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PROLOGUE

Respected colleagues,

This short collection of papers is not just another journal, not in the least. If you look through it carefully, you will notice that it is a beginning of a new distinctive story. It is a result of an unconcealed and unpretentious ambition to be one of the most referential media for education: first in our country, but with an initial aim for international success. Herein, the Editorial Board takes the responsibility of continuing the growth and development of the journal with great gratitude to all individuals who have contributed to the journal.

After years of publishing *Vospitanie* on a national level, the newest edition will be published as an international journal with an international Editorial Board, and a double and anonymous review of 11 papers by domestic and foreign authors. From "Vardar to Triglav", from Bulgaria across Iraq to Indonesia... the journal *Vospitanie* starts its new international voyage. We hope that in this voyage the pages of every issue will feature the best papers in relation to the theory and practice of pedagogy.

It rarely happens that our ambition coincides with the final outcome. However, in this case it can be claimed that the result from the first issue of the journal is completely in accordance with our initial ambition to create a scientific journal following all European and international criteria. Moreover, the journal follows the strict scientific and methodological practices with papers from domestic and foreign authors, and we hope it will shortly become one of the most referential journals in its field. This is a very serious ambition that the Editorial team and all of the members of Faculty of Education have conscientiously taken as a responsibility. We believe that our institution has the experience and potential to achieve this.

We congratulate to all involved in this first step and invite for future cooperation!

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ASSOCIATION BETWEEN SOCIOECONOMIC STATUS AND THE BODY MASS INDEX OF 6 TO 9-YEAR-OLD CHILDREN IN URBAN AND RURAL AREAS

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Abstract. Overweight and obesity are leading to nutrition-related disorders of clinical and public health concern. Assessment and classification of these conditions are dependent on specific body mass index (BMI; in kg/m²) cutoff points. The body mass index (BMI) is the metric currently in use for defining anthropometric height/weight characteristics in adults and for classifying (categorizing) them into groups. The common interpretation is that it represents an index of an individual's fatness. It also is widely used as a risk factor for the development of or the prevalence of several health issues. In addition, it is widely used in determining public health policies. The BMI has been useful in population-based studies by virtue of its wide acceptance in defining specific categories of body mass as a health issue. However, it is increasingly clear that BMI is a rather poor indicator of the percentage of body fat. Importantly, the BMI also does not capture information on the mass of fat in different body sites. The latter is related not only to untoward health issues, but to social issues as well. Lastly, current evidence indicates there is a wide range of BMIs over which mortality risk is modest, and this is age related. All of these issues are discussed in this brief review.

Key words: *Body mass index, overweight, obesity, healthy weight, health issues.*

Introduction

Obesity is a serious public health concern because of numerous effects on physical (including cardiovascular, metabolic, and other chronic diseases) and psychosocial health, (World Health Organization). Studies in Hedley et al, 1999 - 2002 and Zimmermann MB, Gübeli C, Püntener C, Molinari L in many countries have demonstrated increases in the prevalence of overweight in children and youth in recent years. One factor consistently associated with obesity in children and adults is socioeconomic status (SES). In developed countries, SES is inversely associated with obesity (Sarlio-Lähteenkorva S, Lissau I, Lahti E, Drewnowski A, Specter SE, and Delva J, O'Malley PM, Johnston LD, 2007). Another well-established risk factor for overweight in children and youth is media use, (Harrison K, Marske AL, 2005) which is thought to reduce energy expenditure through the displacement of physical activity and to increased food intake when children eat while watching television. Television viewing may also prompt the eating of high-calorie snacks, convenience foods, fast foods, and sweets through the influence of food advertisements. There is a clear need to better understand the mechanisms behind the development of obesity during childhood. There is also reason to believe that media use is higher in low-SES groups (Grund, 2001). For example, in a study of North Carolina adolescents, Jackson et al found much higher television and movie viewership in adolescents. These findings suggest that media exposure could be 1 mechanism underlying the well-documented SES-body mass index (BMI) (calculated as weight in kilograms divided by height in meters squared) relationship, especially in children. However, we could not find a study that explicitly models media use as a mediating factor; instead, it is usually considered as an independent risk factor for obesity. Overweight is defined as a body weight that exceeds the acceptable weight for a particular person, based on the individual's age, height and/or frame size (Kuczmarski, 2000). It is also defined as a body mass index (BMI) of 25- 29.9 kg/m²; whereas, obesity is

defined as a BMI greater than or equal to 30 kg/m (WHO, 1998; Uwaifo and Arioglu, 2004). Several classifications and definitions exist for degrees of obesity, the most widely accepted being the World Health Organization (WHO) criteria, based on BMI (Uwaifo and Arioglu, 2004). Body mass index is a measure of ponderosity or heaviness and it is calculated by dividing weight in kilogrammes by height in metres squared – W/kg/Hm (Himes, 1999). According to Uwaifo and Adedoyin (2005), BMI is far more commonly used to define obesity and has been found to closely correlate with the degree of body fat in most settings. Obesity constitutes a significant public health problem in the developed world (WHO, 1997; Siedel, 1997; Sorenson, 2000; Uwaifo and Adedoyin, 2005). The prevalence is also increasing rapidly in several developing nations worldwide, and it is associated with high morbidity and mortality (Uwaifo and Arioglu, 2004). Obesity, which is often perceived as a cosmetic problem in adults, is associated with high blood pressure, type 2 diabetes and abnormal levels of total cholesterol (Gail et al, 2005; Colhoun et al, 1998). The recent upsurge in its prevalence in developing countries is believed to be linked to the acculturation resulting from Westernization that these nations are undergoing, with alterations in diet and activity patterns (WHO, 1997; Popkin, 1994). The etiology of obesity is multifactorial, genetic predisposition and environmental factors having been implicated in most studies (Maes et al, 1997; Hill et al, 2000). In the past, however, the socioeconomic status (SES) has been an important factor associated with high incidences of obesity (Flegal et al, 2002; Lyratzopoulos et al, 2005). Several studies using individual measures of socioeconomic (SE) variables such as income, education and occupation, have shown that individuals in the lower SE strata are more likely to be obese as shown by an increase in BMI with decreasing SE scores. (Hardy et al, 2000; Lyratzopoulos et al, 2005). Studies conducted in the US also show that people in the lower SE stratum and minority groups have a higher prevalence of obesity (Sobal and Stunkard, 1989). According to Uwaifo and Arioglu (2004), data from Africa on this issue is scant, though a clear and distinct secular trend of profoundly increasing BMI clearly exists when people from Africa migrate to the countries in the Northwestern hemisphere.

Subject of research

The subject of this research is the impact of the socio-economic position of the family on the physical status as well as the occurrence, frequency and treatment of some of the most common diseases and deformities in school children compared in urban and rural areas.

This research and theoretical discussion will contribute significantly to the enrichment and advancement of pedagogical theory and practice, it will present the possible reasons for the occurrence of such changes in the physical development of students and the occurrence of some diseases, and thus it will improve the relationship not only of families to children but also of all relevant social structures that directly or indirectly influence these more frequent occurrences.

This problem is complex and covers a series of phenomena and processes that take place in families and in the social environment, and their mutual relations.

The subject of research will include the following factors:

- Completeness of the family;
- Financial status of the family;
- Parents' education;
- Physical development of children expressed through BMI;
- Occurrence and frequency of some diseases that more often afflict students in class teaching of primary school.

The research was conducted on the territory of the Municipality of Kocani, in March and April in 2017. in the central city primary school "Ss Cyril and Methodius" as a school located in the urban area and the regional primary school in the village of Podlog as a school located in the rural area. The research included students from first, fourth and ninth grade aged 6 to 14 years, in both schools as well as their parents.

Goal and character

This study aims to investigate whether there is an impact of the family's socioeconomic status on the physical status of students in the family as well as the occurrence, frequency and treatment of some of the most common diseases and deformities in school children compared in urban and rural areas.

The research is qualitative and quantitative. The research was conducted individually.

Tasks

In accordance with the defined goal of the research, the following tasks were set and specified:

1. To examine whether the socio-economic status of the family affects the physical development of students;
2. To examine whether the socio-economic status of the family does not affect the physical development of students;
3. To examine whether the socio-economic status of the family affects the occurrence, frequency and treatment of some of the most common diseases and deformities in school children compared to urban and rural environments.

To examine whether the socio-economic status of the family does not affect the occurrence, frequency and treatment of some of the most common diseases and deformities in school children compared to urban and rural environments.

To examine the economic situation of the families and of the students who have deviations in the physical development.

Hypotheses

Based on the purpose and tasks of the research, we set the following hypotheses:

General hypothesis

1. We assume that there is an impact of the socio-economic status of the family on the physical status of students as well as the occurrence, frequency and treatment of some of the most common diseases and deformities in school children compared to urban and rural areas.

From the general hypothesis, and in accordance with the previously set tasks, the special - auxiliary hypotheses arise:

1. There is a statistically significant relationship between the socio-economic status of the family and the physical status of students in the family as well as the occurrence, frequency and treatment of some of the most common diseases and deformities in school children compared to urban and rural areas.
2. Parents with higher educations and parents who earn more can prevent the occurrence and treatment of some of the most common diseases and deformities in school children.
3. There is a statistically significant relationship between material conditions in the family and the frequency and treatment of some of the most common diseases and deformities in school children.
4. It is assumed that the family atmosphere influences the positive growth and development of students.
5. It is assumed that students with lower BMI come from poor families.
6. It is assumed that parenting style and high level of communication (open communication) between family members can prevent impaired physical development and the occurrence of some of the diseases.

Variables

The independent variable in the research is the family with its characteristics: completeness (complete, incomplete families), economic status (family standard, employment status: employment / unemployment, personal income, housing), parents' educational level.

The dependent variables in the research are: height and weight, BMI, diseases.

Methods, techniques and instruments

The research will be mainly carried out using the **descriptive method** with all its modalities, in the form of a description, during which the obtained results were analyzed and generalized. The influence of the independent on the dependent variables was analyzed using the causal method.

The following research **techniques** will be applied according to the set tasks:

- Survey
- Scaling

The application of these techniques will be done with specially designed research

instruments:

Questionnaires for students and parents through which data will be obtained about the family in which the student lives;

- From the data obtained on the family, the socio-economic status is calculated.
- Scales for the assessment of students' families (descriptive, numerical, graphic). The Likert scale is used for the scaling method.

Survey - This technique will be used to obtain the opinions and views of students in schools as well as of parents. Two questionnaires will be used as instruments, one intended for parents, and the other intended for examining the opinions and attitudes of students regarding the situation in their family.

The questions in the questionnaire will be divided into two parts.

The first part will contain general data regarding respondents and their families. The second part refers to the situation in the family and the way of upbringing.

Population and sample

The research covers population categories of students and parents. Two primary schools from the municipality of Kocani are included. The starting criterion for selecting schools is their location because one of the goals of the paper is to make a comparative review of the results obtained from urban and rural areas. We have a primary school in the central city area in the municipality of Kocani - the primary school "Ss Cyril and Methodius" and the regional school in the village of Podlog belonging to the primary school "Ss Cyril and Methodius".

The population in this research is final, and it refers to the students from the first, fourth and fifth grade, from the two primary nine-year schools in the municipality of Kocani, the elementary school "Ss Cyril and Methodius" and the regional school in the village of Podlog belonging to the elementary school "Ss. Cyril and Methodius", in March and April in the school year 2016/2017. Their parents are also the population of the survey.

The total number of students surveyed is 125 from both primary schools. 88 of them are from the primary school "Ss Cyril and Methodius", and 37 from the regional school in the village of Podlog. The total number of parents respondents will also be 125, because for each student who gets a questionnaire, one will be also be given to one of the parents.

The total number of respondents (students and parents) is 250, i.e. in the primary school "Ss Cyril and Methodius" 176 respondents, of which 88 students and 88 parents and in the regional school in the village of Podlog 74 respondents, i.e. 37 students and 37 parents.

Table 1. *Sample structure of respondents*

Respondents	Total
Students	125
Parents	125
Total:	250

Table 2. *Sample structure (students) by primary schools*

Primary school	
"Ss Cyril and Methodius" Kocani	88
Regional school village Podlog	37

Table 3. *Sample structure by strata expressed by frequencies and percentage*

STRATUM	Frequency (F)	Percentage (%)
Students	125	50
Parents	125	50
Total	250	100

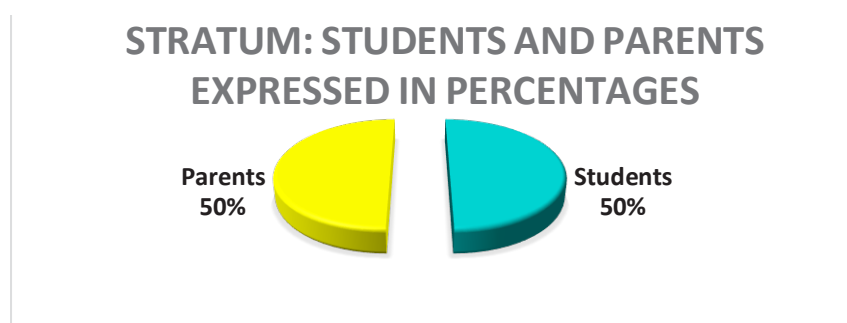


Chart 1. *Stratum: Students and parents expressed in percentages*

- Primary school "Ss Cyril and Methodius" - Kocani has a total of 176 respondents or 65% of the total number of respondents, of which 88 students and 88 parents.
- Regional school belonging to the primary school "Ss Cyril and Methodius" - village Podlog - has a total of 37 respondents or 35% of the total number of respondents, of which 37 students and 37 parents.

Table 4. *Structure of the sample divided by schools, expressed in frequencies and percentages*

SCHOOL	Frequency (F)	Percentage (%)
Primary school "Ss Cyril and Methodius" Kocani	176	67
Regional primary school village Podlog	74	33
Total	250	100

Table 5. *Structure of the sample of students by schools*

Primary school	Municipality	Number of students
Primary school "Ss Cyril and Methodius" Kocani	Kocani	88
Regional school village Podlog	Kocani	37
Total:		125

Table 6. *Structure of the student sample in PS "Ss Cyril and Methodius"*

Primary school "Ss Cyril and Methodius" Kocani	Number of students by grades
First grade	26
Fourth grade	17
Ninth grade	23
Total:	88

Table 7. *Structure of the student sample in the regional school village Podlog*

Regional school village Podlog	Number of students
First grade	12
Fourth grade	11
Ninth grade	14
Total:	37

In this research, we opted for the first and the fourth grade students because they are children from 6 to 9 years of age with the new concept of the nine-year education when children start school at 6 years of age and it is a period when there are still no physiological changes compared to the ninth grade students who enter the stage of puberty and visible changes in their growth and development are already noticeable.

The sample of parents is connected with the sample of students, i.e. one of the parents of all students also got questionnaires.

The research included 125 respondents - students from the two primary schools in the municipality of Kocani and the same number of parents respondents. The chi-square test isolated three variables that proved to be statistically significant: mother's education, father's education and socio-economic status of the family. The results obtained show that the educational inferiority of parents and the weaker socio-economic situation in the family have an impact on the physical development as well as on the occurrence, frequency and treatment of some of the diseases that occur more often in school-age children.

Statistical processing

The results obtained from the research of a representative sample with generalization will be processed with research techniques - classification of family structure and the impact on the physical development of the first, fourth and ninth grade students and on the occurrence, frequency and treatment of some of the most common diseases in school-age children.

The obtained data are presented as a percentage, numerically and with graphs. The processing of the obtained results is done quantitatively and qualitatively. Quantitative and qualitative analysis were used to analyze the answers to the questions from the students' and parents' questionnaires. The results were sorted, grouped and then entered into tables. By distributing the data, the cumulative groupings were made according to frequency. By calculating the percentages for obtaining average results were performed special groupings. The results have several levels of processing through the application of research techniques:

1. All results will be classified in the envisaged categories for: the educational level of parents, occupations and the number of members in the family through which the socio-economic status is calculated as one of the set goals in the research;
2. Classification of students according to height and weight measurements and obtaining their BMI;
3. Classification will be performed individually by grades and generally by schools;
4. The results are presented numerically, in percentage and graphically;

5. The correlation coefficient between the socio-economic status of the family and the physical development of the students through BMI and BMP is calculated.
6. A comparison is made between the results obtained from urban and rural areas;
7. The correlation coefficient indicates whether there is a correlation between these two variables (SES and BMI).

Results and discussion

We have assessed the analysis of the socio-economic status of the surveyed students' families as necessary, given the assumption that this factor plays a significant role in the physical development of children and in the occurrence of some of the diseases characteristic of school age. It can be rightly assumed that the low social status entails more difficult and less favorable living conditions and thus has an impact on the development and behavior of young people in a negative direction. The socio-economic status differently affects the formation of value orientations in young people, and thus formed value orientations directly determine the manner of behavior, in a permissible or impermissible direction.

In the conducted questionnaire there was the question - *Are you engaged in sports and sporting activities?*

In the results obtained, the noticeable fact that almost half of the respondent's state that they do not engage in sports and sporting activities, both in urban and rural areas, is worrying. Is the modern way of life, enabled by advanced technology, an issue that is unfortunately increasingly imposed today and that contributes to a significant reduction in physical activity among the entire population, especially among school-age children, which is characterized by a long stay at school, sitting and working on school desks and computers, as well as the increasing use of various motor vehicles when performing numerous daily activities? All this contributes to children's physical inactivity, which directly affects the weakening of the musculoskeletal system, as well as to the occurrence of obesity, which are a sure prerequisite for the occurrence of various deformities of the spine, feet, and other parts of the body.

We can conclude from this that there is a small difference in the answers to the question - *Are you engaged in sports and sporting activities?* - between respondents from both environments, urban and rural.

Table 8. Structure of the sample according to whether they are dealing with sports and sports activities

<i>Are you engaged in sports and sporting activities?</i>				
Place	Yes	%	No	%
Kocani	45	51%	43	49%
village Podlog	22	59%	15	41%

If we analyze the data for the total sample of the surveyed students in urban and rural areas, it can be noticed that the percentage of students from the primary school "Ss Cyril and Methodius" in Kocani is almost the same. There is a deviation in students from the regional school in the village Podlog where, compared to others, there is a higher percentage of students who engage in sports.

One of the reasons why we decided to analyze such a stratified sample in terms of the living environment (urban - rural) was our expectation that there would be differences in relation to students who (do not) engage in certain sports activities in the village - city.

Although this issue has been the subject of study by many researchers, this research is not intended to devalue the results of numerous sociological and pedagogical studies whose primary goal was to study the socio-economic status.

In the research we also measured the students' height and weight in the first, fourth and ninth grade of the primary school "Ss Cyril and Methodius" in Kocani and the regional school "Ss Cyril and Methodius" in the village of Podlog where the students from the first, fourth and ninth grade were also included.

From the results of the measurement of the students' body height and weight, it can be noticed that in the first grade the height moves in the range of 120 - 140 cm. According to the age of the first-grade students, it can be concluded that this is a normal height for the given age.

Table 9. Structure of the sample according to the height of the students of the first grade in the elementary school "Ss Cyril and Methodius" in the school "Ss Cyril and Methodius" primary school in the village of Podlog.

Body height (cm)		
Kocani First grade		Village Podlog First grade
80-100 cm	2	0
100-120 cm	9	1
120-140 cm	11	10
140-160cm	1	1

The results also show that in nine first grade students in the primary school "Ss Cyril and Methodius" in Kocani a lower height was measured (100 to 120 cm), which deviates from the normal height (120-140), while in both schools we had one student respectively whose height was slightly higher than normal. The values of 140-160 cm were measured in these two students.

