
Third category	8 27.6%	10 34.5%	6 20.7%	3 10.3%	2 6.9%	29 100%
Second category	2 6.15%	9 27.3%	10 30.3%	8 24.2%	4 12.1%	33 100%
First category	1 14.3%	2 28.65%	-	3 42.8%	1 14.3%	7 100%
Total	27	43	23	17	13	123

The results in Table 4 are the following: In the fifth category, the most students are "accepted" (50%), followed by "very accepted" (30%). Fewer students are "rejected" (20%), and there are no "discarded" and "ignored" students. The largest number of "accepted" is in the fourth category (38.6%). There is also a large number of "very accepted" students (29.6%) whereas the number of "rejected" students (11.4%) and "discarded" (6.8%) is significantly smaller. The number of "ignored" is pretty large (13.6%). In the third category, there is still higher number of "very accepted" (27.6%) and "accepted" (34.5%), then "rejected" (20.7%), "discarded" (10.3%) and "ignored" (6.9%). However, compared to the previous category the number of accepted students decreases and the number of unaccepted increases. In this category, the number of "ignored" has decreased by more than half compared to the previous category. In the second category the highest number is of "rejected" (30.3%), and then "accepted" (27.3%). There are also a lot of students who are "discarded" (24.2%). The number of "ignored" is significantly increased (12.1%), and the number of "very accepted" is decreased (6.1%). In the first category, the most students are "discarded" (42.8%). There are fewer "accepted" (28.6%), and there are no "rejected" students. The number of "very accepted" and "ignored" students is the same (14.3%).

The number of chosen students decreases towards lower criteria, but at the lowest it increases. The increase in the number of "discarded" moves towards lower categories. However, the number of "discarded" and "ignored" is not moving in a straight line so it cannot show a link between variables. The results do not provide the evidence to confirm the hypothesis of a greater students' acceptance if their fathers are in higher categories.

3. Parents' income as a factor of students' acceptance in a class team

The income is also one of the components of the family social status. Parents with higher income are able to give the child a better life which enables better success at school. A child from such a family is not burdened by meeting basic needs, so there is more time for learning and socializing with peers. Wealthy parents can ensure their child a separate room, a desk and other amenities for learning. All this improves their success at school, and such a child is more popular in the class. Besides, a child whose parents have higher income is better dressed, has better school equipment, more beautiful bag... That child can buy candies and other trinkets during the breaks between lessons. This attracts the classmates' attention.

Good income allows family to go on summer and winter vacations. A child of wealthier parents comes back from vacation with stories about interesting events, and this makes him/her attractive and popular with peers. And parents themselves are more satisfied and calmer due to better income. They have more time and patience for their child. In such a family there are conditions for proper development of the child's personality. The child will not have socially undesirable traits such as aggression, hostile attitude towards others, withdrawal, introvert behaviour and passivity. She/he will know how to collaborate with peers and will be accepted in a class team.

A) Mothers' income and students' acceptance in a class team

The survey results are shown in the Table 5. By calculating chi - squares it was found that the correlation between the categories of mothers' income and students' acceptance into groups is not significant. The chi - square is X^2 = 22.913, which means that it is not significant at both levels (df=16 0.05=26.30; 0.01=32.00). The correlation degree is C=0.421.

Table 5: *Mothers' income and students' acceptance in a class team*

Mothers' income	Students' acceptance in a class team					
	Very accepted	Accepted	Rejected	Discarded	Ignored	Total
Fifth category	3 75%	-	1 25%	-	-	4 100%
Fourth category	6 30%	7 35%	4 20%	2 10%	1 5%	20 100%
Third category	7 28%	14 56%	2 8%	1 4%	1 4%	25 100%
Second category	7 17.9%	15 38.5%	6 15.4%	5 12.85%	6 15.4%	39 100%
First category	3 16.7%	3 16.7%	4 22.2%	5 27.7%	3 16.7%	18 100%
Total	26	39	17	13	11	106

The survey results are as follows: In the fifth category (75%) of students are "very accepted", (25%) are "rejected". In the fourth category the most students are "accepted" (35%) and "very accepted" (30%). Fewer are rejected (20%), followed by "discarded" (10%) and "ignored" (5%). The highest number of "accepted" is in the third category (56%), followed by "very accepted" (28%), "rejected" (8%), "discarded" (4%) and "ignored" (4%). In the second category the most students are "accepted" (38.5%), even though the number is decreased compared to the previous category. The percentage of "very accepted" (17.9%), "rejected" (15.4%), "discarded" (12.8%) and "ignored" (15.4)% is significantly increased. In the first category there are most "discarded" students (27.7%), followed by "rejected" (22.2%). There is a less but the same percentage of "very accepted", "accepted" " and "ignored" (16.7%).

The percentage of "very accepted" decreases with lower mothers' income. The number of students classified in other groups shows no tendency which proves that children whose mothers have bigger income are accepted better in class teams.

B) Fathers' income and students' acceptance in a class team

The survey results are shown in the Table 6. The chi - square was calculated and it is X^2=48.799. It is significant at both levels, which shows that there is correlation between the fathers' income and students' acceptance in a class team. The degree of this correlation can be learned from the calculation of C - coefficient which is C=0.533, well above half the maximum C-coefficient value.

Table 6: *Fathers' income and students' acceptance in a class team*

Fathers' income	Students' acceptance in a class team					
	Very accepted	Accepted	Rejected	Discarded	Ignored	Total
Fifth category	12 40%	10 33.3%	6 20%	1 3.3%	1 3.3%	30 100%
Fourth category	11 30.6%	15 41.7%	2 5.5%	2 5.5%	6 16.7%	36 100%
Third category	3 16.7%	8 44.4%	3 16.7%	4 22.2%	-	18 100%
Second category	1 2.9%	10 29.4%	11 32.4%	9 26.5%	3 8.8%	34 100%
First category	-	-	1 20%	1 20%	3 60%	5 100%
Total	27	43	23	17	13	123

The fifth category has the most "very accepted" (40%) and "accepted" (33.3%). "Rejected" are fewer (20%). The number of "discarded" and "ignored" is the same (3.3)%. The fourth category includes most "accepted" of (41.7%), followed by "very accepted" (30.6%). There are a few "rejected" and "discarded" (5.5%), the number of "ignored" is at (16.7%). The largest number in the third category includes "accepted" students (44.4%). Compared to previous categories, the number of "discarded" (22.2%) and "rejected" (16.7%) has significantly increased, and the number of "very accepted" students has decreased (16.7%). There are no "ignored" in this category. In the second category the most students are "rejected" (32.4%), although there are a lot of "accepted" (29.4%), followed by "discarded" (26.5%), "very accepted" (2.9%), and "ignored" (8.8%). The largest number of "ignored" students are in the first category (16%), followed by "discarded" and "rejected" (20%) each. There are no "accepted" or "very accepted" in this category.

If data shown in Table 6 is taken into consideration, one should accept the assumption that students whose fathers have more income are more accepted in class teams.

4. Parents' social and political activity as a factor of students' acceptance in a class team

The fourth component of the family social status, researched in this paper, is social and political activity. Parents who are more active, get in contact with more people, socialize more and are able to cooperate with other people. They are usually friendly, tolerant, and funny. These features can be passed onto children so they can be close with their friends and therefore more accepted in a class team.

A) Mothers' social and political activity and students' acceptance in a class team

The survey results are shown in the Table 7. By calculating chi - squares it was found that the correlation between the categories of mothers' social and political activity and students' acceptance into class team is not significant. The chi - square is $X^2=17.764$, and it's not significant at both levels (df=16 0.05=26.30; 0.01=32.00). The contingency coefficient is C=0.384.

Table 7: *Mothers' social and political activity and students' acceptance in a class team*

Mothers' social and political activity	Students' acceptance in a class team Very accepted	Accepted	Rejected	Discarded	Ignored	Total
Fifth category	-	-	-	-	-	0
Fourth category	-	-	-	1 100%	-	1 100%
Third category	3 60%	2 40%	-	-	-	5 100%
Second category	5 21.7%	11 47.8%	4 17.4%	1 4.4%	2 8.7%	23 100%
First category	21 20.8%	33 32.7%	19 18.8%	17 16.8%	11 10.9%	101 100%
Total	29	46	23	19	13	130

According to Table 7 none of the mothers of surveyed students was involved in all four aspects. Only one mother is in the fourth category and her child is "discarded". In the third category there are (60%) "very accepted" and (40%) "accepted" students. Thus, all children whose mothers are in this category were selected and got positive voices. In the second category the highest number of students are "accepted" (47.8%), followed by "very accepted" (21.7%). There are (17.4%) "rejected", (4.4%) "discarded" and (8.7%) "ignored". In the first category the most children are "accepted" (32.7%), and "very accepted" (20.8%). There are a lot of "rejected" students (18.8%), whereas the number of "discarded" (16.8%) has significantly increased compared to the previous category (almost four times). There are also more "ignored" (10.9%) compared to the previous category.

If one looks at the data in this chart, they cannot confirm the hypothesis that students whose mothers are more socially and politically active, are more accepted in a class team.

B) Fathers' social and political activity and students' acceptance in a class team

The survey results are shown in the Table 8. The chi - square is 21.264. It is not significant at both levels, therefore the correlation between fathers' social and political activity and students' acceptance into class team is not significant. The degree of this correlation is small which is indicated by C - factor which is C=0.384.

Table 8: *Fathers' social and political activity and students' acceptance in a class team*

Fathers' social and political activity	Students' acceptance in a class team					
	Very accepted	Accepted	Rejected	Discarded	Ignored	Total
Fifth category	-	-	1 100%	-	-	1 100%
Fourth category	4 66.6%	1 16.7%	1 16.7%	-	-	6 100%
Third category	5 23.8%	10 47.6%	3 14.3%	2 9.5%	1 4.85%	21 100%
Second category	9 20.9%	18 41.9%	4 9.3%	7 16.3%	5 11.6%	43 100%
First category	9 17.3%	14 26.9%	14 26.9%	8 15.4%	7 13.5%	52 100%
Total	27	43	23	17	13	123

According to Table 8 only one surveyed father was involved in all four aspects, he was the only one in the fifth category, and his child was "rejected". In the fourth category – "accepted" (16.7%), "rejected" (16.7%), no "discarded" and "ignored". In the third category the most students are "accepted" (47.6)%, followed by "very accepted" (23.8%), "rejected" (14.3%). What differs this category from the previous two is that for the first time "discarded" 9.5% and "ignored" (4.85%) show up. In the second category, the most students are "accepted" (41.9%), followed by "very accepted" (20.9%), "discarded" (16.3%), "rejected" (9.3%), and the number of "ignored" is significantly increased (11.6%). In the first category the percentage of "accepted" " and "rejected" is the same (26.9%), followed by "very accepted" (17.3%), "discarded" (15.4%). The number of "ignored" increases (13.5%).

The lower the category, the fewer of the "very accepted" students (except in the fifth category), and the more of "ignored" students there are. The obtained data do not confirm the hypothesis that children of more socially and politically active fathers are more accepted in a class team.

CONCLUSION

The survey did not result as it was expected. In fact, the set general hypothesis was only partially confirmed.

Based on the results obtained by statistical analysis it is confirmed that there is a significant correlation between the fathers' income and students' acceptance in a class team. The data in Table 6 provides evidence that a student is more accepted if his/her father has higher income. The obtained result is as expected. As far as mothers' income and students' acceptance are concerned, the connection is not significant. These results were obtained on the basis of statistical analysis.

However, it can be determined from the data in Table 5 that the number of "very accepted" (expressed in percentages) decreases as mothers' income decreases and that in the first category (mothers with minimum income) the largest number of students is "discarded."

This partly confirms the hypothesis that the student is more accepted in a class team if his parents have higher income.

There is a significant correlation between the fathers' level of education and the students’ acceptance. The data show that the class accepts better students whose fathers are more educated.

Statistical data analysis which correlates the level of education of the mother and the acceptance of students was conducted and the obtained results show no significant correlation of these two variables. Yet the resulting value of the chi-square is the nearest to the significance if compared to other components of the social status of mothers which influence the students’ acceptance.

Data displayed in Table 1 indicate a decrease in the number of "very accepted" (expressed in percentage) at lower levels of mothers’ education, and the increase in "discarded". The number of “ignored” also increases with the lower mothers’ education level.

Thus, the hypothesis that children of parents with higher education are more accepted is partially verified.

Statistical data analysis shows that correlation between fathers’ occupation and students’ acceptance is not significant. If one looks at the Table 4, they can notice that the number of "discarded" increases with lower occupation categories, and that is the only correlation. Statistical data analysis of mothers’ occupation and students’ acceptance also shows insignificant correlation between these variables. Although Table 3 contains some hints of correlation. For example, the number of "very accepted" (expressed in percentage) decreases with lower categories of occupations, whereas the number of "discarded"obviously increases in the last two categories.

However, the obtained results cannot confirm the set hypothesis that a student is better accepted if his parents have the higher category occupation.

The obtained results and their statistical analysis concerning fathers’ social and political activity and students’ acceptance in a class team show that there is no significant correlation between these two variables, although there might be seen some sort of connection. In fact, the number of "very accepted" (expressed in percentage) decreases with lower categories, and the number of "ignored" increases. Other students’ acceptance could not be connected to fathers’ social and political activity. It is the same case with mothers’ activity and students’ acceptance. Statistical data analysis shows that correlation between these two variables is not significant, but it is obvious in Table 7 that the number of "very accepted" decreases with lower categories and the numbers of "rejected", "discarded" and "ignored" increase. But the number of "accepted" does not confirm the correlation.

Small values of chi - square as well as chart data do not support the hypothesis that the student is more accepted, if his parents are more socially and politically active.

Hence, this paper has discovered significant correlation between students’ acceptance and two components of the social status: level of education and the income, not of both parents, but only fathers’.

This could be explained by the fact that in the surveyed environment father is the pillar of the family who has the strongest impact on the child. Through this component, whether the correlation is significant or not, it is always greater between students and the social status of fathers than mothers.

There are several reasons why a correlation between other components of the family social status and the students’ acceptance in a class team was not found. As far as the occupations are regarded, given the fact that it is a younger school age, it is possible that parents would be satisfied with lower category occupations if they are well paid. Also, there is a great difference among people and their interests. Social and political activities are not indicators that a person is good, or it cannot be said that socially and politically inactive people are bad.

Family social factor is not the only aspect that influences how the parents will organize family life and what conditions they will provide for their children's personality development in order to enable him/her to have a social life. There are many factors that influence family life and children's personality. The socialization of the child, and therefore his/her acceptance in a class team is not only affected by the social status, but also by the general atmosphere of the family, parents' personal balance and other factors.

When children come to school, and even earlier, they are not only influenced by the family, but also by peers, by adults who they frequently meet, by literature, films, and the entire culture in which they grow up. Under this influence a child's personality is formed with all its features: personality traits, social intelligence and intelligence in general. All this is present when children establish contact with their peers and causes their acceptance in a class team.

This survey shows that the social status of the family can only be considered a partial factor of students' acceptance in a class team. One of the reasons why the expected results are not obtained is the fact that there are no big social differences in the surrounding where the survey was conducted. Families have fairly similar lives, and the young students do not notice different family social statuses.

REFERENCES

Berger, C., & Rodkin, P. C. (2009). Male and female victims of male bullies: Social status differences by gender and informant source. Sex Roles, 61, 72-84.

Card, N. A., & Hodges, E. V. E. (2007). Victimization within mutually antipathetic peer relationships. Social Development, 16, 479-496.

Cillessen, A. H. N., & Mayeux, L. (2007). Variations in the association between aggression and social status: Theoretical and empirical perspectives. In P. H. Hawley, T. D. Little, & P. C. Rodkin (Eds.), Aggression and adaptation: The bright side to bad behavior (pp. 135- 156). Mahwah, NJ: Erlbaum.

Kindermann, T., & Gest, S. D. (2009). Assessment of the peer group: Identifying naturally occurring social networks and capturing their effects. In K. Rubin, W. Bukowski, & B. Laursen (Eds.), Handbook of peer interactions, relationships and groups (pp. 100-118). New York: Guilford.

Olweus, D. (1993). Bullying at school: What we know and what we can do. Oxford, UK: Blackwell.

Rodkin, P. C., & Berger, C. (2008). Who bullies whom? Social status asymmetries by victim gender. International Journal of Behavioral Development, 32, 473-485.

Rodkin, P. C., Farmer, T. W., Pearl, R., & Van Acker, R. (2006). They're cool: Social status and peer group supports for aggressive boys and girls. Social Development, 15, 175-204.

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.09

THE EXTERNAL ASSESSMENT IN THE REPUBLIC OF MACEDONIA – DOES IT JUSTIFY ITS EXISTENCE? [26]

Violeta Januševa, Milena Pejčinovska, Jove Dimitrija Talevski

University "Sv. Kliment Ohridski", Faculty of Education – Bitola
violetajanuseva@gmail.com, *milena_pejcinovska@yahoo.com*, *jovetalevski@yahoo.com*

Abstract

The reform processes in the Republic of Macedonia are in accordance with the modern tendencies and technological changes and they make efforts to draw the Macedonian educational system near to the educational systems of the European states, members of the European Union. Therefore, the external assessment, which is a well-established practice in the educational systems of the developed countries, is considered as an important step, that would improve the education and especially the students' assessment. From its beginning in 2010 until now, the external assessment in the Republic of Macedonia does not stop to surge the public opinion. Teachers, students, parents, professionals, they all have different opinions and attitudes regarding the need of external assessment, and it seems that the negative ones are dominant.

The paper wants to exploit exactly these negative opinions and attitudes of the teachers, students, parents and professionals. In addition, the paper shows the negative influence that external assessment has on them. Bearing this in mind, a research that has quantitative and qualitative paradigm and descriptive design was conducted. The sample consists of 200 participants from the Republic of Macedonia. Survey and a questionnaire were used as a technique and instrument of the research. The methods for processing the data and gaining scientifically based conclusion were analysis, comparison and synthesis. The research shows that all participants, without exception, have negative attitudes towards the external assessment. Among other reasons, the validity and objectivity of the indicators for quality of the students' achievements are stressed out. This, on the other side, is an undisputable argument that the state should reconsider the existence of this concept.

Keywords: *external assessment, Republic of Macedonia, participants, opinions*

INTRODUCTION

The reform processes in the Republic of Macedonia are in accordance with the modern tendencies and technological changes and they make efforts to draw the Macedonian educational system near to the educational systems of the European states, members of the European Union. Therefore, the external assessment, which is a well-established practice in the educational systems of the developed countries, is considered as an important step, which should provide excellence in the education, especially in the field of the assessment of students' achievements. For these reasons, the Law for State examinational center is brought in the Republic of Macedonia, which operates within the Ministry of Education and Science. It is responsible for the organization and the implementation of the external assessment of students' achievements in the primary and the secondary education. This Center has the

26 Original scientific paper

following authorities regarding the external assessment (Zakon za Državniot ispiten centar – The Law for the State examination centre, 2008, 2009 and 2014):

- to prepare the conception of the external assessment and the examinational programs;
- to prepare the tests for the external assessment;
- to make a bank of examinational tasks of the students' achievements;
- to prepare standardized tests for external assessment;
- to develop and maintain the system for external assessment of the students' achievements;
- to announce information regarding the examinational programs and the external assessment on its web site;
- to instruct teachers regarding the external assessment;
- to assign local coordinators and administers of the external assessment;
- to form state commissions and coordinates their work;
- to form commissions for the external assessment at the end of the school year;
- to train the local coordinators, the administers and the assessors;
- to train the members of the state commissions;
- to train the presidents and the secretaries of the schools' commissions;
- to take care of organizational as well as technical tasks;
- to coordinate the activities of the schools' commissions;
- to collect, process and analyze the results from the external assessment;
- to provide security and secrecy of the preparation, publication, distribution and keeping the examinational material etc.

The authorities of the Center are quite serious and demanding. Therefore, it is supposed that it should do its work properly and that it should provide a solid basis for the successful implementation of the external assessment. Although this Centre has a crucial role in the implementation of the external assessment, and the Government claims that it works successfully, the practice from the last past year shows many negative aspects of the implementation of this concept. The practice also shows that those who are concerned the most are not satisfied with the external assessment and have negative opinions and attitudes. The simple question is: Why?

The paper wants to exploit exactly these negative opinions and attitudes of the teachers, students, parents and professionals and to show the negative aspect that external assessment has on them. Bearing this in mind, a research that has quantitative and qualitative paradigm and descriptive design was conducted. The sample consists of 200 participants from the Republic of Macedonia. Survey and a questionnaire were used as a technique and instrument of the research. The methods for processing the data and gaining scientifically based conclusion were analysis, comparison and synthesis. The research shows that all the participant, without exception, have a negative attitudes towards the external assessment. Among other reasons, the validity and objectivity of the indicators for quality of the students' achievements are stressed out. This, on the other side, is an undisputable argument that the state should reconsider the existence of the external assessment.

REVIEW OF THE LITERATURE

The external assessment is an assessment that is conducted by professionals outside of the school (Poposki, 2005: 182). The external assessment in the Republic of Macedonia is realized at the end of the school year. It is a kind of summative assessment and it is supposed to be criterion-based assessment. The external assessment is designed to be an assessment, which should gather valid indicators for evaluation of the schools' work and for planning their future activities (Poposki, 2005: 183).

According to the experts, this concept has a great number of advantages. Among others, the results from the external assessment please the needs of the authorities and public to have an insight in the realization of the goals that have been set; knowing that external assessment will occur, contributes to the teachers' and students' mobility in permanent preparation. The external assessment is a special situation in which the students should show their capacity to synthesize their knowledge and skills. The teachers and students become partners; they are equally interested in the results. This type of assessment provides a higher degree of objectivity and this means that equal criteria are implemented (Poposki, 2005: 186).

Though the concept has a positive theoretical basis, the opponents claim that the external assessment neglects the forms for formative assessment and that it cannot replace them (Poposki, 2005: 183). They confirm their attitude with the Smith's research (Smith, M., L., et all, 1991). His survey shows that the teachers think that the external assessment causes artificial competition between schools. The teachers feel unpleasant; they feel shame, unsuccessful, especially if the students' results are below the average. This affects their status in the schools as well as in the larger community, and even on a social level. Due to the demands of the external assessment, they change the way they have worked before, they change the methods etc. for the needs of the testing. The high results of the students' achievements cause doubt in the correctness of the testing because the teachers know their students and their possibility to achieve. Furthermore, the assessment of students is an ongoing process that contains many activities as tests, oral examination, written tasks, project activities, essays etc., and the test do not contain all of this and it reduces the role of the teachers.

Besides other things, this type of assessment is very expensive, demanding a lot of examiners and material costs. It does not take into account the various conditions students work in, and it is commonly known that the students' achievements depend on the socioeconomic status. Further, during this process, both, the students and teachers are nervous and anxious. The teachers neglect content that is not subject to external assessment etc. (Poposki, 2005: 186). According to Malčeski (in S., B., 2014) during the school year, the students are assessed on questions they do not know. With the external assessment, the students know the questions in advance and then the State examinational centre picks randomly 30 of them. Therefore, the results for the students' achievements during the school year and the results from the external assessment are incomparable.

THE METHODOLOGY OF THE RESEARCH

The research has qualitative and quantitative paradigm and descriptive design. The sample consists of 200 participants from the Republic of Macedonia. The participants were teachers, students from primary and secondary schools, as well as from the higher education, parents and professionals in the field of assessment. Survey and a questionnaire were used as a technique and instrument of the research. The questionnaire contains only one question: Do you agree with the implementation of the external assessment in the Republic of Macedonia? The participants should answer the question with yes or no, and then to explain the given answer. The methods for processing the data and gaining scientifically based conclusion were analysis, comparison and synthesis.

RESULTS

The answers from the participant were clear and harmonious. There is no doubt: all of the 200 participants are against the external assessment that has been implemented in the Republic of Macedonia. Their answers are combined into several groups according to their similarity and they represent the weaknesses of this assessment.

a) The multiple-choice question format

The external assessment has a multiple choice questions format and contains 30 questions. This type of questions is indicated in the assessment literature as questions, which are connected with the lower levels of the Bloom's taxonomy. According to the literature, this type of question can reflect the higher cognitive processes if they are prepared in a proper manner (Poposki, Stojanovski, 1995: 104 – 108). Unfortunately, we cannot provide examples for this type of questions, simply because we claim that these questions are not appropriate for the development of the higher cognitive processes. The most important issue for these questions is writing of the distracters. It is pointed out that they should be similar with the correct answer, still different and only the students who have the knowledge can answer them (McKenna and Bull, 1999). However, it is a very difficult task. According to the participants, these questions are subjected to accidental guessing and they cannot be a real indicator of the students' knowledge. Our claim and participants' attitude are in accordance with the thoughts of the leaders in the field of the assessment (Šil, Kičing, 2007). Using only this type of questions, although they should be present in the test, questions the validity of the indicators of students' achievements. These questions award only the students who learn by heart. They have a sentence that claims something and below are the possibilities from which the student should choose only one that is the correct answer. Could the 30 correct answers verify that the student has knowledge? Could the answers of the 30 questions develop the creative and critical thinking, and the communication skills? The answer is, of course, no, they could not. According to the participants, various teaching subjects demand various types of questions. They all point out the weaknesses of the questions. An interpretation of a poem could illustrate this claim and show that the participants' attitudes are justified. The poem contains lyric images and students should felt the feeling of the lyric subject. They should describe these images and interpret the text using the higher cognitive processes: analysis, synthesis and evaluation. How can they evaluate and interpret something with a multiple-choice question? Let us suppose that one of the questions is the following: Read the excerpt from the poem and answer the question. Below the excerpt the name of the author is given. First, it is questionable whether the name of the author should be given. There are two possible interpretations: a) if the author is written then we can assume that the students only recognize that they have learned about the author with the given name and just pick an answer that matches with that what was written about the poem in the textbook. This cannot be an indicator that the students have knowledge; b) if the author's name is not written below the excerpt, we can assume that the students will read the excerpt and try to imagine the strength of the excerpt, its point, its poetic image, the role of the author's language etc. In addition, this is the way the poem is interpreted when the students are in class. The question is: What is the main point of the excerpt? However, the excerpt describes the beauty of the lake, the marvelous sunset and suggests that the lyric subject wants to come back on the shore and to die. Then, four possibilities are given and one is the correct answer: a) beauty of the lake; b) beauty of the sunset; c) the magic landscape and d) the wish for dying on the shore. While reading the excerpt the students will notice that all of the possibilities can present the correct answer. Nevertheless, only the fourth is the most correct one, only because the textbook suggests this. Here, the students do not have the possibility to express their feelings, to see things outside the box and to give an independent answer with their own words. Unfortunately, they have to stick to the frame. It is obvious that the content from some teaching subjects is not appropriate to be transferred in multiple-choice question, because these subjects demand creativity, fantasy, critical thinking, problem solution etc. and these questions cannot develop these features in students. All this is in accordance with the claim of Zabrčanec from MOF (in S., B., 2014).

b) The sensitivity of the test

All of the participants agree that the test for the external assessment contains randomly selected questions that cannot be a valid indicator of students' knowledge. The literature stresses out the relevance of the sensitivity of the questions. The sensitivity refers to the degree of the questions' heaviness. The test is more valid if it contains more questions with different degree of heaviness. The number of the question is not an obstacle because it is said that 20 questions are considered as a necessary minimum (Poposki, Stojanovski, 1995: 58 – 60). What can be the problem is the degree of questions' heaviness, because the validity of the test increases not only with the bigger number of questions but also with tasks that have different level of heaviness. Most of the tasks should be with average heaviness (Poposki, Stojanoski, 1995: 60). However, there are some problems with this issue. Let us assume that all questions are designed according to the level of heaviness. The random selection of the questions allows us to doubt whether the different level of questions' heaviness is taken into account. Further, the degree of the questions' heaviness is determined according to the students that have previously solved the questions. Therefore, the results for the questions' heaviness taken from the pilot group are implemented on the actual students. Though it has to be done this way, still the level of heaviness is questionable because what is heavy or easy for one group of students does not mean that is heavy or easy for another group of students, i.e. what is applicable for one generation of students cannot be applicable for the next. Therefore, this issue needs to be addressed once again.

c) The criteria

All participants agree that the criteria for assessing students' knowledge are not good enough and that the Bloom's taxonomy cannot be the only tool. According to the criteria on the web site of the Biro for development of the education, the assessment should be done by implementing the Bloom's taxonomy. These criteria can be surely implemented during the school year, but they are simply not applicable in the external assessment. The Bloom's taxonomy is a very useful tool in the students' assessment and no one can dispute its relevance. During the school year, teachers determine the grades of the students taking into consideration the six level of this taxonomy. For ex., students should memorize and reproduce the teaching content, understand and perceive the teaching content, implement the gained knowledge and develop higher cognitive processes. Not all these criteria can be measured by only 30 questions (Malčevski in S., B., 2014). Further, the nature of some teaching subjects does not allow all these levels to be assessed with a test, which contains 30 questions. The six levels from Bloom's taxonomy cannot be the only tool for the external assessment, simply because the questions are designed the way they could not reflect all cognitive levels from the Bloom's taxonomy (Talevski, Januševa, 2015: 87 – 93).