From the results obtained in measuring the students' body weight in the primary school "Ss Cyril and Methodius" in Kocani, it can be noticed that in the first grade the body weight ranges from 15 to 25 kg; according to the age of the first-grade students, it can be concluded that this is a normal weight for the given age. On the other hand, the results obtained from the regional school primary school "Ss Cyril and Methodius" in the village of Podlog clearly show that most of the students weighed 35-45 kg. In the continuation of the research, we will try to determine the reason for this difference and the possibility to influence its improvement.

From the measurements of the body weight of the fourth grade students from the two schools "Ss Cyril and Methodius" Kocani and Podlog, from the total number of 88 respondents in Kocani in 20 of them we can see that the students weighing 20-40 kg predominate; also, the body weight of 12 students was measured among the respondents from the regional school "Ss Cyril and Methodius" in the village of Podlog, which is also in the range of 20-40 kg.

From this we can conclude that students from rural areas have increased body weight.

These students come from families with a lower socioeconomic status.

The results obtained refute the first auxiliary hypothesis that the high socio-economic status has a positive effect on students.

The results of our study are of particular importance in relation to boys classified as clinically at risk of being overweight, and who are less likely than other boys or girls to try to lose weight, and who are also less likely to receive dietary and weight control advice from significant other people. Despite this apparent lack of interest in weight control and advice from other persons, these overweight boys, especially those in the lower SES (socio-economic status) groups, retained positive physical self-confidence.

In spite of the lack of qualitative data in the study, it seems likely that these overweight boys simply are not as concerned about their being “big” as the overweight boys of the upper social class, and that other people around them, such as their parents, are similarly not worried. These results are similar to those of Steenetal who found that obese adolescent boys appeared to be relatively unconcerned about their physical appearance and not particularly interested in losing weight (Steenetal, 1996).

Another explanation for their lack of interest in losing weight and the increased interest in gaining weight in these boys is that they may be overly muscular rather than overweight and may tend to gain weight in the form of muscle mass, as has been cited in some recent studies (McCreary and Sasse, 2000; O’Dea and Rawstorne, 2001). While body mass index is generally considered an appropriate measure of overweight in children and adolescents (Hammeretal, 1991), the additional use of the measure of adiposity or muscularity may be explained in some other studies.

The research results also suggest that young people with low SES, especially boys, may be particularly resistant to the socio-cultural influences that shape the image of the body, and that it is possible that their respect for the body, in fact, can be strengthened because they have a body larger than their peers. As for children with low SES in our study, especially boys, not only are they more likely to be overweight and skip breakfast regularly, but they are also more likely to see themselves as “too thin” and trying to gain weight, compared to their peers with a higher SES. Lower-class children received less nutritional advice than other children and maintained positive physical self-esteem despite being overweight. It is possible that the appearance of these young people’s bodies was somewhat protected by not receiving weight management advice and accompanying thinness/slenderness doctrine that promotes dissatisfaction with the body.

In the research process, measurement was also conducted in the ninth grade in the primary school “Ss Cyril and Methodius” in Kocani on 40 students. We can conclude that in the ninth grade, according to body height, most of the students are 160-180 cm tall and we can say that, according to their age, this is a normal height, but they are still growing.

During measuring 13 students from the regional school “Ss Cyril and Methodius” in the village Podlog we could see that according to their height they are in the same rank as the previous respondents, so we can conclude that there is no difference in the height of students of the same age.

During weight measurement, the students from the ninth grade from the two schools “Ss Cyril and Methodius” in Kocani and the regional school “Ss Cyril and Methodius” in the village of Podlog were also measured.

The total number of students who were measured from the primary school “Ss Cyril and Methodius” in Kocani is 44. Based on this, we can see that the prevailing students are those that weigh 40-60 kg, so we can conclude that this is a normal weight, and we should strive through advice and guidelines to show students how they can maintain their weight in their future period of adolescence and growth. From the measurement conducted on the students from the primary school “Ss Cyril and Methodius” in the village of Podlog, 13 students’ weight is in the range of 40-60 kg. In general, there is no big difference between the ninth- grade students in terms of height and weight; they are within the normal range, but this is still a category of respondents who are still in the phase of growth and development and who constantly add and subtract certain habits in their normal life. Thus, we think that guidelines and practical lectures on healthy eating and maintaining a normal BMI would be of particular importance so that in future they can develop properly.

The table 9 below shows the results obtained from the measurements of body height and weight of the respondents from the first grade of the primary school “Ss Cyril and Methodius” in Kocani, as well as their gender, whether they do sports or not etc., so, based on these indicators, BMI and BMI percentiles are determined for each respondent individually.

It is evident from the table that girls who engage in sports have a malnourished BMI and normal to increased BMI percentiles, unlike girls who do not engage in sports and have an increased BMI and also have more than the allowed limit for BMI percentiles, which indicates obesity. Boys who do not play sports also have a malnutrition BMI and the risk of obesity expressed in BMI percentiles; in contrast to this indicator, among boys who engage in sports an indicator of malnutrition appears as BMI, and normal body weight that is at risk of passing in overweight as BMI percentiles.

Maintaining normal body weight and BMI percentiles is important for the development and health of children as well as adults. In the way we individually create our life in modern living conditions, we often forget the basic rules that we must adhere to in order to maintain the level of optimal body weight. Healthy eating and sports activities are some of the important conditions that contribute to normal body weight.

In support of this research, the graphical presentation and the scale for interpretation of BMI and BMI percentile are given, according to which the above findings are explained for the students from the first grade.

Table 10. BMI and BMI Percentile - Kocani first grade

First grade	height	weight	sex	sport	BMI	BMI percentile
1	123	25,5	M	no	16,9	82,9
2	119	19,0	F	yes	13,4	4,8
3	118	19,5	F	no	14,0	15,6
4	119	21,0	M	no	14,8	31,9
5	123	28,0	F	yes	18,5	93,9
6	122	24,0	F	no	16,1	71,2
7	120	32,0	F	no	22,2	99,0
8	120	25,0	M	no	17,4	88,7
9	80	21,0	F	yes	32,8	99,9
10	110	36,0	M	no	29,8	99,9
11	129	28,0	F	no	16,8	82,1
12	128	28,0	M	yes	17,1	85,8
13	114	21,0	M	no	16,2	70,9
14	126	25,0	F	no	15,7	63,7
15	125	25,0	M	yes	16,0	67,0
16	82	26,0	M	no	38,7	99,9
17	127	36,0	F	no	22,3	99,0
18	160	52,0	F	no	20,3	97,7
19	120	25,0	F	no	17,4	87,3
20	121	24,0	M	no	16,4	75,5
21	111	21,0	F	yes	17,0	84,4
22	123	20,0	F	yes	13,2	2,9
23	130	25,0	F	yes	14,8	37,4

Out of 23 respondents - students from the first grade, obesity was found in 6, which is approximately 30% of the total number.

The calculated mean value of the students' body height is 120 cm, the standard deviation is 15.

$$\sigma = \sqrt{\frac{1}{n} \sum_{i=1}^n (x_i - \bar{x})^2}$$

n – number of elements in the sample

\bar{x} – arithmetic mean of the sample

x_{it} – member of the sample

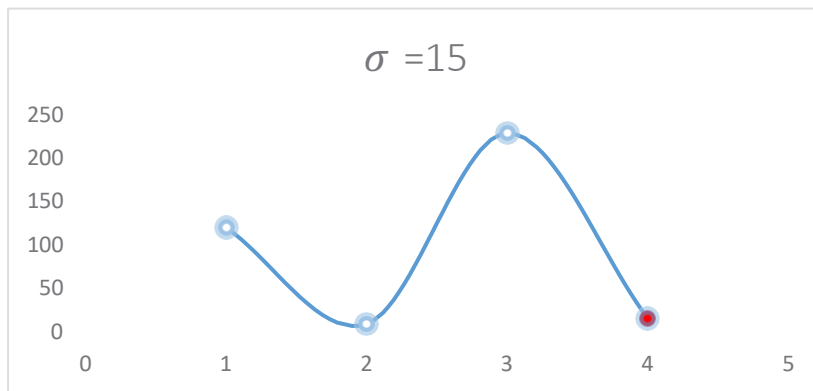


Table 11. Scale for the interpretation of BMI and BMI percentile

BMI index	BMI percentile	Interpretation
Less than 18,5	< 5	Malnutrition
18,5 - 24,9	5 - 85	Normal
25 - 29,9	85 - 95	Increased weight
30 or more	> 95	Obesity

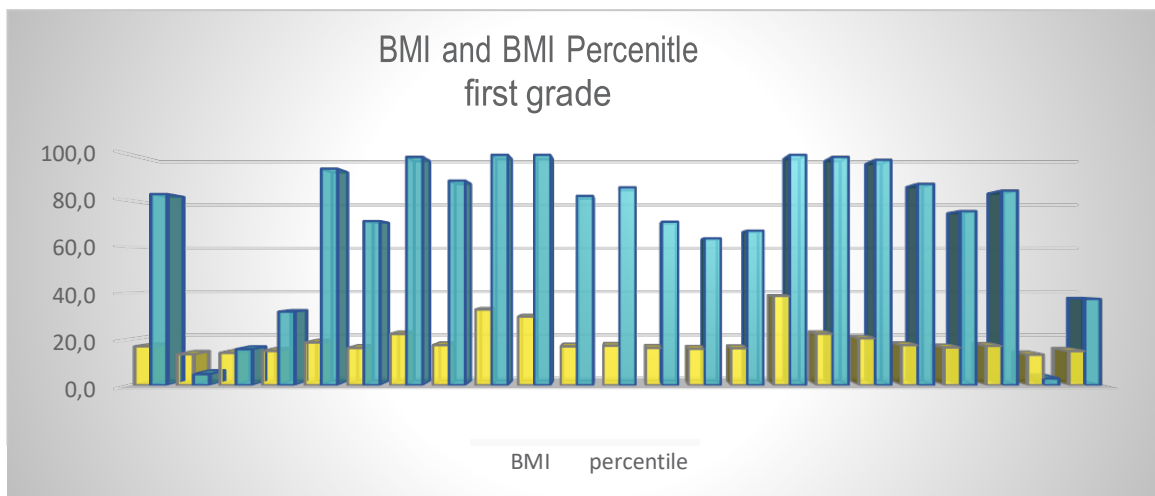


Chart 2. BMI and BMI Percentile - Kocani first grade

According to the research conducted in the fourth grade, it can be noticed that the girls who engage in sports have an undernourished BMI index and normal BMI percentiles, whereas this is not the case with the female respondents who answered that they do not engage in sports. Here BMI rises from normal to increased body weight. In the male respondents who answered that they were engaged in sports and sports activities, BMI ranges from undernourished to normal, while those who answered that they did not engage in sports and sports activities belong to the group of increased BMI and in the group of obesity expressed in BMI percentiles.

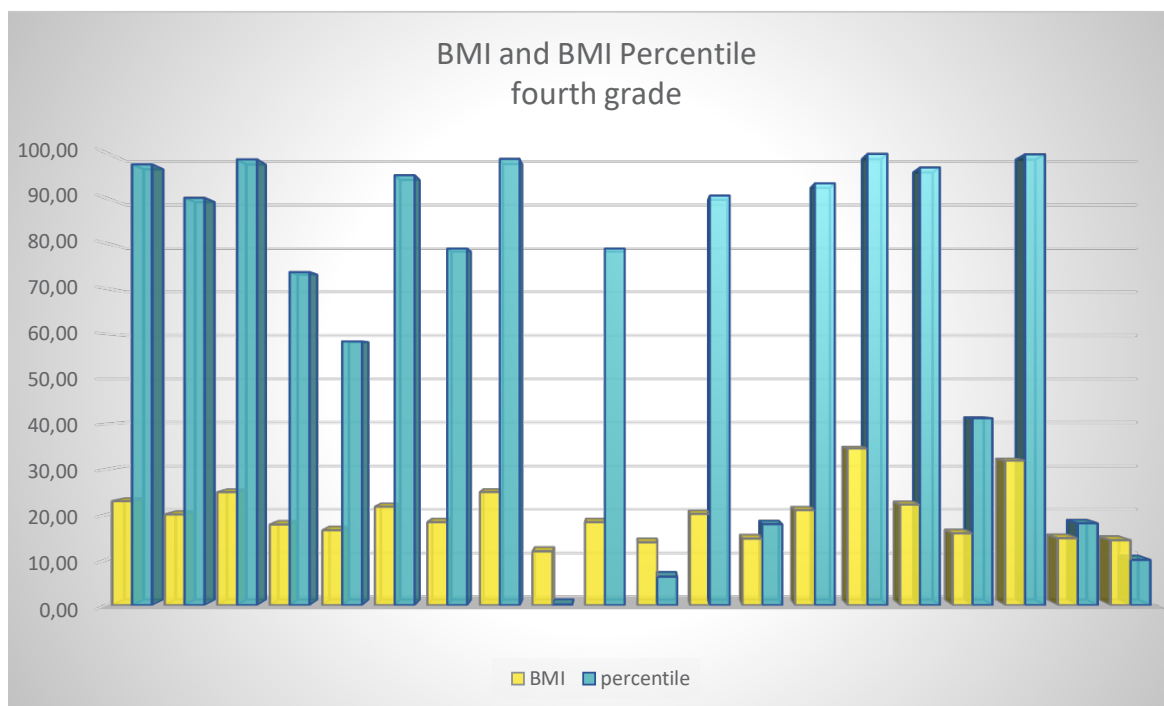


Chart 3. BMI and BMI Percentile - Kocani fourth grade

From the survey conducted in the ninth grade, the female respondents who answered that they engaged in sports and sports activities had a normal BMI index and normal BMI percentiles, while in the respondents who did not engage in sports and sports activities the BMI index was normal, but BMI percentiles ranged from normal to increased body weight. In the respondents from the ninth grade, in the boys who engaged in sports and sports activities, the BMI index was normal, while the BMI percentiles in a certain group were normal and moved towards increased weight, while in male respondents who did not engage in sports and sports activities the BMI was normal towards obesity and the BMI percentiles gave the same result.

Occurrence, frequency and treatment of some of the most common diseases and deformities in school children compared in urban and rural environment

The modern way of life that is possible due to advanced technology has imposed a significant reduction in physical activity among the entire population, and especially among school-age children, which is characterized by a long stay in school, sitting and working on school desks and computers, as well as the more frequent use of various motor vehicles when performing numerous daily activities. All this contributes to physical passivity in children, which directly affects the weakening of their musculoskeletal system, as well as the occurrence of obesity, which is a sure prerequisite for the occurrence of various deformities of the spine, feet and other parts of the body.

School age is a time of constant growth and development. Physical activity during the development phase strengthens the fundamental skills needed to lead a healthy and active life as an adult. These skills include, but are not limited to, agility, balance, coordination, and endurance. Learning and developing these abilities also has an extraordinary effect on children's self-confidence, which also enables a constant sense of success and independence. At this age it is recommended that children perform physical activity in as many ways as possible: active play, organized and unorganized sports activities, games, physical education and other activities, at home and at school.

Reasons affecting the occurrence of incorrect body posture and deformities in children

Poor posture habits, hereditary factors, insufficient physical activity, heavy school backpacks, and inadequate school desks lead to impaired statics of the spine and other parts of the locomotor system.

As a result, the most common spinal deformities such as kyphosis, lordosis, scoliosis, and flat feet occur. The sudden growth of the bones of the child at puberty also has a negative impact on the already present deformities.

Improper posture can be influenced by factors of various nature: developmental abnormalities, decrease in muscle power, poor diet, obesity, psychological conditions, pathological conditions etc. In such situations, bad posture habits appear, and to improve this condition a longer period is needed. Daily exercise is necessary for longer periods by applying adequate physical exercises that will affect the nervous-muscular system by changing the habits of posture and movement.

As improper posture is often the result of muscle weakness in the lumbar spine, poor circulation, etc., it can be corrected through muscle strength exercises that will strengthen the postural muscles.

The occurrence of improper posture and deformities are also influenced by certain pathological conditions, which lead to functional and structural abnormalities of the locomotor system, such as: physical defects that affect the weakening of bone and muscle structure, hearing and vision problems, as well as cardiovascular disorders, neuromuscular problems, and arthritis that are more common in the elderly. In children, improper posture often occurs as a result of bad habits that children easily adopt. Furthermore, sitting for many hours in school desks, inappropriate school supplies, and writing homework at home, additionally tire the muscles of the body, so it is easy to take incorrect postures that momentarily have a relaxing effect.

The analysis of the occurrence, frequency and treatment of some of the most common diseases and deformities in school children compared in urban and rural areas was performed based on the results of systematic health checks carried out in schools to get an idea of the health status of the young population.

Table 12 shows the results of the students' systematic health checks in the primary school "Ss Cyril and Methodius" in Kocani.

Table 12. Results from the students' systematic health checks in the primary school "Ss Cyril and Methodius" in Kocani

	<i>Primary school "Ss Cyril and Methodius" in Kocani</i>							
Class	I		IV		IX		Total	
Students (male-female)	m	f	m	f	m	f	m	f
Lice	/	/	/	/	/	/	/	/
Poor posture	3	11	9	11	18	21	30	43
Poor nutrition	/	2	3	1	7	5	10	8
Spinal deformities	/	/	4	5	14	17	18	22
Deformities of the chest	/	/	1	2	5	4	6	6
Deformities of the feet	9	7	11	10	15	19	35	36
Deformities of the foreheat	1	3	4	4	12	14	17	21
Visual abnormalities	1	4	4	2	7	12	12	18
Hearing impairment	1	/	/	/	/	/	1	0
Heart defects	1	8	6	6	3	5	10	19
Speech defects	1	2	7	3	2	4	10	9
Insufficient mental health	/	/	/	/	/	/	0	0
Anemia	3	7	3	1	2	3	8	11

During the systematic health checks of the students from the primary schools in 2018/2019, the following pathological conditions were determined: deformities of the foot were registered in 77 students, or in 87% of the examined students. The deformities of the spine follow; however, in none of the students of the first grade the occurrence of this type of deformity has been registered, while

in the students of the fourth grade it has been registered in 9 students, and in the ninth grade in 31 students. Regarding the deformities of the chest, in the first grade there is no such occurrence, in the fourth it occurs in three students, and in the ninth grade in 9 students. In percentage terms, chest deformities occur in 13% of students, which is three times less (0.45%) than deformities of the spine. This phenomenon is influenced by several endogenous and exogenous factors, which could be the subject of further research for a more detailed analysis.

From the results it is clear that the most common deformities are the deformities of the feet and the spine. The first grade is the period when children start school and in that period no spinal deformities are registered in any child of both sexes, while in the fourth and ninth grade the number significantly increases. This occurrence is due to the fact that, when children start school, it is the beginning of a new load on the movement apparatus. Staying in school restricts movement which is a prerequisite for improper growth and development. Long-term static load that results in a decrease in motor activities and higher intellectual demands of school negatively affect both functional and morphological changes, as well as the mental state of the child.

The analysis of the results shows an increase of a 3-4 times higher number of students with clearly expressed deformities in the ninth grade compared to the results obtained in the respondents in the fourth grade (14 students in the ninth versus 4 students in the fourth grade). The period of puberty is one of the most sensitive stages in the development of a child's organism. There is a characteristic sudden elongation of the bones that the muscles cannot follow. In addition, there is increased hormonal activity and neuromotor sensitivity. Due to these reasons, the movement apparatus becomes overloaded, resulting in improper posture. The results from the systematic health checks of students in the primary school "Ss

Cyril and Methodius" in Kocani indicate that the deformities of the spine are increasing year by year. The fragile musculoskeletal system in developing children is influenced by internal and external factors that lead to impaired spinal statics and the occurrence of scoliosis, kyphosis and lordosis, as well as deformities of the feet.