One issue is worth to be comment. Namely, according to the criteria on the web site of the Biro for Development of Education, the teacher has to consider the individual possibilities and capacities of the students. This means that individualization is taken into account. With the external assessment, the individualization of students' capacities is not possible. All of the students face the same criteria.

d) The sample

All of the participants claim that the external assessment is not a successful concept, because the students are not treated equally. This is in accordance with the professionals who claim that the sample is not right. Let us illustrate this with an example taken from Malčeski (in S., B., 2014). 186 students attend the classes of the teaching subject Macedonian language. 113 of them have the highest grade which in the Macedonian educational system is 5, 18 of them have the grade 4, 32 of them have the grade 2, and only one student has the lowest grade, which is 1. With the selection, from 186 students, only 47 students were selected for external assessment on the teaching subject Macedonian language and 35 of 47 have the grade 5, 6 have the grade 4, 6 of them have the grade 3. No one of the students has the grade 2. No one of the 32 students who have the grade 2 is selected for external assessment. How is this possible? Therefore, the sample, which is selected for external assessment is really a problem.

Let us take another example. In the eighth grade, from all the students in four classes (130) that attend the teaching subject history, no one is selected for the external assessment on this subject. For the teaching subject biology from 130 students, only one student is selected for external assessment. Malčeski (in S., B., 2014) argues that this speaks for the quality of the external assessment, because we do not have data for the 130 students of the teaching subject history and we have only one data regarding the teaching subject biology. Therefore, the selection really discriminates students. Not all the students are tested on the same teaching subjects. Some are selected for history, some for biology, some for Macedonian language etc.

e) The results

On one side, the authorities claim that this concept of external assessment will provide knowledge and quality. This is not in accordance with the participants' opinions because all of the participants agree that the results from the external assessment are not an indicator of the real students' knowledge. This is also in opposition with the experts' opinions. Zabrčanec (in S., B., 2014) argues that yet the authorities do not provide an analysis of the realization of the external assessment and that the parents, students, the teachers and the public are not convinced that the external assessment improve the educational process. He claims that this type of assessment stimulates learning only by heart on a short term. According to Novkovski, (in S., B., 2014) a former minister of education, the external assessment should serve as a model, which will show the knowledge of the students. However, the way that the results are used, is discussable. The results should be used only for the benefit of the students and teachers and for nothing else. Its actual settlement is very harmful and it destroys the evaluation system of continuing assessment and creates a bad environment for working. However, we witness that the results are used for awarding and punishing the teachers. What is more disputable in the results is that the negative grade is written in the certificate and there is lack of possibility for the student to improve the grade. If we bear in mind that the certification serves as prove that the students pass the class and move to the next one then it is questionable how a negative grade can be present in it. Nowadays, this practice is changed; still it shows the weaknesses of the external assessment. According to Malčeski, (in S., B., 2014) the results from the external assessment are not valid because this type of assessment does not follow the right methodology for this kind of testing. Further, he stresses out that the external assessment should be stopped and its creators should take responsibility.

f) The effects on the teachers

All of the participants agree that the external assessment puts teachers in an inferior situation and stress that it is not a way to award or punish the teacher. Although many representatives of the authority claim that, the results from the external assessment will show the effectiveness of the way teachers assess the students (Ilić in Malenkova, 2009) and that it will prevent the grade to be seen as a gift from the teachers (Mihajloski in Malenkova, 2009), the external assessment has direct impact on teachers' work. After testing, a list that contains the names and the surnames of the teachers who have a deviation regarding the grade they assess the student with, will be announced. 20% of the teachers whose results deviate the most will face the decreasing of their salary for 10% the next year. 20% of the teacher whose results deviate the less will be awarded with increased salary for 15% in the next year (Malenkova, 2009). This will surely raise the anxiety and the stress of the teachers. The common sense tells us that this one grade should not be an indicator of the teachers' work, because of many reasons. For ex., some students can get a higher grade on the test only because they are lucky, some excellent students can get a lower grade because they are stressed and have fear of this assessing situation, knowing that the results will affect their enrolment in the higher educational institutions. This procedure erases all of the effort teachers make in class. This means that it is irrelevant whether the teacher has worked during the whole school year, whether his students are awarded on some competitions and whether he has published scientific papers. It neglects all the teachers' effort, it diminishes his continuous work in class, it erases the effects of the formative assessment the teacher is implementing during the whole year. We should bear in mind that the only merit factor to assess the students is the teacher. He is the one who struggles during the school year with the students in order to improve their knowledge and to assure quality and validity of the grades and of the educational process in general. Therefore, comparing the grade that is given for the students' work during the whole year with the grade from the external assessment is not justified. The grade from the teacher is a result of continuous working, various activities, various assessing situations, various methods etc., and the grade from external assessment is a result of single assessing situation that does not take into account the relation between the teachers and the students during the school year. Further, this use of the results from the external assessment pressures the teachers. Being afraid that the results from the external assessment can decrease his reputation but also his monthly incomes, the teacher faces the dilemma. If a teacher hesitates whether to grade the student with 4 or 3, he will sure grade him with 3, because he is not sure of the knowledge that student will show on the test. Therefore, it is safer for him to give the lower grade to the student. Further, the teachers who realize teaching in fourth to ninth grade are not in the same position with the teachers who teach from the first to third grade. The last one is not really assessed externally, the methodology for them is different, they only have to show the products the students make during the year. Once again, we see that the teachers are not in equal situation. However, the grade is a result of a long, continuous formative process and teachers use various instruments to follow the students' progress. The external assessment uses only one instrument, i.e. the test.

g) The effects on the students

All of the participants agree that the external assessment pressures the students and puts them in an unpleasant situation. We can explain this with the following: we have students that work hard during the school year and get their grades with effort and learning. We also have students that are not doing well during the school year. How will the first group of students feel when they realize that their classmate who was an average student during the school year, gets a grade 4 or 5. What is the message that we are sending to these students?

The students are in an unequal situation too, some of them have been chosen to make a test on biology, some other a test on history etc. The external assessment refers to students of all ages. This means that it is conducted in primary as well as in secondary schools. The most significant debate regarding the age of the students indicates the psychological stress of the students, especially the youngest one. Therefore, it is questionable whether the eight-year old student from the primary school has to face this stress; whether the eight-year old student has to face the pressure and the extensive material which has been taught all over the school year. The psychological stress affects even the grown up students. Hence, all this has a great impact on the results from the external assessment and puts in question their quality and validity. The psychological condition of the students while the external assessment occurs is another relevant factor that has to be taken into account. This condition directly affects the result from the external assessment.

h) The effects on parents

All of the participants said that the external assessment is a big stress even for the parents. This can be illustrated with a various web sites on which worried parents exchange the questions and answers for various teaching subjects. Further, the parents of the younger children spend their time rehearsing with them and they feel the pressure too. They should be a moral support for their children, but sometimes the parents are more afraid then the children, because they are aware of the negative impact, that the lower result will have on their future education.

There are many other weaknesses pointed by the participants: lack of organization, technical omission during the realization, for ex., external assessment does not start on time, the system is down many times, there are broken computers etc.

CONCLUSION

The results from the conducted research show that in general the external assessment is not very popular among the students, teachers, parents and professionals. As it has been shown, the external assessment has many disadvantages. Although the changes in the students' knowledge assessment are inevitable and there should be a reform, it is worth to point out that the reforms need a serious approach and that they should not be implemented promptly. However, if the external assessment continues it should not be directed toward the awards and punishment of the teacher. Instead, it should be conducted regarding the improvement of the shortage of the assessment system, and there should not be any consequences. The external assessment should direct, indicate and not punish. The most important issue is the well-being of the students. There should not be any stresses and pressures. As we saw from the results of the research, if the external assessment is going to be considered as an important step of the reforms in assessment, it should take into account many issues that are pointed above, the sample, the criteria, the effects it has on teachers, students, and parents and many others. The results show that the indicators' validity is questionable. Bearing this is mind, we can conclude that the state has to pay serious attention to the concept external assessment and that it should reconsider whether its existence whether the way it is conducted.

REDERENCES

Eksternoto testiranje e naučen falsifikat. (2014). [The external assessment is a scientific falsification]. http://fokus.mk/eksternoto-otsenuvan-e-e-nauchen-falsifikat/, 21.12.2015

McKenna, C., Bull, J. (1999). *Designing effective objective test questions*: an introductory workshop. Computer Assisted Assessment (CAA) Centre, Loughborough University. http://caacentre.lboro.ac.uk/dldocs/otghdout.pdf, 21.11.2014

Malenkova, T. (2009). *Eksternoto testiranje vo osnovnite i srednite učilišta*. [The external testing in the primary and secondary schools]. http://tvm.mk/vesti/ohrid/3883-interno-eksterno-ocenuvanje-osnovni-sredni-ucilista, 20.12.2014

Poposki, K. (2005). *Učilišna dokimologija* [School docimology]. Skopje: Kitano, pp. 182 – 186

Poposki, K., Stojanovski, Z. (1995). *Testovi na znaenje* [Tests of knowledge]. Skopje: Prosveten rabotnik, pp. 58 – 65

Smith, M., L., Edelsky, C., Draper, K., Rottenberg, C., Cherland, M. (1991). *The Role of Testing in Elementary Schools*. Center for Research on Evaluation, Standards and Student Testing. Los Angeles, CA: Arizona State University. http://files.eric.ed.gov/fulltext/ED338673.pdf, 20.11.2015

S., B. (2014). *Eksternoto testiranje: vistinska reforma ili celosno promašuvanje*?! [The external testing: real reform or complete failure?!]. http://faktor.mk/eksterno-ocenuvanje-vistinska-reforma-ili-celosno-promashuvanje/, 20.12.2016

Talevski, J., Januševa, V. (2015). *Aspekti na ocenuvanjeto*. [Aspects of the assessment]. Bitola: Faculty of Education, pp. 87 – 93

Zakon za Državniot ispiten centar. Konsolidiran tekst. [Law for the State examination centre. Consolidated text]. Služben vesnik na RM, br. 142/2008, 148/2009, 41/2014. http://www.mon.gov.mk/images/documents/zakoni/zakon-dic-2015.pdf, 10.11.2008

Šil, G.. Kičing, K. (2007). *Unapreduvanje na ocenuvanjeto vo učilištata*. [Promotion of the assessment in the schools]. Skopje: USAID – SEA

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.10

LEXICAL SIGNALS OF VERBAL IRONY[27]

Silvana Neshkovska

"St. Kliment Ohridski" University, Faculty of Education – Bitola
silvanakolevska@yahoo.com

Abstract

Research on verbal irony reveals that the array of verbal and non-verbal signals used to 'season' expressions with ironicalness is quite impressive. Provided the context ensures the fulfillment of the necessary conditions for expressing irony, these signals significantly alleviate the job of both the ironist and his/her interlocutor.

This study focuses on investigating lexical signals of verbal irony (e.g. adjectives, adverbs, nouns, verbs, etc.). It compares the frequency with which they occur in formal and informal speech, in Macedonian and English.

The results point to the existence of many similarities in Macedonian and English. The most predominant type of lexical markers, in both formal and informal speech, is the adjectives. In terms of the differences, certain signals were typical only of one of these two languages. This was the case with the archaisms and the borrowings from other languages which were detected only in the Macedonian ironic expressions.

Key words: *lexical signals, irony, Macedonian, English*

INTRODUCTION

The trend of doing research on verbal irony is still in full swing as there are so many different aspects of verbal irony which are in need of being illuminated. Some researchers focus on the conditions ironic utterances need to fulfill in order to be considered ironic. Some accentuate the functions of verbal irony in various contexts, whereas some aspire towards disclosing the distinct types of verbal and nonverbal signals whose presence in the ironic utterances greatly alleviates the recognition and correct interpretation of ironic utterances.

Irrespective of the fact that the spectrum of the signals of verbal irony (VI) is quite broad, the aim of the present research is to tackle only one category of signals – *lexical signals* of VI. In most cases, this, in fact, is a cover term for various parts of speech – nouns, adjectives, adverbs, verbs, etc. which in given contexts simply caution interlocutors against interpreting a particular utterance literally.

The lexical signals of verbal irony have been analyzed by many researchers so far. Thus, Haiman (1989: 19) discusses how the real meta-message hidden behind the literal message is signaled in the ironic utterances. In his study he singles out some words and phrases which transform literal messages into ironic ones. One of them is the word *like* used in expressions such as *"Like I care!"* ("*I don't care"*)*; "Like there is a difference!"* ("*There is no difference!"*). Similarly, the negative word *not* used at the very end of an expression has

27 Original scientific paper

the same function ("*I guess I will hit the books in time for the quiz… not!*"). According to Haiman, the double phrase "*not that ... or anything*" can also be used as a clue for ironicalness ("*Not that I care about the money or anything*!" uttered by a person who actually cares about money*)*.

Willer and Groeben (1980: 290) draw attention to a very interesting lexical signal of irony – using adjectives instead of nouns as in *"Mr. Smart"*. Uttsumi (2000: 1787) in his classification of the verbal signals enlists adjectives (e.g. *great, excellent, superb*), adverbs (e.g. *certainly, absolutely, really*), exclamations (*Oh!, Wow!*). Attardo (2001) pinpoints expressions such as "*So to speak...*", "*As everybody believes …*", "*As one would say ...*" as lexical signals of irony. Evidently, research on VI so far reveals that the category of lexical signals is truly versatile and plentiful and that ironists can make use of various lexical categories to smoothly convey the ironic overtone of their utterances.

The primary aim of this study is to look deeper into the usage of the lexical signals of verbal irony in both formal and informal oral discourse within two completely unrelated languages – Macedonian and English. More to the point, the principle aim of this study is to ascertain the frequency with which lexical signals are used in ironic expressions in formal and informal contexts; and, secondly, the focus is put on detecting similarities and differences with respect to the different types of lexical signals of verbal irony used in the two target languages.

RESEARCH METHODOLOGY

For the purposes of the analysis, we primarily compiled a linguistic corpus of authentic Macedonian and English conversations. The corpus comprised recorded television programs which include authentic conversations between two, or, sometimes among three or more interlocutors.

In order to cater for the formality aspect of the study, one half of the recorded TV conversations were political discussions and debates, in which, formal speech is normally preferred; whereas, the second half were popular TV talk shows which are principally characterized by the usage of informal speech. Hence, the corpus in fact consisted of four separate segments: a) Macedonian political discussions and debates (MPDD); b) Macedonian talk shows (MTS); c) English political discussions and debates (EPDD), and d) English talk shows (ETS) (see Appendix).

The first part of the corpus, the political discussions and debates, comprised 12 Macedonian (*24 Analiza*) and 15 English (*Piers Morgan Tonight* and *America Live with Megyn Kelly*) excerpts of political discussions and debates. All the analyzed conversations tackled numerous important political, economic and social issues, and, the participants in these conversations were politicians, journalists and political analysts.

The second part of the corpus, the talk shows, was made of excerpts from 12 Macedonian (*Eden na Eden* and *PM Magazin*) and 13 English television interviews (*The Oprah Winfrey Show* and *The Ellen Show*). The hosts of these talk shows, understandably, converse with famous musicians, actors, sports stars, etc., and their topics of discussion usually centered around the professional achievements of the guests and their private life.

Approximately 9 hours, i.e. 560 minutes of recorded speech were subjected to analysis (280 minutes in Macedonian, and 280 minutes in English). In total, 94 people took part in these conversations (49 Macedonian and 45 English native speakers). The equal duration of the analyzed conversations in both languages, and the almost equal number of participants, was to ensure obtaining maximally objective results.

After compiling the corpus, the analysis was initially directed at identifying[28] and singling out all of the ironic utterances (IU) used in the analyzed conversations; and, subsequently, identifying the different types of lexical signals used in those ironic expressions. Ultimately, the research was directed at shedding some light on the frequency with which these signals were used in both formal and informal speech in Macedonian and English.

RESULTS

The analysis of the recorded conversations has yielded results which manifestly point to the existence of many similarities in both analyzed languages, Macedonian and English. Thus, for instance, the total number of ironic utterances (IU) in both languages was greater in informal speech (total 660 IU; Mac. ; Eng.) than in formal speech (467 IU; Mac. ; Eng.). This means that in both languages VI was more frequently used in informal speech which in this context is solely intended to entertain wider audiences. But what was also quite surprising was that VI was not completely avoided in formal speech where serious topics of state importance were discussed by high ranking political officials. In the political debates and discussions the pragmatic function of the ironic expressions is normally to publically criticize and disparage political opponents so that their political positions are undermined and marred in the eyes of the electorate.

A) Types of lexical markers

As expected, the presence of ironic utterances and various lexical signals in the analyzed corpora was quite visible. In fact, the analysis of the ironic utterances from the formal and informal corpora further revealed that the total number of lexical signals (LS) used in the ironic utterances was considerably larger in informal speech (total 777 LS; 383 LS in Mac.; 394 LS in Eng.) than in formal speech (400 LS; 172 LS in Mac.; 228 LS in Eng.) in both languages. This result indicates that in both English and Macedonian, when ironists were involved in informal conversations they were much more inclined towards embellishing their ironic utterances with a greater number of lexical signals in order to make sure that their interlocutors do not miss out the ironic intention they try to convey.

What is also worth noticing at this stage of the analysis is that the English native speakers showed a more pronounced tendency towards using more lexical signals in their ironic utterances (total 662 LS; 228 LS in formal speech; 394 in informal speech) than the Macedonian ones (total 562 LS; 172 in formal speech; 383 in informal speech) in both formal and informal context. The inference which can be drawn in this context is, perhaps, that the English speakers were more determined and decisive to impart their ironic intent regardless of the consequences, whereas the Macedonian speakers were intuitively slightly more cautious and reluctant to do that.

As to the types of lexical signals employed in the analyzed ironic utterances, the corpora under inspection abounded with a wide range of different lexical signals. Thus, in the formal political TV debates and discussions, as shown in Table 1 below, the ironist employed *adjectives, nouns, verbs, adverbs, pronouns, phrases, exclamations* and *idioms* as lexical signals of verbal irony. In addition to these, in order to signal their ironical intent, the ironists also used *neologisms*, i.e. newly created words on the basis of already existing words; *archaic words,* i.e. old words which have been replaced by newer ones; *colloquialisms*, i.e. words

28The process of identifying the ironic utterances and separating them from the non-ironic ones, was conducted by applying the conditions for ironicalness which are elaborated in great detail in the major theories on VI (Cutler, 1974; Grice, 1975, 1978; Sperber & Wilson, 1981, 1986; Clark & Gerrig, 1984; Kumon-Nakamura et al., 1995; Colston, 2000; Anolli et al., 2002; Partington, 2007).

which are commonly used in informal everyday conversation; and *borrowings*, i.e. words borrowed from other languages whose usage in the ironic utterances signalizes breaking of the established norms of language usage.

In the informal speech, i.e. the two corpora of television talk shows subjected to analysis for the purposes of this study, more or less, the same types of lexical signals were detected. The only exception was the absence of *archaic words* in both Macedonian and English, and the usage of *colloquialisms* which was not taken into consideration here at all as colloquialisms are normally treated as a common feature of informal register.

Lexical signals of VI	**MPDD**	**EPDD**	**MTS**	**ETS**
adjectives	61	86	71	84
verbs phrasal verbs	15 /	19 8	22	75
nouns	13	38	54	56
pronouns	8	/	18	24
adverbs	24	29	46	102
neologisms	4	4	4	/
archaic words	4	/	5	/
colloquialisms	5	6	/	/
Idioms	3	7	21	5
exclamations	4	3	38	8
phrases	15	28	42	40
borrowings from: English Serbian	 4 12	 / /	 11 51	 / /
total:	**172**	**228**	**383**	**394**

Table 1 Lexical signals of VI in formal and informal discourse in Macedonian and English

B) Frequency of lexical signals in ironic utterances

When it comes to the similarities and differences in terms of the frequency with which lexical signals are used in ironic expressions in Macedonian and English, in both formal and informal speech, this research mainly brings some similar tendencies up to the surface. Thus, on the basis of their incidence in the ironic expressions, lexical signals analyzed in this study could be classified into three major categories: a) *most frequently used* LS of VI; b) *moderately used* LS of VI and c) *very rarely used* LS of VI.

The **adjectives** were the most frequently used lexical signals of VI, both in Macedonian and English, formal and informal speech (35.11% in MPDD; 36.59% in EPDD; 18.44% in MTS; and 19.95% in ETS). In both languages and in both registers, the adjectives were used attributively, i.e. in front of a noun (1) as well as predicatively, i.e. as part of the predicate, after a linking verb (2).

(1)
Guest: *„Денес дури сите да кажевме во хор дека Македонија е* ***прекрасно место****, без никаков проблем, правна држава којашто одлично функционира, мислите дека некој ќе го излажеше Комесарот да поверува во таа слика?"*
(Guest: "*Even if we have all stated today that Macedonia is a* ***wonderful place*** *with no problems whatsoever, a legal state which functions perfectly, do you honestly think that the Commissary would have believed that?*") (from the MPDD)
In (1) the guest, an MP from the opposition, overtly criticizes the government for their attempts to conceal the actual situation of the country from the influential international factors.

(2)
Host: "*I know, I know it'****s strange*** *how I would be moved by just 2 or 3 baby's feet being chopped off and kept as souvenirs. I understand that.*" (from the EPDD)

In (2) the host alludes to the irrational viewpoint of her guest, a lawyer defending a doctor who has been accused of performing dangerous late pregnancy abortions, by ironically highlighting that there was nothing *strange* in the fact that the defendant kept chopped off baby body parts in his private practice. The adjective *strange*, which in this context is the key lexical signal of VI, is used predicatively, i.e. as a part of the predicate alongside with the suitable form of the auxiliary verb *to be*.
Irrespective of whether the adjectives were used attributively or predicatively as lexical signals of VI, very frequently they were intensified by adverbials. Example (3), which is clearly ironic, is uttered by a politician who overtly attacks the financial policies of the current Macedonian government. In order to explicitly impart his ironic message, the guest intensifies the utterance by using the key lexical signal of irony here – the adjective *убави* (*nice*) – which us further intensified by the adverb *многу* (*very*).

(3)
Guest: „Извештаите од ММФ и Светска банка оставете ги настрана. *Такви извештаи се наслушавме* ***многу убави*** *и за Грција и за Кипар и за Португалија и за многу држави. Едноставно некои институции се одговорни да кажуваат до последниот момент дека се е супер во државата.*
(Guest: *Let's put these reports of the IMF and World Bank aside. We have heard plenty of such* ***very nice*** *reports for Greece, Cyprus, Portugal and for many other states. Simply, some institutions' task is to claim that everything is perfect in the state up to the very last moment.*).

The **adverbs** as lexical signals of VI were used with moderate frequency in Macedonian formal (13.69% in MPDD) and informal speech (11.94% in MTS) (4). In English formal speech they were also used with moderate frequency (12.34% in EPDD), but in the informal speech they were used almost as frequently as the adjectives (24.22% in ETS), i.e. they belonged to the category of the most frequently used signals (5).

(4)
Host: *„Би сакал да ме купи Опра сосе екипа сосе се."*
Guest: *„Сосе екипа? А ако сака да ти ја смени екипата?"*
Host: *„Опра?* ***Никогаш*** *нема да ја сменам екипата."* (from MTS)
(**Host**: "*I wish Oprah would buy my show along with my crew and everything else."*
Guest: "W*ith the crew? What if she wants to change your crew?"*
Host: "*Oprah?* ***Never*** *would I change my crew*.")

(5)
Host: "So what's the bigger vision for your marriage?"
Guest 1: "We had to figure that out because we were two big beings that got together and I had my vision and he had his, so we had to join in and we decided…"
Guest 2: "*We could do what she says."*
Guest 1: "***Basically****, that's the vision.*" (from ETS)

In both (4) and (5) the adverbs *никогаш* (*never*) and *basically* are used to intensify the ironic nature of the ironic expressions by accentuating how frequently something happens or does not happen as well as how it happens.
The **verbs** used out of their usual context in both Macedonian and English formal speech were used with moderate frequency (8.92% in MPDD; 11.48% in EPDD; 18.7% ETS) (6). Only in Macedonian informal speech, the verbs as lexical signals of verbal irony were very rarely used. In the English corpus of formal discourse, some of the verbs used as lexical signals were, in fact, phrasal verbs. Phrasal verbs are commonly used in informal speech, but, obviously, sometimes they are used in formal speech too to signal the breaking of an already established norm (7).

(6)
Guest: „*... ние сме сведоци како пратениците се многу креативни, па сами им* ***текнува*** *да предлагаат закони."* (from the MPDD)
(**Guest**: " *… we have all witnessed how the MPs are very creative, and how they* ***come up with*** *ideas to propose laws on their own*")

(7)
Host: "… the condition of the clinic, it reeked with animal urine, cats had defecated all over it, furniture and blankets stained with blood, instruments not sterilized, the difference in which he treated women of colour versus white women…"
Guest: "Not true!"
Host: *"OK. All of this is not true. The jury* ***made it all up****!"*

The verb *текнува* (*come up with*) in (6) which alludes to the fact that someone accidentally devises an idea is not suitable in the context of laws whose creation normally requires a lot of serious deliberation. Understandably, the aim of the ironist in (6) is to harshly rebuke certain MPs for their very arbitrary approach to tackling extremely serious issues. In (7) the host responds ironically to the lawyer of the accused doctor by using the phrasal verb *to make something up,* instead of its more neutral equivalent *to invent something*, which is quite unexpected in the context of a very serious courtroom trial.

Some **phrases,** just like the verbs and the nouns, when used out of their usual context, can be used to reinforce the ironic force of an ironic utterance. The phrases in both Macedonian and English, in both formal and informal discourse were used with moderate frequency (7.73% in MPDD; 11.91% in EPDD) (8) and (9).

(8)
Guest: „*... видиме дека наеднаш 13000 луѓе што од Пустец, што од Косово, што* ***од којзнај каде,*** *се уфрлени во списокот.*
(**Guest**: "*... we all saw how 13000 people, some from Pustec, some from Kosovo, some* ***from God knows where,*** *were injected in the voters' register*") (from the MPDD)

(9)
Guest: *"**How on Earth** does that kind of rhetoric to the American people serve any kind of sensible, rational purpose?"* (from the EPDD)

Thus, the phrases *од којзнај каде* (*from God know where*) and *How on Earth* are phrases which are definitely not normally expected in formal contexts where burning political issues are put at the forefront.
The **borrowings** or borrowed words from other languages were detected only in the Macedonian corpora (10.74% in MPDD and 17.14% in MTS) and they were either of English (10) or of Serbian origin (11). The borrowed words as lexical signals were used with moderate frequency.

(10)
Guest: *„Иако тие со влегувањето на собраниската комисија ја **спинуваа** јавноста дека еве ние добрите дечки од ВМРО ДПМНЕ предлагаме закон ама овие лошите учки од ДУИ не дозволија законот да помине...“*(from the MPDD)
(**Guest**: *"Although by entering in the Assembly commission they have **spinned** the public, look we – the good guys from VMRO-DPMNE – are proposing a law but these bad guys from DUI prevent us from passing it ..."*)

(11)
Guest: *„Гледајте да ви кажам, Македонија да е толку многу важна, па цел свет се заверил токму нас душата да ни ја земе. Што нешто сме **лепотани**? Шо е работата?“* (from the MPDD)
(**Guest:** "*Listen, do you really believe that Macedonia is so important, and now the entire world is plotting against us. What are we – **extremely good-looking** people or what? What's wrong with you?"*)

In both examples, the ironists in their ironic utterances were representing the opposition and were directing strong criticism to the current government. They both chose to enhance their ironic intent by using the following borrowings: *спинуваа* (*to spin,* i.e. *to deceive*) from English, *лепотани (extremely good-looking people*) from Serbian, instead of the corresponding Macedonian terms *изтапипулираа јавноста* and *убави луѓе,* respectively.
The **nouns** used out of their normal or usual contexts, were used with moderate frequency in informal and formal speech in both languages (14 % in MTS; 14.2% in ETS; 7.14% in MPDD and 15.74% EPDD) (12) and (13).

(12)
Guest: *„..Меѓутоа, мене ми е интересен Тони Наумовски со **елаборацијава**, зашто одма оди на дискредитација на извештајот...“* (from MPDD)
(**Guest**: "… Nevertheless, I find Tony Naumovski's ***elaboration*** very amusing, as he immediately discards the report ...")

(13)
Host: *"It would appear that the interview has just been ended, because I have the audacity to ask questions based on stuff that's in this book. Anyway, it's a good book. It's called "Troublemaker". I think we now know why it's called "**Troublemaker**. **Troublemaker**, indeed."* (from EPDD)

The noun *elaboration* in (12) is used out of its normal context, since in this case one of the interviewed guests whose name is Tony does not provide an elaboration ("a long elaborative description of something") on the issues disscussed. On the contrary, his statement is very brief and to the point. However, the guest who qualifies Tony's response as an elaboration clearly disagrees with Tony and responds ironically to Tony's brief comment. Similarly, in (13) the host of the political interview, who is completely taken aback by his guest's abrupt termination of the interview on the grounds of being too upset by the host's provocative questions, calls the guest a *troublemaker*. This noun is decidedly not expected to be used to refer to a politician whose job is to work devotedly for the well-being of his/her people and behave in a wise and rational manner at all times.

Although the **exclamations** are primarily used to attract somebody's attention, in the ironic utterances they were employed to provide the recipient of the ironic statement with a clue that he/she should not take the utterance literally. In general, the exclamations were very rarely used in the ironic utterances (1.27% in EPDD; 1.90% in ETS; 2.38% in MPDD), except in Macedonian informal speech where they were used with moderate frequency (9.87% in MTS) (14).

(14)
Guest: „Е па таа мислам дека со мајка ѝ креира. Не сум толку информирана*"*
Host: „***Еј*** *ги прати, си седи и си чита..."*
Guest: *„Па морам да пратам и ти ги пратиш сигурно Џеј Лено, Опра..."* (from the MTS)
(**Guest:** "I think her mother creates her designs. I am not that well informed."
Host: "***Wow***, *she is following them closely, sitting and reading about them ...*")

In (14) the host is poking fun of the guest, a young but famous Macedonian pop singer, for her attempts to keep pace with the world-class celebrities in terms of fashion. He uses the exclamation *Ej* (*Wow*) to intensify the ironicalness of his remark.

The least frequently used lexical signals were: the **idioms** (1.74% in MPDD; 3.07% in EPDD; 5.48% in MTS; 1.26% in ETS) (15); **neologisms** (2.38% in MPDD; 1.7% in EPDD; 1.03% in MTS, 0% in ETS) (16), **colloquialisms** (2.38% in MPDD; 2.55% in EPDD) (17).

(15)
Guest 1: *"I got a lot of crying lately* which is sweet, which is… I don't know…Which is very nice, yeah."
Guest 2: "***She brings tears to my eyes.***" (from the ETS)

(16)
Host: "*I understand all the* ***gung-ho*** *language you're using.* Here's the point I'm making to you. *Do you realize that if you torture this man, what you're basically endorsing is the torture of American citizens for committing domestic crimes inside America?* (from the EPDD)

(17)
Guest: *„Меѓутоа, тоа не беше цел кога го* ***поткачија*** *и го земаа во свои раце дпмневците тој процес* (лустрацијата). *Тој потоа престана да биде било каква морална основа и одбрана на демократијата.*" (from the MPDD)
(Guest: *"However, that was not the point when the politicians from the ruling party* ***took control over*** *this process (lustration).* It simply stopped being a moral basis and defense of democracy.)

The idiomatic expression *bring tears to somebody's eyes* (*to touch somebody's soul deeply*) in (15) is used by the ironist who just makes fun of his colleague who has just bragged about causing her fans to cry every time they see her in person. In (16) the adjective *gung-ho* has been derived from the noun *gung (criminal band)* and in this context is used by the host in an attempt to criticize his guest's aggressive language and attitude since he is a politician and should be much more reasonable and careful with words. In (17) the guest uses a colloquialism, the verb *поткачија,* which means *to take control of something,* which is completely out of place in the formal interview in which it is used.

Personal pronouns, when used out of their normal positions in an utterance, can also be treated as lexical signals of verbal irony but they were among the most rarely used signals (4.76% in MPDD; 4.67% in MTS, 5.7% in ETS) (18) and (19).

(18)
Host: *„Стварно го искршивте **тоа** ајфонот?"* (from the MTS)
(**Host**: "*Did you really break **it** smartphone*?" – literal translation)

(19)
Host: *"**He** was at your venue? Really? And **he** brings up flags with **him**?"* (from the ETS)

In (18) the host expresses surprise at the fact that for the purposes of shooting a music spot his guest, a famous pop singer, has smashed a brand new smart phone to pieces. The ironic overtone of his questions is clearly signaled by the use of the personal pronoun *тоа* (*it*) which is completely misplaced, i.e. it is used in front of a noun. In (19) the pronouns *he* and *him* are used by the host and in reference to the Canadian Prime Minister when in fact one would normally expect the host to use his title (Prime Minister) or at least the general mode of address - Mister in addition to his surname (e.g. Mister Brown).

Finally, the category of the least frequently used lexical signals also subsumes **archaic words** which were in fact very rare and were noted only in Macedonian formal discourse (2.3% in MPDD and 1.3% in MTS) (20).

(20)
Guest: „*Ова другово како што гледате ништо не можат да направат **саглам**. Значи со било што да се зафатат се претвора во одмазда кон политичките противници."* (from the MPDD)
(**Guest**: *All of these other things, as you can see, they can not do them **properly**. Whatever they do, they turn it into revenge on their political opponents*.)

Most of the archaic words in Macedonian were of Turkish origin. Their peculiarity stems from the fact that they are no longer used in informal speech, let alone in formal speech. That is very nicely illustrated in (20) with the word *саглам* which in English means *properly.*

DISCUSSION AND CONCLUSION

The present study was intended to make a small but meaningful contribution to the research dedicated to verbal irony as a very complex pragmatic phenomenon. It dealt with the lexical signals of verbal irony as a specific type of signals used in ironic expressions to enhance their ironic effect. The research was of a comparative nature as it involved drawing comparisons between two types of discourse, formal and informal, within two distinct and unrelated languages, Macedonian and English.

In view of the present findings, evidently, when it comes to the usage of LS of VI, the similarities in Macedonian and English prevail over the differences primarily in terms of the predominance of LS in informal speech in both language, as well as regarding the presence of different types of LS in the analyzed ironic utterances (adjectives, adverbs, nouns and verbs used out of their normal context, phrases, colloquialisms, archaisms, neologisms, borrowings, idioms, etc.). Furthermore, the findings suggest that there are more similarities also in terms of the frequency with which LS of VI are used in the ironic utterances. Namely, in both languages, adjectives were the most frequently used signals of irony; nouns, adverbs, verbs and phrases were used with a moderate frequency; whereas exclamations, idioms, neologisms and colloquialisms were the least frequently used signals of ironicalness.

However, one should not lose sight of the differences which surfaced in this research and which can be succinctly summed up as follows. Thus, for instance, in Macedonian formal and informal speech, *nouns* were used with moderate frequency, whereas in English in both formal and informal discourse they were used *very rarely* as LS of VI. Unlike in English, in Macedonian, *borrowings* from other languages were used as LS of VI and they were more frequent in formal than in informal speech. In addition, in Macedonian, *archaic words* were used to signal irony (only in formal speech), while in English no archaic words were used to that aim at all. Another noticeable difference was the usage of *phrasal verbs* as LS of VI in English formal speech, since phrasal verbs as a lexical category are practically non-existent in Macedonian.

Taking all these insights into consideration, it can be safely inferred that, generally speaking, in Macedonian the range of LS of VI is only slightly wider than in English (with the presence of borrowing and archaisms in the Macedonian corpus). However, in English the incidence of the LS of VI is noticeably greater than in Macedonian as English native speakers seem to be more comfortable and resolute when it comes to embellishing their ironic utterances with more lexical signals, thus manifestly aiming to ensure the correct interpretation of the ironic utterances on the part of their interlocutors.

Further research on this issue will undoubtedly yield additional valuable results which will uphold the efforts to shed more light on this extremely intricate linguistic phenomenon known as verbal irony. Raising awareness of all the various aspects of verbal irony, especially the ones related to the signals of VI whose primary task is to “safely” transmit the ironic nature of an utterance from the ironist to the interlocutor, can be especially salient in the context of avoiding cross-cultural misunderstandings. The present study, hopefully, can make a contribution in that respect when Macedonian and English native speakers engage in interaction in which verbal irony is an inextricable part.

REFERENCES

Anolli, L., Ciceri, R., & Infantino, M. G. (2002). Behind Dark Glasses: Irony as a Strategy for Indirect Communication. *Genetic, Social, and General Psychology Monographs*, 128(1), 76–95.

Attardo, S. (2001). Irony as relevant inappropriateness. *Journal of Pragmatics*, 32, 793-826.

Barbe, K. (1995). *Irony in context*. Amsterdam: Benjamins.

Bryant, G. A., & Fox Tree, E. J. (2002). Recognizing Verbal Irony in Spontaneous Speech. *Metaphor and Symbol*, 17(2), 99–117.
Burgers, C., Mulken, M., & Schellens, J. P. (2013). The use of co-textual irony markers in written discourse. *Humor*, 26(1), 45 – 68.
Clark, H. H., & Gerrig, J. R. (1984). "On the pretense theory of irony". *Journal of Experimental Psychology: General*, 113, 121-126.
Colston, H. (2000). On necessary conditions for verbal irony comprehension. *Pragmatics and Cognition*, 8, 277-324.
Clyne, M. (1974). Einige Uberlegungen zu einer Linguistik der Ironie. ¨*Zeitschrift fur¨Deutsche Philologie,* 93, 343–355.
Cutler, A. (1974). On saying what you mean without meaning what you say. Paper presented at 10th regional meeting of the Chicago Linguistic Society, 117-127.
Colston, L. H., & O'Brien, J. (2000). Contrast of Kind Versus Contrast of Magnitude: The Pragmatic Accomplishments of Irony and Hyperbole. *Discourse Processes,* 30(2), 179–199.
Haiman J. (1989). *Talk is cheap: Sarcasm, alienation, and the evolution of language.* Oxford: Oxford University Press.
Hutcheon, L. (1994*). Irony's Edge: The Theory and Politics of Irony.* Routledge.
Gibbs, W. R. Jr. (2000). Irony in Talk Among Friends. *Metaphor and Symbol*, 15(1&2), 5-27.
Grice, P. H. (1975). Logic and conversation. New York: Academic Press.
Grice, P. H. (1978). Further notes on logic and conversation. In P. Cole (Eds.), *Pragmatics: Syntax and semantics,* 9, 113–127.
Kreuz, R. (1996). The use of verbal irony: Cues and constraints. *In J. Mio & A. Katz (Eds.), Metaphor: Implications and applications,* 23–38.
Kumon-Nakamura, S., Glucksberg, S., & Brown, M. (1995). How About Another Piece of Pie: The Allusional Pretense Theory of Discourse Irony. *Journal of Experimental Psychology: General*, 124 (1), 3-21.
Loffler, H. (1975). On Irony as a Problem for Pragmatic Text Analysis. *Deutsche Sprache,* 2(7), 120-130.
Muecke, D. C. (1978). Irony markers. *Poetics*, 7(4), 363–375.
Neshkovska S. (2014). *Expressing Verbal irony in Formal and Informal Speech in Macedonian and English: A Contrastive Analysis.* A Doctoral Dissertation defended at "Blaze Koneski" Faculty of Philology, "Ss. Cyril and Methodius" University – Skopje, R. Macedonia.
Stanel, T. (2006). Linguistic Approaches to Irony-an Analysis of British Newspaper Comments. *Magisterarbeit, Technische Universitat Chemnitz ¨Philosophische Fakultat¨ Professur Englische Sprachwissenschaft.* https://www.tu chemnitz.de/phil/english/chairs/linguist/documents/stanel_lingapproachesirony.pdf.
Partington, A. (2007). Irony and reversal of evaluation. *Journal of Pragmatics,* 39 (9), 1547–1569.
Sperber, D., & Wilson, D. (1981). Irony and the use–mention distinction. In Cole, P. (Eds.), *Radical pragmatics*, 295–318.
Sperber, D., & Wilson, D. (1986). *Relevance: communication and cognition*. Oxford, Basil Blackwell.

Utsumi, A. (2000). Verbal irony as implicit display of ironic environment: Distinguishing ironic utterances from nonirony. *Journal of Pragmatics*, 32(12), 1777–1806.

Willer, B. & Groeben, N. (1980). “Sprachliche Hinweise auf ironische Kooperation: Das Konzept der Ironiesignale unter sprechakttheoretischer Perspektive rekonstruiert”. *Zeitschrift fur germanistische Linguistik*, 8.3, 290–313.

Appendix

Macedonian talk shows				
	TV program and link	**guests**	**topic**	**min.**
1.	PM Magazin http://www.youtube.com/watch?v=s_9zhfpFvm8	Zoran Vasilevski Helena Roza Joce Panov	Hypocrisy	10.00-25.00
2.	PM Magazin http://www.youtube.com/watch?v=gpORhCIxZJw	Vasko Todorov Mia Kostova	Marriage	05.00-15.00
3.	PM Magazin http://www.youtube.com/watch?v=PzTTuPwG_jg	Marjana Stonojkovska Dimitar Atanasovski Elena Petkovska Igor Milutinovich	What do boys expect from girls and vice versa?	20.00-30.00
4.	PM Magazin http://www.youtube.com/watch?v=sH2X8VpgGJU	Silvi Muchik-Plevnesh Novica Vasilevski Suzana Turundzueva	Marriage	10.00-25.00
5.	Eden na Eden http://www.youtube.com/watch?v=ekilng8CFXQ	Naumche Mojsovski Filip Mirkulovski	Private life and career	04.00-16.00
6.	Eden na Eden http://www.youtube.com/watch?v=XwXjR2i6ZDk	Igor Dzambazov Trendo	Private life and career	00.00-15.00
7.	Eden na Eden http://www.youtube.com/watch?v=Ad_f9l4Bvlw	Karolina Gocheva	Private life and career	3.00-13.00
8.	Eden na Eden http://www.youtube.com/watch?v=qyKfreUoP0k	Elena Ristevska	Private life and career	5.00-15.00
9.	Eden na Eden http://www.youtube.com/watch?v=T1jIoOvIejc	Dragan Vuchik	Private life and career	13.00-28.00
10.	Eden na Eden http://www.youtube.com/watch?v=stvLYdQ-VT0	Darko Panchev	Private life and career	15.00-25.00
11.	Eden na Eden http://www.youtube.com/watch?v=VlkOaMWsASk	Kire Lazarov	Private life and career	02.00-11.00
12.	Eden na Eden http://www.youtube.com/watch?v=nLSJRtTvN5Q	Kaliopi	Private life and career	00.00-15.00
total:		22 guests + 2 hosts		140 min.

English talk shows				
	TV program and link	**guests**	**Topics**	**min.**
1.	The Oprah Winfrey Show	Carrie Fisher, Debbie Reynolds	Private life and career	7.00
2.	The Oprah Winfrey Show http://www.youtube.com/watch?v=eaelzfAZ488	Smith Family	Private life and career	15.00
3.	The Oprah Winfrey Show	Michelle	Private life and career	10.0

		Obama Barack Obama		5
4.	The Oprah Winfrey Show http://www.youtube.com/watch?v=1NpARnvAmis http://www.youtube.com/watch?v=KrMl_eW9P6w	Beyoncé	Private life and career	15.0 0
5.	The Oprah Winfrey Show	Jane Fonda	Private life and career	2.00- 9.00 12.0 0- 23.0 0
6.	The Ellen Show http://www.youtube.com/watch?v=tb74HJXcAAs	Johnny Depp, Michelle Fiefer Cloeh Grace Moretz	Private life and career	10.3 0
7.	The Ellen Show http://www.youtube.com/watch?v=B2nvWvdWrYU	Jennifer Aniston Portia de Rossi	Private life and career	10.0 0
8.	The Ellen Show http://www.youtube.com/watch?v=yCGFeFiUS6s	Taylor Swift Zac Efron	Private life and career	11.0 0
9.	The Ellen Show	John Stamos	Private life and career	10.0 0
10.	The Ellen Show	Megan Fox	Private life and career	10.0 0
11.	The Ellen Show http://www.youtube.com/watch?v=sF_e1QSibMU	Jennifer Lopez	Private life and career	11.0 0
12.	The Ellen Show http://www.youtube.com/watch?v=iha5BoKWQ4I	Justin Bieber	Private life and career	6.00
13.	The Oprah Winfrey Show	Celine Dion	Private life and career	10.0 0
total:		19 guests + 2 hosts		140 min.

Macedonian political discussions

	TV program and link	**guests**	**topic**	**min.**
1.	24 Analiza http://www.youtube.com/watch?v=a3AVbyAKvKw	Ljubomir Frchkovski	Lustration	00.00-08.00
2.	24 Analiza http://www.youtube.com/watch?v=D699lxPjcaY	Ljubcho Georgievski	The current political situation in the R. Macedonia	00.00-15.00
3.	24 Analiza http://www.youtube.com/watch?v=jRS9NGYi4vI	Blaze Ristovski	The name dispute with Greece	0.00-13.00
4.	24 Analiza http://www.youtube.com/watch?v=HqYe6KDCmow	Andrej Zernovski	The protests against the demolishing of the church in the Center municipality	03.30-16.30
5.	24 Analiza http://www.youtube.com/watch?v=ELLQwRT9H28	Stojanche Angelov	The Law on the defenders	5.00-13.00
6.	24 Analiza http://www.youtube.com/watch?v=Dxd0r4-C6M0	Radmila Sheherinska	The visit of the European Commissionaire, Stefan Fule	09.00-21.00
7.	24 Analiza http://www.youtube.com/wat	Blagoja Markovski Zijadin Ziberi	The festivities organized for welcoming Johan Tarchulovski	4.00-19.00

	ch?v=SHeZYUrYMCI	Pavle Trajanov	from the Hague	
8.	24 Analiza http://www.youtube.com/watch?v=U09_OCRBSW0	Petre Sarachin Roberto Belichanec Toni Naumovski	The downturn in democracy in R. Macedonia (Freedom House Report)	4.00-14.00
9.	24 Analiza http://www.youtube.com/watch?v=uysXAUlbVzc	Goran Trpenovski Zoran Trajanovski Marijan Nikolovski	The newly elected president of SDSM, Zoran Zaev	18.30-32.30
10.	24 Analiza http://www.youtube.com/watch?v=fXzH4O7BUBE	Nikola Todorov Marija Hadzilega Bojan Jovanovski Neda Korunovska	Amendments to the law on abortion	15.00-30.00
11.	24 Analiza http://www.youtube.com/watch?v=bnlkAGcZW0g	Gjuner Ismail Jove Kekenovski	The Prime Minister's commentary on Macedonia being completely ignored at the last EU Summit	00.00-12.00
12.	24 Analiza http://www.youtube.com/watch?v=GbSPmLXMXDw	Andrej Petrov Stevche Jakimovski	The 2013 local elections	00.00-10.00 (second part)
total:		23 guests + 2 hosts		140 min.

English political discussions

	TV program and link	guests	topic	min.
1.	America Live with Megyn Kelly http://www.youtube.com/watch?v=fftggggYcOE	Pete Hegseth Col. Martha McSally	Women in military	10.26
2.	America Live with Megyn Kelly http://www.youtube.com/watch?v=MNEfMcI189Y	Адвокатот на Kermit Gosnell'	The Gosnell case	9.00
3.	America Live with Megyn Kells http://www.youtube.com/watch?v=ufacEg6Yi2A	Erick Erickson Lou Dobbs	The role of women in modern society 11.25	
4.	America Live with Megyn Kelly http://www.youtube.com/watch?v=_u1Qf8elFcg	Simon Rosenberg Mark Thiessen	The bombing of the American embassy in Benghazi	6.37
5.	America Live with Megyn Kelly http://www.youtube.com/watch?v=ceKQMF09rN4	John Bolton Ralph Peters	The Snowden case	8.00
7.	America Live with Megyn Kelly http://www.youtube.com/watch?v=RpccKc4OZP0	Faith Jenkins Jonna Spilbor	The testimony of Rachel Jeantel's in the Zimmerman case	7.30
8.	Piers Morgan Tonight http://www.youtube.com/watch?v=K5GYyHpqW0A	Ben Ferguson	The rights of the terrorist in Boston	7.47
9.	Piers Morgan Tonight http://www.youtube.com/watch?v=Y40We-O7qAc	Jesse Ventura	Anti-American violence in the Middle East	15.00
10.	Piers Morgan Tonight http://www.youtube.com/watch?v=RC4JJWUtzkc	Larry Pratt	Armament control	12.27
11.	Piers Morgan Tonight http://www.youtube.com/watch?v=kwnJX12wSWQ	Condoleezza Rice	The 2012 presidential elections in the USA	10.00
12.	Piers Morgan Tonight	Greg Ball	The terrorist attack in	5.48

	http://www.youtube.com/watch?v=06AAAMQEUAQ		Boston	
13.	Piers Morgan Live http://www.youtube.com/watch?v=zzLXCXrCoZA	Stacey Campfield	The failure of the armament control campaign in the USA	5.23
14.	Piers Morgan Live http://www.youtube.com/watch?v=38xuxniyr6Q	James Woolsey Ron Paul	The Snowden case	14.00
15.	Piers Morgan Live http://www.youtube.com/watch?v=hOYhkXrRAdc	Christine O'Donnell	Same-sex marriages	3.18
16.	Piers Morgan Live http://www.youtube.com/watch?v=dB0lJzNloyA	Sheriff David Clarke	The proposal of the sheriff for mass armament	11.12
total:		22 guests + 2 hosts		140 min.

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.11

QUALIFICATION OF ST.CLEMENT'S EPISTELS OF PRAISE [29]

Anita Angelevska

Boulevard 1st May, municipality of Bitola, Bitola
aaangelska@gmail.com

Abstract

Teachings and episteles of praise are the genre where St. Clement expressed his strong creational drives. It is the foundation genre of the period when St Clement lived and worked. He was conscious for the factual circumstances, defined in time and space, when the Christian culture started to develop, St. Clement his central attention not coincidentally dedicated to the oral preach. He is author of oratory and hymngraphic creations and in his creational work we can separate: preaching, epistles of praise and religious poetry. Texts of St. Clement are directed to the believers in Christian churches. He was qualified by his hagiographer that although his works are simple and clear, they are understandable even for the most illiterate and the researchers of St. Clement's work agree that they are expression on the highest oratory masterpiece. St Clement Ohridski's epistles of praise are dedicated to the largest Christian saints and festivals. They are an example for oratory and excellent example for skillful using of oratory means of expression. Epistles of St Clement Ohridski are found in thousands of Slavic manuscripts in period that covers 7 centuries from XII to XVIII. St Clement is direct participant in establishment of the third European civilization - Slavic and has great influence to its form and modulates the formation of the written traditions of all Orthodox people.

Key words: St Clement Ohridski, epistles of praise, structural-compositional differentiation authorial redaction

QUALIFICATION OF ST.CLEMENT'S EPISTELS OF PRAISE

Epistle of praise is one of the oratory genre, beside the instructive epistle, which is directed in the process of worship. Judging by one qualification of the types of oratory speech present in the middle age manuscripts (Ангелов,1967:92), the epistle of praise decorates, celebrates and triumphs. The epistles of praise are more present in the focus of the researcher (analyzed and treated) compared to his instructive epistles. The most acceptable qualification of the epistles of praise is according to the topic functional signs: epistles for saints and epistles for events from the Biblical history (Велинова [Иванова], 1987:59). The first group is marked with greater consistancy in form –structure, that is to say we are talking for one (established) model while at the epistles of praise for events (which are relatively smaller) we can not talk about model (Станчев, Попов, 1988:77).

The epistles of praise of St Clement Ohridski are dedicated to large saints and festivals. They are example for oratory, full with linguistic means of expressions and they are excellent example for skillful and oratory means of expressions. According to Velinova regardless the differences in the size, they have unique type five part structure: introduction, story-retelling (for the event or for the life of the saint transfer where there is change of

29 Specialized paper

retelling in third person, with retelling in first person and in that way the author returns from the story to the actual moment in the church praise (which is rhetorical culmination in the praise) and conclusion which is actually a connection with the remaining part of the overall religious complex (Велинова, 1995: 34 - 82).