During the systematic health checks of students from *primary schools* in the 2018/2019 school year, the following pathological conditions were determined: foot deformities were registered in 71 students out of the 88 students examined. The feet are the basis for the rest of the body and any deformity caused of exogenous or endogenous nature makes a change in terms of statics and body dynamics. Deformed feet also cause mechanical changes, excessive load on the front of the foot that causes new difficulties on the higher parts of the body.

This is followed by deformities of the spine and chest, which are present in 40 students out of the total number examined (88). Then follows poor posture in 52 students (out of 88) or 59% of the total examined students. Any deviation from the normal physiological curvature of the spine usually leads to kyphosis, scoliosis, and lordosis. Spinal deformities, in addition to leading to aesthetic changes in the body, also cause serious disorders of physical and mental health. The challenges of modern civilization require a complete adaptation of anthropometric, motor, and functional development. Deformities are most often acquired during the developmental period and that is why their early detection is the key to successful correction.

Table 13. Results from the systematic health checks of the students from the primary school
"SsCyril and Methodius" in Podlog

Class	<i>"SsCyril and Methodius" village of Podlog</i>							
	I		IV		IX		Total	
Students (male-female)	m	f	m	f	m	f	m	f
Lice	/	/	/	/	/	/	/	/
Poor posture	1	3	3	1	1	6	5	10
Poor nutrition	1	/	3	1	3	2	7	3
Spinal deformities	/	/	/	/	/	4	/	4
Deformities of the chest	/	/	/	/	/	1	/	1
Deformities of the feet	/	1	1	2	/	1	1	4
Deformities of the foreheat	1	3	1	/	1	1	3	4
Visual abnormalities	3	/	/	/	/	3	3	3
Hearing impairment	/	/	/	/	/	/	/	/
Heart defects	1	/	1	2	/	1	2	3
Speech defects	2	1	1	/	/	1	3	2
Insufficient mental health	/	/	/	/	/	/	/	/
Anemia	1	/	/	2	/	/	1	2

From the analysis of the results given in the table, obtained from the systematic healthchecks of the students in the village of Podlog, it can be seen that the most numerous deformity is poor body posture. Out of 37 students, in 15 students this phenomenon was noticed, or this phenomenon was registered in 40% of the respondents. This is followed by the deformities of the spine (in 7 students). Poor body nutrition is evident, which is registered in 10 out of 37 students.

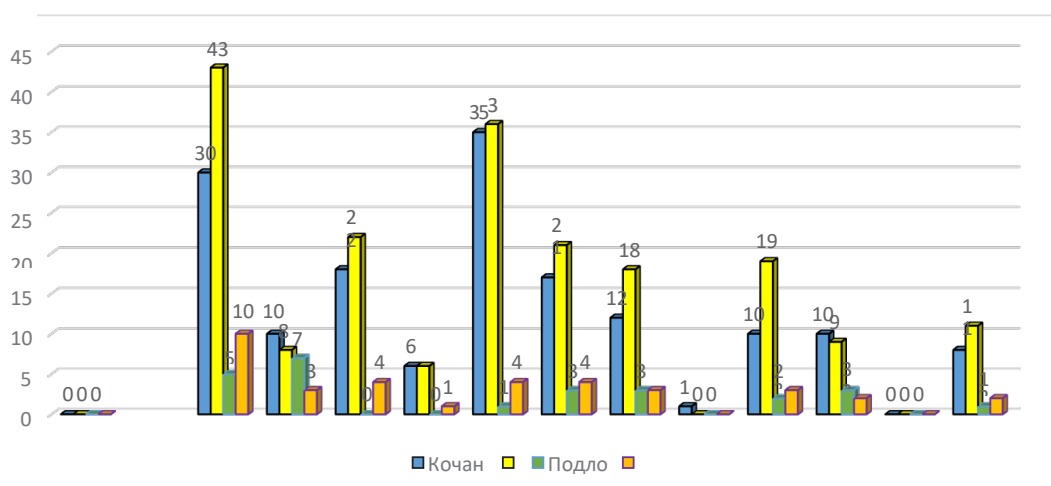


Chart 4. Comparison between results of systematic reviews
OU "Cyril and Metodius"Kocani and OU "Cyril and Metodius"Podlog

Conclusion

From the research we can conclude that the sociometric status of students has an exceptional impact (directly and indirectly) on the social, emotional, cognitive aspects of the person, as well as on the educational success / failure in children and young people.

We can point out the following main sub-points of the conclusion of our research:

- The most important thing is to maintain a healthy body weight and to prevent it from gaining instead of allowing weight gain, and later losing weight because this requires extreme effort and a longer period of time.
- Practicing sport and engaging in sports activities contributes to a sustainable BMI and has an impact on the health of both children and adults.
- Raising awareness in children and parents to ensure a healthy life through a healthy diet, and thus a normal BMI.
- The most common form of family that prevails today is composed of a mother, a father and children.
- The quality of family relationships is an important factor of proper growth and development.
- Parents, i.e. family, are a major factor in formulating attitudes in children.

The key elements of the socioeconomic status are:

- material status,
- education,
- work status.

We can emphasize that the difference between the urban and rural environment is obvious, that due to certain advantages that the urban environment brings, children have greater opportunities for socialization. However, modern trends impose a dynamic life style where more and more parents of children from rural areas with a higher social status try to provide them with approximately same opportunities for leisure activities and thus take them to urban areas for various additional classes and activities.

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EFL COLLEGE STUDENTS' SELF-ESTEEM AND ITS CORRELATION TO THEIR ATTITUDES TOWARDS INCLUSIVE EDUCATION

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Abstract. This study deals with an important personality trait which is self-esteem and how this trait can effect directly on students decisions and relationships. More precisely, the present study attempts to show the kind of the correlation between students' self-esteem and their attitudes towards inclusive education. Two instruments are used in this study to collect data; self-esteem questionnaire that have developed by Rosenberg (1965) and the attitude scale by Moberg & Savolainen (2003). The participants are 140 college male and female students, their ages range between 20-25 years. They are all from the English department, college of education for human science, University of Diyala, Iraq. Results of the study demonstrate that there is no significant difference between male and female college students in self-esteem and in their attitudes towards inclusive education though male students seem more inclined than female students. Results also show that there is a significant correlation between students' self-esteem and their attitudes towards inclusive education.

Key words: *Self-esteem, Inclusive education, The correlation.*

Introduction

Self-esteem refers to a self-evaluation made by every individual, namely a person's attitude about him/herself in the dimension range from positive to negative. Self-esteem is an integral part of human needs. According to Emler (2001), fulfilling individual self-esteem need is very important, because the negative impact will arise on someone who does not have strong self-esteem. The person will be difficult in dealing with the social behavior, feel inferior, awkward, and even not confident in the qualities he/she has. Conversely, if the self-esteem need can be fulfilled optimally, he/she will gain recognition in his social environment, be more confident, and feel more valuable in his environment, so that it will improve his/her learning achievement.

Baron, Branscombe, and Byne (2008) stated that an individual who has high self-esteem will view himself positively, while an individual with low self-esteem tends to view his/herself negatively and considers his/herself weak. People with high self-esteem are aware of the strength they have, and view these strengths more important than their weaknesses. High self-esteem allows a person to generate positive judgments about themselves. It is also an important factor that leads to confidence, strength, recognition, abilities, and proficiency.

Self-esteem also plays a role in the success and failure that a learner experience in education. There is a reciprocal relationship between academic achievement and self-esteem. Learners with high self-esteem generally tend to have higher academic achievements. On the other hand, those with low self-esteem usually have low academic achievement. Mruk and Chirstopher (2006) stated that one of the problems in academic Liqaa Habeb Al-Obaydi, Julia Doncheva, Nashruddin Nashruddin performance and social life of students is low self-esteem. Low self-esteem will cause psychological problems, namely not having confidence in achievement.

Low academic achievement can cause students to feel insecure, embarrassed, excluded, inadequate, worthless, and reduce their motivation to learn. If this is allowed, students will feel stress and depression because their expectations do not match the reality happening to them. Furthermore, this will have an impact on the emergence of maladaptive behavior in those students, such as lack of confidence, unable to make decisions, feeling worthless, unable to adapt socially, and incompetent.

English is one of the foreign languages studied in educational units in several countries (Haryanto, Weda, & Nashruddin, 2018). Some countries position English as a foreign language undeniably studied because the national language of the country is currently unable to be used as a means of communication with the other countries for foreign policy matters and to build friendships with other nations. English is the language of international communication, the language of science, modern technology, commerce, politics, and is spoken in almost all fields, so English should obviously be given first priority to be studied among other foreign languages.

The learning curriculum in every country requires EFL students to master 4 language skills, namely listening, speaking, reading, and writing. The learning orientation of these four skills aims to improve students' ability to communicate both orally and in writing. However, the EFL learning situation in some schools does not lead students towards attaining the proficiency in these language skills. Nashruddin and Ningtyas (2020) found that in some cases of the EFL learning process in schools, instead of prioritizing the skill in using both spoken and written language, teachers more provide language theory and knowledge to students.

According to Tosun (2015) in his research, many students are not able to speak English properly and correctly, both spoken and written, at every level of school. There are many factors that cause students to fail in learning EFL. The low interest of students in learning English is one of them. Many students do not have the high motivation to learn English.

The low self-confidence of non-English students to speak in English also has an impact on their learning motivation. In other cases, when an EFL student made a pronunciation mistake, he was bullied by his peers. It caused the students to feel embarrassed and incompetent. Finally, it made the student perceived his self-esteem as low. This is of course a problem that hinders the achievement of the educational goal.

One of the educational programs that can be done to overcome problems in the education sector is inclusive education. It is a model where the students with disabilities learn the curriculum as their nondisabled peers do and are placed in the regular classroom setting in schools (Individuals with Disabilities Education Act [IDEA], 2004). The low self-esteem of students and learning motivation, especially in learning EFL, is one of the problems in education field. Therefore, learners become important figures in the practice of inclusive education.

The current study aims to determine how EFL students' attitude towards the implementation of the inclusive education. In addition, this study also aims to investigate inclusive education in relation to student self-esteem. In this vein, it attempts to answer the following questions:

1. Do college students in general education have high self-esteem?
2. Do college students in general education have positive attitudes towards the inclusion of their peers with special needs?
3. Is there any difference between male and female towards their peers with special needs?
4. Is there any correlation between EFL college students' self-esteem and their attitude towards inclusive education?

Literature Review Self-esteem

In some schools, there are still many students who show less confident behavior when they are asked to express their opinions. They cannot enjoy and express the classroom atmosphere. In addition, they tend to be passive, so they don't seem to understand their abilities. These symptoms actually indicate that those students have low self-esteem. Low self-esteem is the distrust of abilities.

According to Branden (1992) self-esteem is a phenomenon that is largely influenced by the way a person thinks. Every individual should have self-esteem. The existence of self-esteem influences how every individual can accept his/her condition. A person is considered to have self-esteem if he/she can accept their existence as a creation of God. Self-esteem is the individual's overall view of himself. Someone who has high self-esteem will always be motivated to behave well.

In line with that, Burger (1998) proposed that self-esteem is an evaluation or judgment made by a person about himself, in which he believes himself as a capable, important, successful, and valuable individual. In other words, self-esteem is a person's assessment of himself which is expressed through his daily behavior. Thus, self-esteem is a personality aspect that has an important role and a major influence on attitudes and behavior.

Another opinion according to Murk (2006), self-esteem is an evaluation made by a person. The evaluation views him/her on the ability, meaning, success, and worth. In short, self-esteem is a personal judgment about feeling of worth, which is expressed in attitudes toward oneself. It can also be said that self-esteem is a belief in one's own ability to think and overcome challenges in life, and belief in the right to be happy, to feel valuable, to express needs and desires, and to enjoy the results of the efforts that have been made.

Branden (1992) declared that self-esteem has six pillars, namely:

- live mindfully
- learn to take responsibility for self
- live with self-integrity
- live with assertiveness
- learn to accept self
- live with a specific purpose

The importance of student self-esteem in schools has been widely investigated by researchers. Hills, Francis, and Jennings (2011) conducted a qualitative study and found that students' self-esteem was shaped by their interactions with the school environment. Students' self-esteem was well maintained because of the respect, acceptance, and understanding from teachers and other students towards them. The research results also indicated several factors that influence the difference of every student's self-esteem are gender, intelligence, physical condition, family, and social environment.

Through an experimental design, Erol and Orth (2011) found that when children enter the stage of secondary school education, they are in adolescence. At this stage, the school environment will be more developed their mindset and social life. In the school environment, they often experience problems related to self-esteem. Those problems can affect their learning achievement at school.

Another research conducted by Hutteman, Nestler, Wagner, Egloff, and Back (2015) shows 12% of students experience decreased self-esteem after entering high school, and 13% of students have low self-esteem in high school. Low self-esteem can affect mental, cognitive function, thought processes, self-worth, and behavior. The impact of low self-esteem that occurs on high school students can cause negative emotions and behavior.

Inclusive Education

Every child has the right to education. Every child has unique characteristics, interests, abilities, and learning needs. Therefore, education services must pay attention to this diversity characteristics and needs. Those with special educational needs should have regular access schools, namely regular schools with an inclusive ethos are the most effective means of combating discriminatory attitudes, creating friendly and inclusive communities (Quality, 1994).

Inclusive practice is a new challenge for school administrators. Inclusive education aims to fulfill human rights to education, without discrimination, by giving all children the opportunity to get quality education. According to Olson (2003) inclusive education provides equal opportunities for all children to actively develop their personal potential in the same environment.

Inclusive education is education that includes students with special needs to be with other normal students. Inclusive education is a process to remove the barriers that separate students with special needs from normal students so that they can learn and work together effectively in one school. It talks about the same rights that every child has (Stubbs, 2002). It can be said that inclusive education is an educational service that accepts all children with special needs regardless of differences in children's characteristics.

Artiles, Koleski, and Christensen (2006) suggested five profiles of learning in an inclusive education, namely:

1. Inclusive education creates and maintains a warm classroom community, accepts diversity and respects differences.
2. Inclusive education applies multi-level and multi-modal curriculum
3. Inclusive education encourages teachers to teach interactively
4. Inclusive education removes the barriers associated with professional isolation.
5. Inclusive education involves parents significantly in the planning process.

According to Daniel (2009) inclusive education is an educational system that values all students and staff equal, increasing the participation of students, reducing their exclusion from the cultures, curricula, and communities of local school, reducing barriers to learning and participation for all students, not only those with impairments or those who are categorized as having special educational needs. Inclusive education is learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely. This definition positions the inclusive education as education that places all students with special needs in regular school all day long. Teachers have full responsibility for those students with special needs.

In his paper, Messiou (2017) sets out to challenge thinking and practice amongst researchers in the field of inclusive education. That paper identified topics and methodologies used in studies of inclusive education. The researcher said that if inclusion is about presence, participation and achievement of all, then:

- we should aim to involve all learners, rather than focusing only on some,
- we should employ collaborative transformative approaches of research in order to facilitate presence, participation and achievement.

In her research, Moriña (2017) argued that inclusive education was originally developed for younger students, prior to its application within higher education. However, as more students with disabilities successfully complete their early schooling, the need to move towards inclusive practices within higher education has increased. She said that in the case of disabilities that are due to external events, the importance granted to the university is even greater, because, as they state, the fact of studying university courses motivates and encourages them and also serves as an escape to overcome the difficulties associated with their disability. That research aimed at offering thoughts on inclusive practices within higher education.

Method Instrument

Two questionnaires are used in this study to collect data. The first one is the self-esteem questionnaire that developed by Rosenberg (1965) which is widely dependent as a self-report instrument to measure college students' self-esteem. The other instrument is the attitude scale that promoted by Moberg & Savolainen (2003) which is used to measure students' attitudes towards inclusive education. The present study deals only with the part that related to students and used for each item four-point Likert scale. As the two instruments are well known and they used and validated by many researchers, there is no need to ensure their validity accepts with the plan of the study. It exposes to certain specialists and all of them agree on the suitability of the instruments to the context of the study.

Participants

As table 1 clarifies, the number of participants was 140 college students. They are all studying in the third stage, English department, University of Diyala. They are told about the kind of the study before asking them to fill the questionnaires. The sample comprises 20 male students and 120 female. Most of their ages range between 20-25 years, as they all third year college students in English department, college of education or human sciences.

Table 1.
Demographics

Variable	Attribute	Count	Percent
Gender	Male	20	14%
	Female	120	86%
Age	20-25	132	94%
	25-30	4	3%
	More than 30	4	3%
Total		140	100%

Results

In order to collect data, the students were given the two questionnaires online after explaining the kind of the research to them. The results of the four questions of the study are arranged in the tables below:

1. Do college students in general education have high self-esteem?

Results of this question show that 39% of students have high self-esteem as they agree and strongly agree with the items of self-esteem questionnaire as clarified in table 2. Other results show that 55% of the students look to themselves naturally without feeling to have high self-esteem as mentioned in table 2.

Table 2.
Self-Efficacy

Scale	Count	Percent
Strongly Disagree	2	1%
Disagree	7	5%
Neutral	77	55%
Agree	53	38%
Strongly Agree	1	1%
Total	140	100%

2. Do college students in general education have positive attitudes towards the inclusion of their peers with special needs?

Students' responses demonstrate that 44% of them agree and strongly agree with the inclusion of their peers with special needs in their education. On the other hand, 49% of them stay neutral and only 7% of them disagree and strongly disagree with this assumption as clarified in table 3.

Table 3.
Attitude

Scale	Count	Percent
Strongly Disagree	1	1%
Disagree	9	6%
Neutral	69	49%
Agree	50	36%
Strongly Agree	11	8%
Total	140	100%

3. Is there any difference between male and female towards their peers with special needs?

There was not a significant difference between male (Mean = 3.35, SD = 0.34) and female (Mean = 3.27, SD = 0.55), conditions $t(138) = 0.558$ for self-efficacy. Also, there was not a significant difference between male (Mean = 3.39, SD = 0.77) and female (Mean = 3.38, SD = 0.63), conditions $t(138) = 0.558$ for attitude towards students with special needs. However, males are more inclined towards agreement with statements of self-efficacy and attitude.

Table 4. Compared Means (Independent t-test)

Variable	t-value	df	Sig. (2-tailed)
Self-Efficacy	0.587	138	0.558
Attitude	0.041	138	0.967

4. Is there any correlation between EFL college students' self-esteem and their attitudes towards inclusive education?

Results of question 4 show that there is a significant correlation between students' self-esteem and their attitudes towards the inclusion of their peers in the general education.

Table 5. Correlation Matrix

Variable	SE	SA
SE	-	
SA	.503**	-

** . Correlation is significant at the 0.01 level(2-tailed).

Discussion

The present study tries to shed light on an important aspect in human nature which is self-esteem and how this psychological merit can effect on college students' decision towards the inclusion of the students with special needs in the same classes in higher education. Results show that 39% of the total number of the students has high self-esteem in comparison to other students. This result seems natural as it is not acceptable to find that all students have the same degree of the merit. Therefore, the result of the first question seems justifiable. Self-esteem, as a merit, is either high or low. If the students own high self-esteem, they usually feel confident and positive about themselves and about the decision they make in life. On the other side, when the students own low self-esteem, they look at life in a more negative and critical light. As a result, they thought that they can't handle the obstacles they face in life and are unable to take balanced decisions of life. This interpretation is recommended by McLeod (2012) who mentioned that individuals who have high self-esteem concentrate on growth and improvement, other individuals who have low self-esteem usually concentrate on living their life straight forwards. In this concern, what is mentioned above shows the way self-esteem of the students effects their decisions towards others.