However, epistles of St. Clement can be characterized as instructive and praising most of the epistles refer to the religious festivals or events from the Christianity which cannot be confirmed whether they have praising or instructive character because they exist together, the instructive ethic elements and triumphal praising. Ivanova and Velinova present the thesis that St Clement wrote more epistles for one festival. Main issues when we discuss for St Clements epistles are surely the issues for authorship. This context covers the division of two groups: epistles where St Clement authorship was witnessed and epistles for which it was only presumed that they are his. “In the second group there are epistles for which there is not discovered Greek original ,which according to its probability are Slavic creations, but it is unclear when they were written and by whom. The opinion was accepted that St. Clement trained his students in oratory mastery and that they created epistles according to the models given by his teacher (Христова - Шомова, Йовчева, Петков, taken from http://www.eslavsanct.net/viewobject.php?id=2378&lang=bg).

The objective presumptions of the researcher and experts for St Clement and middle age literature confirm that long after St Clement epistles were created exactly in the spirit of his oratory tradition on the territories where Slavic population lived. Numerous transcripts of St. Clement epistles witness for that which are in period of several centuries and spaciously on the Slavic areas. (+ Balkans, Russia, Romania).

STRUCTURAL COMPOSITION DIFFERENTIATION

One of the important issues around which the attention of the research is concentrated is structural-compositional differentiation of the epistles of praise for saints and epistles of praise for events where they do not find any arguments for presence of differences, but the differences after the consistent analyses, Stanchev differs among the model itself of the epistle and praise for saints. Stanchev observes only witnessed epistles of St.Clement (Epistle of praise for Cyril Philosopher, Praise for Clement Rilski, Dimitrij Solunski, Mihail and Gavril, Ss. 40 martyrs, Assumption of the Virgin, Praise for Resurrected Lazarus, for John the Baptist and epiphany and for Prophet Zachary and birth of Joan the Baptist.

And that is according to the model suggested by V.Ivanova. Stanchev concluded that not only the differences and variants appear in the group of the epistles for saint but “as variants of this model many witnessed Epistles of praise for Clement for events (holidays) can be discussed“ (Станчев, Попов, 1988: 81). It is a case for domination of the saint over the event (holiday) whom the epistle was dedicated among those examples there are the Epistles Assumption for the Virgin and Epistles for resurrection of Lazarus. For Stanchev, for genre systemization, there are thematic signs-treatment of the second part of the epistles, but it evaluates the same as non basic because they do not result with complete pre reconstruction of the text. Fluctuations at behavior of some epistles to the group of the praising or instructive come from other place – from amorphity of the differential sign “ praise” in them for the account of the didactic principles, and not spreading and apparent amorphously of the retelling part in some cases“ (Станчев, Попов, 1988: 83).

AUTHORIAL REDACTION OF ST CLEMENT’S EPISTELS OF PRAISE

The following segment which still remains open challenge for the researchers is the issue that is the second authorial redaction of some of St Clement epistles of praise. They were placed in collections of panegyric type and chat-minei, together with hagiographies and other bigger works and that is the reason for the necessity of their adjustment and change of type according to the other macro genre complexes as epistles of praise. But, it does not mean that they were not shorten, adapted redacted from different reasons and conditions. Klimentina Ivanova working on Epistel of praise for Ressuraction of Lazarus concluded that the first version expresses the first authorical redaction (the second verison revelas Klementina Ivanova in Homiliar of Mihanovik. Regarding the second epistle for Lazarus, Klementina Ivanova considers that it is actually the first authorical redaction, because it is St Clement's and concludes that St Clement on many occasions returns to tops for the Reusraction of Lazarus and processes in several editions (Иванова, 1978, *Старобългарска литература, 3*: 101). V.Ivanova shares the opinion of Klementina Ivanova, but on basis of the supported compositional - stylistic analyses concludes that it is the case of instructive epistle. „Consequently on basis of the first creation most probably the Epistle of praise for Lazarus was created most probably accoridng to the first version … Regarding the second version of the Epistle of Praise of Lazarus that is in direct dependence from one but after each probability it was not work of Clement but on later manuscript tradition" (Велинова, 1987, *Композиционно-стилистични принципи в похвалните слова на Климент Охридски. Кандидатска диссертация, машинопис*: 289. And Svetlana Nikolova analyzed The Epistle of praise for the prophet Elijah, generally makes the question for existence of two authorial redactions of some epistles by St. Clement among which the Epistle of Praise for Cyril (Николова, 1984, *Методиевски студии. кн. 1:* 63 -119).

Stanchev in Epistles for festivals dedicated to St Joan the baptizer sees example and theoretical confirmation of the presumption for the existence of many redactions of St. Clement creation, as its activity as well as using of some epistles for creation of others for the same or another festival (Станчев, Попов, 1988:86). He, also shares the opinion of Svetlana Nikolova, regarding the authorial redaction of the Epistles of praise for Cyril, accepting her claim for the necessary need of overall textual analyses of St Clement epistles, as a support for clarification of the issue for St Clement originality.

Teachings and Epistles of praise are the genre where St.Clement expresses his creational drive. Epistles of St Clement Ohrdski are found in thousand of Slavic manuscripts, in a period of VII centuries from XII to XVIII. St Clement is direct participant in establishment of the third European civilization in the middle age - Slavic and by that has significant importance to its shape and it's a model in formation of written traditions of all orthodox Slavic people.

St.Clement Ohridski is a key figure for the development of the Macedonian cultural history and presence. Definitely, St. Clement is a personality who marked the Macedonian millennium and built the construction of the Macedonian cultural and spiritual identity.

REFERENCES

Ангелов, Б. Из старата българска, руска и сърбска литература. кн.2.София,1967.

Велинова, В. Композиционно-стилистични принципи в похвалните слова на Климент Охридски. Кандидатска диссертация, машинопис. София, 1987.

Велинова, В. Климент Охридски (учителят и творецът). София, 1995.

Велинова [Иванова], В. Проблеми на индивидуалния стил в похвалните слова на Климент Охридски. Език и литература, 40, 1985.

Иванова, Кл. Няколко наблюдения върху книжовното наследство на Климент Охридски. во: Старобългарска литература, 3, 1978.

Николова, С. Някои текстологически проблеми в панегиричното творчество на Климент Охридски (По материали от „Похвално слово за пророк Илия“). во: Методиевски студии. кн. 1. София., 1984.
Станчев, К., Попов. Г. Климент Охридски - живот и творчество. София, 1988.
http://www.eslavsanct.net/viewobject.php?id=2378&lang=bg. автор: Искра Христова - Шомова, Мария Йовчева, Петко Петков.

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.12

THE ATTITUDES OF TEACHERS FOR THE DEVELOPMENT OF THE CREATIVITY IN THE PRIMARY EDUCATION[30]

Bisera Kostadinovska-Stojchevska

University "Sv. Kliment Ohridski", Faculty of Education – Bitola
k_bisera@yahoo.com

Abstract

The importance of the development of the creativity and the creative thinking in the right way can be perceived through the qualifications of the teachers in regards for the creative teaching. The training of teachers for creative teaching is a breaking point because without well-trained teachers and educators for the development of creative potential of the students, the final result will not be satisfactory. Teachers should provide a balance between the content of the teaching and the freedom of expression and they should determine what encourages or hinders the creativity, because regardless how well the educational policy is being designed, it depends on the teachers how they will implement it in the classroom.

This paper presents the attitudes of teachers towards creativity, who teach in a primary school in Bitola, R. of Macedonia. It reviews their attitudes towards some components of creativity, the indicators of their own creativity and the opportunities for creative activities in the classroom. The purpose of the paper is to make a contribution to the research of teaching creativity and to emphasize the importance of qualification and training of teachers with essential skills and competencies of the creative teaching.

Key words: creativity, teacher, creative teaching, teacher training

INTRODUCTION

Great teachers have certain traits and attributes that leave gratitude and endearing moments in their students. They have many essential virtues and the most important one being creativity. An English language teacher should possess the ability of creative teaching. A creative teacher will not be afraid to take risks. He / she will be willing to experiment and will try to be innovative by attempting new things. A creative teacher "thinks out of the box". The creative teacher uses numerous activities which include experiments, role plays, simulations, cooperative learning activities, group projects, technology etc. He / she do not stick to the syllabus but would rather prefer teaching for the betterment of the student's life. This type of teacher would consider himself /herself as a facilitator who facilitates and makes English a fun to learn.

As a facilitator, the creative teacher propagates learner autonomy. He / she help the student to explore and learn new things. For example, in an ESL/EFL class when a student asks a question like-"What is a blind person?" an ordinary teacher would reply, "A person who cannot see". But a teacher who facilitates learning and believes that creativity develops multi-sensory approaches of the student, closes his/her eyes and tries to find a piece of chalk or pencil on the table. These actually help the student feel the situation emotionally and intellectually. The learner would have been put into a real blind situation and would have

30 Revisional scientific paper

derived the meaning of the word „blind" from a direct experience. Through this, the teacher would have helped the student to explore the hidden meaning of a given word.

A creative teaching follows the creative process which involves: *preparation, incubation, illumination, elaboration, and verification.* And the teacher, who prefers creativity in teaching, plays the role of an explorer, an artist, a judge, and a warrior in the creative process. These roles enable the teacher to study the psychological mindset of the students in the class. In a class, a teacher may come across various students. Some would be quick learners, some slow learners, and a few would be poor learners. When the teacher takes up the above mentioned four roles, he/she will be able to cater to the needs of all the students.

Balancing Analytic, Synthetic, and Practical Abilities of the creative teacher

Synthetic ability is what one typically thinks of as creativity. It is the ability to generate novel and interesting ideas.

Analytic ability is typically considered to be the critical thinking ability. A person with this skill analyzes and evaluates ideas.

Practical ability is the ability to translate theory into practice and abstract ideas into practical accomplishments. The creative person uses practical ability to convince other people that an idea is worthy.

Methodology

The research conducted for the purpose of this paper was to show the attitudes that the teachers have towards creativity in the classroom and to show several examples or suggestions of what they thought would be considered creative in the foreign language classroom. The research was conducted through oral interviews using open questions. The representative sample was 20 teachers in primary schools in Bitola, R. Macedonia.

Research and analysis

Some of the most frequent answers the teachers gave was that, first and foremost, there are two ways or two general attitudes that teachers have towards creativity: 1. Teaching creatively and 2. Teaching *for* creativity.

Teaching creatively

- Teacher and technology relationship

Teaching creatively the four basic language skills (for example: Listening Skill- Listening is the evaluation of a message. And learning this skill has become very essential for student's development. Teaching this skill requires the attention and concentration skills of the students. By hearing a sound, processing that sound in the brain, and then figuring out the right response helps the student to be good professionals in life. Moreover, listening in English helps the student speak in English. And since listening is not a skill that develops automatically, a teacher should teach how to listen to a particular sound or message carefully and attentively. If the English teacher is creative in his / her teaching methodology, the students can surely master the skill of listening. In order to help the students to learn the skill of listening in English, the teacher can use task-oriented materials.

Speaking Skill- Speaking in English is a very important part of the language. But a second language learner finds it very difficult to express his / her views in English. Hence he/she develops a fear to speak in English. First, a teacher should help the student overcome this fear. This can be done through motivation and morale boosting. The teacher should first make the students feel „at home" when he/she helps the students speak in English. This can be done through various fun filled activities. Activities like: Group Discussions, Debates, Role Plays, Brainstorming, Developing a story from hints given, Picture Narrating and Mock Interviews can be conducted to improve the speaking skills of the student. Moreover activities like miming, character study, interpretations and improvisation generate the "need to speak in English.”. The activities like Group discussions and Debates help them to be good members of a team and also develop the team spirit which is very essential to work successfully in the corporate industry. Thus the teacher would not only have honed the speaking skill but also would have trained them to be successful professionals in their respective field of specialization.

Reading Skill -Reading is nothing but the understanding of a given text. It involves both perception and thought. The reading process consists of comprehension and word recognition. The former refers to the relationship between written symbols and spoken language and the latter is the process of making sense of words, sentences and connected text. Reading helps a student improve his/her vocabulary, develops the comprehension ability and increases the language style. The teacher should take this into consideration and help the student master the skill of reading.

Writing Skill- Writing skills are specific abilities which help students put their thoughts into words and mentally interact with the message. So if a teacher wants to make the students think creatively he/she must first teach the student the skill of writing. It is the teacher’s responsibility to remove this weakness from the mind of the student. This can be done only if the writing skill is taught in an innovative manner. The most important aspect in writing is that the student must be personally involved. To bring about this personal involvement in students, activities like story writing, narrating a personal experience in writing, or writing a descriptive essay about a person or place they had recently come across. The teacher can also ask the students to write an article on a recent issue: for example, recent presidential elections in the USA and make them compare with the elections in their own country. Even though their writing is sure to have errors, it is the teacher’s responsibility to point out those errors and help the students correct the errors.)

- The creative process involves: preparation, incubation, illumination, elaboration, and verification
- The teacher plays the role of judge, explorer, an artist in the creative process

Teaching for creativity

- Encouraging- Highly creative people in any field are often driven by strong self-belief in their abilities in that field. Having a positive self-image as a creative person can be fundamental to developing creative performance
- Identifying- Creative achievement is often driven by a person’s love of a particular instrument, for the feel of the material, for the excitement of a style of work that catches the imagination. Identifying young people’s creative abilities include helping them to find their creative strengths.
- Fostering- Creativity draws from many ordinary abilities and skills rather than one special gift or talent. Thus the development of many common capacities and sensitivities can help to foster creativity.

Teaching for creativity aims at encouraging:

1. *Autonomy* on both sides: a feeling of ownership and control over the ideas that are being offered;
2. *Authenticity* in initiatives and responses, deciding for oneself on the basis of one’s own judgment;
3. *Openness* to new and unusual ideas, and to a variety of methods and approaches;
4. *Respect* for each other and for the ideas that emerge;
5. *Fulfillment*: from each a feeling of anticipation, satisfaction, involvement and enjoyment of the creative relationship.

As a result of all of the above mentioned, the end result is a creative student who:

- Interacts with others
- Takes initiatives

- Debates in a status-free, open environment
- Challenged
- Committed

Discussion

Teaching English as a Second or Foreign Language is a great challenge and if this language is offered in a creative manner it will develop the multi-sensory approaches of the students. The learning of the English language would have also become fun because of the various creative teaching methodologies adapted by the teacher. Creative teaching is something novel and useful. And all that is useful stays for life. As English has become the language for business and global communication it is high time that, as teachers of English language, we took necessary steps to change the way we teach this funny language in a fun-filled way.

The different approaches offered, traditionally, alternative or combined methods, are always subject to change and modification. The benefits from the diverse methods, techniques and strategies are that they can be very popular, widely used and the feedback about the gained results can be discussed, reviewed and assessed. It is beneficial that with the new generation of students, these new "merits" can be considered the "only way out" to a fruitful learning. The downfall can be seen in that, with gifted and talented children, it might be hard to maintain their attention. Another downfall is their usage by the older generations of teachers; the absence of the grammar section in some of them; the teaching and developing of all four skills is not being taken care of.

At the end, it all comes down to the teacher to decide which method will be used, according to the curriculum and the class. Because the students are the ones that should benefit the most from the creativity and the ability for incorporating innovations of the teacher.

REFERENCES

Beulah Catherine, CREATIVE TEACHING OF ENGLISH, (paper presented at the International Seminar on Humanistic Language and Literature Teaching, 2011)

Ling, K.S., Creative and Innovative Ways to Teach English: YOU MAKE THE DIFFERENCE

Jeffrey, Bob and Craft, Anna (2004). Teaching creatively and teaching for creativity: distinctions and relationships. Educational Studies, 30(1), pp. 77–87

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.13

CREATIVE JOURNEY THROURGH TOURISM DISCOURSE: AN INSIGHT TO RESEARCH METHODOLOGIES[31]

Irina Petrovska

University St. Kliment Ohridski, Faculty of Tourism and Hospitality
irina.petrovska@gmail.com

Abstract

Although communication practices, processes and experiences are central aspects of tourism studies, as a relatively unexplored area of study, it is only very recently that experts of linguistics have turned their attention to the language of tourism. The paper is meant as a creative journey of research methodologies about tourism discourse. An insight is given to the verbal, visual and written communicative strategies that implement concepts, models and theoretical paradigms of discourse analysis, genre analysis, reflective ethnography, content analysis, social semiotics, linguistics. By including representation of local tourism products (brochures guide-books, TV reports, websites,) a further research is to be continued – a creative journey that will contribute towards future interdisciplinary research.

Key words: tourism discourse, research methodologies/

INTRODUCTION

…Visual images, like representations,"are never innocent or neutral reflections of reality…they re-present for us: that is, they offer not a mirror of the world but an interpretation of it." (Midalia, 1999:28). The quotation introduces the objective of this paper: how diverse researches present and interpret tourism places, people and objects through patterns of linguistic, textual and visual representations. Although communication practices, processes and experiences are central aspects of tourism studies, as a relatively unexplored area of study, it is only very recently that experts of linguistics have turned their attention to the language of tourism.

The objective of the paper is to provide a bird's eye view of different methodologies implemented in the research of tourism discourse, although of course we realize that many other approaches are possible. Tourism Discourse appears to become one of the most common public discourses, as tourism has become one of the most important businesses throughout the world. Millions of people take part in its formation when entering a myriad of communicative situations.

There is a diversity of applied methodologies in the tourism discourse research: Theoretical Paradigms and Frameworks of Analysis in Tourism Discourse, Critical Discourse Analysis (CDA), Postmodern and Reflexive Ethnography, Social Semiotics, Genre Analysis, Content analysis, Systemic Functional Linguistics, Feminist Theory, Multimodal analysis, Representations in Tourism Discourse etc. Being combined and inter-woven for the research purposes, they cover in general themes such as:

31 Specialized paper

- Intercultural communication and tourist agency
- Representations of tourism destinations
- Representations of hosts
- Representations of tourists
- Genres in tourism writing
- Adopting the View of Genre

Swales (Swales, 1990) defines *genre* as being a distinctive type of communicative event or text which is characterized in terms of its central purpose, its prototypical content and form, its being conventionally recognized and labelled as such in the discourse community of which it is a part. Genres work to construct ideologies and values by encouraging certain interpretations or readings. The analysis of genres is good at showing the routine and formulaic nature of [texts], and alerting us, for instance, to the way in which the immense diversity of events in the world is reduced to …often rigid formats… (Fairclough 1995:86). Genres of tourism representation can be written such as tourist photographs, diaries, travelogues, postcards, brochures, flyers, inflight magazines, travel guides. In addition genres of tourism representation can be spoken. Interviews with hosts, tourism operators, tour guides, tourists, and the media (TV holiday programs, commercials), etc.

McCarthy (2001) defines *discourse* as the study of language independently of the notion of the sentence which involves studying longer (spoken and written) texts and it involves examining the relationship between a text and a situation in which it occurs.

> "For this reason, discourse analysts work with utterances (i.e. sequences of words written or spoken in specific contexts) rather than with isolated sentences" (McCarthy, 2001:48)

According to Nunan (2003), the study of *discourse* is the study of the relationship between language and its contexts in use. Grammarians study sentences, pieces of language taken out of context, while discourse is concerned with speakers and listeners and with extended stretches of language (e.g. a whole conversation, a story, a phone call) rather than single sentence.

DISCOURSE ANALYSIS

Cook (1989) explains *discourse* as stretches of language perceived to be meaningful, unified and purposive. A number of authors also point out that term discourse applies to any sample of language used for a purpose. In order to be more specific about discourse they also make the difference between sentence and discourse stating that discourse is any 'unified' stretch of language observed in context while sentences are isolated, invented or idealized and without context.

Allwright and Bailey (1991) argue that *discourse analysis* refers to a variety of procedures for examining chunks of spoken or written text. According to Evison (2006) *discourse analysis* is the study of the relationship between language and the contexts in which it is used. On the other hand, critical discourse analysis, which as an approach is adopted in the paper "The Representation of England through Tourism Discourse" (Feighey, W.G in Haven, C. et al. (ed) Tourism Research, 2002), sees any instance of discourse as simultaneously a piece of 'text' an instance of 'discursive practice' and an instance of 'social practice'. Writers and speakers commonly frame public issues by mentioning certain relevant topics and subtopics while ignoring others. Textual silence can be regarded as the omission of some piece of information pertinent to the topic at hand.

The *discursive formations* or groups of *discursive events* emanating from the BTA can be seen as operating to generate consistent meanings of tourism in England. Another methodology successfully adopted in tourism discourse research is postmodern ethnography research. Postmodern ethnography can reveal genuinely informative material on cross-cultural research and the specific texture of the relationships between budget travelers and their hosts in the geopolitical and discursive spaces of global backpacker circuits as in the paper "Backpacker India: Transgressive spaces"(Kelly Davidson in G in Haven, C. et al. (ed) Tourism Research, 2002). A carefully collated ethnography enables analysis of the meanings travelers attach to their experiences and how these are incorporated into what Pratt refers to as their 'planetary consciousness".

Viewing tourism as intercultural activity constructed within and through languages and their translations - recently becomes an interesting vantage point in tourism research. A mode of reflexive ethnography and dialogue exchange is being implemented by Jack, G. and Phipps, A. in composing a corpus of a series of tape recordings and transcripts for their paper 'Life in Italics: Reflections on Languages, Intercultural Communication and Tourist Agency" (in Haven, C. et al. (ed) Tourism Research, 2002). The paper deploys empirical material gained from ethnographic study of the relationship between language(s), intercultural communication and tourism.

By analyzing picture postcards through the method of visual ethnography, supported by discourse analysis, contribution is being made to the development of critical analyses of tourism representations. This is the case with the paper titled "Daio Jinkins from the Rhondda Valley, Look You!: Exploring Contestation and Representation in Comic Postcards of Wales", (Pritchard, A. and Morgan, N. in Haven, C. et al. (ed) Tourism Research, 2002).

A combination of Content Analysis, Genre Analysis and Discourse Analysis as three combined methodologies may serve as a solid background for analyzing postcard texts, as they represent very valuable data source for tourism discourse researchers. Content analysis as a method offers the opportunity to map out the topics covered in the postcard texts.

Through genre analysis the structural aspects of the postcard texts can be described and their related conventions. Through discourse analysis a researcher can go beyond the structure to examine the writers' discursive identifications of themselves, the recipients and aspects of the trip.

QUANTITATIVE METHODS IN TOURISM DISCOURSE RESEARCH

The quantitative method in correlation with visual analysis of tourists' travel photos, textual analysis of tourists' diaries is used in the paper "Intercultural Communication: From the English Grand Tour to the Taiwanese Study Tour" (Yeh, J.H-Y. in Haven, C. et al. (ed) Tourism Research, 2002). Exploring connection between tourism and intercultural communication as the author argues that certain forms of travelling can be a potential resource for learning about differences and a means of intercultural communication.

By implementing these methods a researcher can examine the extent to which such travel may increase the tourist's understanding of cultural differences and their supposed competence in intercultural communication. Semi-structured, in-depth interviews are applied for research on understanding the meaning of women's solo tourist experience in the paper "Meaningful Travel: The Benefits of Independent Travel for Women through Cross-cultural Interaction" (Wilson, E. in Haven, C. et al. (ed) Tourism Research, 2002).

RHETORICS AND GENRE ANALYSIS

The implementation of concepts, models and theories belonging to rhetorics and genre analysis supports the investigation of a number of communicative strategies in what may be considered the most popular and widespread series of tourist guides in Denmark, according to Finn Franden in his paper titled "The Trip Goes To…Verbal and Visual Communicative Strategies in a Danish Tourist Guide" (Jaworski, A. & Prichard, A. 2002). The indicative findings show the use of 'genre persons' (like the "typical Italian", or the "typical German"), description, narration, explanation, argumentation, subjectiveness, directive speech acts, different types of paraphrasing, 'you can' constructions.

Tourism discourse researchers often combine discourse analysis with reception analysis in order to make explicative and /or evaluative analysis when investigating how certain type of communication is perceived by hotel guests. In the paper titled "Green Communication as Perceived by Hotel Guests" (Johansen, W. in Haven, C. et al. (ed) Tourism Research, 2002), the author implements interviews, questionnaires and specially designed 'discourse tests' to show that hotel guests belonging to different national cultures perceive the green communication of Danish hotels differently, especially in relationship to politeness and argumentation.

Content Analytic Procedures can contribute towards identifying inflight magazines as a textual genre and/or a genre of tourism literature. Analyzing inflight magazines using content analytic procedures, coding for categories such as the names of the magazines, the use and address-form of welcome letters, the principle images used on covers, the languages used throughout each magazine. This method contributes toward coding and identifying each of the magazine main components (e.g. feature articles, adverts, airline information, inflight entertainment).

MULTIMODAL ANALYSIS

Multimodality is clearly evident in travel brochures, print advertisements e-brochures, websites– a typical written tourism genre where 'signs' such as: language, image, graphics, typography. Combined together and create 'an integrated whole' (van Leeuwen 2004:10).

The language of tourism "tends to speak only in positive and glowing terms of the services and attractions it seek to promote"(Dann, 1996:65). According to Cook (1994:11), readers use 'schemata' – which are 'mental representations of typical instances' – in discourse processing to 'predict and make sense of the particular instance which the discourse describes'. Choice of words, the prevalence of hyperbole reflected in the use of rhetoric and stylistic devices.

Images indeed play an important role in convincing people to visit a certain place. An important aspect of visual analysis is the reliability of the images, termed 'modality' (Kress and van Leeuwen, 1996). The concept of 'salience', which concerns the degrees to which the elements are used to attract the viewers' attention. Collage – typically employs three to six photographs of the place concerned along with a portion of descriptive text. (Gold, 1994:22). Participants – facial expressions and body language of image participants are also factor to be considered in discourse analysis.

SOCIOLOGICAL PERSPECTIVES FOR BETTER UNDERSTANDING TOURISM DISCOURSE COMMUNITY

According to Dann (1996:2), the marketization of public discourse and the growing impact of the media, the Internet in particular, result in the firmer grounding of tourism as discourse.

‘’…tourism, in the act of promotion, as well as in the accounts of its practitioners and clients, has a discourse of its own. Seen in this light, the language of tourism is thus a great deal more than a metaphor. Via static and moving pictures, written texts and audio-visual offerings, the language of tourism attempts to persuade, lure, woo and seduce millions of human beings, and, in doing so, convert them from potential into actual clients’’.

According to Dann (2006) four major theoretical approaches are generally adopted by scholars in order to understand the language of tourism. A tourist is reflected into four major sociological perspectives on tourism:

- Perspective of authenticity
- Perspective of strangehood
- Perspective of play, and
- Perspective of conflict

The main tourists’ motivation is the search of authenticity (MacCannel, 1989, qtd.Dann7-11). For instance, before visiting Macedonia, the tourist is exposed to numerous verbal or visual representations of the best-known sights, which have become the landmarks of the country. This biblical country is profusely represented by spoken descriptions on you-tube clips, in TV documentaries, on the internet, in tourism brochures, etc. Therefore, when looking while touring real sightseeing spots in Macedonia, the individual’s authenticity perspective is shattered and is subject to their previous off-sight experience. MacCannel (qtd.in Dann1996:14) further states that the language of tourism enhances the impression of authenticity through abundant explicit expressions:

“…One more reason to love Ohrid during summer is Macedonia’s **biggest** music and theatre event: Ohrid Summer Festival…The festival features a **rich artistic** program…Ohrid, being the **spiritual capital** of Macedonia, provides a **magical atmosphere** to the whole event…”

The strangehood perspective emphasizes that a driving motivation for traveling is the search for strangeness and new experiences (Dann, 1996:12-17). This methodology elicits several distinguished varieties from tourism discourse. Cohen and Cooper (1986, qtd. in Dann 16-17)

- foreigner talk
- tourist talk
- host talk
- host language, and
- tourist language

A constant call for something new and exotic reflected in the language of tourism – in descriptions of places and people. This lexical means contribute to the image of novelty and strangeness of the offered destination:

‘*crystal clear waters’, picturesque’, unique flora and fauna’, the largest and most important natural aquariums in the world’…*

The play perspective treats tourism as a game and provides tourists with special experiences, which do not often match cultural and natural conditions of the visited destinations. (Dann, 1996:17-2). One of the key term is spectacle (Urry 1990 in Dann

1996:18). Post-modern tourism is also about playing with reality, i.e., about its alluring interpretations. The Californian Disneyland - an example of a displayed transformed reality.

According to Hollinhead, (1993a:qtd. in Dann1996:25-26), discourse is shaped by ideology and is subject to power relations, and social and institutional practices. He claims that tourism attempts to provide people with a chance to break away from every-day life and have exciting experience. The differences between the provided thrilling experience and the truth create conflict that can be traced in the language of tourism, that is, in the promotional materials, too.

CONCLUSION

Although communication practices, processes and experiences are central aspects of tourism studies, this is relatively unexplored area of study. It is only very recently that experts of linguistics have turned their attention to the language of tourism. The research of discourses in tourism reflects the interdisciplinary aspect of the objective in this paper - on the one hand, tourism, as a significantly important and strong agent and channel of globalization, and on the other hand, diverse methodologies with their basic principles present in the tourist communication. These disciplines, joined together, at the same time reflect change and transition, thus growing into treasures of different discourses since the existence of tourism. This creative journey of presenting different methodologies will provide a forum for discussing avenues for future research and interdisciplinary collaboration.

REFERENCES

Allwright, D. and Bailey, K.M.(1991).*Focus on the Language Classroom.* Cambridge. CUP.

Cook, G. (1989). *Discourse.* Oxford. OUP.

Cook, G. (1994). *Discourse and Literature.* Oxford. OUP.

Dann, G. (1996).*The Language of Tourism: a sociolinguistic perspective.* UK.CAB International.

Evison, J. (2006). Class session "The Language Awareness for English Language Teachers".14/11/06 Jubilee campus, Dearing Building, The University of Nottingham.

Gold, J.R. (1994). Locating the message: place promotion as image communication. In J. R. Gold & S.V. Ward (eds.). *Place Promotion: The Use of Publicity and Marketing to Sell Towns and Regions.* Chichester: Wiley, 19-37.

Haven, C. et al. (eds.): *Tourism Research*. (2002). UWIC Press. Cardiff.

Ip, J.Y.L. (2008). "Analyzing tourism discourse: A case study of a Hong Kong travel brochure". *LCOM papers 1, 1-19.*

Jaworski, A. & Prichard, A.(2002).Tourism, Language and Communication. In Haven, C. et al. (eds.).*Tourism Research 2002.*UWIC Press.

Kress, G. and Van Leuween, T.(1996). *Reading Images: The Grammar of Visual Design*. Routledge.

Kress, G.(2010). *Multimodality.* London and New York. Routledge.

Leech, G.et al. (2006). *English Grammar for Today.* Palgrave Macmillan, New York.

McCarthy, M. (2001). Discourse. In Carter, R. and Nunan, D. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.

Midalia, S. (1999).Textualising Genre. *Interpretations,* 32.27-32.
Nunan, D. (ed.) (2003). *Practical English Language Teaching.* The McGraw-Hill Companies, New York.
Swales, J. (1990). *Genre Analysis: English in Academic and Research Settings.* Cambridge: Cambridge Applied Linguistics.
Thurlow, C. Jaworski, A. (2003).”Communicating a global reach: Inflight magazines as a globalizing genre in tourism”, *Journal of Sociolinguistics 7/4, 2003:579-606.*
Van Leeuwen, T. (2004). Ten reasons why linguistics should pay attention to visual communication. In P. Levine & R. Scollon (eds), *Discourse and Technology*: *Multimodal Discourse Analysis*. Washington, D.C.: Georgetown University Press, 7-19.

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.14

PHILOSOPHICAL PERSPECTIVES OF EDUCATION: A BRIEF OF THE FOUR PILLARS OF LEARNING[32]

Vesna Stojanovska

stvesi@yahoo.com

Abstract

The effective educational process involves two relevant questions. These questions are: what to learn; and how to learn.

The answer of the first question explains what education should achieved, and the answer of the second question shows how it should be achieved.

The first question highlights the problem of philosophy of education, concerning the question of purpose, educational ideals, goals and objectives. Without them, the educational activity will be without perspective; it will be accidently, blind and helpless. The philosophy of education anticipates and illuminates the path, shows the importance of education and its value.

Behind this less philosophical consideration stands the thematic orientation of this paper. This paper aspires to present the philosophy of education, its functions and contemporary thought in the philosophy of education.

INTRODUCTION

The philosophy as a humanistic discipline looks for a general understanding of values and reality, mainly by thinking rather than through observation. It refers to the natural and indispensable need for people to discern themselves and the world in which they live.

The philosophy is a comprehensive system of ideas about human nature and the kind of reality in which we live. It is a guide for living, because it refers questions that are basic and determine the direction of our lives and the way we treat other people.

Therefore, we can say that all aspects of human life are influenced and guided by philosophical opinion. As an area of science, philosophy is one of the oldest disciplines. It is considered as the mother of all sciences. In fact, it is the foundation of all knowledge. Equally, education draws its material from different philosophical basics.

Education, as well as, philosophy is closely related to human life. Therefore, as an important human activity, education in the most part is influenced by philosophy.

In order to understand the concept of the philosophy of education, it is necessarily first to explain the meaning of these two terms, philosophy and education.

1. Conceptualization of the terms philosophy, education and philosophy of education.

- **<u>Meaning of philosophy</u>**

The word philosophy literally means ,,love for wisdom``. It comes from the two Greek words *phileo* which means love and *sophia* which means wisdom. The etimology of words says something about the nature of philosophy, but not all because others scientific

32 Specialized paper

disciplines also require judgment. Since ancient times there are different definitions about the secret discovery of the universe, birth and death, grief and joy. Different periods have given different thoughts about these secrets. The ultimate truth should be still discovered. This eternal quest for truth corpus leads to the origin of philosophy. The love for wisdom is the essence of every philosophical inquiry. The subject of the philosophical research is the reality itself.

- **Meaning of education**

The slavic term for education is *obrazovanie* and it is derived from the word „obraz" (face) which means forming or shaping.

Education in its broadest sense is every act or experience that has a formative effect on the mind, character or physical ability of an individual.

According to the dictionary of the Macedonian language, education denotes a set of knowledge acquired through learning in the educational process, general knowledge and culture.

Education has a wide connotation because it is closely related to the various aspects of human life. It is difficult to define with one definition. However, education can be seen as a deliberate and systematic influence of the older person through teaching and learning. It means the harmonious development of all human potential, physical, social, intellectual, aesthetic, spiritual. The essential elements of the educational process are creative thinking, individual with integrity and socially useful purposes.

The discussion on the concepts of education and philosophy form the basis for defining the philosophy of education.

- **Philosophy of education**

In essentially, the philosophy of education is a method for approaching educational experiences rather than a set of conclusions. It is a specific, critical, comprehensive and synthetic method. Therefore, it can be said that:

1. The philosophy of education is a criticism of the general theory of education.
2. It contains critical evaluation and systematic reflection of general theories.
3. It is a synthesis of educational facts and educational values.

In short, it is a philosophical process of solving educational problems through philosophical method with a philosophical attitude to get to the philosophical conclusions and results. The philosophy of education is aimed at achieving general and complete findings.

Functions of the philosophy of education

The philosophy of education has several functions[33]:

a) determining the purpose of education

The philosophy of education proposes original ideas regarding all aspects of the educational process, especially the educational goals. The philosophy of education leads the educational process by suggesting appropriate goals and means for their achievement.

b) harmonization of old and new traditions in the field of education

In the process of social development, old traditions becoming obsolete for people so they have been replaced by new traditions. But this process of replacement not always goes smoothly; the process often faces with resistance from different parts. At the same time, it

33 www.mu.ac.in/myweb_test/.../M.A.%20Edu.%20**Philosophy**.pdf retrieved on 22.11.2012

should be considered that every „old” is not outdated and every „new” is not perfect. Therefore, there is a requirement for coordination of old and new, in order to maintain synchronization between them. This function can be accomplished by the philosophy of education.

c) providing a vision for the development of education

Some authors suggest that only a philosopher can give a practical form of educational process. The philosophy of education provides educators a real vision which leads them towards effective achievement of educational goals.

d) training the young generation to face with the challenges of modern times

The philosophy of education leads, manage and helps young people but also society as a whole to meet the challenges of modern times.

2. Brief historical review of philosophy of education

The philosophy of education exists within a social and historical context. The content of philosophy of education reflects prevailing time period. It reflects the social changes and outer world.

Analysing the education since ancient times we could conclude that basic features or pursuit of education have been educating a good, wise and respective person.
The purpose of education in ancient times was to form a nice and good man, good speaker, brave soldier, virtuous citizen, wise and educated leader.

In the middle Ages the goal was to achieve erudition, virtuousness, harshness, obedience, prayer and work.

In the 19th century education pursued the development of a versatile harmonious - educated person, while in the 20th century appeared request for the development of comprehensive capabilities.

In this paper it is impossible to be presented fully and systematically the history of philosophy, nor it is its purpose. The history of philosophy of education involves much more figures than Socrates, Plato, Aristotle, Rousseau, Dewey, John Locke, Immanuel Kant, Karl Marx although they have undoubtedly made a significant contribution to development of education. It is important to note that despite philosophical differences, and qualifications all of these philosophers believed that education should encourage rationality. Neither proposed goal for education has had such positive approval of so many important historical philosophers.

3. Contemporary vision of education for the 21st century

Long time before the professional philosophers of education have emerged, philosophers and educators all around the world have debated the issues of philosophy of education. What should be the purpose of education? Whether education should vary according to the interests and abilities? What role should have the state towards education? and so on.

All these questions are still popular. At different periods these questions have received good or less good answers, but every society should endeavor to find answers about these questions.

Valuable study for the development of education and in the same time an authentic vision is a report of the International Commission of UNESCO for education in the 21st century, working under the leadership of Jacques Delores. It is a paper inwrought of creative ideas about the impact of scientific and technological, economic, social, cultural and other structural changes in contemporary society on the education.

The study starts from the position that education is „necessary utopia" and emphasize that education has a decisive role not only for the individual growth, but also in the development of the whole society.

Therefore, it is believed that basic education should have special place and it should be perceived as passport for life" (Delores, 1996); actually it is a period of time when the individual adopts the means for the future development of its own skills for thinking and imaging, reasoning and accountability, exploration and analysis, or in contrary remains culturally deprived individual..

At times when changes of ideas, knowledge and technology happens very quickly, traditional education cannot qualify a individual for a lifetime, therefore appears necessity for a new system of education. Human life in the new conditions of globalization and information technology sets up new needs and new tasks that should be accomplished by the educational system.

In order to address the above challenges, in the sixties has been developed the concept of lifelong learning which aimed at permanent development individual regards knowledge and varied skills. To be achieved all that, the Commission has proposed that education should be organized in four fundamental types of education[34]:

- **learning to know**
- **learning to do**
- **learning to live together**
- **learning to be**
-

It is contemplated that each of these four types of learning referred to act as a pillar in the educational process. Certainly, they all need to create one efficient entirety in which it is inevitable their mutual interaction.

Learning to know -this type of learning consists of knowledge that allows people to understand their environment and it refers not just to the adoption of the prescribed knowledge, but rather it is to master the instruments of knowledge. As knowledge becomes more diverse, larger and more complex over time, appears the need for specialization, but it cannot be excluded the general knowledge. Therefore, learn to know is uniting a wide range of knowledge but with possibility to study on a small number of subjects. So, learning to know involves skills of learning that are based on higher cognitive processes, or learn how to learn.

Learning to do - practical use of acquired in the changing life conditions. It is closely related with the issue of vocational education. The future of economies depend on the transformation of new knowledge into innovations that open up new enterprises, and thus new jobs. Learning to do implies on learning skills which allows people the adoption of new knowledge and its transformation into intellectual work. Learning should be changed in order to keep the pace with the time.

Learning to live together - the third pillar contains the essence of how to live together or how to live and communicate well with others. This primarily unfolds the question of

34 Delors, J. (1996) Report to UNESCO of the International Commission on Education for the Twenty - first Century: *Learning the Treasure within*

getting acquainted others, and then the achievement of individual and collective goals. In order to reduce the possibilities of conflicts, individuals need to learn for themselves, but also for other orientations, cultures or lifestyles. Acceptance of such differences contributes to the overall social development.

Learning to be - it stems from the previous three pillars and concerns the development of all areas of human features. The last pillar of education for the 21st century indicates that education should serve the individual to realize itself, i.e. to become a human in the full sense of the word. Education develop body and soul in humans, their intelligence, aesthetic taste, values, critical thinking and attitudes, but also develops their responsibility for making decisions that direct the course of their lives. But more importantly, education is an opportunity for every individual to realize his own potential, even hidden one for which we don't know it exists in us until it is given the opportunity to come out.

The purpose of the last pillar of education for the 21st century is the full realization of the individuals in all their diversity and complexity, both in personal and professional life.

These four pillars of learning make one union and between them exists a great interconnection. They cannot be connected strictly with one period of life time, so it is indispensable the comprehensive rethinking of education, in terms, content and the methods. Thereby education would become ,,traveling through soul` as the Commission itself has imagined.

CONCLUSION

The philosophy of education aims towards analysis and interpretation of concepts and issues that are central for education. It has an important role in providing direction for education, as well as providing a theory of knowledge which will serve as a basis of education.

First reflections of philosophy of education emerge in the ancient Greek. Many modern philosophers of education yield with the claims of Plato and Aristotle that the purpose of education is to help students to acquired free-standing spirit..

The necessity of education, today is more important as it serves as means which should help people to adjust to a new situations and make the right decisions. The Commission for the development of education in the 21st century confirms that education has a fundamental role in the personal and social well being. Therefore, education should be more comprehensive than it has ever been and it should be based on the four pillars of education: learning to know, learning to do, learning to live together, and learning to be. The four pillars should be perceives as a union and are connected with indissoluble bond.

According to the Commission, education can not achieve all ideals, but it can serve as an important tool for fostering human development and strive for the better and equitable world.

REFERENCES

Delores, J. (1996) Report to UNESCO of the International Commission on Education for the Twenty - first Century: *Learning the Treasure within*.

Fraure, E. (1972). Learning To Be: The World of Education Today and Tomorrow. Paris: UNESCO

Orbanic, S. *Drustvo koje uci: povijesno-drustveni aspekti obrazovanja*. Filozofski Fakultet, Pula

Zhou, Nanzhao and Sun Yunxiao, eds. 2001. Toward Learning Society: Building Four Pillars of Learning. Beijing: Beijing Press

Online sources:

Meaning, Scope and functions of philosophy of education www.mu.ac.in/myweb_test/.../M.A.%20Edu.%20**Philosophy**.pdf

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.15

STRUCTURAL CHANGES IN THE FUNCTION OF EDUCATION DEFINING KNOWLEDGE, SKILLS, ATTITUDES AND VALUES[35]

Miroslav Kuka[1], Jove Talevski[2], Ildiko Đokić[3], Eva Višnjić[4],

Faculty of Education in Bitola[1,2]
College for Vocational Training of Preschool Teachers and Sports Trainers in Subotica [3,4]

Abstract

Education in the future implies a reconstruction in the educational system. This practically means implementation of the reform of the entire educational system and development of a conception of the permanent education in accordance with social needs and changes. The presented work here is an integral part of a broader set up and realized preliminary project on "The Redefinition of the Education Structure of the Republic of Serbia" forwarded to the Ministry of Education of the Republic of Serbia in 2010. The preliminary project, guided by Ph.D. Miroslav Kuka and Ph.D. Vuкosava Zivкovic, was realized in the team work and in coordination of work of the central and regional working groups in Serbia and the surrounding countries having 80 collaborators in total working on the project. The Model of our structure of the educational system extends the period of compulsory education up to 10 years (until the first grade of secondary school, which is the same for all, regarding the curriculum) and is based on the differentiation of the educational levels (from preschool to secondary school) in cycles, which, on their part, are defined by aims and tasks. Short-term, middle-term and long-term aims have been clearly defined and a concise division of competence and the follow-up methods of successufulness of its implementation has been made within the proposal of our model.

Key words: educational system, redefinition of educational structure, modifications and reform.

THE STRUCTURAL TYPE OF CHANGING THE ORGANIZING EDUCATIONAL SYSTEM

Depending on the principle of changes, the present pedagogic practice distinguishes four types of possible changes: adaptive, external, regulative and structural changes. Our change in this general assumption relates to the structural type of changes in the organizational structure of the educational system, but it does not enter into changing the realisation of the educational process. The project *The Redefinition of the Educational Structure of the Republic of Serbia* implies the structural type of changes in organizing the educational system. It is a model of so called *controlled spreading* in which there are no radical changes within the existing system. Nowadays it is not possible, in the social and economic way, thus control spreading implies interventions such as changes, modifications, improvements and introducing new items (details) into the existing system, structure. Our program mainly focuses onto the structure of education, how an idea arises from another one,

35 Revisional scientific paper

how to arrange and classify new impressions, how the taught knowledge gets the sense and through it initiates other starters in the educational process. Essentially, education through our structure is directed towards the results, that is defined knowledge, skills, attitudes and values which are owned by pupils when they finish a certain educational cycle. In other words: our educational structure is a model of controlled liberal education focused onto the child and supports the active teaching which is concretized on the example of differentiated cycles of the given educational level and its redefinited curriculum. Bearing all this in mind, we suggest introducing a unique so called *core curriculum* which means that pupils should be offered clear basic knowledge of facts which content is precisely defined. The model of our structure of the educational system is based on differentiation of the educational levels onto cycles from preschool to the end of secondary education and they are defined by goals/aims and tasks for each concrete cycle/age.

THE CONTROLLED LIBERALIZATION OF THE EDUCATIONAL PROCESS

The model of our structure of the educational system is based on differentiating educational levels onto cycles (from preschool to the end of secondary education) and they are fixed by goals and tasks for each age. Those goals are defined within the chaste changes of the present education which is focused onto the curriculum and its transfer to the education directed towards aims, i.e. defined knowledge, skills, and values which pupils should gain after finishing a certain educational cycle. One of the most important outcomes of our structure, which is in this segment primarily sociologically determined, is lenghtening the period of compulsory education. The educational process starts with the **first cycle** (0 form/grade), preschool education, which is redefined regarding the curriculum and its program towards directing children to make contacts while communicating. The tasks determined by the curriculum in this cycle are the following: learning social skills which are necessary in socially accepted situations, developing the sense for the evaluation of ethical values, which enables the development of emotions, i.e. creating the so called ***collective spirit***, which emphasizes the physical development of children through different activities defined by the curriculum, and finally accepting the basic elements of early reading, writing and calculating. At the end of this cycle, introduced as a new measure, the preschool teacher fills in a questionnaire (unique on the national level) that gives us a complete impression about the cognitive, characteristic, affective, psychomotoric, socioadaptive features of the overall achievement of each single preschooler. This questionnaire is obligatory and it also estimates the pupil`s character and temper and that judgement will serve as an independent variable in creating more equalized classes at the beginning of elementary education. The questionnaire will be filled in again after the pupils finish their third educational cycle and in that way it will cover the complete development of the pupil`s personality since the beginning of his education at school.

During the **second cycle** (from the 1st to the 4th form), the classroom teaching in lower grades where one teacher teaches all the subjects, the children`s needs and interests for education should be satisfied. The subjects in this cycle are divided into two main groups of subjects; the basic subjects: Serbian language and English language, which is introduced in the second form and Mathematics. For the pupils of different national minorities Serbian language is replaced by their Native languages. The obligatory subjects are: Art (drawing and painting), Music, Physical Education and The World Around Us (the study of nature and environment, science), all of which may be obligatory during all the cycles or just in some of them. There are no elective subjects in this cycle since they are introduced in the fourth educational cycle, i.e. at the age when the pupil, on the basis of his knowledge and gained experience, independently chooses among the offered subjects. While pupils are in this cycle, we suggest accepting declarative and conceptual types of knowledge which implies definitions, theories, iterpretations and facts. At this age (cycle) it is important "what pupils should know" and thus the gained knowledge refers onto the recognition such as: identification, understanding and memorizing facts. Pupils do not repeat the grade, even if they finish it in the unsatisfactory manner, instead they are moved on into the next form as it is so by the actual educational system.

The third cycle (5th - 6th form) of education is marked with the beginning of tuition performed by skillful professors for some of the subjects (the homeroom teacher does not teach all of the subjects during this cycle) and the categorization of the subjects remains on the basic, obligatory subjects while widening of the contents of the curriculum, as well as changing the types of teaching methods, results in a bigger number of obligatory subjects. For this cycle we suggest accepting procedural knowledge which, compared to the previous conceptual knowledge (from the second cycle), take a step forward since they are of great importance for the procedures in using certain knowledge in the particular processes for developing procedural routines or skills. For the pupils of this age (cycle) it is not only important what is known, but also the way how the knowledge is gained, i.e. to know how to measure, observe, master functional skills and so on. In the third cycle pupils do not repeat the school year (grade, form) if they do not finish it in a satisfactory manner, they, as in the previous cycle, move forward onto the next level of higher grades. However, while in this cycle, the pupil who did not pass all of the exams from the previous form, has to attend the classes of the subject/s he failed previously while he is in the next grade. His duty is to attend at least 50% of the classes from the subject he failed, compared to the total number of classes during one school year. At the end of the third cycle, all pupils have to sit for the test of general informative knowledge as well as for the test of intelectual abilities. Namely, the homeroom teacher should in this period, similarly to the obligation of the preschool teacher (at the end of the first cycle), fill in a questionnaire for each pupil about his cognitive, characteristic, psychomotoric, socio-adaptive features as well as the overall achievement, his character and temper. This questionnaire must be unique on the national level, and made by the corresponding pedagogic, psychological and other specialized institutions such as boards of education. The data from these questionnaries, together with the results of other tests, represent variables which indirectly have influence onto the creation of new classes at school among the same population of the school. In this way it is possible to have impact onto the **pupils** ability to adapt and socialize in secondary schools, which are new and unknown environments to freshmen. The test of general informative knowledge should be nationally standardized every year, it is not of elementary character but it serves to equalize newly formed classes in the next cycle.

During **the fourth cycle** (7th and 8th grades), at the end of elementary school, the tuition in new classes includes elective and optional subjects beside obligated and basic subjects. The elective subjects are chosen by school, and the list of them is in the "general national curriculum" and they are based onto the educational field or single subjects. The elective subjects are chosen by pupils, not by their parents, and that is the main reason why they are offered at this age (cycle) since pupils are able to make their own independent choices based on their experience when they reach this age. The chosen elective subjects (which do not serve to grade pupils) appear in the part of the curriculum which is regulated by the school itself. The school, taking care of the interests of pupils, their parents and the local comunity, produces the list of elective subjects offering them to the pupils. The freedom to choose elective subjects from the general national curriculum, while pupils are in this cycle, represents the only elements of the curricular decentralization within the educational structure. For this cycle we suggest gaining the highest level of the so called conditional knowledges for which it is important the knowledge when, where and why to use procedural and declarative knowledges. The pupils of this age are expected to be able to independently and critically judge the learnt material (lessons), make their own expectations, predictions, explore and compare facts. If the pupil, at the end of this cycle (8th form), was moved forward to the next form more than twice and has 1 to 4 bad marks, he enters the next grade with the evidence on the subjects he failed. In such cases, at the end of the fourth cycle, there is no obligation for the student to attend 50% of the lessons from the subjects he failed. Such pupils do not sit for the entrance examination for a secondary school, they are accepted by the nearest secondary school on the territorial principle. They cannot continue their education after finishing the fifth cycle, i.e. after compulsory education which is marked with the completion of the first grade of the secondary school. For all those pupils who regularly finished the fourth educational cycle (without moving forward onto the next level with bad marks, one or several), the final test from Maths, Serbian language (native l.) and the test of general knowledge is organized as it is so now according to the present educational structure. These tests serve as entrance tests for pupils who enter secondary schools.

In **the fifth cycle** (1st grade of secondary schools), the tuition in specialized secondary schools and high schools is performed according to the same curriculum and represents the obligatory level of education for all pupils. Educational fields are introduced in this cycle and in that way the horizontal, not the vertical, connection of the curriculum contents is achieved. Educational fields allow us to teach the curricular contents not only in the form of subjects but also by connecting the knowledge of different subjects into much bigger units - themes. These themes put together various contents of one or more subjects or educational fields and by doing so they integrate different and various knowledge and contents. These themes are formed according to the defined goals and they represent and serve as a base of the model of integrated teaching where one idea, problem is studied and perceived through the contents of more subjects and educational fields. The educational fields in this cycle should be divided into the following fields: language, belletristic literature and communication as one field, social sciences with phylosophy as another one, educational fields as mathematics, nature studies and technology as the next field, art and esthetics make the following separate field while the last fields should unite the physical education with the health education. At the end of this cycle, the pupil has finished his compulsory education, and depending on his interests, tendencies, talents and abilities he may or may not continue his further education. The pupils who do not continue their education at this stage, who did not gain enough knowledge to pass the final tests at the end of this cycle, may sit for the tests only if they attended more or at least 80% of the lectures. Those pupils who were absent at least 20% of the lectures have the obligation to attend the missed classes at the beginning of the new school year for two months after which they have the right to have an exam in order to pass the tests from the obligatory subject/s. The pupils who wish to continue their education, even if they do not have satisfactory knowledge from certain obligatory subjects, there is a possibility to move forward onto the next educational level/grade by the same procedure from the previous cycles.

In **the sixth cycle** (2nd and 3rd grades), of lower specialized secondary schools, specialized educational fields are introduced by the curriculum, besides the obligatory ones. To the list of obligatory subjects (from the fifth cycle), each specialized secondary school adds one or more specialized fields which reduces the number of classes of obligatory basic subjects. At the end of the sixth cycle the pupil has finished his lower specialized secondary education. In this cycle, just like in the previous ones, repeating the school year was replaced by allowing the student to enter the next grade with his obligation to attend classes from the subject/s he failed during the last school year. This educational cycle should provide the student with a specialized qualification of medium level which will enable him to find a job after his graduation or serve as a basic preparation for his further education at collage.