The second question of the study wonders about the attitudes of college students towards inclusive education. The data gained from the participants demonstrates that 49% of them were agree and strongly agree with the idea of inclusive education and only 7% refuse the idea of including the students with disabilities in the mainstream classes. The scary feelings of some students towards the idea of inclusion may be due to the ignorance of how to deal with the students with disabilities as they need special care and support to feel safe and to engage in the class environment. Another reason for that result may be due to the unawareness of school and college teachers with the policies of dealing with disabled students, and most of them are not trained to transact correctly and implement educational programs.

The results of the third question clarified that there was no significant difference between male and female college students in self-esteem and in their attitudes towards inclusive education though male students proved to be more inclined towards inclusive education. The result may be related to

the nature of males generally as they tend to be more confident than females specifically in dealing with such sensitive matters.

The last question wonders about the nature of the correlation between college students' self-esteem and their attitudes towards inclusive education. The result shows that there is a significant correlation between them at the 0.01 level (2-tailed). This means that whenever students' self-esteem increased, their acceptance to disabled students will increase. This leads to focus on the crucial role of self-esteem as a personality merit that has a direct effect on students' choices, relationships, and living their full potential.

Conclusions and Recommendations

This study indicates that there is moderate percent of self-esteem and attitudes towards inclusive education and there is no difference between male and female college students in these two dimensions though male students seem more inclined. On the other hand, there is a significant correlation between students' self-esteem and their attitudes towards inclusive education. One of the main lessons that teachers should now is to provide their students comfortable and healthy teaching environment where they can deal with each other freely. In this vein, it is recommended that students need to study in positive class environment with a trained teacher to become self-actualized and self-fulfilled learners (Al-Obaydi, 2020) which can affect in turn on raising their confidence and self-esteem.

The road to achieving inclusive education is not easy as it full of real challenges; the main of them are the socio-economic situation of most countries, the lack of trained specialized teachers, and the level of awareness of non-disabled peers and their families. Therefore, this study recommends the concentration on two main things in order to raise the actual situation of dealing with disabled students and to apply inclusive education in the right way; the first one is advancing public awareness for non-disabled students and their families towards inclusive education. The second thing is providing adequate conditions in schools, including the training of teachers and creating appropriate teaching environment that has suitable learning facilities.

I would say that the all of us and institutions are debtors of people with specific learning and educational needs. If we continue to pretend that these children, students, people, and their problems do not exist, there is a risk the number of young people with antisocial behavior and antisocial acts to increase. Hundreds of children, people, with such problems remain outside the society and actually takes them right to education and development. (Doncheva,

2014 and 2017) These should be seen by all pedagogical and administrative community as young people at risk, which should take special care and attention. Only then can we expect their specific needs to be met, and their number becomes smaller.

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APPLICATION OF LITERARY ARTISTIC MODELS IN THE REALIZATION OF LITERATURE AND READING CONTENT

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Abstract. Most of the acquisition of knowledge is realized through reading. The further success of the students will largely depend on the ways and the quality of mastering this activity. For this reason, in primary education classes, the mother tongue is represented by a wider range of classes. Part of its program is the program content *Reading and literature*. The purpose of this paper is the application of literary and artistic models, as creative models, in the realization of literary and artistic contents. These contents are selected pieces from different literary genres, represented in the textbooks of the mother tongue subject. School readings are literary works of art, written in prose or poetry, which must be read in their entirety by all students, for a certain period of time. Reading them, among other things, helps the development of reading skills and critical thinking, increase of interest in reading, development of imagination etc. In this paper, some creative teaching models are described, which help facilitate and understand textbooks with artistic content.

Keywords: *literary artistic models, reading, school reading.*

Introduction

The teaching process must respect the principle that "Each learning unit represents something new and unknown for students", and depending on the content specifications, sometimes it is necessary to concretize and learn through illustrations, photos, dictionaries and encyclopedias. Texts in textbooks are excerpts from literary works and can serve the purpose to encourage the students to read the literary works as a whole, which, in primary and secondary education are known as reading material. Reading materials are literary works of art that are represented by a number of titles for each class and have a characteristic character. Reading materials are made up of literary works that are processed during native language injury classes which students continue to read outside of school, as homework. The issue of reading outside the classroom, specifically domestic reading material, is of great importance in learning from the mother tongue in primary schools given that the creation and cultivation of expressions for reading starts here. Grosman (2011) points out that students are primarily interested in those texts and their elements that are directly important to them and are understandable to them based on their own experience. In this way, we gradually encourage students to believe that an art story can be interesting for life, and not just as a subject of school conversation.

By etymological and semantic nature, reading material communicates with the reader in text form. Its basic goal is to successfully orient and enable children to read, understand and limit what is in the books. School-age children are psychologically characterized by great curiosity and intellectual turmoil, they are interested in a lot of things. Precisely, good books allow them to uncover some of the answers they expect, to find themselves in the book or compare their standpoints with the standpoints of the

characters' in the book they are reading. Despite the fact that the printed book is an "obsolete medium", it also finds its place in the digitized environment because reading and literature are not extinct. Research confirms that young people prefer printed material over screen reading. Unfortunately, online reading habits are reflected in their experience of paper editions (Loh & Sun, 2019).

For the processing of texts and reading materials, in the curriculum, in most cases, two teaching hours are provided, one for development and the other for interpretation and analysis. This short time prevents deepening in the ideological basis of the work (text), therefore the need for a more adequate preparation of students is presented to the teacher. At the processing of reading material, students should be notified in advance to the title of the work and they must have the book in front of them. In this class, the teacher usually introduces the students to the author of the work, with parts of the content of the work, asking some students to read more interesting parts of the work which the teacher has previously defined. In this class the teacher should orient the students in which parts of the literary work they should be more careful in, and ask the students to keep a notebook while reading, for new and less known words, specific things that happened, different behaviors between people etc. The most important part, the integral reading of the work, continues as homework, so care must be taken not to overload the students, but to read the work to represent pleasure for the students. The setting of the lesson for interpretation and analysis of the reading should be done in accordance with the size and complexity of the work, as well as with the other engagements of the students in the reading period. Just as the teacher had to inform the students of the date of the development class, the same applies to the analysis and interpretation class, the teacher notifies the students in advance of the time when the reading analysis will be done, and it is even very reasonable to get the students' consent as well (Xhambazi, 2016). Depending on the literary genre of the work and its complexity, the class proceeds to the analysis of the content, discussion about the characters of the work, or expressive recitation of the literary work selected parts. Given that in our schools literary works with discriminatory content whether in terms of gender, race, nationality or religion are still being read, it is indispensable to discuss these behaviors and thoughts, while treating them as outdated and undesirable for today's life. Always showing students that we can not improve and change the past, but from it we can understand how to live better, avoiding the above-mentioned negative phenomena which have been in a negative function of the development of human society.

Importance of reading refinement

Reading represents a skill that all students should acquire. The way and effort that students put in to learn this skill is different. Some authors are convinced that learning to read is closely related and depends on intelligence. If this ability is analyzed from a broader perspective it can be understood that more factors influence reading acquisition. Among the most important are the social circle, the physiological structure of the organism, especially the development of the ability to see, or more specifically among the most important factors on which depends the success of the acquisition of this ability we can count: organic and psychological factors and the social environment (McGuinness, 2006). As a consequence of technological development, electronically formatted texts are emerging that require a different approach to reading, as the way of interacting with the text changes (Duncan, McGeown, Griffiths, Stothard, & Dobai, 2016).

Assuming that all children learn to read, there are some aspects that are directly related to the way and speed of acquisition of this skill. Just as children possess different individual characteristics, so does their ability to read. The question has always been asked, what should the child be provided with to master reading with as little effort as possible, because from this moment on further interest in reading depends. In the first contacts of the child with the book, the motivation and the right and adequate choice of texts are very important factors. Accuracy and speed of reading are directly related to the individual abilities of the child, therefore the correction of eventual errors in reading should be properly made, without causing the child a feeling of distrust in their abilities. At this age, some children also face dyslexia, i.e. they can not pronounce some letters correctly, thus the way their pronunciation will improve affects the further development of their reading ability. If this problem is more serious, then the help of people specialized in this field should be sought. Choosing the right texts and books for

children to read should correspond to their interests and desires, they should be understandable and motivate children to read further.

The best time to start reading is thought to be at the age of six. Today, as a result of the development of telecommunication technologies and media, many children learn to read even before this age, and as a result of not caring for these children, this phenomenon "can inactivate them in further development of desires and interest in reading" (Xhambazi, 2016, p.69). Both children and adults read aloud or silently. Reading aloud is characteristic for children in the first cycle of primary education and depending on the possibilities and needs can be: individual reading, role reading and joint reading - in choir. To better understand the text, its content and message "reading aloud can be divided into logical reading and expressive reading" (Петковска, 2008, p. 125). Children learn these types of reading gradually in the following grades. For reading, Van Dyke & Landi (2015) suggested that it is the interaction of lexical knowledge and interference arising from poor discrimination among lexical competitors that produces poor comprehension.

Reading silently, is a characteristic that comes into expression from the third grade onwards. Primary school children often practice silent reading for a number of reasons: they read to enjoy the literary work, they read to get acquainted with the literary work, to expand their knowledge, and so on. Silent reading is different from reading aloud according to the speed of reading, but this does not apply to elementary school students, because in these students there is no difference in the speed of reading aloud and reading silently. When children master reading, it continues to be silent, because in this way the speed of reading is higher and for a shorter time more text is read. This speed depends on many factors, it is higher when reading a text which is previously known or more understandable, while the speed is lower when reading text with more complicated content or contains more new and unknown information. Reading as a skill for discovering thoughts through the written word, imposes the need for reduction of both words and sentences according to the age of the students. In the upper grades, children have acquired the ability to read, so longer sentences are used in texts dedicated to reading.

Interactive approach to content processing from literature

In the most successful realization of the contents from the artistic literature, in the process of the teaching work, different ways and means are used with which we are guided in the achievement of certain goals. In teaching theory and practice, the criteria for the right choice of teaching methods represent a very serious problem. From the very voluminous literature that deals with this issue, we can briefly conclude that: When it comes to the application of teaching methods, we must always keep in mind the rules *"never too much, but not too little, and never too long with one method, but not so short that the whole intellectual and physical personality of the students is not engaged in the acquisition of knowledge, repetition and exercises of learning contents"* (Zylfiu, 2001, p. 369). Many factors influence the determination of teaching methods, but as the most important is the teaching content, which depending on its specifics imposes the implementation of adequate methods.

In the process of processing teaching contents from literature, in order to develop students' interests in reading and learning, all teaching methods are expressed. In this case we will focus on the text method, as it comes into expression whenever the text/book is used. The text has always represented the main and most important source of knowledge, therefore working with text as a teaching method has always been the object of study of didactics and methodologies. Text as a source of knowledge has a great use in the teaching process, starting from the primer to university and academic texts. One of the essential tasks of the educational process is to train students for the correct and functional use of the text, with which text work has taken a key place in teaching methods, in all cycles and levels of education. In the process of teaching work during the acquisition of new knowledge, directly or indirectly when we use the text as a source of knowledge, then comes the work with text as a teaching method (Murati, 2007). Through this method, active links of action are established between the sources of knowledge (included in the text) and the students, which enables the students to use the text correctly. From a historical point of view, the text as the only source of knowledge and its excessive use, has often been criticized for having a negative attitude in the excessive use of the text, because it has led to verbalism and formalism of knowledge. Today within the numerous sources of knowledge,

the text continues to remain irreplaceable in teaching work, and any omission of it would be a great mistake.

In the learning process, the text also contributes to the organization of the lesson, because it enables normal work according to the possibilities of the students, differentiated learning, systematization of the lesson, deeper mental activity, etc. Viewed by its complexity, the text method is not in the function of learning only in the elaboration of new contents, it also finds application in the repetition and expansion of knowledge and is in the function of training students for permanent learning.

Reading and using the text, both in the learning process and outside it, as a method and as a process of daily learning activities, represents an important factor in terms of training students for learning, independent work and preparation for life. This social character of reading represents a special dimension of didactic goals, not only in the upliftment and permanent perfection of the individual, but also in the upliftment and cultural advancement.

Creative models for the realization of program sets from literature

The interpretation of literary artistic texts is a specific type of educational activity that is usually carried out with the help of a book. Various "activities and exercises can be developed in the textbooks, therefore some sub-models are applied in the literary-artistic models" (Stevanović, 2003, p. 351). In the following paragraphs we present some of the most applicable models.

Retelling according to the joint plan. In traditional teaching it is encountered as "text analysis". To affirm the creative actions of students, the plan should consist of several points. Based on the structure of the plan, students complete the reading of the work. In their notebooks the students mark the parts about which they show the most interest as well as the lesser known words and expressions. It is also preferred to note the time of activities, such as: the beginning of the reading of the work, the most appropriate time for reading, research and eventual discussions with other people about ambiguities in the text, etc. After the reading, other points of the plan are completed, such as: defining the idea, defining the motive, positive and negative characters, the author's message, etc. This sub-model gives positive results and serves as work for systematic continuation in this field. When the retelling according to the common plan is well practiced then it is passed to the individual story, which is usually realized in the lesson which is pre-determined by the teacher.

Ending the previously started conversation. This sub-model is applied during the lesson, when students are introduced to the work they need to read. The teacher, through short points, introduces the students to the content of the text. The moment he finds that the students' interest is high for the further course of the event, then he starts talking to the students. Some of them give opinions about the course of the event, or the end of the work. This greatly stimulates students' interest in reading the work as a whole. While reading outside of school, students are introduced to the true content of the conversation that began.

Shortening the conversation. The main elements/words or sentences are kept while the others are skipped/removed. The choice of words is essential which would provide the most adequate meaning of the content. (Example: remove some sentences from the given text, while the meaning remains the same). This sub-model is of particular importance when analyzing the contents of readings, as one lesson per work is temporarily insufficient. The task of the teacher is to enable students to describe the content as briefly as possible, without changing its meaning.

Text expansion. This is the opposite activity of shortening the conversation. The given text should be expanded with words and sentences. Sometimes, depending on the age of the students, new characters can be added to the text. This submodel is preferred for shorter texts, such as fairy tales and legends. Some of the textbooks do not have complete content. They consist of selected pieces from different works. In this case, expanding the text helps to develop students' imagination. The task of the teacher is to encourage the students and to direct their attention towards a further continuation of the event. In the case of literary works written in poetry, encouraging the writing of a verse or several verses would also represent the development and strengthening of students' self-confidence, self-actualization and motivation.

Analogue talk. Based on the read text, students discuss the same content that they have read or heard before. Some of the literary and artistic works dedicated to school reading are also realized as animated films. Almost all preschool children get acquainted with these films before attending primary education. At the time of getting acquainted with the title of the work, conducting a conversation about the same would stimulate interest in reading. The teacher's task is to encourage students to read the work and to distinguish moments which may be different in the film and in the book. The experience of reading should be more pronounced than watching television. This model is not just about content that is realized in the lower cycle. The cinematographic industry has realized in feature films many of the events based on novels, which are part of the compulsory reading literature in primary and secondary education. These are crucial moments to orient students' interests in reading, through an analogy of film and literary work. Critical thinking is also expressed through analogous conversations, analyzing events from works with close content.

Literary artistic models are most often realized by analogy or by alternative. In many texts, especially in texts with artistic content, students encounter many events which are close to their life or experience. They want such texts because the need for expressing individual experiences in children is great. In the realization of contents for which students have prior knowledge, they should be able to express the knowledge they have read, watched on TV, or heard from the elders. In this case it is important that they understand the content by deepening the knowledge of what is now known to them.

Alternative learning is an exercise where the problem is posed in several possible ways, and students select the most appropriate. By analogy, the learning model can also be applied with the help of visual cues in the text.

Conclusion

The rapid technological development, that of electronic media in particular, enables the acquaintance of young people with different contents. Acceptance or rejection of these contents largely depends on the prior ability of students and young people to critically approach textbooks. School is the place where children learn to read, are trained in fluent reading, and are prepared for a critical approach to reading texts. The issue of (not)reading literary artistic contents has always been controversial. In the past, the strongest reason was the obstruction of students' access to books, as the number of books was smaller. Today reasons are different and more numerous. Students' interest in reading seems to be steadily declining, as a result of declining interest in reading. The realization of literary and artistic contents through the application of creative models, among other things, enables the increase of interest for reading. In this context, choosing the most appropriate and closest content to students' lives would help to show students' self-actualization and self-action, as special elements for stimulating optimism. This would help create the belief that personal development depends on self-commitment. By developing and fostering optimism through the educational process, feelings of pessimism, inferiority, insecurity will be avoided, and at the same time emotional stability, desire and courage for reading and learning will be developed.

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DISTANCE TEACHING OF MUSIC ART WITH THE HELP OF ICT

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Abstract. Music art is a subject through which students get to know the folk tradition, get to know each other, become aware of each other's differences, differences. They strengthen the psycho physical and social development. It helps us improve our mental abilities and also strengthens us physically. In this paper, I would like to show a few lessons in the subject of music art, in which students will learn about difference and expand knowledge, deepen their awareness of diversity. In these times when the world is changing radically (economy, health, public and cultural life, education), professionals in the field of education with the help of ICT equipment began to develop innovative ideas for working with our students, we began to build a new education system and training. We have introduced new learning approaches, methods, and techniques of teaching material through various applications and programs. I chose the MS Teams application to teach the material, where I prepared a special channel for students, which was secured and to which I added learning material every day, which we also processed and discussed at a video conference with my students. For example, in my posts I show a music art class where I show interactive work with my students. I prepared a Microsoft Power point for the lesson, thus enabling students to learn remotely with the help of ICT. At the video meeting, we felt like we were in school.

Key words: *music, percussion, long and short tones, difference, diversity.*

Introduction

In this paper, I show how to conduct a distance lesson in the subject of art, where I tried to enable students to develop knowledge in this area, develop psychophysical abilities, a lot of movement, singing, spreading positive energy, and strengthening social relationships in a virtual way.

When working remotely, the students needed ICT equipment so that they could follow my explanation and then practice and consolidate themselves. The students participated, sang, danced and had fun all the time. In this way, we enabled the spread of positive energy even at a distance.

In addition, the students tried to get to know different songs of the world, as there are a lot of immigrant students in my class. This is how we learned about diversity and differentness. We got to know Macedonian, Chinese, Bosnian, Russian children's songs.

We first discussed the subject matter with the help of my explanation, then they got to know the songs of different parts of the world.

In Macedonian, we got to know the song "Duvna vetre razvigorče" and tried to understand the lyrics. A student from Northern Macedonia also translated the text approximately. Everyone was happy. We learned that the text talks about the wind.

The purpose of this paper is to show that even at a distance we can succeed in upgrading the understanding of difference, diversity and spreading folk tradition through the musical activities of different parts of the world. The goal, however, was for students to get to know their classmates from a different perspective, to get to know their culture through song and dance.

Theoretical starting points

Music is a concept defined and explained in several ways. It is used to denote forms of entertainment, the contrast between speech and noise. We know it as an orderly and formed sequence of noises, tones, and the like, or as a social perception and a platonic ideal that originates from specific factors (Tajaknez, 2020).

Muršič (1993) says that music plays an important role in people's daily lives and that for some it is very essential for the formation of social identity. The judge says that it is important for a person's life and that it is a key thing in an individual's everyday life. It is presented as an art, a form of entertainment or the opposite of speech or noise. Through music, it is difficult to distinguish content from form and sound from its message. Wagner claimed to represent passion, love, and longing.

According to Muršič (1993), music is an activity that we express through singing, dancing, listening to music, as passive and active listeners, and spectators. Music is a part of the socialization process, which is expressed through education in the home or school environment.

Listening to and experiencing music works on us as a medicine, it works on our personalities, bodily functions, nervous system, and on stimulating imagination and thinking. He says that music education arouses joy and positive feelings towards music, forms a positive attitude towards Slovenian and world music culture and knowledge. In this way, he also learns about its significance and values of art (Uranjek, 1993).

The music curriculum allows us to learn about and teach music in a variety of innovative ways. Methods, techniques, and approaches are chosen by professionals based on various experiences, desires, and motivational affinities, which we want to spread and offer to our students (MIZŠ, 2011).

According to the curriculum, music appears in every culture, so we label it as a cultural phenomenon, which was also shown by the authors who researched this field. In humans, it expresses a desire to create a sound environment, communication, and creativity. The subject of music in primary school enables children to get to know and understand themselves in relation to others and the web of connections between home, school, and the world. Through music, we encourage self-discipline, creativity, aesthetic sensitivity, expression in various fields and the spread of positive energy in the environment in which we operate (MIZŠ, 2011). According to the curriculum for the first educational period (MIZŠ, 2011), students learn to sing children's, folk and art songs in a group and independently relax and experience, learn different songs from the past and present, record adult interpretation, sing, listen loudly, quietly, slower, and faster implementation. In addition, while learning, they learn to show experience, deepen the elements of aesthetic song design, form a singing voice, deepen the reliability of singing and utterances. They learn to create and listen in music, and teachers evaluate this in the end (MIZŠ, 2011).

Distance learning with ICT

Based on theoretical background and general knowledge about music, we can say that students learn about their roots, folk tradition, know how to understand themselves and others and enable them a broad understanding of classmates coming from Slovenia and other parts of the world.

We conducted the lessons remotely with the help of a Power point presentation, where we wanted to present musical and other concepts in the best way. In addition to explanations, thought patterns, hints, and links for more in-depth learning, a lot of pictorial material, we video teachers still added their personal note, our voice, to video meetings. It is still the teacher who guides, guides, inspires, motivates, helps the student to develop a personal, life relationship to the material, phenomenon, problem...

The following is a practical example of performing work remotely via the MS Teams application and using ready-made sliders.

At the beginning of the lesson, we read the story of Hedgehog Max. Teachers pay close attention to tracking, reading with accents. When we read a story, we talk about the story through questions.

DOLGI IN KRATKI TONI V GLASBI

ZGODBA O JEŽU MAKSU

3. razred

Ko je napočil čas kosila, so se čez jaso zaslišali glasovi: »Kje ste moji ježki, slastno hrushko imam danes za vas!« In v istem trenutku so izginili z jase.

Stara medvedka se je le smejala, saj je vedela, da obožujejo hrushke. In še v tistem trenutku je z visokega hrasta priletel lesnik tik pred mlade vervečke. To je sporočilo mame vervečke, da je kosilo na mizi.



Ob vznožju gore je bila jasa. Prav tukaj so se zbirali mladiči iz gozda in se igrali - izpod štorov so se priplazili ježki in iz hrasta so urno pritekale mlade vervečke.

Ob robu jase pa je imela brlog stara medvedka, ki je budno pazila na razigrano družino.

Med njimi pa je bil tudi ježek Maks, ki je bil že od rojstva šepav. Zato je hodil bolj počasi.



Naenkrat je bila jasa prazna.

Stara medvedka je hotela izkoristiti ta čas, ko družine ni na jasi, da malo poleži v svojem brlogu.

Pa zasliši iz grma jok - bil je ježek Maks. Ker je šepal, ni mogel dobiti bratcev, ki so tako urno stekli. Stara medvedka ga je vzela v naročje in mu pripovedovala zgodbo.

Povedala mu je zanimivo zgodbo o grmu s čudežnimi jagodami, ki je rasel na vrhu gore in je ozdravil vsako bolezen. Ježek Maks si je to zgodbo še posebej dobro zapomnil.



Nekoga dne se mladiči iz gozda spet zberejo, kot je bila to navada. A kmalu so začeli pogrešati staro medvedko.

Ježki in vervečke so se napotili do njenega brloga. In glej - medvedko so našli v postelji, hudo je zbolela, imela je visoko vročino in strašne bolečine.

Edino zdravilo, ki bi ji pomagalo, so bile čudežne jagode na vrhu gore. Ježki so se kar stresli ob misli, da bi morali na goro. In vervečke - te so kot blisk odhitale na vrh hrasta v mamino naročje.



Ježek Maks se je spomnil, kako dobra je bila medvedka do njih.

Odkločil se je, da pojde na goro.

Pot je bila zahtevna in na smrt ga je bilo strah. Na vrhu je našel grm, na katerem je bila le še ena sama jagoda. Odrgal jo je in tekel v dolino kot še nikoli.

Medvedki so medtem pešale moči. Veveričke pa so točile debele solze, ker niso vedele, kako bi ji pomagale.

Nenadoma se odpro vrata - bil je Maks v spremstvu ostalih ježkov. In v trenutku, ko je stara medvedka požrla jagodo, je odprla oči in se uselila na posteljo. Jež je zadovoljno poskakoval. Bratje ježki in vervečke so ga čudno gledali. Maks je šele tedaj opazil, da ne šepa več in da je tudi on ozdravel.



Picture 1

Picture 2

After reading the story, we talk, followed by a presentation of a learning topic on long and short tones. Pupils learn short and long tones through the song Albinces Pesek "Ples". After listening to the song, we talk to the students about it.

Učna tema: Narišimo dolge in kratke tone

PLES

Hop, hop, hitro poskočimo,
kot vrtavke zaplesimo:
levo, desno, ena, dva,
pa še enkrat sem ter tja.



Igra na glasbila

- Izvajanje dolgih in kratkih tonov, - spremljava k pesmi Ples (za kratke tone izberemo glasbila, ki imajo kratko trajanje zvokov, za dolge tone pa metalofon ali triangel).
- Če imate doma kakšne Orffove instrumente, sami zaigrajte pesem Ples.

- Poslušajte pesem Albine Pesnik: Ples (klikni na zvočnik).



Poslušanje

- Slovenski ljudski: Hiter polh in Večerni zvon.
- Glasbena primera predstavlja pesem zvonov.
- Takšen način igranja imenujemo **pritrkavanje**.
- Pri ritmičnem zvonjenju se posamezni glasovi zlivajo v melodijo.
- Pri tem gre za skupinsko muziciranje, uporabljajo pa cerkvene zvonove, ki so namenjeni običajnemu zvonjenju. Na obod zvonov igrajo s kembljem, lesenim tolkačem.



Picture 3

Picture 4

Students learn what listening and tapping mean. Then they also get to know the parts of the church bell and the movement, staging long and short sounds - dancing while singing songs.



Picture 5

Gibanje

- Gibno uprizarjanje dolgih in kratkih zvokov – ples ob petju pesmi Ples (pri prvem delu delamo manjše in krajše gibe, pri drugem pa večje in daljše).

Zanimivo: Poslušaj!

(1:20) Minutka za glasbeno teorijo: Ton (#2) - YouTube

(1:20) Glasbena brhita: Tonska abeceda (#2) - YouTube

Picture 6

We also play a didactic game in a virtual environment: Chickens and foxes:

Didaktična igra: Piščanci in lisice

Namen naše ure danes bo, da se bomo malo poigrali z dolžino tonov. Vsi veste, da nekateri instrumentizvenijo dolgo, drugi pa kratko.

- Ali bi lahko gibanje različnih živali kako povezali z dolgimi in kratkimi toni?
- Lisice poznamo in vemo, da se potuhnjeno plazijo z dolgimi koraki.
- Mladi piščanci pa stopicajo z drobnimi nožicami in pri tem delajo kratke korake.

Če bi bili v šoli, bi zaigrali naslednjo igrico:

- Pri kratkih zvokih pridejo piščanci iz kurnikov (sedijo na stolu) in plešejo okoli lisic, ki dremlejo, obenem pa pozorno poslušajo. Ko slišijo dolge zvoke, se piščanci hitro poskrijejo, lisice pa začnejo loviti; ujamejo vse piščance, ki niso dobro poslušali in se niso skrili. Ujeti piščanci postanejo lisice in igro nadaljujemo.
- Glede nato, da nismo v šoli, poskusite sami zaigrati dolge in kratke tone.**
- Za spremljavo bi lahko uporabili triangel in palčke, potem bi igro ponovili še z metalofonom in ksilofonom.
- V kolikor imate brate in sestre lahko skupaj zaigrate prizor.

Picture 7

Then I tell the students to prepare music notebooks and to draw long and short tones while listening to the melody and the song.

Ustvarjalnost



- Risanje dolgih in kratkih tonov

Nariši, kako si predstavljaš kratke tone...

Nariši, kako si predstavljaš dolge tone...

Picture 8

When we do this, the students get to know the Macedonian song Duvna vetre razvigorče.

The song is first sung by a student from Northern Macedonia, then we listen to it on YouTube (<https://www.youtube.com/watch?v=p3ne4EefHXE>) and try to learn it. Let us talk about the translation of the song or about meaning.

<h2 style="text-align: center;">Makedonska pesem</h2> <p>Златно Славејче - 1975</p> <ul style="list-style-type: none"> - Текст: Бошко Смаќоски - Музика: Петар Сидовски - Аранжман: Славе Димитров - Исполнува: Весна Бучкова <p><u>Povezava besedila:</u></p> <p>https://www.last.fm/music/Zlatno+Slav+ejce/_/Duvna+Vetre+Razvigorce/+wiki</p> <p><u>Povezava:</u></p> <p>https://www.youtube.com/watch?v=p3ne4EefHXE</p>	<p>Дувна ветре развигорче</p> <p>Дувна ветре развигорче Нишна гранче над изворче. (X2)</p> <p>Дувна ветре будигора Раззелени сто јавора. (X2)</p> <p>Дувна ветре развигорче Нишна гранче над изворче. (X2)</p> <p>Дувна ветре љубопитче Накитено со кокиче. (X2)</p> <p>Дувна ветре развигорче нишна гранче над изворче. (X2)</p> <p>Дувна ветре југовица за зимата шлаканица. (X2)</p> <p>Дувни ветре, дувни.</p>
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Picture 9

We enrich every hour of remote music with new songs. Pupils look forward to learning about a new song, a new culture presented by their classmates and then spreading positive energy at home. It means that they take this song home, where the locals get to know the children's school world, the world of different languages, songs, games, dances.

The school space thus becomes a field of enrichment, expansion, and integration. 1. Conclusion From theory and practical implementation, I can conclude that music is very important to me, to every human being. It enriches and builds us in various fields. It helps us understand ourselves and others, teaches us about other cultures, events and things that build the world. We express ourselves musically in different ways, we create it in our own way; singing, dancing, musical creation is part of our being, but consciously and unconsciously we also take on musical experiences, the practices of our surroundings. All of this enriches our experiences, connects us to our social environment, and enriches us all spiritually.

I am happy to be able to teach students something new and thus transfer my knowledge through the art of music and in the field of music art, even art in general. Pupils at school learn about art, express themselves through music, as well as artistically, verbally, through movement. Music is a universal language that has no boundaries and is spreading everywhere, in different ways. I am happy to be able to teach students something new and thus transfer my knowledge through the art of music and in the field of music art, even art in general. Pupils at school learn about art, express themselves through music, as well as artistically, verbally, through movement. Music is a universal language that has no boundaries and is spreading everywhere, in different ways.

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SAFE TEACHING FOR SAFE EDUCATIONAL INSTITUTIONS – IS THERE THE HIDDEN CRISIS?

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Abstract. Education is the cornerstone of development of each country and is recognized by the UN as a human right. Access to safe learning environments is a vital requirement at every stage of child's education – from the preschool, during which a child's brain undergoes 90% of its development, through to adolescence, when young people are prepared for the contributions they will then make to their communities, the economy and the wider world. This paper instigate many questions for safe teaching: What do the data tell us about violence and cyberbullying? How can educational institutions counterbalancing this "situation"? Also is pointed, that no country can achieve inclusive and equitable quality education for all, if students experience violence and cyberbullying in educational institutions and beyond. A quality education can improve the life chances of individuals themselves, especially to girls and the communities around them. The purpose of this paper is not to analyze the proposed solutions for online teaching in terms of cyber security and protection of student privacy, but must point out a number of potential risks that the process itself carries. Namely, the lack of unified access to online teaching in the period March-June 2020 has led to almost every school collecting, storing and transferring personal data of students to a variety of software and web services. At the beginning of the new school year, it was start a single platform is used for all schools, and therefore competent institutions must to pay attention to data security and to respect the principles of privacy of children. This paper also raises the question what is the effect on children in this digital migration? The paper states that competent institutions need to have a macro and micro approach in order to provide a safe learning environment.

Key words: *cyberbullying, hidden crisis, development, safe educational institutions.*

Introduction

Preventing a learning crisis from becoming a generational catastrophe requires urgent action from all. Education is not only a fundamental human right, it is an enabling right with direct impact on the realization of all other human rights. It is a global common good and a primary driver of progress across all 17 Sustainable Development Goals as a bedrock of just, equal, inclusive peaceful societies. When education systems collapse, peace, prosperous and productive societies cannot be sustained.

The COVID-19 pandemic and the physical distancing measures imposed in response to it have greatly increased the risk of intra-family violence and online abuse. New researches reveal the sheer scale of the challenge and the impact of inaction on school safety. In the executive summary of the report „Safe schools: the hidden crisis - A framework for action to deliver Safe, Non-violent, Inclusive and Effective Learning Environments” (Brown, 2018), it is pointed that within two years, there will be an estimated 550 million children of school and pre-school age (3–18), living across 64 countries, whose education is under threat from war, endemic high violence, or environmental threats. At the same time, it is emphasized that by 2030, this number will rise to 622 million – nearly a third of all children that will be alive at that point and the projections are grim: nearly a quarter of these children (22%) will not complete primary school, over half (54%) will not complete secondary school, and three-quarters (75%) will fail to meet basic learning outcomes in literacy and maths. These percent starkly show, failure to improve the safety of schools in the countries that are part of this report makes realizing

the ambitions set out in the UN's Sustainable Development Goals on education (SDG4) impossible. In parallel, denying these children the education they deserve risks depriving some of the world's most challenging areas of entire generations of builders, producers, innovators, problem-solvers, peace-makers, entrepreneurs, careers and life-savers.

A range of objectives relating to global education to be achieved by 2030 are: providing safe, non-violent, inclusive and effective learning environments for all, ensuring that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, ensuring that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education and eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Need for safe educational institutions

Safe educational institutions and learning environments (also called 'safe learning spaces') are physical locations or ways in which young people can learn free from systematic threats to the physical and mental wellbeing of themselves and their teachers. They are places where the physical infrastructure is also safe for learning (Dweck, 2008). Threats to safe schools exist in every country in the world. However, they are inevitably heightened in countries affected by conflict, environmental disasters, and high levels of endemic violence. The known disruption caused to their education - pre-school, primary, secondary and beyond is immense: it is estimated that some 75 million children and youth will have their education disrupted this year due to an emergency or crisis. In the article - Creating the safe learning environment, Timothy C. Clapper emphasized that learning, involves ongoing reflection by the learners as they work to add to or modify the existing frames of reference that they came into the learning environment with (Clapper, 2010). For children, this involves being free to take such risks without being mocked in the classroom, or even later, outside the classroom. The UN and the education community have developed guidance (UNESCO, 2020) to help countries through the timing, conditions, and processes for reopening education institutions. Based on an extensive review of existing conceptual frameworks that UNESCO has identified nine key components (UNESCO, 2019) of a response for ending school violence and bullying. These components are the following: strong political leadership and robust legal and policy framework to address school violence and bullying, training and support for teachers on school violence and bullying prevention and positive classroom management, curriculum, learning & teaching to promote, a caring (i.e. anti-school violence and bullying) school climate and students' social and emotional skills, a safe psychological and physical school and classroom environment, reporting mechanisms for students affected by school violence and bullying, together with support and referral services, involvement of all stakeholders in the school community including parents, student empowerment and participation, collaboration and partnerships between the education sector and a wide range of partners (other government sectors, NGOs, academia).

Defining term „cyberbullying“

UNESCO member states declared the first Thursday of November 5 2020 for International day against violence and bullying at school including cyberbullying and in report of UNESCO (UNESCO, 2020) it is pointed that school violence and bullying including cyberbullying is widespread and affects a significant number of children and adolescents. Cyberbullying includes being bullied by messages, i.e. someone sending mean instant messages, postings, emails and text messages or creating a website that makes fun of a student or by pictures, i.e. someone taking and posting online unflattering or inappropriate pictures of a student without permission; it also refers to being treated in a hurtful or nasty way by mobile phones (texts, calls, video clips) or online (email, instant messaging, social networking, chatrooms) and online hurtful behaviour (UNESCO, 2019).

Relevant research - What do the data tell us about violence and cyberbullying?

EU-level surveys say that 1 in 3 internet users is a child and even half of children aged 11-16 meet with one of the most common risks on the internet⁴ such as cyberbullying, cyber-predators, scams, malware, fishing (phishing). On the other hand, the same research shows that more half of the respondents do not know how to deal with it the dangers of the internet (European Commission, 2020).

The publication - Behind the numbers ending school violence and bullying, provides an up-to-date and comprehensive overview of global and regional prevalence and trends related to school-related violence and examines the nature and impact of school violence and bullying. In this publication it is pointed that Cyberbullying affects as many as one in ten children. In Europe, girls (11.7%) are slightly more likely to experience cyberbullying via messages than boys (9.3%), whereas boys (8.1%) are slightly more likely to experience cyberbullying via pictures than girls (7.5%). Relatively few case study countries provide data on cyberbullying or strategies to address it. Only two countries, Italy and Lebanon, report teacher training on online safety and prevention and reporting of cyberbullying (UNESCO, 2019).

In the report - Catching the virus; cybercrime, disinformation and the COVID-19 pandemic published on April 3 2020, Europol pointed that Offenders are likely to attempt to take advantage of emotionally vulnerable, isolated children. It is pointed that children allowed greater internet access and they will be increasingly vulnerable to exposure to offenders through online activity such as online gaming, the use of chat groups in apps, phishing attempts via email, unsolicited contact in social media and other means (EUROPOL, 2020). Adults working remotely subsequently are not as able to supervise their children's internet activity. The report states that cybercriminals have been among the most adept at exploiting the COVID-19 pandemic for the various scams and attacks they carry out and activity around the distribution of child sexual exploitation material online appears to be on the increase, based on a number of indicators.

On April 4 2020 the UK's National Crime Agency published its threat assessment and that "it believes there are a minimum 300,000 individuals in the UK posing a sexual threat to children, either through physical 'contact' abuse or online." The report continued and highlighted that "with children spending more time online to do school work or occupy themselves while parents and carers are busy, they face an increased threat from offenders who are also online in greater numbers", "urging children, parents and carers to ensure they know how to stay safe on the web" (UK's National Crime Agency, 2020).