At the end of **the seventh cycle** (4th grade), high schools and higher specialized secondary schools, the student has completed his higher secondary school education. The final grade of this cycle cannot be repeated, the students have to pass the final tests from the subjects they failed. The repeated final tests can be taken for the first time one month after the end of the school year, but during the next school year such students can sit for such a test, at most, twice in each of the school terms.

REFERENCES

Kuka M., Talevski J., Jovanović K., *Transformation due to New Concepts within the System of Education and Learning*, ADVANCED RESEARCH IN SCIENTIFIC AREAS - ARSA, Zilina / Slovakia, 2 - 6. 12. 2013, (256 - 259)

Kuka M., Jovanović K., Talevski J., *New Conceptions of Educational Systems in the Function of Projecting School of the Future,* JO JOURNALS OF USA - CHINA EDUCATION REVIEW A & B, Volume 3, September 2013, EL Monte / USA, (703 - 708)

Кука М., Йованович К., Талевски Й, *Проэктирование новых структур системы образования,* журнал „ИЗВЕСТИЯ ЮЖНОГО ФЕДЕРАЛЬНОГО УНИВЕРСИТЕТА - ПЕДАГОГИЧЕСКИЕ НАУКИ“, № 5. 2013, Ростов-на-Дону / Россия, (11 - 15)

Kuka M., Jovanović K., Talevski J., *Redefinition of education structure in the function of projecting school of the future*, 2ND INTERNATIONAL CONFERENCE „RESEARCH AND EDUCATION IN NATURAL SCIENCES“, Shkodër / Albania, 15 - 16. 11. 2013, (606 - 614)

Kuka M., Jovanović K., Talevski J., *Change Of Pre-School System In Function Of New Structural Changes In Educational System,*INTERNATIONAL CONFERENCE ON INNOVATION AND CHALLENGES IN EDUCATION - CICE 2013, Kütahya / Turkey, 26 - 28. 4. 2013, (abstracts book 30 - 31)

Kuka, M. Jovanović, K. Talevski, J. *Projecting the New Strategies of Education System*, 4TH CONFERENCE: ASIA REGIONAL OPEN COURSEWARE AND OPEN EDUCATION CONFERENCE - AROOC, Bangkok / Thailand, 21 - 22. 1. 2013, (152 - 156)

Kuka, M. Jovanović, K. Talevski, J. *Changes in the structure of educational system in the function of millennium tendencies,*INTERNATIONAL CONFERENCE ON TEACHING AND LEARNING - ICTL, Abuja / Nigeria, 23 - 27. 10. 2012, (134 - 139)

Kuka, M. Stojanoska, G. *Redefinition of education structure of republic of Serbia*, INTERNATIONAL CONFERENCE “EDUCATION ACROSS BORDERS”, Florina / Greece, 5 - 7. 10. 2012, (134 - 140)

Kuka M., Jovanović K., Talevski J., *Model of Strategic Planning In High Education*, ARPN JOURNAL OF SCIENCE AND TECHNOLOGY - Granada / Spain, (371 - 376), Volume 2, Special Issue, ICTL 2012.

Кука, М, Живковић, В, *Редефинисаност структуре образовног система Републике Србије,* Београд, 2009.

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.16

IMPROVEMENT OF THE PROPERTIES OF THINKING OF THE STUDENTS IN PRIMARY EDUCATION[36]

Metodi Glavche, Cvetanka Malcehska

Faculty of Pedagogy, Ss. Cyril and Methodius University, Skopje, Macedonia
mglavche@gmail.com

Abstract

Training the students to draw good conclusions and solve problem situations is one of the most important tasks of the educational process. In most cases, the realization of these tasks is non-critically related only to the mathematics instruction. The same can also be achieved by the instruction in biology, physics, chemistry and related disciplines. This paper will present examples how the instruction in subjects belonging to the group of science can improve the properties of thinking.

1. INTRODUCTION

One of the objectives of the subjects belonging to the scientific-mathematical group is for the students to acquire permanent and applicative knowledge from the area of mathematics, physics, chemistry and related disciplines. Many researches, including the ones from the PISA project, show that we are very far from accomplishing this. For this reason, in the last decade there has been continuous non-critical introduction of new subjects and syllabi on the place of the existing subjects. It is as if we forget that the acquisition of permanent and applicative knowledge begins at the earliest age:

- The development of the properties of thinking of the students.
- Learning conclusion drawing methods in an informal way and training the students to use them.
- Learning scientific methods in an informal way and training the students to use them.

It is beyond question that the development of the properties of thinking, the scientific methods and the conclusion drawing methods must be adjusted to the individual potentials of each student. Each and every teacher has a task to do this. The syllabi and textbooks, which are the basic didactic means, have to offer solid basis for accomplishing these goals. We need a thorough analysis in order to see how much the syllabi and the textbooks from the science group comply with the previously said. Even without such an analysis, the results from the PISA project show that the syllabi and textbooks have serious weaknesses, which hinder the accomplishment of these objectives. Furthermore, it is impossible by individual research work to answer the question what and how needs to be changed in the educational system in order to improve the properties of thinking and the acquisition of scientific and conclusion drawing methods, and how to train the students to use them. This should be done by the

36 Revisional scientific paper

university institutions and by the competent organs of the Ministry of Education and Science, which need to employ qualified staff.

2. THE PROPERTIES OF THINKING AND THE INSTRUCTION IN THE SUBJECTS FROM THE SCIENCE GROUP

Different methods are used for drawing conclusions and for structuring knowledge in different scientific areas. Specific approaches, methods for drawing conclusions, etc. have been determined as the only suitable ones, based on the grounds of the characteristics of the objects of research in a given scientific area. The gradual rise to domination of these approaches and methods can be best understood by studying the history of different scientific disciplines. From the history of mathematics, and other subjects as well, we can see that the following approaches and methods are the ones that are most commonly used:

I) Defining notions, with the exception of the basic ones. The defining is done solely on the grounds of the crucial properties sufficient for the distinction of the objects.

II) Technical procedures based on specific operations and relations.

III) Proving the properties of the objects through logic, with the exception of the basic ones, known as axioms in mathematics.

The elements of these approaches are the only ones that are allowed in mathematics, however, they are also used in other scientific areas. For the adoption of the methods for drawing conclusions and the scientific methods the individuals must have accomplished a solid level of the properties of thinking, such as: elasticity, use of patterns, expedience, rationality, depth and critical thinking.

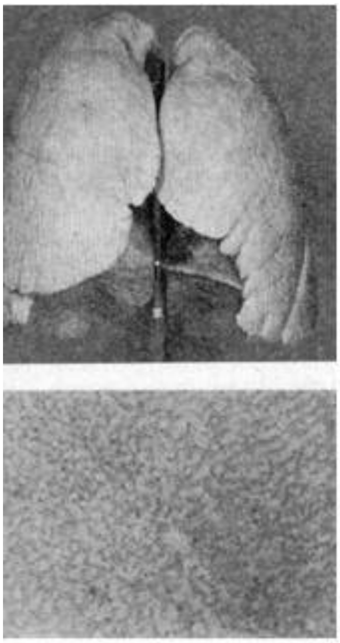
The elasticity of thinking is characterized by the ability to easily go from one way of solving a given problem to another, finding new ways to solve problems when the conditions change, restructuring the knowledge system, thus enabling acquisition of new knowledge.

Lip cancer, illness of smokers

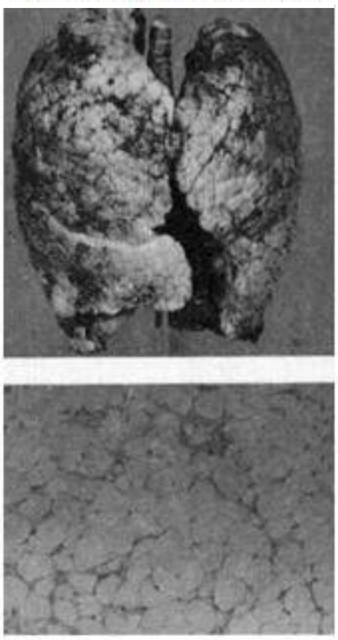
In our opinion, the following example for stimulating the elasticity of thinking of the students is good. In IX grade, the students are shown photographs of people suffering from lip or throat cancer and microscope slides from observations of the lungs of a smoker and a non-smoker, thus showing them how harmful smoking is, i.e. that the smoke coming from the cigarettes is harmful to people. The students are asked the following question:

What do you think, is the smoke coming from cigarettes harmful to plants?

Naturally, we expect an affirmative answer to the question. Nonetheless, if we want the students to learn cognitively that the smoke from the cigarettes is harmful to plants and at the same time to stimulate the elasticity of thinking, it would be



Lungs of a non-smoker and a microscopic slide



Lungs of a smoker and a microscopic slide better the students to conduct the following experiment.

1. ***Experiment material:*** KNOP nutrient mineral solution, soil, glass utensils with different sizes and cigarettes.

2. ***Object of the experiment:*** wheat.

3. ***Activities:*** In two jars we place KNOP mineral solution and cover it with gauze. In the gauze we place fresh wheat germs, and we cover the jars with glass bells (in this case, bigger jars). We do not have interaction with the germs for 24 hours. After this period, we treat the germs in one of the jars with cigarette smoke, i.e. we let a smoking cigarette burn under the bigger jar. In the following days, we observe the growth of the wheat in the two jars and we record the results. The same procedure from this experiment is repeated on a piece of soil as well.

The use of patterns can be a serious obstacle in the creative activities. Usually, it occurs as a consequence of bad organization of the instruction and the influence of wrong analogies, whose use is usually not explained by teachers.

The following situation is usually explained by using patterns: the students in VIII grade of primary school gradually learn that the fish, amphibians, reptiles and birds reproduce through eggs. Taking into account the look (the image on the right) and the name they come to the conclusion that it is a bird, which does not correspond to the fact that the *monotreme is a mammal.*

The use of patterns is related to the effect of the so-called *"functional stability",* according to which, the object or the characteristic is used only in the given form. A new property of the object or a characteristic is not searched for, because it cannot be clearly noticed in the conditions by which the problem is defined. It arises from a previously known fact.

In order to overcome the use of patterns, it is necessary for the students to be instructed as done by the experienced teachers, who use the following statements for this purpose:

- Try to solve this problem in another way. Remember, there are many ways to solve a problem, not just one.
- Do not use standard methods.
- Can this problem be formulated in another way?

Here, we can see that the use of patterns does not have only negative aspects. For example, in the mathematics and physics instruction *it helps not to relearn things related to operations and laws,* which through repeated use become technical procedures. It also *helps not to relearn already learned formulas, theorems and laws.*

The depth of thinking is characterized by the ability to comprehend the essence of the learned facts, understand their relation with other facts, model different situations and see how these models can be used in practice.

The following experiment is an example for testing the depth of thinking:

There is an aquarium which has been exposed to sunlight for a longer period of time. The side, which is exposed to light and which has green, brown, and gray hydras is turned 180˚. Now, the students are asked to observe it throughout the day and answer the following questions:

- *Is the common belief that the hydra is an animal which does not move true?*
- *Why do the green hydras move faster than the brown and gray hydras?*

We should also stress that the depth of thinking helps the structuring of scientific knowledge, which on the other hand stimulates the depth of thinking, i.e. the scientific knowledge and its use promote its development.

The expedience is an effort to make a wise decision of methods and means for solving a problem. It assumes that we are continuously oriented towards the objective presented in the problem and that we search for the shortest ways to accomplish it. Proving claims and solving problems in the instruction are irreplaceable means for the development of the skill for choice of means for the accomplishment of a specific objective. The previously mentioned confirms that the expedience is closely related to the curiosity of the individual. It is most commonly reflected through the following questions: Is it so? Why? What will happen if I do this? etc. A simple example, in which the expedience will be highlighted, can be given when learning about transpiration as a process in VII grade in primary education. After the teacher gives an explanation about the process of transpiration, he/she suggests that they do the following experiment:

1. ***Experiment material:*** two glasses of water, two glass bells, oil and vaseline.
2. ***Object of the experiment:*** a birch tree branch or a branch from another plant.
3. ***Activities:*** Place a glass of water with a birch tree branch and pour oil over the water under a glass bell. Under the other glass bell place just a glass of water and oil. Place the two glass bells under sunlight. What will happen after 1-2 hours? Why? Repeat the procedure, but now cover both sides of the leaves of the plant with vaseline. What do you see? Why is it so? Repeat the procedure, but now cover only one side of the leaves with vaseline. Why do we do this? What can we conclude?

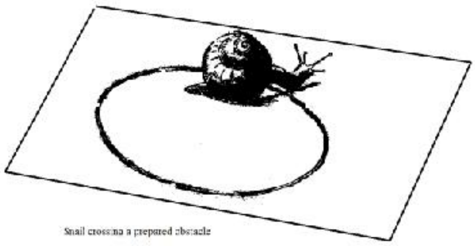
Note. For this experiment, instead of branches you can also use a smaller plant in a flowerpot. The evaporation of the water from the flowerpot can be done by wrapping the whole flowerpot (up to the plant) with a plastic bag. (the image above).

As we have previously said, the activities of the people are related to some goal. This is why, the absence of a goal and inadequate thinking lead to a lack of perspective of the activities. In the previous experiment, our activities, i.e. our thinking is focused on:

- Proving that in the first part of the experiment, the process of transpiration really occurs in the plant.
- Proving that in the second part of the experiment, this process occurs through the leaves of the plants.
- Deciding on which side of the leaf the stomas are located according to the effect of the transpiration.

Expedience is associated to rationality, which is another property of thinking. This property is characterized by efficiency in terms of time and the means required for solving a given problem. In the instruction in mathematics and physics, it occurs in the so-called rationality in calculation. It is based on some general claims, as a ready-made product, which contains all operations and instead of all, only one operation is performed. This fact contributes the rational activities to be interesting for the students. It should be used to motivate the students to learn mathematics and physics. The stimulation of the rationality of thinking is especially important for the instruction, and therefore the teachers need to use each occasion to stimulate the rationality of their students. This example shows how among other things the rationality of thinking is stimulated.

We need to determine the way and speed of movement of a snail.



Snail crossing a prepared obstacle

1. ***Experiment material:*** glass soil, dry sand, glass grinded in very tiny pieces, and a lemon.

2. ***Object of the experiment:*** alive snail.

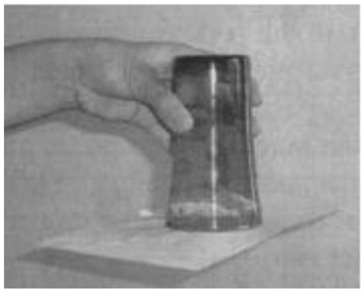
3. ***Activities:*** We place the snail on a glass surface and we measure the length it passes in five minutes. Afterwards, we position the snail on a vertical glass surface and we observe "the waves" of the muscle foot. This is first followed by positioning the snail in a circle made by sand on a horizontal surface, then by placing it in a circle made by glass grinded in very tiny pieces, and finally by placing it into a circle made from lemon juice. How and how much time will it take for the snail to get out of the circle? Why is it so? Can we completely study the movement of the snail in this way?

It is obvious that the use of patterns and rationality are related. Ready-made algorithms and claims are used so we can be more rational. They are used as patterns in practice. Rationality is also the result of the fact that the algorithms and claims refer to whole classes of objects. This is the reason why, rationality in thinking is closely related to the width of thinking.

The width of thinking is characterized by the ability to treat all aspects of a problem and to extend the use of the results.

The use of symbolism and technical procedures in mathematics must be cognitive in order for the students to be shown the rationality and power of mathematical symbolism, thus helping them develop the width of thinking. This can be achieved by using carefully chosen sets of tasks. After solving several such tasks, the students are presented with a general task, to which the previous tasks have been partial cases, and which would lead to the solution of the task.

This is a good example how to improve the width of thinking, which at the same time is an example of inter-subject correlation.



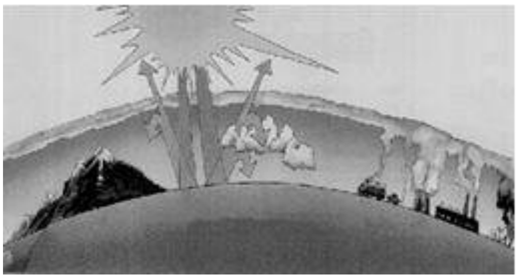
1. ***Experiment material:*** a glass, water and a piece of paper.

2. ***Activities:*** We fill the glass with water to the top and cover the glass with a piece of paper. We flip the glass and remove the hand from the piece of paper. Why is the water not leaking?

The students will come to the conclusion that because of the atmospheric pressure, the air exercises greater strength on the piece of the paper than the weight of the water, and because of this, the water is not leaking. However, when studying the breathing of a man, it is the depth of thinking that allows the students to draw the following conclusions:

When the atmospheric pressure is lower, the oxygen from the air in the alveoli in the lungs moves in the blood more slowly, thus resulting in breathing difficulties. For this reasons, the alpinists when climbing the high mountain tops of the Himalayas use oxygen cylinders under pressure.

Critical thinking means that various opinions should not be accepted without sufficient arguments. They need to be subject to assessment. Critical thinking is one of the qualities of mankind that lead to the necessity for accurate claims and the development of objective validity assessment criteria. We should bear in mind that this is the best way to introduce the students to the deductive way of thinking and its use in real life through mathematics. As far as the other subjects of science are concerned, the students will be able to learn the natural laws cognitively only through carefully chosen experiments. We are going to explain an experiment through which the students will be able to cognitively understand the greenhouse effect, instead of learning only through newspaper articles and debate shows dealing with the matter of the greenhouse effect and the global warming.



1. ***Experiment material:*** cardboard box covered by black paper, three thermometers, one room thermometer and three glass plates.

2. ***Activities:*** The box is separated into three parts with the plates, and a thermometer is placed in each part. The box is left onto a place where there is sunlight. The readings of the temperature (from all three thermometers and from the room thermometer) are carried out daily, at the same time of day, in the course of several days. The results are written down. The students are then instructed to write down their conclusions and to express their opinion for the reasons for the results, and whether this phenomenon is present in other places, for example, in a car with closed doors that is parked on a place exposed to sunlight.

3. CONCLUSION

Stimulating the properties of thinking, i.e. their improvement should be a continuous goal of all teachers. For these reasons, when acquiring new knowledge and skills, and during the practice lessons, the teachers need to act in a planned manner in order to improve the properties of thinking of each student, separately.

This can be achieved:

- In the mathematics and physics instruction by solving sets of tasks designed for this purpose.
- In the biology, physics, and chemistry instruction by conducting carefully chosen experiments, analyses of sets of questions and project assignments and activities adjusted to the psychophysical abilities of the students.
- In the history instruction by analyzing historical events, analyzing them and determining the cause-consequence relations in the historical timeline of events.
- In the mother language and literature instruction by analyzing literary works.

The improvement of the properties of thinking of the students must be done in an unimposing way. This means that the students should be directly motivated to engage in the activities assigned by the teachers without being told that the goal is in fact to improve the properties of thinking.

REFERENCES

Малчески, Р. (2016). Методика на наставата по математика (второ издание), Сојуз на математичари на Македонија, Скопје

Малчески, Р., Малческа, Ц., Малческа, Ф. (2010). Стратегии и техники на учење и подучување, ФОН, Скопје

Gogovska, V., Anevska, K., Malčeski, R. (2014). Properties of Thinking and Adoption of Mathematical Knowledge, Proceedings of the 2014 International Conference on Education and Educational Technologies II (EET '14), Praga

Малчески, Ц. (2015). Теми за вашиот класен час: пушење, алкохолизам, наркоманија, БРО, Скопје

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.17

VIEWS AND OPINIONS OF CLASS TEACHERS FROM I-III GRADE OF ELEMENTARY SCHOOLS IN SKOPJE REGARDING THE USE OF THE GAMES OF THE MATHEMATICS CLASSES[37]

Merita Ajdini
Primary School “26 July” - Skopje

Bujar Saiti
Pedagogical Faculty “St. Kliment Ohridski” – Skopje

Abstract

The rapid development of our society and a sharp increase in the rate of spreading different information made teaching today to changes compared to previous decades. Former role of the teacher as the main source of information in the classroom today is greatly changed.

The work of the teacher as an organizer of teaching that guide the student in his every step, has become a major concern not only for teachers but also for research and also for the entire society as a whole today.

Constantly is the current problem as teaching children to be more efficient, so how to learn. When it mentioned learning, usually referred to as a very serious activity which itself is entertaining and often not interesting for children. Such is the experience of learning mathematics. It's the wrong idea. Learning can become very interesting and children should develop such an attitude for learning.

From experience we can say that the classes of physical and health education are among the most desirable among children. You will agree that one of the most important moments of this truth is that gym classes ample games with various characters.

Keywords: *Game, children, learning, math grades.*

INTRODUCTION

To know something, we get involved in it and try to do it the simplest, in our own way. So that knowledge is not just a matter of accepting the truths of others, but acquired knowledge transform regarding the relation with the truths established earlier. Students transform into personal truths that is specifically for their abilities to understand. Learning mathematics in children is closely linked with the age and with the game of manipulating concrete objects and verbalism, which are oriented toward children and built based on the belief that children learn best by playing at this age. While reading short stories, poetry, drama, while playing a game with blocks or cards, and construct buildings with blocks or while working in the garden, the students fully involved in performing tasks, because they are interested what they do and enjoy doing.

But always, is the actual question of how to teach the child to learn about a time that lies ahead in the future, when there will be greater development in general. Therefore are processed methods of work commensurate with age, characteristics and interests of the

37 Revisional scientific paper

students. But very is often asked question of how to separate the child from the game and start to learn.

No, no need to separate the child from the game, but to try to bring the game into our classrooms and to implement with our students because the game is the best thing that kids do, perhaps the only thing they know to do. Why should we start from something they know. Maybe it's easier to learn next unknown. These questionnaires were incentive and reason for my research for this activity - the game.

The game is a term loses its essential if we separate it from the child. The most common and most favorite activity for each child, especially for a child of preschool age, is the game. The child is tirelessly in the game, without any particular purpose in advance, which pleases them. It mostly it corresponds to the child's nature and the basic laws of child psychosocial development.

The essence of children's play is the effort the child to assert itself. It needs to be an active participant in the environmental reality and thus through game concerns that performs duties as adults in reality. The gameplay is not limited as adults.

During the game the child develop and implement those activities and opportunities that have not yet been implemented in their daily lives, because the game is a type of home preparation of the child for life. The game is like the previous view on the future of the child. Games with their content and operations mediator between social experience that man has accumulated for centuries, handled and gave form during its development and personal experience which the child acquired through environmental practice is through gaming activity. In the games are obvious physical and mental activity of the child, it reflects the intellectual development of the child, his desires, motives, evaluations, personal characteristics.

GOALS AND OBJECTIVES OF RESEARCH

The goal of the explore in this research is to determine the views and opinions of class teachers from FIRST to THIRD grade of elementary schools from Skopje about the use of games of mathematics classes.
The tasks of the research:

- Establishment of opinions attitudes of teachers about the use of games in mathematics classes.
- Do mathematical games, such activities motivate students in their intellectual engagement?

METHODS OF THE WORK

The sample of the research consists of:

- The sample of the survey consists of 123 teachers interviewed (from elementary school who teach school year 2014/2015 in the first, second and third grade, of nine primary schools, six primary schools from Skopje and three primary schools from the Skopje area, with 72 teachers working in the city and 51 teacher working in village.

The independent variables of this research are:

- ✓ Games - Table grand, red, yellow, blue and green coin to 1000, square, triangles, rectangles and circles in different colors ...
- ✓ Teaching Subject: Mathematics

The dependent variable of this research is:

- ✓ Changes in the approach to the work.

The data collection of this research is the interviewing technique. This technique was chosen for economic reasons and the ability to gather as many relevant data. Also, it is necessary to apply this technique to get basic information about the problem and the object of research, which in this case is how much is common the use of game classes in mathematics by teachers.

With questionnaires are surveying teachers who teach classes this year in the first, second and third grade and will give an opinion on the use of games in the constant teaching of mathematics, motivating and developing the social aspect and other aspects of pupils. Questionnaires consist of questions in open and closed form.

Pedagogical documentation - new plans and programs according to the programs of the International Centre for curricula "Cambridge" .Analyze and interpretation of the survey results with teachers.

To analyze and process the data will be used:

C-contingency

The data were processed using the Statistical Package for Social Sciences (StatisticalPackagefortheSocialSciences - SPSS 19.0).

Because all the variables are measured in nominal and ordinal level, the description of the distribution of the sample in terms of the studied variables was made with absolute numbers and frequencies.

To test the statistical significance of the relationship of the variables as measured on the nominal and ordinal level, that have more than two groups is used coefficient contingency while determining the magnitude of the effect is used measure Cramer's V. Statistical significance is determined by p-value less than 0.05.

RESULTS AND DISCUSSION

Table 1. Learning mathematics through games is an interesting form of work and student always learns through it.

	Frequency	Percentage	Cumulative percent
No opinion	3	2,4	2,4
I agree	79	64,2	66,7
Totally agree	41	33,3	100,0
Total	123	100,0	

Fig.1

The answers given by the teachers received questionnaires and statistical results we can see that most teachers have to answer "agree" when asked if learning through play is an interesting activity and student always learns through her - 64.23%, the reply "completely agree "answered 33.33 percent of the teachers to answer" no opinion "is 2.44% of the teachers, and the answers" disagree "and" strongly disagree "was neither a teacher. That learning mathematics through games is very interesting activity and always learn through her responses show the teachers. 97.56% of answers "agree" and "totally agree", while the first two answers, "disagree" and "strongly disagree" no one answer.