Cyberbullying is a growing problem. Data from seven countries in Europe show that the proportion of children aged 11-16 years who use the Internet and who had experienced cyberbullying increased from 7% in 2010 to 12% in 2014 (UNESCO, 2019).

In the education report - Digital Education: The cyber risks of the online classroom it is pointed that , in June 2020, Microsoft Security Intelligence reported that the education industry accounted for 61 percent of the 7.7 million malware encounters more than any other sector (Kaspersky, 2020). Apart from malware, educational institutions were also at increased risk of data breaches and violations of student privacy. As fall approaches, digital learning will continue to be a necessity. From the end of April to mid-June, Check Point Research discovered that 2,449 domains related to Zoom had been registered, 32 of which were malicious and 320 of which were "suspicious". Suspicious domains were also registered for Microsoft Teams and Google Meet. In 2020, however, the total number of users that encountered various threats disguised as popular online learning platforms jumped to 168,550, a 20,455% increase.

The growing popularity of digital services in education will also contribute to the demand for cybersecurity. After working with distance learning, teachers, principals and parents must to realized the importance of digital security. It is now up to the industry to introduce digital security lessons for teachers, so that they can pass on new knowledge and skills to their students.

Safe teaching in macedonian education: How can educational institutions counterbalancing this "situation"?

Macedonian education also confronted with increased opportunity for digital technology's potential for misuse - from cyberattacks and crimes to misinformation, as well as burgeoning issues related to data privacy and security. In Macedonia, the models for the beginning of the new school

2020/2021 year that were mentioned during July and August met with great reactions from the public. SONK issued a statement saying that the priority of the authorities should be the health of students as well as employees, hoping that the proposed models will reflect these values (SONK, 2020). Representatives of the Union of High School Students of the Republic of N. Macedonia also expressed their opinion, saying that "the health, safety and well-being of the school community must be at the center of the policies for returning to school." (Union of High School Students of the Republic of N. Macedonia, 2020).

Protecting the safety of children is crucial to the success of the whole reform, which is based on the advancement of a range of basic human rights as well as internet addiction. Facing these risks should begin with their involvement in the debate, the result of which will be the future strategic documents that will be a framework for organizing distance education. The data from the State Statistical Office show that in 2020 in Macedonia 79.9% of the households had access to the Internet at home and the most the Internet is used by young people aged 15 to 24 years, for instant messaging, messaging for example, via Skype, Messenger, WhatsApp, Viber (95.8%) and 89 % participating in social networks (creating user profile, posting messages or other contributions to Facebook, Twitter, etc.) (State, Statistical Office, 2020).

Social media and the many opportunities it offers the internet is a landmark of the 21st century. Cyberbullying is a real problem of today, and the victim can be anyone, especially young people. The scandalous group "Public Room" at Telegram came to life again after a year. After months, at least ostensibly, of stopping the activities of members of the group who publicly harassed and published explicit photos of underage girls, these days the public is upset again, after some of the victims alerted to new abuses. The Telegram Public Room group has more than 6,500 members and about 10,000 photos and videos have been shared. The interior ministry in Macedonia is investigating who is behind the group and is urging citizens to report abuses.

UNICEF in the article Cyberbullying: What is it and how to stop it? emphasizes that the laws against bullying, and especially against cyberbullying, are quite new and have not yet been enacted in all countries (UNICEF, 2020). Therefore, a large number of countries, including Macedonia, must support other laws, such as those intended to protect children from all forms of violence and discrimination, including cybercrime. However, in accordance with Article 144, paragraph 4 of the Criminal Code in Macedonia, it is said that on the basis of an information system be threatened with a sentence of five years imprisonment (Criminal Code, 2020). Also, according to the law, anyone who posts private videos on the Internet with pornographic content may be held accountable for the crime of misuse of personal data under Article 149 of the Criminal Code, which carries a fine or up to one year in prison. If the videos show a minor, the perpetrator who produced child pornography for the purpose of its distribution, or transmitted or offered it through a computer system, will be responsible for production and distribution of child pornography Article 193-a of the Criminal Code for which overdue imprisonment of at least eight years. Civil society representatives say they will insist that sexual harassment online be specifically regulated in the Criminal Code.

Bearing in mind that the threat made through social networks is as important as any other form of threat, it should not be ignored and should be reported to the nearest police station. Before reporting the case to the police, the victim should be sure to hear a copy (screenshot) of the communication as well as a copy (screenshot) of the suspect's profile as evidence that he was present at the time, in case it was too late to remove it. In addition, the class teacher and the professional service in the school should be informed, who would act accordingly in the given situation.

In 2018, the National ICT Council adopted the National Cyber Security Strategy 2018-2022 and the Open Data Strategy 2018-2020 with an Action Plan. The National Cyber Security Strategy of the Republic of Macedonia is a strategic document that should serve as a roadmap for the development of safe, secure, trusting and resilient digital environment, supported by quality capacities based on trust and cooperation in the field of cyber security. The Center for Research and Policy Making in 2019 (Cekov, 2019) has developed a Guide for Cyber Security for Children at Home and School. This publication has been produced with the support of the City of Skopje, Hedaja - Center for Excellence in Dealing with Violence extremism and the European Union. This guide aims to develop guidelines for

proper use of the Internet that will be readable and practical for teachers, parents and children for the same to be easily applicable.

In July 2020, the Ministry of Education and Science published a Concept for the development of a distance education system in primary and secondary schools in the Republic of N. Macedonia. The draft Concept lists several distance learning platforms, some of which are owned by the BDE, some of the relevant ministries, while in practice in the past 4 months many schools have used other platforms (Zoom, Google Classroom, Moodle, etc.). The recording of classes, as well as all the data required for the use of different platforms, in accordance with the European GDPR regulation to which our legal system adapts, is often treated as the transfer of personal data to other countries. For this, the laws require informing the parents, and even their consent. For schools, this can be an additional administrative burden, for which additional resources should be provided, in order to ensure a uniform practice in the use of data in all schools. The document itself indicates the need to amend the laws in the field of education, but in the process of changes should care is taken on how the principles of personal data protection of all involved individuals will be respected. It is necessary to define exactly who will be the controller, who will be the processor, and who will be the user of all that data, to specify the deadline storage, the technical protection measures. In the next period, it is necessary for the competent institutions to promote a culture of cyber security, which means encouraging responsibility and understanding of cyber risks in all spheres of society, by developing informed trust of users in electronic services. Achieving this goal means creating skills, knowledge and protection solutions, while providing greater resistance to malicious cyber activities.

In addition, this goal will enable effective dissemination of cyber security measures and activities at all levels, including stakeholders, to achieve the required level of knowledge and skills. On the other hand, it is necessary to develop and promote curricula and trainings in the field of cyber security at all levels, support research facilities and business innovations by creating a scientific research center in the field of cyber security, as well as participation in national and international research projects and activities related to cyber security.

Conclusion

In the next period, educational institutions need to review their cybersecurity programs and adopt appropriate measures to better secure their online learning environments and resources. The health, safety and wellbeing of staff, students in educational institutions must be the highest priority to the governments.

Competent institutions in Macedonia must realize more activities which will aim to increase children's access to more effective, social-emotional learning and life-skills training, and ensure that school environments are safe. Competent institutions need to have a macro and micro approach in order to provide a safe learning environment. The strategy must involve approaches such as increasing enrolment in pre-school, primary and secondary schools, establishing a safe and enabling school environment and life and social skills training programmes. Programmes that strengthen children's social and emotional learning enhance their communication and relationship skills and help them learn to solve problems, deal with emotions, empathize and safely manage conflict – life skills that can prevent violence.

Schools, universities and the teaching staff in this global crisis need to be very careful with the devices where the personal data of all involved in the teaching process are stored, especially the minors (students), because of the possible consequences and privacy violations that could occur with potential breach of protection. In the next period there is a need for greater involvement of parents in school activities related to ICT such as informative meetings where families are introduced to the specifics of computerized teaching, resources and tools used, protection of privacy and their safety and the safety of their children. At the same time, it is necessary to provide a program for the Safety of children's rights on the Internet, point out the possible risks, and raise awareness of the possible effects of digital exposure. Also, there is need for trainings in the schools of the psychological-pedagogical staff for detecting and dealing with cyber violence and crime.

It is clear that COVID-19 will have a lasting impact on children, particularly online and consequentially, policies and plans will need to accommodate this. It is necessary to promote awareness of cyber threats and focus on capacity building for cyber security among stakeholders, increase awareness and basic knowledge in the field of cyber security of students in primary and secondary schools, improve existing curricula in primary and secondary schools and inclusion of elements in the field of cyber security in the new university study programs in order to produce better staff in the field of cyber security.

No country in all over the world can't achieve inclusive and equitable quality education for all, if students experience violence and cyberbullying in educational institutions and beyond.

In addition, the possibility of a hidden crisis will be reduced, if there is exchange of skills, knowledge and experiences in the field of cyber security at the national level and that will be achieved through the creation of ad-hoc inter-ministerial research teams composed of experts from the public sector, the private sector and the academic community.

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SEMANTIC FEATURES OF KINSHIP TERMS IN MACEDONIAN, ENGLISH AND GERMAN

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Abstract. Abstract. This paper describes the semantic features of kinship terms in Macedonian, English and German and attempts to make a complete analysis in these languages. The paper compares the semantics of kinship terms from a perspective of a comparative analysis of Macedonian, on one hand with English and German on the other, as they belong to different language groups. These terms have proven to have specific particularities which differ in system structure. The comparison between these three languages will show both similarities and differences in the lexical fields of kinship terms, especially in Macedonian to English and German. Kinship terms have been a subject of interest from various perspectives and analyses since these terms show unique national features. Additionally, they have been discussed and researched from a cultural aspect as well, since they seem to convey information about the cultural life of the people who speak a certain language. Therefore, kinship terms can also be seen as a social symbol. The paper provides an insight into the comparative analysis presenting similarities and differences in the lexical fields of kinship terms and, finally, draws a few conclusions and insights concerning their cultural peculiarities.

Keywords: *Macedonian language, English language, German language, kinship terms, semantic features.*

Introduction:

The notion of kinship has been widely addressed by anthropologists, linguists, evolution biologists and mainly by social anthropologists. The introduction of kinship terms dates to ancient times to serve as terms to express biological and genetic relatedness and genetic inheritance. Kinship terms based on family, family relations and marital relations are semantic categories originating to the very first lexical items forming a lexical field that make reference of a person based on kinship relation. Being the terminology that originates from ancient times, it is inevitable that this lexical and semantic system has undergone a number of changes. These changes have included also word-formation processes of derivation, in particular in the Macedonian language. The first serious attempt to make organization and classification of these terms was by the anthropologist Henry Morgan. As explained so far, the need to organize this terminology has been an inevitable requirement in any language systems. All societies today have terms to refer or address different persons who do not necessarily need to be in blood relation to. This terminology has proven to be the mirror of the mentality of the people of one society and in great deal reflect the way relationships are perceived. Consequently, there is vast difference in the terminological systems and the standard taxonomy of kinship terms. Discussing the topic of kinship directly takes us to the first serious and significant categorization, which was published in 1870 and written by Lewis Henry Morgan, named 'Systems of Consanguinity and Affinity of the Human Family' (Morgan, 1870). With a significant amount of data on kinship terminology he created the first classification of kinship systems. Morgan was actually the one who separated the terms of

kinship from the vocabulary and created a field and grouped them in a set. He claimed that societies and humans evolve and have progressed from primitive savagery to civilization, and he also insisted that these kinship terminologies are reflecting these changes and evolutions. His research finalized in differentiating between two kinship terms – classificatory and descriptive. The societies that have these classificatory systems are more common and present in many more languages than the ones described as 'descriptive' kinship terminological systems. The characteristics of these systems are that they express relationships of blood separately than those of collateral line.

The various types of mappings of the kinship terminology that exist serve to witness the various focus it had been added over the years, i.e. differentiating among and grouping them in separate lexical subfields based on various differences. After Morgan, other anthropologists followed to finally contribute to a nomenclature that is widely accepted and was the foundation of several categorizations of kinship terms. The view and aspect that is of our interest is the categorization of the six major terminological systems. Those are: Hawaiian, Iroquois, Omaha, Crow, Sudanese and Eskimo.

Kinship terms in Macedonian, English and German

Different cultures and societies represent kinship varying from very limited to wide range of terms. Kinship terms in these diverse varieties of language systems are most evident in the respective kinship terms of reference. The varieties of these terms are mainly grouped as primary, secondary and tertiary. The primary kinship terms are related to ego directly, and then secondary kin is the kin related to ego through the primary kin, and, finally tertiary kin is the person who is related to ego through a secondary kin. In the more elaborate systems, there are also kinship terms used for referring to and addressing a particular person of relation. The term of reference is the lexeme used to describe. i.e. provide information about the relationship, while there are also these terms for addressing that are present in some systems and used to address a particular person of family relation. In the Macedonian language, as opposed to English and German, there is a significant number of these terms of address. On the other hand, the English and German lexical fields of kinship terminology have terms that represent merging two, three or more kinship terms which share similarities of relation or status, under one name (grandparents, siblings, etc.) (Trautmann, T.R. 1981). This is not a characteristic of the Macedonian language.

For the purpose of comparison of the kinship terms among these three languages we will briefly discuss Kroeber's views and work done in this field (Kroeber, 1936). He debated the basic typology done by Morgan regarding the kinship terminology. According to Kroeber the distinction between classificatory and descriptive systems is not thorough since all systems include both, and additionally pointing the need to have a frame of reference that will exclude the need to make direct translations. Nevertheless, the main differences of the terminological systems to which these three languages belong to will be presented here.

The typology of the Macedonian language, according to its features falls into the Sudanese terminological system. This kinship typological system is descriptive and probably considered the most complex one. Its complexity is due to the fact that for every relation to Ego, there seem to be a separate term for each relation, marking the difference based on relationship, side (mother's or father's) and gender. The majority of the Slavic languages, in great part follow the typology of the Sudanese type due to the large number of kinship terms and the diversity as mentioned above. For example, the relationship of a cousin can reach to eight different terms in some Slavic languages. A characteristic and a feature different from the English and German language is that Macedonian has terms for all relatives of Ego differentiating mother's or father's side and gender. The Macedonian language, as it is the case with most of the Slavic languages, does not fully represent the Sudanese system and its categorization, but it is the one that is the closest. An illustration of this descriptive system which most closely describes the Macedonian terminology of kinship would be the terms for the relationship of Ego to mother's brother and father's brother and the mother's or father's sister's husband. The terms in Macedonian respectively would be *вужко*, *чичко*/ *стрико* and *тетин*. In other terms, Macedonian system of kinship classifies kinship relations by distinguishing between consanguine (blood relation) and affinal (relationship created between two people as a result of someone's marriage) aunts and uncles. Also, the terms of address to the first two relatives are similar, but still different. The ones being *вужче* and *чичко*

respectively. An additional illustration of the descriptiveness of this typology are the different terms for niece and nephew in Macedonian, differentiating based on the gender of the relative to Ego, and there are the terms братанец, братаница the niece and nephew from Ego's brother and сестричник и сестричница from Ego's mother. However, in the more contemporary Macedonian, there seems to be a tendency to break free from this tradition and collapse these terms into one, being niece and nephew.

The descriptiveness of the typology of the Macedonian system of kinship appears to be opposite of the systems in English and German. Namely, the typology of German and English kinship is linear and does not make any difference between the relatives from mother's or father's side i.e., the terminology is the same. These two languages belong to Morgan's Eskimo typology. This typology focuses on differences in kinship distance i.e., the closer the relative is, the more distinctions are made. The focus of this typology is on the nuclear family. All other relatives are grouped together into categories and no distinctions are made between patrilineal and matrilineal relatives. This system is classificatory, but it also has descriptive terms, differentiating between gender, generation, lineal relatives and collateral relatives. Parental siblings are distinguished only by their sex and we have the terms aunt and uncle in English, as it is in German, whereas the differentiation of the children of parental siblings, these languages have only one term, regardless of sex i.e., cousin. In Macedonian the gender is marked and there are братучед (male cousin) and братучетка (female cousin).

The English kinship terminology is almost completely the same with the German, with several exceptions in terminology. Namely, we can mention the terms used in German that correspond to the English brother-in-law and sister-in-law. The German terminology includes both der Schwager и Schwippschwager (spouse's sister's husband) and for sister-in-law German terminology has die Schwägerin и Schwippschwägerin (spouse's brother's wife). In German, a Schwippschwager is a distant brother-in-law or sister-in-law i.e., a sibling or spouse of those who have married into the family. The prefix Schwipp- is considered to be an abbreviation of the word Geschwister, meaning siblings. There is no term to mark this relationship in English, even though they belong to the same typology. However, here we can make the comparison with Macedonian. In Macedonian there are the terms сват and сваќа to refer to the male and female distant relatives respectively, that have married into the family. The existence of such term in German serves to prove that there is no complete or strict belonging of any language to a certain typology. In addition, Macedonian does not normally have collective terms to refer to both male and female relatives, like in English and German, such as siblings or grandparents so in Macedonian they are simply conjoined with conjunction i.e. брат и сестра or баба и дедо. Nevertheless, for the affinal relatives, there is a collective term in Macedonian сватови. This is another example that languages belong to a certain typology only in general. There are exceptions to the rules at least in these three languages. This data gives us a window where we can acknowledge and differentiate social features, behavioral patterns, closeness and relations with terminological patterns. And, finally, the mentality and the social relationships in a society are quite well illustrated with kinship terms. For instance, in Macedonian the parents of close friends are addressed with uncle and aunt i.e., чичо and тетка. This illustrates the mentality and the social relationship of the Macedonian culture, using this terminology to illustrate closeness even when there is no family connection. Whereas, in English and German, the parents of close friends are addressed with Mr. or Mrs. and the last name.

Conclusion:

Discussing kinship terminology from a social point of view and linguistically includes thoughts about ways to describe relationships and its terminology as well as behavior within the society. Macedonian kinship is in the Sudanese typology, same as Turkish. The connection and similarities in the Macedonian typology might have been influenced to some degree from the long and constant Ottoman influence in duration of five centuries in the Balkans. The purpose of the number of examples included in the main body of this paper were not only to present the similarities and differences in the lexical fields of kinship terms, especially in Macedonian to English and German, but also to illustrate the overlap in certain terms and features despite the distance of language families, kinship typology and, mentality, culture and behaviors. Kinship terms have been a subject of interest from various perspectives and analyses since these terms show unique national features. Additionally, they have been discussed

and researched from a cultural aspect as well, since they seem to convey information about the cultural life of the people who speak a certain language. Therefore, kinship terms can also be seen as a social symbol. This paper's aim is to evoke interest and thoughts regarding the peculiarities, special features, historical influences, cultural differences and the influence of mentality to the formation of this lexical field in the three languages. In this context, the linguistic relativity of Whorf - Sapir's work is quite relevant in this context. Their theory raises the question of how much language influenced thought, and in what ways. The relativity question is interested in the linguistic coding of categories and relationships and the ways in which that influences people's thoughts and views, especially collective views, due to the fact that this theory rests upon the great influence of the language on the its speakers.

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SPORTS ACTIVITIES IN TELEWORKING WITH STUDENTS OF THE 1ST AND 2ND TRIAD

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Abstract. At a time when various changes in the economy are taking place in the world, VIZ professionals are also feeling changes in the field of education. Teachers, educators, and other professionals in the field of education are looking for various opportunities for improvement, presentation, and introduction of innovation in various fields of learning and education of students. Since September 2020, when the new school year began, sports educators have noticed a big drop in the field of psycho-physical and social development of students. As an expert in the field of sports, I can say that for me, sport is an art through which we express and strengthen the mental as well as motor and social abilities of the students we teach. For this reason, I also activated sports activities at our school in teleworking, which we then continued after returning to school. Teleworking due to Covid-19 has led to deterioration in all areas. I found that students' motor skills deteriorated. To improve, I started looking for different resources and opportunities to help students with distance learning and in school, through which they will strengthen their skills in different areas. After consulting with the principal, counsellors, and sports assets, we agreed to perform various sports activities through the MS Teams application, where we presented various movement activities and activities with which children began to redevelop their motor skills. We found (also with the help of measurements for sports education card) that the body weight of students increased during teleworking, and decreased mobility, strength and, above all, endurance. The very motivation to get involved in MS Teams and to have the opportunity to work with their classmates in different sports areas has influenced their psycho-physical, cognitive, and social development. Students learned about different sports, chatted, or talked to classmates in a virtual environment, and shared some experiences. Therefore, I decided to present in the article some games that I learned with students in distance learning and continued with these games in school.

Key words: *sports activities, games, teleworking, psycho-physical abilities, motor skills.*

Introduction

Sports educators have started to introduce innovative learning approaches in teaching sports both at a distance and in school. Given the findings that impaired motor skills and weight gain, we tried to implement the learning process in school and remotely introduce new games through various applications that we used at the school level or countries.

At our school, we decided to carry out sports activities with our students through the MS Teams app. For this purpose, I prepared a schedule for the students of the 1st and 2nd triad. I entered the time of the sports lesson in the calendar for the students, thus enriching their morning and afternoon teaching work.

Through sports activities and activities, we wanted students to maintain social contacts and, above all, to improve psycho-cognitive abilities. Above all, the goal was to improve or at least maintain the level of motor skills.

Theoretical bases

The interactive curriculum (ZRSŠ, 2020) enables us to monitor students' progress both remotely and at school. To this end, I conducted research on what would be appropriate to develop and upgrade in students in the field of sports. I read some more literature and designed some sports games myself to work remotely and then also in school.

We are aware that the task of a sports pedagogue is to work on the holistic development of students, to respect the principle of equal opportunities for all students and to consider their differences and differences. We lead the pedagogical process by motivating students so that everyone would be at least a little successful in all exercises (ZRSŠ, 2020).

In teleworking, we were also prepared to carefully monitor and evaluate all observations of students, and on this basis to encourage students to humane relationships and sportsmanship. We took special care of working with students with learning disabilities in individual areas and emotional and behavioural problems, as well as with talented students (ZRSŠ, 2020).

In regular classes and distance learning, we tried to carry out and organize various sports activities in regular classes and realize five sports days, where students improved all developmental abilities (ZRSŠ, 2020).

We wanted to influence the acquisition of skills and knowledge that enable cooperation through various sports activities, the promotion of physical creativity in the home or school environment; acquaintance with safe and responsible sports participation and a positive experience of sports, which enriches each individual and satisfaction with movement; overcoming efforts and achieving personal goals and strengthening a healthy sense of self-confidence and self-confidence (ZRSŠ, 2020).

Based on all these goals, we wanted to create positive behavioural patterns through which we encourage mutual cooperation, tolerance, acceptance of differences, development of emotional, respectful and cultural attitude to the current situation in which we are (ZRSŠ, 2020).

According to the Ministry of Education, Science and Sport (2013), physical education is an advantage in the development of physical and motor skills. Students need to be taught and developed motor skills for better self-coordination, faster response, greater speed, endurance, flexibility, improved self-balance and strength. All these activities are related to the promotion of health and a healthy lifestyle or through lifelong participation in physical activities and exercise (MIZŠ, 2013).

The purpose of implementing and upgrading sports activities both at a distance and at school through various games, activities, and activities, was to influence students' personal development and especially the growth of young people in several areas of their lives. With this, we wanted to help them develop physical awareness and confidence, as well as their own motor skills, general well-being and thus improve their self-esteem and self-esteem. All the time, we remotely developed the will, feeling and responsibility, as well as the courage and patience with which they strengthened their social capabilities (MIZŠ, 2013).

By involving students in the new learning process, sports educators worked in the field of social development. Encourage and develop a sense of solidarity, social interaction, teamwork, and team spirit, and above all respect for rules and other activities that help develop sociability and intergenerational socializing (MIZŠ, 2013).

By no means have we forgotten about health education in teleworking. We made sure that the students in the home circle ate healthy meals. For the student, I prepared a menu that was very important for the development of the physiological and biological needs of the students. We encouraged students to health and disease prevention, care for hygiene and safety and proper food consumption (MIZŠ, 2013).

We carried out physical education by developing cooperation, communication, creativity, and critical thinking of students and meeting the needs for movement and games, as well as organizing and carefully planning activities that help the child's holistic development (MIZŠ, 2013).

Practical implementation of sports activities in the 1st and 2nd triad

According to the theoretical starting points, we tried to regulate and also carefully choose different activities, through which we tried to develop some motor skills. Given that the biggest shortcomings

were lack of strength and low endurance (and the associated overweight), I will present some exercises to improve these motor skills:

Games aimed primarily at developing endurance:

TAIL HUNTING

We put strips for the students' trousers, which they have to "steal" from each other. The one who is left without a tail can continue to steal and when he gets a new "tail" he puts it on his pants. The player with the most tails win.

In addition to endurance, we also develop ingenuity, reaction speed and concentration in this game.

MOLECULES

Two children hold hands and represent one molecule. When they catch the third student, the molecule becomes larger and the trio hunts forward. The change happens when they catch the fourth student. Then the molecule becomes too big and must split. From one molecule become two (two pairs) that hunt forward. The game continues until the molecules catch all the students. If the molecule breaks during the hunt, the catch is not valid.

Again, the basic purpose of the game is to develop endurance, but to be more successful in hunting, students also need to cooperate and communicate.

CHINESE WALL

Place pillows in the middle of the gym. On them stand two or more disciples guarding the passage. The goal of the game is for the remaining students to cross the line on which the Great Wall of China stands as many times as possible without being caught by the guardians. They should not just jump over the Great Wall of China and return to the other side, but after the jump, they should run to the other side of the gym, touch the wall, and then try again. If students catch them in the middle, they fall out of the game. Students should be specifically warned of the risk of injury as they pass the wall on both sides at the same time.

Games designed primarily for power development:

VIRUSES

Two students are identified as hunters and marked. We explain to the children that the students have a special virus that mows the trapped student to the ground. When the student is trapped, he lies on his back and waits. He can get rid of it by one student grabbing him by the legs, another by the arms and carrying him together to the "hospital" (pillow). In the "hospital", he does a certain strength exercise (push-ups), then he can return to the game. When rescuers carry the wounded to the hospital, the hunter must not catch them. The game can be customized in different ways. Only one classmate can rescue the trapped person, grab him by the legs and drive him in a "wheelbarrow" position. For example, trapped people can move to the pillow themselves in different support positions.

In this game, in addition to endurance, we also develop strength in various carrying and movements in the support.

"STONE, SCISSORS AND PAPER"

This game is mainly used as part of strength exercises. Instead of just ordering the trainees a certain number of repetitions of the exercise, we prefer to pack it into a playful form. At the beginning of the game, we say which exercise will be performed (eg torso flexion). The pair then play three series of the game "stone, scissors and paper". The winner can do only 10 repetitions of the selected exercise "for the prize", and the loser can do 20. For each strength exercise, the pair plays three games, which means three series of each exercise. In this way, we introduce a lot of laughter and competition into the monotonous strength exercises.

For development and growth in the social field, we conducted social games with students, which improved their **social abilities, namely:**

BLIND MANAGEMENT

The emphasis is on nonverbal communication and trust.

Participants are divided into pairs. The first in the pair has his eyes closed, the second leads him around the room. After two minutes, they switch roles. After the game is over, they sit in a circle and talk about how they felt as blind people and how as leaders.

In groups where members know each other well, they can get used to this game and usually feel good. Experience shows that leadership goes very well between members who are friends with each other or are otherwise close. Silence is essential for a good course.

WHAT HAS CHANGED?

The purpose is to identify what the partner has changed in.

The group is divided into two subgroups, which are placed in a row facing each other. Each member has one minute to carefully observe the one standing opposite him. Then everyone in both rows turns so that they show their backs and can't see each other. Everyone in each row changes three things about themselves during this time. Then they turn to each other again and try to figure it out.

Members in this game often find that observing the exterior is associated with a sense of "dedicating oneself to someone".

Electrical circuit

All but one member of the group, standing in the middle, stand in a circle and hold hands. The member of the group, who is in the middle, closes his eyes for a few moments. Meanwhile, with a slight handshake, electricity travels in a circle from one member of the group to another. The one in the middle opens his eyes and must figure out where the electric current is now. If properly determined to swap places. They can also count how many rounds we have done. Instead of shaking hands, we can use a jump, squat, kick in the ass, ...

To strengthen health and regulate body weight, as well as to regulate biological and physiological needs, we also talked about a healthy diet during classes. We talked about the importance of hydration, and the regularity, moderation, and diversity of nutrition in children. Of course, at this age, the caregiver is still responsible for the child's nutrition, but it is still important that students also receive the necessary information and are aware of the importance of healthy eating. To this end, they were introduced to the food pyramid, which is supposed to represent a healthy eating framework.

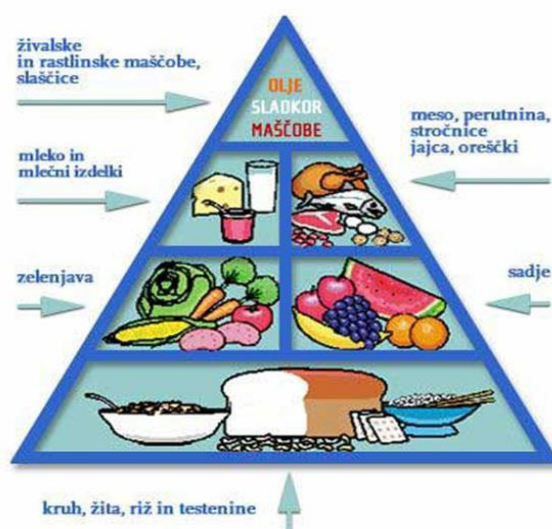


Figure 1: Pyramid of healthy nutrition (<https://www.ezdravje.com/prebavila/osnovne-znacilnosti-prebavil-in-potek-prebave/piramida-zdrave-prehrane/>)

Conclusion

Sport for me and for students is an art through which everyone develops in different areas of personality. The students were locked up in their homes all the time while working remotely. They spent whole days attending video conferences, transcribing, studying, and moving very little. Sports activities helped us to carry out movement lessons during the videoconference and thus helped to maintain psycho-physical development. Interpersonal conversation and chat in a virtual environment helped to develop social competencies. We continued what we learned at a distance in school as well.

I believe that a well-designed and planned learning process through the implementation of physical activities helps children to develop and maintain their motor skills, which help to improve their growth and development.

Through movement and social games, the students were able to exercise their body. In doing so, they began to develop a positive attitude towards sports, and to strengthen relationships with classmates and their family.

Sports activities also helped in intergenerational socializing in the family circle, where they took care of relationships and better nutrition through movement.

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PRIDE AND HUMILITY (semantic analysis of virtues and their antipodes)

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Abstract. The aim of our research is the semantic field of the virtue *dignity*, with lexemes that are related and opposed to it (pride, ugly, beautiful, calm, humility, modest). Since this is a virtue, the analysis will be performed in a philosophical-theological context. We will also take into account the etymological analysis of the lexemes and the implications of their etymology in terms of semantics and vocabulary enrichment. The analysis will be performed based on the use of the lexemes from this semantic field in contexts of contemporary Macedonian language and literature.

Key words: virtue, dignity, humility, pride, beauty.

In the Interpretive Dictionary of the Macedonian language (IDML, A-Ж, volume I, 2003:467) the term virtue is explained as: (lit.) Positive, good qualities, moral purity, innocence. In the Interpretive Dictionary of the Russian Language (Ожегов и Шведова 1993: 171) the explanation for the lexeme добродетель / virtue is: (lit.) Положительное нравственное качество, высокая нравственность.¹ We cannot look at morality outside the theological- philosophical context. Therefore, in order to discover the content of the term virtue, we consulted theological literature. Saint Nectarios of Aegina speaks about virtues (excerpts from his book *Know Thyself*, in Hondropoulos 2007). St. Nectarios speaks of the virtues of the volitive and the emotional part of the soul. In respective articles he explains virtue as a notion, depicts the image of Christian virtue, the image of a virtuous man and the image of a Christian who died in virtue. We will quote a part of the text:“

“Virtue becomes according to what we seek and what we want. Hence, virtue (αρετη) is what is desired (ερατη), that is, worthy of love or affection, when the order of the letters is changed.

... In other words, virtue (αρετη) comes from the word to sigh (αιρειν) and sending the soul to Heaven. Basil the Great says: Virtue is a wealth without a master, unimpeded and free from any need, that what is necessary and imposed cannot be virtue. Virtue is a measure between extremes in everything. A virtue could not be that which lacks a due measure, or that which exceeds that measure. When, for example, it comes to manhood,² its disadvantage is cowardliness, and its excess is impertinence... And Chrysostom says: ... Virtue is unyielding and nothing can overcome it - neither slavery, nor shortening, nor poverty, nor disease, nor the greatest tyrant of all – death. Even there, virtue gives us security and stands by us. Virtue makes a man an angel and inspires the soul for heaven ... Cyril of Alexandria says this about virtue: There is meekness, humility, pursuit of justice, and a tongue that has given up speaking in vain, and thus also that which is sinful, but it is the doer of justice and truth, where there is eternal and most perfect virtue.’ (Св. Нектариј Егински 2007: 399- 400).

¹ Positive moral value, high morality.

² When talking about manhood, St. Nectarios of Aegina means courage: “Manhood is the undisturbed by fear before death, fearlessness in the face of adversity, courage before danger, and the choice of honorable death rather than shameful deliverance.” (St.Nektariј Eginiski 2007: 371).

One of the virtues, according to St. Nectarios, of the emotional part of the soul is humility. We will determine the semantic characteristics of this virtue in relation to its antipode, pride. In the Old Slavonic language, the lexeme that denotes this term is: грѣдыни (*f.*). Wanting to discover the etymology of this lexeme, we came up with the adjective зрѣ (ugly). In Skok's Dictionary (Skok, 1971: 613) for the lexeme зрѣ we find the following meanings: 1. Охол - conceited (with a note - only in books written in the church language); 2. Страшен - terrible (in Dubrovnik writers); 3. Изобличен, неприкладен, непријатен - deformed, inappropriate, unpleasant (Serbian: *neugodan*), ugly (Serbian: *ružan*). According to Skok, the lexeme горѣ, and hence горѣост and горѣелив, is a Russianism, which is used to mean 'охол' (conceited). We did not find the lexeme охол in the Interpretive Dictionary of the Macedonian language. We found the lexemes горѣ and зрѣ. Although they have the same etymological origin, they have semantically differentiated. One signifies a spiritual characteristic and the other a physical characteristic. According to the Interpretive Dictionary of the Macedonian Language (A-Ж, volume I: 360), the lexeme горѣ (proud) has the following meanings: 1. One who has a high opinion of himself; 2. One who is arrogant, proud; 3. One who is satisfied with the result of some work or success. The derivative горѣелив signifies only a spiritual characteristic with a negative connotation: One who is arrogant, pompous. We have not found the lexeme горѣост (pride) in IDML, but we have found it in the Digital Dictionary of the Macedonian language, very precisely defined: Feeling of superiority over others. One of the seven deadly sins. The example given is: *Pride comes before fall*. In the Interpretive Dictionary of the Russian Language (Ожегов и Шведова 1993: 139), there are two lexemes: горѣостъ and горѣдыня, the second of which belongs to the high style. The meaning of горѣостъ is: 1. Чувство собственного достоинства, самоуважения. Национальная г. 2. Чувство удовлетворения от чего-н. Г. победой. 3. Кого или чья. О том, кем (чем) гордятся. Этот студент – г. института. 4. Высокомерие, чрезмерно высокое мнение о себе, спесь (разг.). Из-за своей горѣости ни с кем не дружит. The lexeme горѣдыня is used exclusively with a negative connotation: Непомерная горѣдость (see 1st and 4th meaning). Обуздать свою горѣдыню.

Determining the meaning of the lexeme pride, the Interpretive Dictionary of the Russian Language led us to another lexeme from this semantic field, and that is the lexeme достоинство - dignity. We searched for the lexeme dignity in the corpus of examples in the Digital Dictionary of the Macedonian Language.³ According to the number of cited examples, and in relation to other lexemes from the modern Macedonian language, we could say that its use is not very frequent.⁴ K. P. Misirkov uses it in "On Macedonian Matters": *since we have people who think that the main dignity of a man is not to serve his people honestly, but to be shrewd, i.e. to lie both right and left...; The benefit for the people from scientific work of our intelligence will be seen from the fact that our people will be able to look at themselves and other nations with their own eyes, that they will recognize their own dignity and shortcomings and the dignity and shortcomings of others*. The lexeme dignity in other contexts of the contemporary Macedonian language: *Ivan responded with the dignity of a reliable witness. Dignity did not allow him to show his suffering in front of others*. The contexts in which we encounter the lexeme dignity (through positive and negative defining of what is, and what is not dignified) reveal the semantics of this lexeme: *Without any dignity they poured out the source of gluttony, covetousness, greed, envy, betrayal, jealousy, adultery, the desire for power and wealth, selfishness, because they no longer know what they want, their vanity is uneasiness of mind, instability and constant restlessness, without the feeling for a sense of why they do not know how to satisfy their petty soul and turn the world into a hellish abyss. That is why the king respects their pure dignity more than your selfish vassalage; ... according to Article 25 of the Constitution of RM: "Each citizen is guaranteed the respect and protection of the privacy of his/her personal and family life and of his/her dignity and repute*. In IDML (A-Ж, volume I: 529), the lexeme dignity is defined as: 1. (only sg.) A positive trait confirmed by high moral values and self-esteem. *He preserves his own dignity. He is a man of high dignity*.

2. Positive trait, feature, quality. *High artistic dignity*. According to the Bulgarian Etymological Dictionary (BED) (A-3, 1971: 415), in the etymology of the lexeme dignity we find the prefix до- (the meaning of the prefix до- is *up to*) and the root стоя (stand) / in Russian стоять, the root which means 'cost,

³ In our analysis, where it is not specifically emphasized, the examples are taken from the corpus of examples of the Digital Dictionary of the Macedonian language.

⁴ Of course, for such a conclusion we should analyze of a wider corpus of examples of the modern Macedonian language.

have a price, be worthy'.⁵ And in the Latin root also dignitas from dignus is 'valuable'.⁶ What is the price of human dignity? We will look for the answer in a philosophical-theological context. Man was created in the Image of God. That is his dignity. That honor should not be defiled. That honor should be respected. We should not defile it ourselves, and we should respect it in others. It is simple. The image, or the reflection we might say, of God in us contains all the moral values contained in the notion of dignity. Interestingly, one of the meanings of the lexeme dignitas in Latin is 'beauty' (Grujić 1983:103). This brings us back to the lexeme гордость - pride that we saw as etymologically related to the lexeme грд - ugly. The etymology of the lexemes we have studied shows us that the notions of beauty and ugliness primarily have a spiritual value.⁷

In the modern Macedonian language, the semantic difference between dignity and pride is lost. The lexeme pride is used with the meaning of the lexeme dignity: ... *then her heart did not learn about pride, did not feel dignity, but shrank in the insurmountable grief and insult because they, having their own country, their own roots soaked in the blood of so many other heroes, in the letters wrote to her that they had died as Greeks for Greece. The tormented and suffering faces, on which the marks of pride and dignity are preserved, make you stand in front of them and stand upright with respect and restrained breath.* As we noted above, the same phenomenon is found in the Russian language.