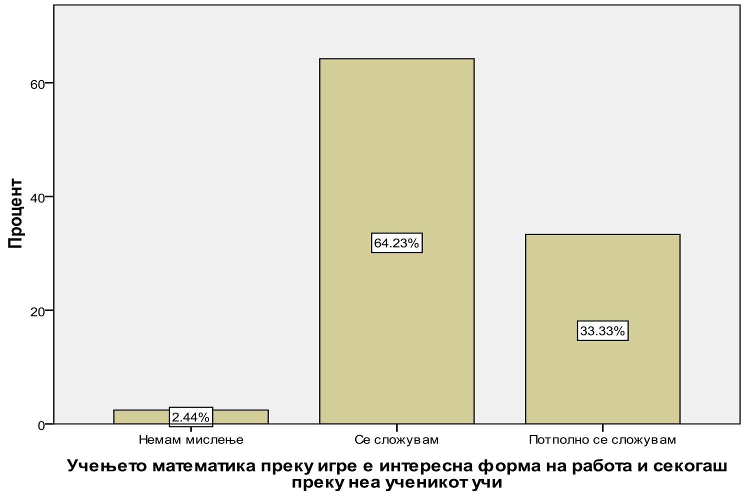
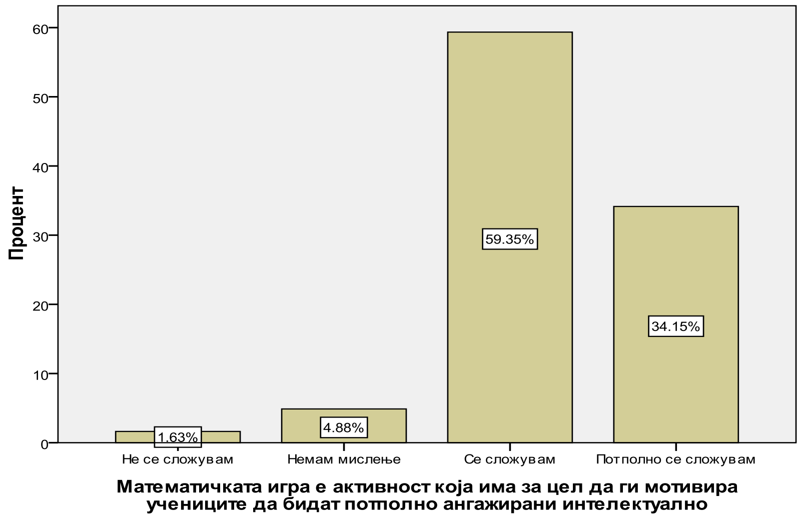


Table 2.Mathematical game is an activity that aims to motivate students to be fully engaged intellectually

	Frequency	Percentage	Cumulative percent
I do not agree	2	1,6	1,6
No opinion	6	4,9	6,5
I agree	73	59,3	65,9
Totally agree	42	34,1	100,0
Total	123	100,0	

Fig.2



According to the results of the surveyed teachers, the question whether games are mathematical activity that aims to motivate students to be fully engaged intellectually with the answer "totally agree" have responded to 34.15% of the teachers in response to "agree" have answered 59.35% of the teachers, and answer "no opinion" 4.88% of those surveyed, while the response "not agree" have answered 1.63%. Most answers to the answer "agree" and "totally agree" with 93.5% together. Accordingly, we conclude that 93.5% of respondents think that mathematical game aims to motivate students to be fully engaged intellectually.

CONCLUSION

The results of the surveyed teachers about their views and opinions about the use of games of classes in mathematics conclude that learning mathematics through games is an interesting form of work and student always learns through it at the same time through the game students are motivated to be fully engaged intellectually . The new curricula of "Cambridge" is given a large area of the game as an activity, and therefore success is inevitable in the school period from first to third grade.

The greatest pleasure of the teacher are results achieved by students during class when the classes in mathematics uses the game as an activity.

REFERENCES

Anica Aleksova Dr. Catherine Brown, teaching of mathematics in the 21st century, 2009.

BrajanSatonSmit, Igraçke i Kultura, Beograd, 1986.

Bedri Collar, mathematical games with methods for students of the Faculty of education, Prizren, 2013.

Emil Kamenov, Intelektualnovaspitaniekrozigru, Belgrade, 1983.

Snezana Jankulovska - Gorica Mickovska, play and learn mathematics, Skopje, 1997.

MorisonKaren, Mathematics 1, a manual for teachers, Skopje 2014

Unaprenjduvanje math and learning about the environment, material progress in teaching, Ohrid, 2007.

curricula in math: I, II and III grade, Bureau for Development of Education - CambridgeInternationalExamination, Skopje, 2014.

Handbook of mathematics for: I, II and III grade, Bureau for Development of Education - CambridgeInternationalExamination, Skopje 2014

Dzeladin Murati, methodology of pedagogical research, Tetovo 2010

Xhudi Rod, MeriElen, KnopmilerandMariumTure, Think mathematically - for lower classes, Skopje, 2011

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.18

THE REFORMATION AND THE QUALITY OF THE EDUCATION[1]

Snezana Petreska

Primary school "Aco Sopov"
spetreska76@yahoo.com

Abstract

The quality of the formal educational system is one of the basics of the development of human resources. The modern world requires an education where the individual can adapt and actively include in the modern changes and flows. The traditional education is no longer necessary. Today, the students are qualified of different ways of gaining knowledge, they are trained to discover and use sources of information individually and finally they are trained to learn independently throughout their lives.

The responsibility that each educational system has, not just as intellectual and cognitive, but also as social, emotional and ethical source of the society development, includes the need of its continual raise and improvement. The reformation in the education represents an aspect of mutual spiritual and political ambition of a certain period or a certain country.There are two challenges of the reformation in the modern world. The first one is economical – how to teach pupils and students to fit in the economy of the 21st century. The second one is equally important, cultural identity – how to preserve and create the cultural tradition in the world that is more and more global.

Keywords: education, reformation, changes, students, skills

Introduction

To create and develop modern education means to achieve the goals that will reflect its sense. In the current education, it is more than clear hierarchy of values to be set and implemented as goals of education are asymmetrically placed. In modern school, the student should become the meaning and purpose of the content that will bring him in a world of competition and competence to qualify for successful communication with the student.

The school is an old educational organization that throughout its history changes depending on social changes and adapts to the new requirements of the society and its members (Ratkovic, Education and changes, 45). Thanks to that dynamics, the school managed to survive many incremental and revolutionary social change successfully combining into the new conditions and environments. The education system is open, real, dynamic and it is always open to changes that certainly are implemented in the same in order to increase the quality of education of students, and it also monitors the progress of educational systems in the countries in Europe and worldwide.

1 Original scientific paper

Function of the educational system

The system of education is the most important element of environmental and development infrastructure of each individual, society and state as its total effect determines the scope, quality and impact of the construction and use of all other systems and resources, as well as the overall quality of life and development potentials of all individuals and the community. Due to this, the educational system should be developed in a way so that its role is achieved in timely, in an effective and efficient manner, and for that purpose a strategy for its development is made, adopted and implemented.

The educational system should provide information about the capabilities and skills of people leaving the labor market so that they can pass information in an accurate manner to employers for their qualities of work they want to do. The educational system allows each individual to gain a level of professional education that closely matches its physical and intellectual abilities.

The education system has professional, social - integrative, self-conscious, innovative and meritocratic cognitive function.

Education for the 21st century

With every change in the society the necessary knowledge and skills also change. If in the early years of the 20th century people who knew how to write, read and calculate were considered literate, in the 21st century the situation has been changed.

In the 21st century, students are asked to read critically, to write persuasively, to think logically and to solve problems in the fields of mathematics and science. Students must master the information and media literacy. It involves analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of media.

21st century is said to be the century of knowledge. The amount of new knowledge every day is increasing, and existing knowledge quickly becomes obsolete. This is an age where formal education is no longer sufficient and where non-formal education, informal learning and self-education are of a growing importance. Therefore:

• non-formal education means organized educational activity that can be implemented in schools and other institutions and includes people of all age groups;

• Informal learning is a form of intentional learning that the individual starts and organize it without outside assistance from others;

• Self-education can be completely independent (the individual himself determines the purpose of his learning plan, the individual organizes and evaluates the results of the learning) or it may require some help from other individuals and institutions (Matković and Poljak, 1989: 320- 321).

Reforms in education

The mere fact that an educational system is working on the implementation of changes and reforms indicates that the system as such is in progress with the entire world progress in all areas, so the most positive progress is included as a process that will help educational work. (Ratkovic, “School in change” 85.) The educational system as such includes all types of education that can be acquired in our country, starting from primary education, secondary education, higher education, postgraduate and PhD studies, and adult education. Same as in the whole world, in our country in the last decade of the last century and the beginning of this century, the education system is facing a multitude of innovations caused by changes in the environment. In the area of education, horizons at all levels are opened. The educational system is not able to allow the necessary in society because at the moment, not all the potentials are exploit that provide new insights in the field of pedagogy and information technologies.

There are several types of reforms including:

- Change in the structure of the educational system
- Organization and administration of the educational system
- Definition of roles and relationships between roles
- Reformation that is covering the curriculum.

Thus the success of reforms depends on:

- The precise order
- The developed strategy for implementation
- The prediction of positive and negative effects.

Reforms in Primary Education in Republic of Macedonia

From the Independence to date, Macedonia has developed and implemented several reforms in the Macedonian educational system. The strategic goals of educational reforms have developmental nature and are an integral part of the process of social, political and economic transition of Macedonia in the context of global change. The main goal of the reforms is the shaping of the educational system that will result in the creation of knowledge for personal and social development. This objective involves training students and teachers competencies that are necessary for economic growth and active participation in the democratic political community, but also for coping successfully in a world of continuous, rapid and often global changes.

Reform activities have resulted in significant structural changes. Some of these activities, such as the introduction of nine-year primary educational system and application of the principles of inclusive education, are aimed at increasing the availability and access to education. Inclusive education is one of the most important moments in the reforms arising from the principle of equal opportunities and general orientation of inclusive education.

Another part of the activities is aimed at improving the quality of education: includes curriculum reform (changes in the objectives, contents and methods of teaching and learning, introducing elective subjects, etc.) and the establishment, construction or transformation of institutions of systemic support and promotion the quality of education (eg. National Examinations center).

In the academic year 2014/2015, the study of the subjects mathematics and science curricula adapted according to the International Centre for curricula. Cambridge UK (Cambridge International Examination Centre) was implemented in Republic of Macedonia.

The main features of the adapted curriculum in the subjects of Mathematics and Natural Sciences are: spiral curriculum, scientific research and solving problems. Spiral curriculum means that students study a particular topic, but afterwards the go over the same topic from the same subject and again re-study it from a higher level of logical and methodical operations. Researching enables the development of critical thinking among students, and by solving problems students will practically apply the acquired knowledge and skills.

The curricula for mathematics, biology, chemistry and physics from VII to IX grade of nine-year elementary education are also being adapted.

Research

For this purpose, a research has been done (questionnaire), which refers to achieving the strategic objectives of the program for development and reforms in primary education in the Republic of Macedonia in the period 2005-2015. The questionnaire was conducted in five primary schools in the Municipality of Butel and it covers 100 teachers, or twenty of each school, and half of them were from lower while half were from the upper classes. For this purpose, ten questions were asked that the respondents had options to respond with yes, no and partly in terms of the degree of the success of the reforms, how well they have acted on improving the quality of teaching.

Question 1: Has there been a qualitative progress in creating curricula in that period?

a) Yes 48 b) No 16 c) Partially 36

The results show that something less than half or 48% of respondents completely agree, 36% partially while 16% completely disagree. It tells us that the curriculum has not meet the highest standards yet and offer too much theory, unnecessary statistics, outdated data, so that we still need to work on creating and updating the same in accordance with the highest European standards.

Question 2. What do you think: Is the quality of textbooks and teaching materials at a satisfactory level in the given period?

a) Yes 24 b) No 12 c) Partially 64

The responses to this question are more striking because only a quarter of respondents or 24% answered positively to the quality of textbooks, while only 32.64% partially sgree and just over 6% completely disagree with the quality of the textbooks.All this tells us that on a daily basis we encounter many problems in terms of textbook where the personal interests in the struggle for profit are prevalent than genuine and quality textbooks from which the students will get their knowledge.

Question 3: Do you think a progress and improvement of the curriculum according to the modern educational standards in the world is achieved?

a) Yes 52 b) No 12 c) Partially 36

In terms of the achieved progress and improvement of the curriculum, just over half of the teachers or 52% completely agree, a good part or 18.36% partly and 6.12% completely disagree. This is due to the fact that this part is being neglected especially because of the project for computerisation of schools.

The project „Computer for every child" was to bring us to the tendency of students to develop their creative potential for research and the creation of new solutions. This project should have brought us the modern trends in education.

Question 4. Is it invested enough in further education and professional developement of teachers?

a) Yes 26 b) No 18 c) Partially 56

On the question whether it is invested in further education and professional developement of teachers, only 26% answered positively, the majority or 56% partially and 18% completely disagree. All this indicates that not enough attention is being paid in further education and developement of teachers, t.e. the process of lifelong learning is not applied.

Question 5. Did the introduction of the nine-year primary education contribute to improvement of the quality of education?

a) Yes 90 b) No 6 c) Partially 4

On the question whether the introduction of nine-year primary education positively affects the quality as much as 90% of respondents answered positively. With the new concept of nine-year primary education , the number of Macedonian language classes is increased, the English language is introduced from the first grade and the subject “Work with a computer” is introduced as well. All these are elements of the modern education or the education of the 21st century.

Question 6. Is building a system of ensuring quality control (evaluation) gave its results?

a) Yes 18 b) No 28 c) Partially 54

Asked whether the system of ensuring quality control give the expected results, the result is striking because only 18% of respondents answered positively, 28% answered negatively and the majority 54% said that only partially the objective is achieved. Surely the evaluation as a measure should exist but the question is how it is conducted and how well it is done. Obviously, the form is mostly the priority whereas the essence is in the background.

Question 7. Is it provided sufficient access to education for children from vulnerable groups? (Children of single mothers, low social status, disturbed family relations)

a) Yes 48 b) No 12 c) Partially 40

On the question whether it is provided sufficient access to education for children from vulnerable groups almost half of respondents or 48% answered positively and 40% thought it was done partially whereas 12% answered negatively. This indicates that these children are not being paid maximum attention. They should be provided with equal conditions for continuous learning and equality in the other categories.

Question 8. Is it ensured equal access to the educational process of students with special educational needs?

a) Yes 58 b) No 8 c) Partially 34

Slightly better results are obtained to the question of whether access to the education of children with special needs. 58% of the respondents answered positively, 34% partially and only 8% negative. This indicates that there are positive changes in this section.

Question 9. Is the program for early detection and work with talented and gifted students built ?

a) Yes 18 b) No 52 c) Partially 30

On this question, as well, the result is very striking because more than 18% f the respondents answered negatively whereas only 18% answered positively .

In the primary education in Republic of Macedonia, a system for early detection and work with talented students is not implemented yet. Mostly, the discovery of talents is done individually by teachers. Depending on the ambition and willingness of teachers, these students are further stimulated to develop their talents.

Question 10. Does the introduction of the Cambridge program has improved the quality of teaching?

a) Yes 78 b) No 4 c) Partially 18

On the question about the Cambridge program, the result is also positive: the majority of respondents or 78% responded positively while only 4% answered negatively.

CONCLUSION

All things considered, in order to create and develop modern education the goals that are essential for education should be achieved. In the current education, it is more than clear that the hierarchy of values that should be set and implemented as goals of education are asymmetrically placed. In the modern school, the student should become the meaning and purpose of the educational content which will bring the student in a world of competition and competence where he can communicate effectively.

Furthermore, the basic educational goals which are in accordance with the provisions recommended by The Education for All (EFA) Report which represents an indicative framework that was agreed by all contries in the world should be respected. The basic principles such as the quality, equity, equality and accessibility in the primary education should be respected as well.The Ministry of Education and Science in 2005 adopted a National Programme for the Development of Education in Republic of Macedonia in the period of 2005-2015 wherein the basic strategic goals for changes and developement of the primary education were set. Because of the fact that that period of ten years passed, the results of the targets can be summarized and analyzed. The research conducted in five primary schools, where respondents were direct participants in the educational process or teachers, has come to certain information. This information does not necessarily mean that is absolutely correct but it is still an indication of the success and the results of the reforms in the primary education. The analysis of the questionnaires shows that we are still far from high quality basic education according to the highest standards. The biggest shortcomings are the quality of the curriculum and the textbooks, approaching world standards, inadequate and poor evaluation and lack of system for work and discovery of talented students. Perhaps on e of the problems is that we tend to copy the educational systems of highly developed countries such as Finland, France, Great Britain etc. but the question is whether these systems can be applied in our country. Countries differ in terms of mentality, tradition, and habits and because of that, certain norms and rules simply can not be copied but they should be modified, elaborated in accordance with the characteristics and standards of some countries and ethnic groups that have their own characteristics. Modern education is still awaiting for its realization. It needs reforms such as basic conditions in schools, quality and reduced curricula, creative freedom for creating new ways of learning and acquiring knowledge, intensive socialization, respect for values which will keep the family, will promote the school, will develop the society. Only then will we be sure that we have created generations for which the education is a reliable and powerful challenge, not intellectual risk which will take away the greatest resource of our development.

REFERENCES

DESCRIPTION OF EDUCATION SYSTEM. (2015), hyperlink http://mrk.mk/wp-content/uploads/2015/05/WEB_DESCRIPTION_OF_EDUCATION_SYSTEM_31_07_2015.pdf, accessed on 23.05.2016

Education Indicators in Focus. (2012). How does classsize vary around the world. OECD

European Commission/EACEA/Eurydice, 2012. The development of the crucial competences of the schools in Europe. Report Evidika. Luxembourg: Publications Office of the European Union, hyperlink http://eacea.ec.europa.eu/Education/eurydice/documents/thematic_reports/145MK.pdf, accessed on 23.05.2016

„Education & Training 2010" European Commission, 2006
„Education & Training 2020" European Commission, 2011
Effective investement in education and training: imperatve for Europe, European commission, 2003
Ministry of education and science, Skopje 2007 Conception for nine-year primary education, hyperlink
http://bro.gov.mk/docs/Koncepcija_po_javna_rasprava_so_izmeni_i_doplnuvanja.pdf, accessed on 22.05.2016

National programme for development of education of Republic of Macedonia in the period 2005-2015. Ministry of education ans science, Skopje 2006
Ratkovic, Milan, Education and changes ,Faculty of pedagogy, 1997,
Ratkovic, Milan, School in changes, Belgrade , Faculty of pedagogy, 2001
Law on primary education hyperlink http://mon.gov.mk/images/documents/zakoni/zakon_za_osnovno-25-02-2015.pdf, accessed on 25.05.2016

eISSN: 1857- 8888
DOI: 10.20544/teacher.13.19

CHARACTERISTICS OF TALENTED CHILDREN IN PRIMARY SCHOOL[2]

Roza Nikolova

nikolova.roza@yahoo.com

Apstract

Education is a fundamental human right which gives the children, young people and adults a power, to think critically, to know what and how to choose, to improve their life. Must of their knowledge they get from school. Therefore, there is a need for a good teacher, who will take a good care of them.

The models of creative learning implicate and stimulate the dvlopmant of the creative potentials of talents students.

This category of students with thein indepedense of thinking, fleksibility. methodological originality, inventivity, fantazy and unusaual sense of humor, inquine creative learninq work unsinq variaismodels.

The most important tning is approach of a teacher, his sense, attention who give to the children, his agreement, creation, how much he is autonomy power for giving knowledges and motiving the children for overcoming on that knowledges.

If he can be adaptability to every new change, if he would be, if this change can be move along or back, how he is practice to this usually changes.

KEY WORDS: *Function, talented students, traits.effective teacher, teaching, education, school.*

1. Introduction

There are numerous myths about exceptional individuals, but that exceptionality has been connected to supernatural forces and madness.

J.W.Goethe spoke of poets as simply being "God's childen". The word "God's" was often used to refer to the artists and Aristotle said that there is no genious without madness.

P.Bascal stated that genious borders madness and that madness is so widely spread among genius people that a person with a "common sense" becomes crazy among geniuses.

Thus, different points of view about genius produce different points of view about talented and creative children, so the above mentioned viws still exist as stereotypes: to be gifted means to be weird, different, socialy awkward, unadaptable. Such viewpoints cannot be avoided even at schools.

A taleted child is a child who possesse above avarage abilities and specific personal characteristics.

The parents, i.e.the child's family have a significant role druring the growing up and developing of the talented child.

Opposite of some viewpoints, talented children can come from any kind of family, regardless of their parents' education, their (non) gift, socioecomonic status etc.

---

2 Specialized paper

There is a higlight on the parents' need for encouragement, motivation, stimulation, providing enriched environment for their child so that it can develop its potential and positive aspects of its personality, the self -view, self respect and respect for other people.

The talented child possesses specific characteristics and needs and that's why its upbringing requires a lot of effort from the parents and it can be very difficult sometimes.

Recognizing talented children can be a serious issue, how to work with them, how should the family behave towards them or more importantly -what kind of a parent should work with the talented child.

It is logical for a talented parent to recognize a talented child and vice versa a nongifted parent cannot regonize it. The standardization of the ways to behave with these kind of children doesn't give good results or is simply not allowed.

It is fair to ask ourselves why some talented children cannot develop their predispositions.

We can find the answer in simply not enough care from their family or school, that can be a source of neglect and "violence" over this kind of children, suffocating their freedom, (in)security and the right to be special or different than the others.

Emotional insesitivity, insufficient tolerance, different types of punishments that can be obvious or hidden inside the family or school are important factors for talented children to show fear of their parents and teachers.

It is justified to say that many families and schools are "dangerous" for these kind of children from a viewpoint of emotional insensitivity for different problems and needs of the talented children.

2. What is Talent?

It is not easy to define talent because there is not one single correct answer, but there are numerous answers that take into consideration many different answers that absorb within themselves many conditions and criteria (time of appearing, characteristic behaviour, actions, presupposition for future actions, kinds of actions, behaviours).

There are 160 definitions for talent, so from this number it's obvious what kind of complex and important matter or what kind of pnenomenon is in question.

Hereby, I am going to cite the definition (George,1997) that is widely accepted throughout the world and is as follows:

"Talented students are those students who show potential for exceptional succeess in many different fields and actions".

The way that different authors have defined talent (the definition itself) is a starting point for taking further steps: recognizing, identification, educational engagements etc.

Winner (1996, according to Cvetkovich-Lay,2002) uses the following terminology to describe talent:

1. Temporary development (faster development than the other children);
2. Insisting to do as it likes (different ways of studying, independence and self confidence in its actions);
3. Passion (wish, zest) to overcome problems, high self-motivation, opsesive interest).

Talented children show the sign of talent very ealry and if their parents are correctly informed and work with the children objectively, then they will be able to recognize the signs as early as possible, to ask for help from qualified people, all of which with one single goal-to "help" these children.

In a survey made for parents of this kind of children, the parents were asked when did they discover for the first time that their child was "unusual".

At the 98% , the answer was that it happened around the third year of the child's life, when they had noticed that heir child was different than its peers.

3. Parents and teachers as a key factor for discovering talented children

In dealing with the talented children the parents' role is discussed as one of the key factors for identification and working with talented children and it includes:

-ability and recognition,

- governing and

-compatible expression of emotions.

Development of the parenting competitiveness opens the way for encouraging, differentiated educational conditions or an environment for meeting the talented children's needs.

Respecting the children's talent at schools shows new horizons, approaches of research, because it has been proven that an emotionally competent teacher is capable of recognizing talented students easier and enables and gives them complex boosters.

Moreover, emotional competence is a key factor for all successes during formation of the self image, and it is exceptionally important for self-assessment, self-respect or the self-image in the society and the environment. In some cases, it has been proven that the talented children are the ones who were neglected by the unstimulating educational curriculums, i.e. they felt uncomfortable.

The existence of hidden, invisible social strategies for rejection, withdrawal and isolation contributes to the possibility of the talented children becoming unreachable in front of the others.

The statements of the teachers who had worked with talented students for many years 1, are quite indicative for the nature of talent, stating that there is a complex of superiority among the talented children in many schools and a strongly expressed curiosity for everything that goes on around them, zest to explore, experiment, discover, habit of asking question and looking for suitable answers, as well as a huge perseverance for bigger achievemnts in the process of studying, given the right opportunities.

4. Overview of some existing researches on talent and development of the human society

The Phenomenon of talented children has been a subject of research for numerous authors throughout the world and within the nations, because the notion itself is a general one and has the role of a national concern for each country and those people are the so called "ambassadors of the country", they are the major movers of the future development of the society and the coutry itself.

The nature of the gifted and talented children has been known and acknowledged in the developement of the human society so far.

It is known that the famous philosopher J.S.Mill learned to speak the Classical Greek language at the age of three.

The famous world composers had reached their whole musical maturity during the pre-school periods of their lives: Korsakov-at the age of two; Mozart-three; Tchaikovsky-when he was five.

The examples about Pushkin are intersting too-he started writing poetry at the age of eight; the little Gauss 2,who later became an important matematician and astronomer, was assigned a task and he solved it immediately when he was seven years old.

I am going to mention some authors and their works from ex Yugoslavia, who wrote and researched on this subject. Some of them are "The Basics Of Modern Pedagogy Of The

Croation Literary Word", Chudina-Obradovich, M. in the book "Talent : Understanding, Recognition and Development".

Their researches are important because of the need to work on this subject, that is really necessary for our everyday lives, as well as the experience in pedagogy for our (pedagogic) praxis.

We also have such respected professional individuals, who wrote and reasearched on this subject and who has left their mark and they will be mentioned further on[3].

5. Identification Of The Talented Children In Primary Schools

Identification of the talented choldren doesn't mean their artificial separation from the school population and creating a social elite that lives passively out of the talent that they possess, nor their tagging.

In that context, the following warning[4] is very important:

"All the elements of humanization and socialization of the talented children should be recorded in the educational process from their first identification, which should not be considered as a separation of the special ones, but as a strategy in which every individual receives a pedagogic treatment, suitable for individual needs, abilities and individuality and which should take care of the affirmation and realization of their general and individual abilities, nor should they be victims of their own talent and become isolated individuals who live in the conditions of a cruel rivalry and competition which dehumanizes and estranges".

According to the traditional approach, intellectual talent is defined as a high general intelligence (g-factor according to Spearmanu) or highly expressed specific characteristics, and the criteria for identification of talented children is very high due to the results that the child shows on the conventional intelligence tests.

6. Characteristic Of The Talented Children According To Eminent Professionals

The talented children do not differ from their peers externally.

They are completely normal children.

However, there is something unusual and uncommon.

That weirdness is a subject of research for the educators and psychologists and is enclosed in their works.

In this seminary paper, I am going to list only a segment of what the professionals have researched on this subject so far.

It's impossible and unrelistic to list everything that has been done on this subject in the professional literature, but I hope that I am going to contribute to this, according to me, very interesting "issue".

According to some eminent modern authors (Torens, Guilford, Chudina-Obradovik, Stojakovich, Koren, Gorgevik), the most common, identifiable characteristics of the talented children that identifies them are:

-External behaviour
-Qualitative differences
-Memory
-Curiosity

---

3 Arnaudova, V. (1990), The Role Of The Teacher In The Stimulating Of The Originality As A Part of The Creative Thinking, Collection Of Works, Struga, pg.98

4 Adamchevska, S(1990), Pedagogical Issues In Working With Talented Children and Youth, Collection Of Works, Symposium, Struga, pg.86

-Friends and
-Leadership abilities

6.1. External behaviour of children at an early school age

The talented children differ from their peers by the ways they express themselves.

It might be the first signal for the parents and educators for further working with these kind of children. Thus, the talented children at this period differ in the following:

-Asking a lot of questions, curiosity;

-Ease of expression, rich vocabulary that surpasses the way of expression of the their peers;

-Understanding and ease in dealing with numbers;

-Early learning, early reding, usually on their own;

-Exceptionally good memory and memoryzing of melodies and complex guidelines.

6.2 Qualitative differences between peers in Primary School

The differences that talented children possess compared to their peers are manifested according to:

-Asking meaningful and quality questions;

-Giving quality answers to the questions and their elaboration;

-Fast acquisition of new and unusual notions;

-Application of a positive transfer in the learning process;

-Studying without direct teaching and tutoring and unconscious learning;

-Presence of creativity;

-Significant concentration and longer detention of the attention on some particular problem;

-Motivation and a high degree based on imitation and identification with the model that the parent or the teacher offers to the child;

-They learn and understand easily and quickly, have good perception and concentarte easily;

-They learn to read and write quickly;

-They have rich immaginations and are resourceful;

-They have greater ability of expression and critical reasoning;

-They show independence of thinking and acting;

-Produce a large number of ideas during activities and school lessons within their interests and socio-emotional field;

-Show bigger emotional stability, positive signs in the process of socialization, they adapt to the surrounding easier.

6.3. Memory, a highely expressed feature in talented students

There are differences in memorizing, the taleted children being "different" than their peers.

It might be the biggest difference or the biggest privilege that the talented students possess.

This characteristic can lead to anger, jealousy and envy among students.

No matter how harsh it sounds, in reality the above mentioned things do happen.

-The talented children possess exceptionally good memory;

-Many of them have vivid memories from the eariest childhood;

-Early awareness for the processes in their surrounding;

-Some of them memorize a lot of information on their own, like detailed sports statistics, names of famous people, dates, strings of numbers or every word of their favourite songs and stories.

6.4. Curiosity as a highly expressed characteristic of talented children

Given that curiosity is characteristic for every child, the talented children are no exeption here, because they are even more interested for everything thet goes on around them: at home, in the environment, at school, the surroundings, technology, even in the society, thus:

-The talented children are curious for many things;

-They want to know how and why everything functions, they often take the toys and appliances apart and (sometimes) don't put them together;

-As a result of their zest to know everything, they ask millions of questions, putting parents and teachers in "awkward" situations;

-In general, they show curiosity and interest for anything and everything.

6.5. Creativity as an incentive for nurturing the talent

If we, as educators, require richer creativity from our students, then it is fair that we nurture and stimulate the creativity of the talented children.

How and in what way it will happen is for the teacher to decide, so that the creativity of these children won't become "suffocated", but will always serve them well.

It is sometimes difficult, because they can surprise by:

-Asking questions for anything and everything;

-They often come up with an unusual, original and smart answer;

-They are inhibited in their expession of thought;

-They are interested in adapting, improving and modifying of the institutions, subjects and systems;

-They show sharp sense of humour;

-Emotionally sensitive;

-They are sensitive to beauty;

-Nonconformists, they accept disorder, are not interested in details, they are individualists, not afraid to be different from the crowd;

-They are not prone to the authoritative announcements without their critical questioning;

-Originality;

-Unusual immagination and creativity;

-They have their own pastime and treat it with great enthusiasm.

6.6 Friends-reality or illusion for talented children

The talent creates some unwelcome and uncomfortable situations, for example: resistence, isolation from the peers and sometimes even mocking because of that:

-A lot of talented children prefer being friends with older children;

-They isolate by themselves or under infuence of the environment;

-Some of them were lonely in their childhood and some had imaginary friends to play with.

6.7. Leadership abilities, a significant feature of talented children

Unlike others, they own energy, self-confidence, ability to:

-To take responsibility for their actions;

-Have self-confidence when they are with their peers and with adults, likewise;

-Fast and ready adapt themselves to new situations;

-They are friendly, prefer to have company than to be alone;

-They usually lead in the activity they are involved in;

-Amazing power of will;

-Show powerful feelings and strong opinions.

According to Koren[5], there are six areas with characteristic features of talented children:

-Specific abilities at school;

-General intellectual abilities;

-Creative abilities;

-Leadership abilities;

-Psychomotor abilities;

-Artistic abilities.

There aren't any significat works in our country, that could be used in applied practice and constant additional lessons in our schools that could improve it in a new quality way with activity and motivation for the students, modifficated and differnetiated curriculum contents.

In the current way of the studying of the phenomenon of the talent, in the published works in our country, there is only the revealing of the facts and information and there are few attempts to get involved in the essence and practice of an evident improvement of the talented children at a preschool age and talented children at a school age. [6]

There are authors in R.Macedonia, who have contributed to this subject of talented children and we'll mention the professors: Violeta Arnaudova, Ilina Todorova, Verica Stamenkova-Trajkova, Vladimir Mihajlovski etc.

7. Traditional and modern approaches towards talent

According to the traditional approach, the intelectual gift is defined as a high general intelligence (g-factor, according to Spearmanu) or significantly high specific characteristics and the criteria for identification of talented children is a very high result that the child achieves on the standard inteligence tests.

According to the modern approaches the talent is defined only as highly developed intellectual abilities and there are many such concepts, but I will mention only two:

1. The talent is a combination of intellectual abilities and devotion to the tasks;
2. The talent is a high development of some of the independent abilities:

   -Linguistic;

   -Logical-mathematical;

   -Special;

   -Musical;

   -Intrapersonal;

   -Bodily-kinaesthetic;

   -Ecological.

5 Koren, I (1990), The Teacher And The Talented Students, Belgrade, pg. 19

6 Mihajlovski, V (1999), Methodology Of The Educational Work With Talented Children With Practice, Biangl, Bitola, pg.15

8. The teacher as a key factor in working with the talented children

After the parent, the teacher is one of the most important people in the child's environment and therefore it is important that the teacher is:

-Motivator;

-Skillfull moderator;

-Coordinator;

-Creator,

so that the child's talent can be fully realised.

Working with talented children includes special programs and activities in accordance with the needs and predispositions of these children.

The statements of the teachers who had worked with talented children for many years7, are quite indicative that the talented children are superior in many school activities, have over exaggarated and expressed curiosity for everything that goes on around them, the wish to explore, experiment, discover, a habit to constantly ask questions and search for adequate answers, as well as a strong determination for bigger achievements in the process of studying given the right opportunities.

However, besides the regular schooling, the talented children need help, i.e. advice from competent and professional individuals, in making the choice about their future careers.

Choosing a career is a complex process that requires a real self-image, personal skills, potentials and achievements.

The modern advice on the choice and development of a career path, include help and tutoring of the students about the skills of self-knowledge, making decisions, so that in future they can make the decisions about building their own careers independently and individually.

The talented children can face many challenges when making career choices because of psychosocial factors that can influence their feelings of identity.

This kind of factors are:

-multipotentiality,

-early intelectual maturity,

-unhealhty perfectionism,

-excessive expectations from parents, teachers, relatives and the environment.

The talented children experience the world in a different way, differently than their peers, their needs are different.

The talented girls could face even bigger challenges as a result of early puberty, early maturity, social standards that lead to conflicts in the personal as well as in the social life, the status in accordance to the carrer choice with the so called male and female professions.

8.1. Multipotentiality

The statements of the teachers who had worked with talented children for many years 7, are quite indicative that the talented children are superior in many school activities, have over exaggarated and expressed curiosity for everything that goes on around them, wish to explore, experiment, discover, a habit to constantly ask questions and search for adequate answers, as well as a strong determination for bigger achievements in the process of studying given the right opportunities.

Multipotentiality is possessing-having a high degree of potential- ability to do

7 Mandik. P. (1995), Individual Complexity And Education, Nauchna Knjiga, Belgrade, pg. 6

different kinds of jobs.

Although it has often been said that the talented children could do many different activities, the reaserches showed that only 5 percent of them show multipotentiality.

According to Berger, the problem is not with the multipotentiality but in the lack of the ability ro make decisions.

That is the reason why it is recommended, and there is an appeal for the teachers to encourage their gifted students to think about other aspects of life, outside of the classroom, for example:

-Values (they have to decide for themselves what their values are);

-Life goals (what do they want to achieve in life);

-Free activities (what do they like to do in their spare time, what fulfills them).

Taking into consideration the other aspects of life will help them to focus on the area for which they gain interest (zest) besides the intellectual potential they have, and which will influence the pleasure in the future life they are going to have.8

8.2. The challenges that talented girls are facing

Although the process of advising and making recommendations about the choice and development of the career is equally important for both sexes, it has to be taken into consideration that the choice and development of the career path is a bigger challenge for girls than for boys.

The talented girls show dominance in the orientation towards some porofessions (jobs), lower traditional orientation and greater need for academic and professional achievements compared to the general population.

On the other hand, the girls show a highlighted need for balance of the private and the professional life,so that none of this aspects suffers (work and family) and which is different from the boys.

9. Pedadgogical issues in working with talented children

“Iron rusts from disuse, stagnant water loses its purity, and in cold weather becomes frozen; even so does inaction sap the vigors of the mind.”

Da Vinci

Working with talented children is a big challenge and difficulty for the parents, educators and teachers.

The most common pedagogical issues that can be faced when it comes to talented children and which are present in our schools as well, and we are going to mention them further, are:

-Which methodical-didactic forms and which contemporary types of teaching should be applied within the work with talented students;

-What kind of specific curriculum contents need to be realised within the so called expanded curriculum and courses for talented children;

-What is the specific professional education of the employed teachers in terms of early incentive and regonizing the talented children and students in terms of overcoming the old fashioned and stereotypical activities for the talented children.

-How and when the differentiated teaching for these children is to be applied within the regular lessons.

-Through which concrete forms to promote and intensify the professional

8 Mandik. P. (1995), Individual Complexity And Education, Nauchna Knjiga, Belgrade, pg. 6

elaboration and identification of talented students by the teachers.

-Is there, and to what degree an additional teaching, as well as the existing forms (selective and optional subjects and areas), in primary schools, really stimulates the obvious gift and the intellectual potential of the children who have above avarage gift and talent.

-Although they seem to be more mature and more decisive than their peers, giving advice and directions for the career choice is an important step in working with the talented students.

-Their decisions should be based on thorough, wholesome, wide, inclusive, quality information in order to make their own decisions.

-In working with these children,a special attention and emphasis should be given to those students that are gifted but don't show significant achievements, to discover the reason why they are not motivated to achieve better results, emotional and creative abilities.

The disrespect and neglect of the characteristics of the talented children can lead to negative effects for the intellectual,emotional and social development of the person.

10. A short overview of the treatment of the talented children in different countries in the world

"The gifted children of today lead the pathways for the future. They are a treasre that no country wants to get rid of".

Sir George Porter

The rest of the countries in the world take a great and constant care for the national treasure called -the gifted children.

We are going to mention only some of them in order to show a segment of the countries' care for this natural rarity.

The talented children in the **USA** have at least 200 minutes per week additional activities within the 34 weeks of a term, i.e. 17 weeks during the school year.

The organisation of the activities of the talented children in the USA is as follows:

-The talented students stay at regular schools and get enriched curicullum that is realised in individual classes;

-Within special classes at the regular schools, there are school mates from different classes according to a specilised curriculum;

-Special schools for talented students;

-Centers where talented students from different classes go in accordance with a previously designed curriculum.

In order to work with the talented children, the teachers should be trained or selected by the results in their education.

Great Britain

There is a conviction in this country that the talented students can improve themselves at the regular schools and there is no need for their special separation at special schools, except music and ballet.

Very often, private and quite strickt schools and colleges, have schools for talented children and the most famous ones are: Oxford, Cambridge etc. that include 40% of the talented children.

France

Individualisation is widely applied in schools in France, as well as additional lessons especially created for the talented students and at those subjects for which they show special activity, as well as the fact that there is a possibility for a school acceleration within the primary school.

Japan

No special sttention is given to telented children in Japan, in terms of putting them into special schools, but there are quite strict criteria on the entrance exams for the best schools, which is, at the same time, a way of identification and education of the talented children.

The evaluation and stimulation of the creativity, achievements, work discipline, intuitive thinking, perseverance and consistence.

The talented children are awarded for special achievements in art, music, writing etc.

Conclusion

It is never too early to strat dveloping the children's abilities. In that snese, we can conclude that the parents are very important for discovering and developing of the talented child. Therefore, they need professional and expert help, which they can use to their child's advantage.

Above all, it is important to secure an early emotional attachment to the children, because the happy babies are very persistant when the life's tasks become more complicated.

Due to the fact that the talented children learn easier and faster than the average, they need a wider range of activities than usual.

That's why it is necessary to supply real encouragement that is diverse and will encourage the children to learn, supply adequate materials for study and play, give the child a possibility to study by model, to supply sufficient exercises, more experience, because the good early experience is crucial for the later development and high achievemnets.

Each child deserves a special care by the parents, later by teachers and ultimately by the society, so do the talented children who have special needs due to their above average abilities and specific educational (and all the other) needs.

REFERENCES

Cheshlarov, M. Stojanovski, T. (2007) A Brochure For A Nine Year Primary School, Skopje

Chudina, Obradovik, (1999), *Talent, Understanding, Recognizing, Development,* Shkolska Knjiga, Zagreb

Furlan-Kobola, *Fast Advancement Of The Talented Students In Primary Schools,* Shkolska Kjiga, Zagreb, pg 81

Georgi, D. *Education Of The Talented, How To Identify And Educate Talented And Gifted Students,* Educa, Zagreb, 2005

Guy. L.Lefrancois, *Psychology For Teaching,* Belment, California, 1994

Havelka Nenad (1996) *The matter Of The Relationship Between The Autonomy Of The Teacher And The Autonomy Of The Student, Education and Upbringing,* n.2 Belgrade

Mihajlovski. V. (1999) *Methodology Of The Educational Work With The Talented Children,* Biangl, Bitola

Petrov. N. Mihajlovski V. (1995) *Creativity And Upbringing,* Biangl, Bitola

INTERNATIONAL SCIENTIFIC REFLECTIONS

AT THE FACULTY OF EDUCATION - BITOLA

ИНТЕРНАЦИОНАЛНИ НАУЧНИ РЕФЛЕКСИИ

НА ПЕДАГОШКИ ФАКУЛТЕТ – БИТОЛА

1

THIRD INTERNATIONAL CONFERENCE “EDUCATION ACROSS BORDERS”

ТРЕТА МЕЃУНАРОДНА КОНФЕРЕНЦИЈА „ОБРАЗОВАНИЕ ПРЕКУ ГРАНИЦИТЕ“

На 6 и 7 октомври 2016 година на Педагошкиот факултет - Битола се одржа Третата меѓународна конференција “Education across Borders”: *Education and Research across Time and Space* (1100^{th} Death Anniversary of St. Clement of Ohrid). Оваа биенална конференција се одржува по трет пат во коорганизација на Педагошкиот факултет од Битола, Педагошкиот факултет од Лерин и Педагошко-филолошкиот факултет од Корча. На повикот за испраќање на трудови за конференцијата се пријавија 384 учесници од Македонија, Грција, Албанија, Бугарија, Србија, Црна Гора, Словенија, Полска, Словачка и Турција. Од нив, над 200 учесници (од 29 различни универзитети) беа присутни на конференцијата и ги презентираа своите трудови (вкупно 136).

Пленарни говорници на конференцијата беа проф. д-р Димитар Пандев од Филолошкиот факултет „Блаже Конески“ – Скопје, кој говореше за животот и делото на св. Климент Охридски и проф. д-р Грозданка Гојков од Српската Академија за образование – Белград, која говореше за состојбите во образованието денес и модерните педагошки истражувања.

Во рамките на коференцијата беше промовирана и книгата „Менторирање на надарени и талентирани“ од авторите проф. д-р Грозданка Гојков, проф. д-р Љупчо Кеверески, проф. д-р Јасмина Старц и проф. д-р Методија Стојановски. Пригодно обраќање на промоцијата имаше и амбасадорот на Словенија во нашата земја неговата екселенција г. Милан Јазбец. По завршувањето на презентациите од сесиите, на 7 октомври за учесниците на конференцијата се организираше екскурзија „По стапките на св. Климент Охридски“ во Охрид.

2

BOOK REVIEW
"MENTORING GIFTED AND TALENTED"

ПРИКАЗ КЊИГЕ
„МЕНТОРИСАЊЕ НАДАРЕНИХ И ТАЛЕНТОВАНИХ“

Македонска асоцијација за надарене и талентоване и Словенско здружење за надарјене из Новог места издавачи су дела које је објављено у првој половини 2016. године. У ауторском тиму ове студије су **професори Јасмина Старц, Методија Стојановски, Грозданка Гојков и Љупчо Кеверески**.

Књига је **резултат критичких промишљања аутора** о проблематици којом се дуго баве и представља својеврсну интеграцију искустава из три суседне државе. У складу са закључцима из својих вишегодишњих истраживања, аутори полазе од констатације да је квалитет образовања даровитих и талентованих императив и изазов у 21. веку. Они констатују да погледи на даровите, талентоване и креативне или њихова достигнућа стављају и друштва, људе и појединце пред интелектуалну инспирацију која збуњујуће иницира и генерише безброј медицинских, биолошких, педагошких, психолошких, социолошких, социјалних, историјских, економских и других дилема и парадокса о њиховој етиолошкој природи и карактеру.

Прихватајући **савремену парадигму**, аутори даровите и талентоване посматрају кроз призму интеракције натпросечних способности, мотивације и креативности.

Први део књиге доноси податке о третману даровитих и талентованих кроз историју, при чему се посебно акцентује значај проучавања проблематике која се на њих односи из угла друштвених потреба и потреба даровитих појединаца. ***Друштвена потреба***, истичу аутори, проистиче из сазнања да је за оптимално функционисање друштва у целини неопходан допринос појединаца који се истичу великим учинком на подручју науке, технике и уметности, политике, управљања. Осим тога, подвлаче и п***раво на лични развој*** јер друштво мора сваком детету/индивидуи да обезбеди услове који ће омогућити оптималан развој његових диспозиција.

Значајан простор у студији аутори с разлогом дају **теоријским правцима и приступима даровитости**: Рензулијевој тропрстенастој теорији, Стернберговој тријархијској теорији даровитости, Гањеовој теорији, Гарднерова теорија даровитости, и другим релевантним теоријама које допуњавају теоријско-емпиријски контекст даровитости: Таненбаумовом психосоцијалном приступу даровитости, Фелдузеновој композитној концепцији даровитости и Чиксенмихаљијевом разумевању даровитости. Својим приступом аутори указују да је даровитост врло **комплексна, вишеслојна и мултидимензионално условљена појава.**

Читајући књигу уочава се намера аутора да се **акцентује потреба индивидуализације васпитно-образовног рада са даровитим** појединцима већ од предшколског узраста и даље ка високошколском образовању. Тиме се указује на тежњу да се појединцима са високим потенцијалима омогући развој способности самоостваривања у свету који их окружује, као и конструктивног и продуктивног мишљења и понашања којима могу да уносе промене у свету око себе, а тиме и у себи самима. Аутори се залажу за рано препознавање даровите деце у предшколским установама и указују на потребу уважавања особина деце тог узраста.

Посебне **полемичке тонове** налазимо у деловима студије који су посвећени неуспеху даровитих и талентованих појединаца и грешкама у њиховом третману.

Оно што даје посебан квалитет студији која је пред нама је настојање аутора да у **посебном делу књиге**, на више од 150 страна, докажу **тезу о менторству као најефикаснијој методи за развој даровитих и талентованих**. У том делу читаоци налазе студиозан историјски преглед менторства, дефиниције, моделе, категоризације, програме, критеријуме за избор ментора даровитих, способности које они треба да поседују, критички осврт аутора на проблеме и препреке у процесу менторисања даровитих, користи од менторисања, моралној осетљивости надарених и талентованих у контексту менторства итд.

Развија се, дакле, **идеја о менторству као стратегији развоја даровитих** и указује на потребу да надарени имају своје менторе, чија би улога била да «воде, поучавају, мотивишу, олакшавају, саветују, инструишу, вреднују» у раду са даровитима, а њихова улога би била «да уче, истражују и евалуирају». Тиме се развија и одговарајући модел индивидуализоване наставе. Према мишљењу аутора, стилизација педагошког рада у овом домену подразумева симбиозу два наизглед сепаратна конструкта: талента и менторства.

Стога, **у трећем делу књиге** аутори разматрају могућности развоја људских потенцијала од најранијег узраста до одраслог доба, полазећи од значаја сваког појединца у друштву и институцијама. Проблематизује се схватање људи као ресурса, њихово увођење у свет рада, значај подршке талентованима у радном окружењу, карактеристике даровитих одраслих, обликовање стручних профила, допринос запослених даровитих у „организацији која учи", стратешко управљање талентима у компанијама, коришћење њихових потенцијала за развој пословне каријере итд.

Студија „МЕНТОРИСАЊЕ НАДАРЕНИХ И ТАЛЕНТОВАНИХ" представља вредан допринос педагошкој теорији и пракси и даљим проучавањима ове проблематике, и, како аутори наводе, „позитивну провокацију за теоретичаре и практичаре који треба да дизајнирају практичну примену теоријских основа ових сложених феномена"

У **вредност и актуелност студије** могли смо недавно да се уверимо и из схватања данас једног од најцењенијих мислилаца на тему подучавања и менторства, професора Дејвида Клатербака, гостујућег професора на Универзитетима у Оксфорду и Шефилду, који је надгледао најуспешније менторске програме подучавања у бројним организацијама у свету: Светској банци, Голдман Саксу, Лојдсу, Нокији... Он је недавно у Београду подржао даровиту младост Србије и на конференцији „Think Thank for Talent Management" говорио управо о раном откривању и неговању талената и потреби њиховог менторисања, чему је, фактички, посвећена књига коју промовишемо.

Проф. д-р Александар Стојановић
Универзитет- Белград

3

BOOK REVIEW
"MENTORING GIFTED AND TALENTED"

ПРИКАЗ КЊИГЕ
„МЕНТОРИСАЊЕ НАДАРЕНИХ И ТАЛЕНТОВАНИХ“

Од авторите: проф. д-р Јасмина Старц, проф. д-р Грозданка Гојков, проф. д-р Љупчо Кеверески, проф. д-р Методија Стојановски

Дозволете најнапред да го поздравам амбасадорот на Р. Словенија во Р. Македонија, Неговата Екселенција, проф. д-р Милан Јазбец кој со задоволство прифати да биде дел од оваа научна конференција и промоција на оваа македонско-словенечка монографија.

Сега би сакал да се заблагодарам на авторискиот тим проф. д-р Јасмина Старц, проф. д-р Грозданка Гојков, и проф. д-р Методија Стојановски кои ми ја укажаат честа да говорам за оваа меѓународна монографија. Овој интердисциплинарен експертски состав ја препозна потребата за афирмација на проблематиката на ман""торирањето нанадарените и талентираните не само во национални туку и во интернационални рамки. Би сакал да истакнам дека генезата на идејата за настанување на монографијата се наоѓа во "ВРШАЧКОТО ГНЕЗДО НА НАДАРЕНОСТА" во кое авторите се автентични сведоци на академскиот раст и развој. Академските импулси во содржинското и структурното креирање на монографијата флуктуираат на релација Ново Место, Вршац, Битола и Охрид односно меѓу Словенија, Србија и Македонија.

Настанувањето на монографијата има своја симболика која се препознава во нашата академска енергија и нејзината циркулација во нашите формални и неформални средби. Таа е доказ дека географската дистанца не е причина туку мотив за се гради, твори и пишува за надарените и талентираните како КРЕАТОРИ НА ПРОГРЕСОТ тука и во светот.

Овој труд значи збогатување на националниот и интернационалниот библиотечен фонд од областа на менторирањето на надарените и талентирните кој ќе биде мотив за нови научни академски потфати со цел надарените и талентираните да го добијат своето заслучено место на општествениот и институционалниот пиедестал.

Би сакал лично да им се заблагодарам на проф. д-р Јасмина Старц која дава одговори на голем број на дилеми поврзани со менторството во организациониот контекст со посебен акцент на талент менаџментот.

Академик проф. д-р Грозданка Гојков актуелизира и воведува нава педагошка лекција во областа на менторирањето посебно во високото образование со што дава непроценлив придонес за потребата за грижа за надарените и талентираните во студенстката поплација.

Секако благодарност до проф. д-р Методија Стојановски кој е еден од врвните репрезенти во областа на менторирањето во Р. Македонија кој своите теориски и емириски искуства ги интернационалзира надвор од нашата држава.

Не би било возможно да се појави оваа монографија без драгоцените сугестии, инструкции, совети, и препораки на рецензентите акад. Проф. д-р Марјан Блажиќ (Р. Словенија) и проф. д-р Александар Стојановиќ (Р. Србија) кои придонесоа трудот да го постигне очекуваното ниво.

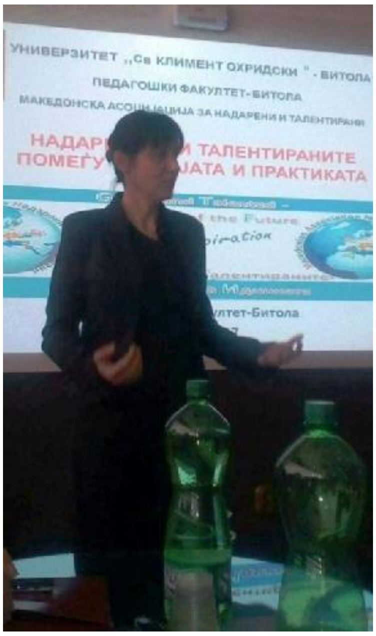
Проф. д-р Валентина Гулевска
Проф. д-р Љупчо Кеверески

4

Round table
GIFTED AND TALENTED BETWEEN THEORY AND PRACTICE

Тркалезна маса на тема
НАДАРЕНИТЕ И ТАЛЕНТИРАНИТЕ ПОМЕЃУ ТЕОРИЈАТА И ПРАКТИКАТА

Светскиот ден на надареноста, 21 март за прв пат во Р. Македонија на Педагошкиот факултет во Битола беше работно одбележан со организирање на Тркалезна маса на тема **Надарените и талентираните помеѓу теоријата и практиката.** На тркалезната маса што беше организирана од страна на Универзитетот Св Климент Охридски Битола, Педагошкиот факултет од Битола и Македонската асоцијација за надарени и талентирани, зедоа активно учество над 40 претставници од основните и средните училишта од Битола, професори од Педагошкиот факултет и од други институции.



Учесниците ги поздрави и им посака добредојде деканот на Педагошкиот факултет Битола, проф. д-р Валентина Гулевска која прогласувајќи ја средбата за отворена ја истакна важноста од соодветниот третман на надарените и талентирани ученици и студенти во нашата држава. Модераторот на оваа трибина, проф. д-р Љупчо Кевereски, кој воедно е и претседател на Македонската асоцијација на надерите и талентираните со седиште во Битола, уште еднаш ја истакна заложбата на оваа асоцијација за несебичното и секојдневно вложување на членовите на МАНТ во остручнувањето и оспособувањето на кадрите како и унапредувањето на третманот на надарените со постојаните обуки на наставниот кадар и стручните служби во основните и средните училишта во Македонија и секако во предучилишните установи.

Трибината се одвиваше на високо стручно и професионално ниво, со теориски разработки на одредени теми, како и личните искуства и дилеми од практиката во воспитувањето и образованието на надарените и талентираните. Со сета заслужна сериозност заради специфичноста на темата, за збор и дискусија се јавија речиси сите учесници на Трибината.

На крајот, заблагодарувајќи им се за придонесот на оваа Тркалезна маса, деканот проф. д-р Валентина Гулевска посака вакви плодотворни и креативни трибини да бидат редовна практика на Педагошкиот факултет со цел изнаоѓање, оптимални решенија за развој и поддршка на надереноста и талентираноста во нашата земја.

Универзитет
„Св. Климент Охридски"

Педагошки факултет
Битола

УЧИТЕЛСКИ ФАКУЛТЕТ
БЕОГРАД

IJET
International Journal of Education
TEACHER

www.ijeteacher.com

ISSN 1857- 8888 (online)