Pride, in Christian-theological sense, as mortal sin is the antipode of the virtue of humility. In Old Slavonic, the lexeme denoting this virtue is *сѣмѣреніе* (n.) (humility).⁸ If we analyze this lexeme morphologically, it consists of the prefix *сѣ* occurring with the genitive and the instrumental, and of the root in the base of which is the meaning '*мѣра*'. Угринова – Скаловска (1979: 163) as translation equivalents of the prefix *сѣ* list the prepositions *со* - with and *од* - from. The lexeme *мѣра* means 'measure' (Угринова – Скаловска 1979: 155) We will suggest a reading of this Old Slavic lexeme *одмереност* - modesty. This is in fact the definition of virtue, according to Basil the Great, as stated above: "A virtue could not be that which lacks a due measure, or that which exceeds that measure". In IDML the lexeme *смирение* - humility does not exist, but there are adjectives *смирѣн* - *смирѣниот* and *смирѣн* - *смирниот*: calm – the calm (one). The difference in the use of the form of definiteness (*смирѣниот* / *смирниот*) reflects the difference in the meanings of this lexeme: one as a mental state (which is related with the meaning '*мир*' - peace), and the other as a virtue in the Christian-theological sense: IDML (P – C, vol. V: 459) - **Смирѣн, смирѣниот** *adj.* (calm – the calm one) 1. The one who is filled with peace, tranquility, peaceful. *Calm man. The calm crowd was slowly dispersing. Calm life. He entered the hall with calm feelings.* 2. Which expresses peace, serenity. *He spoke to the children in a calm voice. Calm look;* - **Смирѣн, смирниот** *adj.* (modest, the humble one). The one who is submissive, modest, unblemished. *Calm character. A pious, meek and humble old woman. Humble and gentle soul.* In the Interpretive Dictionary of the Russian Language (Ожегов и Шведова 1993: 761) there is the lexeme *смирение* - humility. Its meaning is philosophically-theologically defined as 'отсутствие гордости' with the addition of 'готовность подчиняться чужой воле'. It also refers to the verb *смириться*: 'примириться с кем-чем-н., покориться кому-чему н.'. E.g.: *Смириться с судьбой. Смириться перед неизбежностью.* The adjective is *смирный*, with the meaning 'спокойный, тихий, покорный'. The Macedonian form *смирѣн/смирниот* – calm / the calm one could be considered as an influence from Russian literature. Meanings in interpretive dictionaries are obtained through an analysis of the use of lexemes in literature. We will look for the meaning of *смирение* – *смирѣн* humility - humble as a virtue in Christian literature. In the translation of the book "Know Thyself" by St. Nectarios of Aegina (in Hondropoulos 2007) the lexeme *смерност* - modesty is used for this virtue. St. Nectarios says the following about modesty: "Modesty comes as a consequence of moral perfection. True modesty has its foundations in the inner man. It is the reflection of the inner grace of the soul, the radiance of its virtues and its spiritual beauty. Like grace poured from within, it makes the face of the modest person bright and appealing. Modesty is a true picture of the character and a manifestation of the mental mood and inner majesty of the modest person. As it is

⁵ Достоевн: worthy - 'who has the qualities to receive something' (according to BED, A-3: 415).

⁶ <https://www.google.com/search?q=dignity+etymology&oq=dignity+et&aqs=chrome..69i57j0l5.24279j0j8&sourceid=chrome&ie=UTF-8>

⁷ We have already talked about the relationship of beautiful and good, Nikolovska 2017 (<http://eprints.ugd.edu.mk/18647/>).

⁸ In the dictionary attached in Угринова – Скаловска (1979: 163) it is modernized as *смирѣност* (calmness).

non- hypocritical and unspoiled, simple, and alien to exaggeration, it has a constant and unchanging character that never changes or transforms from modest to immodest, so it always remains the same. A modest person is uncunning, honest and direct. He follows the path of virtue and does good. He has a decent demeanor, a noble attitude, his words are measured, and his character instills confidence. His body posture is seemly and dignified and devoid of any bragging. The expression of his face is natural and unhypocritical, his gaze is cheerful, constant and incurious, the movements are measured and calm, the gait is natural and even, the movement is decorated with measure, and his winter and summer clothes are neat, modest, clean and simple. A modest person loves everyone and silently teaches them. "The modest man is a favorite of the people" (St. Nectarios of Aegina 2007: 431-432). In literature, in addition to the lexemes *смирение*, *смерност* there are also *смиреномудрие* (calm-wise) and *смерноумие* (calmness)⁹. In the Old Slavonic-Macedonian Dictionary (1999: 448-449) we find the lexemes: *смирение*, *сѣмѣрєнє*, *сѣмѣреномѣдростє*, *сѣмѣреномѣдрѣствє*. There is a semantic difference between the lexemes *смирение* and *сѣмѣрєнє*. The first is related to the root *мир* (peace) and has the meaning: 'reconciliation, peace' (Gr. *κατάλλαξη*). The second one, according to the meanings that are cited, tries to capture the meaning of humility: 'submissiveness, calmness, suffering, torment, compassion'. The Greek lexemes that are cited for this meaning are: *ταπείνωσις*, *ταπεινός*, *μετράζω*, *ταπεινφροσύνη*, *μετροπαθῆν*. In this article we will not give a final decision on which lexeme we should use in order to denote this Christian virtue. Given the existence of two lexemes in the Old Slavic language as well, one which is associated with *мир*-(peace)-*смирение*, and the other as the name of the virtue - *сѣмѣрєнє*, it may be good to use the lexeme *смерност* - humility (as in the translation of the book "St. Nectarios of Aegina - a saint of our time"). The lexeme *одмереност* - modesty is most explicitly depicting the content of this virtue, yet it is more neutral in use, it is not associated with this meaning. Of course, it must necessarily enter into the definition of the meanings of the lexemes *добродетел* and *смерност* - virtue and humility.

With the analysis we have presented here we have tried to give a semantic and cognitive analysis of virtue (from some of its aspects). What, among other things, the analysis has shown us is that the primary meanings of what is beautiful and ugly are spiritual, not physical and pleasing to the eye.

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A NEW TYPE OF ANTI-FAIRY TALE AGAINST PREJUDICE

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Abstract. In this article we refer to a newer work of contemporary Macedonian literature for children. It is about the novel „Zvezda Mrak and the Creatures from Straskograd” from the contemporary Macedonian writer for children, member of the latest generation of authors for children and youth - Biljana S. Crvenkovska. The original concept on which this work is based, intrigues us to pay more attention to it, because without a doubt, the work deserves it. Namely, the work is based on the story and its basic elements, but the author only takes the conception and structure of the story to speak about today, about some universal problems of humanity, such as stigmatization, discrimination, rejection of all those, and everything which is different from the usual.

Keywords: *literature for children, novel for children and youth, Biljana S. Crvenkovska.*

Introduction

Biljana Crvenkovska was born in 1973. She graduated in 1996 at the Faculty of Philosophy (Philosophy Group). He is currently preparing a master's thesis at the same faculty. Published works: "Philosophy of the inexpressible" in: Samuel Beckett, "Selected plays", Detska Radost, Skopje, 1998; "The Myth-Tragic Code in the Macedonian Bloody Wedding" in: Macedonian Bloody Wedding - One Hundred Years Later, Jelena Luzina, MaticaMakedonska and Faculty of Drama Arts, Skopje, 2000. Biljana Crvenkovska is a writer, screenwriter, translator and editor. We recognize her by the stories from "Bibi's World", "Zvezda Mrak and the creatures from Straskograd", the children's novels "The Witch, the cat and the six magic cookies" and "What Santa dreamed", the illustrated children's novels from the series TKCP and many more, many other picture books and activity books. She is the editor-in-chief of the new publishing house „Strange Forest”.¹

The book-novel "Zvezda Mrak and the Creatures from Straskograd" (2019) by BiljanaCrvenkovska, published by "Strange Forest", brings to the Macedonian young readers an unusual reading, which on the one hand is in line with the latest interest and trend of dark adventure (fantasy) in literature for children and youth, on the other hand, because of the topics it brings, it can be freely said that it has its roots in folklore. The adventure that Crvenkovska begins introduces young readers to the sphere of horror, morbid and grotesque, but in a fun way. Identified as a bookworm (a book that is read from the back or upside down), in that story things are not as they seem. Thus the whole principle of reversal is present at the level of the whole story and deconstructs the stereotypes of the dichotomy black - white = bad - good.

Of course, the book also expresses topics that are not treated so often and so openly in our cultural environment. It is written and drawn in the spirit of the world trend for stories / and movies with ghosts, witches, monsters (but also in the spirit of the famous Adams / "The Addams Family") as an extremely original, witty and inventive Macedonian teen book.

¹ Blesok, retrieved from website of the day 23.12.2020, <http://blesok.mk/mk/authors/%D0%B1%D0%B8%D0%B%D1%98%D0%B0%D0%BD%D0%B0-%D1%86%D1%80%D0%B2%D0%B5%D0%BD%D0%BA%D0%BE%D0%B2%D1%81%D0%BA%D0%B0>

Analysis of the work "Zvezda Mrak and the Creatures from Straskograd" by Biljana S. Crvenkovska

As mentioned before, the book begins quite strangely - it is read on-the-reverse, more precisely from the end, and the reader moves in the direction of the beginning, as we define it. Even after flipping the book over the back page, for better coping, the author provided specific instructions for easier reading. Since at the very beginning we have titled this article as "anti-story", we are obliged to find its connection, closer or farther with the story.

The characteristics of the fairy tale as a genre are well known: geographical / spatial temporal indeterminacy, black and white character painting, universality of the theme, landscapes, metamorphoses, fairy-tale creatures, magical objects, etc., etc. In this book for children, the author applied an innovative procedure in the Macedonian literature, that is, achieved a symbiosis of the fairy tale as a genre, with a touch of horror / fiction and thus created a new type of fairy tale. She "complicated" the situation even more by turning the perspective / dichotomy of good-evil / good-ugly. That is why, first, we will look at this book in terms of its proximity or distance from the story.

In the first chapter (conditionally speaking), the author introduces us to the city of Straskograd, and at the same time, the fairy-tale beginning is evident: "Once, recently, right now, and maybe tomorrow, in the near or distant future, there was, there is and there will be - one city, one city. It was called, it is called or it will be called - Straskograd" (Crvenkovska, 2019). With this debatable chronotope, the author diverts the reader's attention from the possible too serious understanding of the morbid scenes that follow, especially from the description of Straskograd: "It is located at the top of Sturid, and a narrow, narrow road leads to it. There is a terrible abyss on the right side of the road. From those abysses that often fall into if the wrong step is taken" (Crvenkovska, 2019). Of course, such a city is characterized by all the fairy-tale elements, such as the existence of a castle, but what: "The city is surrounded by strong stone walls, and in its center rises a huge ancient castle (brrrr) called Crnokule. The castle, of course, has a high tower with a secret chamber on the roof, as well as its own secret passage, oh yes! From those dark, narrow, wet tunnels that go out of town and through which you can escape in case of need. Dark, cobbled cobbled streets, full of dilapidated, gray houses and dubious shops with extremely strange and unknown objects are sold throughout the city." (Crvenkovska, 2019). This description of the city and its entire surroundings, inevitably imposes on us the impression of another work of Macedonian children's literature - "Sedmička malata vešterička" by Slavka Maneva. Here, as well as there, a gloomy description of the topos in which the action takes place is given, i.e. a description of the place of residence of the characters, which is a typical topos of horror and fiction. This is reinforced by the fact of the existence of the country where this city with a frightening name is located, and that is Novostara Nepoznanija, about which no one knows where it is located.

For better management of the readers, the author offers a very picturesque map, from which you can see all the strangeness of the fairy-tale landscape. There, on the one hand, Novostara Nepoznanija is surrounded by an ocean full of sharks and pirates, and on the other hand by unknown lands in which no one has set foot, and waters in which "probably" there is a sea monster (which no one has seen yet)! There is also on the map and: "... two cities - Straskograd and Sretkovo, one village - Skrzovo, Eerie mountains, Mrakshuma, several smaller hills, rivers that flow upwards..." (Crvenkovska, 2019). Once the author has positioned the action, she turns to the people of that country, in particular, to the people of Straskograd "In Straskograd live just ugly, ugly, ugly, horrible, hated of all creatures! Exactly! Who? Eh, who! All those you are a little afraid of or disgusted with when you think of them. These are just some of them, and you add with others: spiders, snakes, frogs ... Plus in Straskograd live some creatures that are considered SCARY, such as monsters and ghosts. Ooooo!" (Crvenkovska, 2019). The very phrase "considered terrible" implies imposed beliefs, prejudices against others, as the author explains: "Yes, nasty and scary creatures are not nasty or scary. Someone loves them just like that. And someone else, who may not like them so much, knows that one should not judge by appearance. And that sometimes, the beautiful things inside are rotten, and the ugly ones ... well, they can hide something unexpected, even precious. Well, this is a story about the oppressed, poor creatures that many people hate for no reason just because of their looks, because of some stupid prejudices and superstitions or simply because they do not understand them!" (Crvenkovska, 2019)

Indeed, not only this excerpt, but this whole, seemingly small booklet carries a great message. The main heroine of Straskograd is Zvezda Mrak, about which, like all the inhabitants of this monastic city, the author gives us detailed information, appearance, what he wants, what he does not want, etc. From the description we learn that Zvezda Mrak is an orphan girl, who lives in her own castle with her friends, has unusual favorite dishes and drinks: "Favorite drink: boiled frog saliva, with lemon and cinnamon. Favorite food: candy of cobwebs and toasted sugar" (Crvenkovska, 2019). It is no accident that this description is inserted and what the children do not want - toasted sugar candy. This is done in order for the children to recognize themselves in the character of the heroine and to identify with her. It is even stronger when the things she does, what she likes or does not like are emphasized, and that is: "Occupation: housing unwanted creatures... she does not want: injustices, bad people, spoiled princes and princesses. Secret wish: to find a friend! Zvezda is very withdrawn, so finding friends is an impossible mission for her. Shmrc!" (Crvenkovska, 2019). From the above passage, several things are evident: first, the nobility of the Zvezda Mrak and its great heart for all rejected animals is obvious; second, she is down to earth and realistic - she does not like artificial and pampered behavior, and third, she is - lonely, like any child. These are the characteristics of a child, from the present, past and future, on the path of his growth.

And growing up Star Trek, like every thirteen-year-old girl, is about writing a diary. And this is quite common, because our heroine read it in another book for adolescents: „First of all, I would like to tell you how it came about that you became my diary, my new best and most faithful friend - the one who will keep all my secrets. Well, like this ... I read a big, very interesting, scary, DARK book - "Miss Boo's Travels" and it said that a girl my age (thirteen or as Chupi says - thirteen) should write a diary" (Crvenkovska, 2019). Here the author appears as a great connoisseur of the life of adolescents, because she points out books that are close to them, and through the example of the heroine she also points out how they can make their own diary: "I made you myself and I am very proud of that: sheets of paper, paints, cardboard, pieces of material and leather and of course - those few ingredients needed to revive paper, cardboard and other materials, and they are: WHISPER, SECRET, STAR and MOON. Wow - here you are! You are here! My best friend." Indeed, the Zvezda Mrak diary becomes the most faithful friend who first introduces him to her surroundings, to the fact that she is an orphan: "It means that I have no parents. Yes, that's right, it's very sad, and it's especially sad that I don't even remember my parents. I do not know what they looked like, nor where and why they disappeared ..." (Crvenkovska, 2019). The diary becomes a friend to whom she confides her joys and sorrows, her doubts. In fact, through her intimate conversation with the diary, we meet the other inhabitants of Straskograd: the monster Chupi (heroine guardian), the pet rats Tristan and Isolde, the raven Mortimer (heroine teacher), Globe, the ghost-keeper in the castle. She also describes the inhabitants of the town of Sretkovo to the diary (and to us, the readers!).

Earlier we mentioned the proximity of this work with the work "Weekly Little Witch" by Slavka Maneva. Here, as well as there, there is a parallel existence of two opposite worlds: the world of humans and the wizarding world. In Crvenkovska's work, we meet the two cities of Straskograd and Sretkovo, as well as the village of Skrzovo. We have already talked about the inhabitants of Straskograd, and the inhabitants of Sretkovo are completely opposite to the previously mentioned: „It is a city where Princess Rosa lives with her "cute" animals. That is, everyone from Skrzovo thinks that they are cute, and that Rosa is a beautiful, miraculously good princess" (Crvenkovska, 2019). Zvezda Mrak reveals the reason for the existence of antagonism between her and Princess Rosa, between Straskograd and Sretkovo, and that is the existence of magic, which does not only affect the inhabitants of Straskograd: „... they are so wrong, because Rosa is everything but good! I do not know how to explain to them that she is not good and that she in some insidious way enchants everyone to believe in it!" Princess Rosa uses this magic for her own dark purposes: „And then after you spellbound, she uses and it obliges to perform various unpleasant things, without question" (Crvenkovska, 2019).

In this way, the character of Princess Rosa does not even closely resemble the princesses from the fairy tales we know. First, she has a name - Rose, which is not unusual, but is in the context of what she does, enchants, and the text mentions that in Sretkovo roses spread their intoxicating scent everywhere (rose-flower-scent!). Namely, with magic in Sretkovo, everyone who walks there to do what she does is enchanted. Thus, the name of the princess is a condenser of the narrative program. The appearance

of the town Sretkovo itself is enchanting: "The city, like the palace, is bright, white, clean, rich... Large spacious streets, large multi-storey houses, bright green lawns, full of beautiful roses whose strong scent spreads throughout the city. Cute, cute white kittens and just as cute and gentle pink bunnies walk the streets.....Има и тиркизни морски прасиња, виолетови пудлици, рајски птици со шарени пердуви и раскошни пауни..." (подвлеченото –мое, J.D.) Crvenkovska (, 2019).

The first part of the excerpt reveals Sretkovo as a completely normal, beautiful city that everyone would like to stay in, while in the second part, with the unusual colors of the animals found there (turquoise guinea pigs, purple poodles), the exaggeration indicates of a fairy-tale impression, which is hard to believe and despite its splendor, which the Zvezda Mrak (in this chapter) calls "The false glow of Sretkovo". And the illusion that this city causes, despite all its splendor, can only be discovered by special people who see the essence of things. Only Zvezda Mrak succeeded in that: "Only this little girl, who was only ten years old at the time, was not blinded by the false glow of the city and its inhabitants. On the contrary, as soon as she entered the city (and she had come there at the invitation of Princess Rosa), Zvezda stood stunned. And no, it was not because of the beauty of Sretkovo, as other travelers used to be petrified. No, Zvezda is startled by fear! Because the moment he saw the white kittens, the pink bunnies and the turquoise guinea pigs, Zvezda saw them exactly as they were - horrible, evil creatures! She saw their sharp teeth, looked into their evil eyes, and heard their caressing, vile voices. She heard Rosa's seemingly kind words, which in essence were completely false, and behind them was a desire for power and a need to rule over everything" (underlined-my, J.D.) (Crvenkovska, 2019).

The third topos that is revealed to us in this unusual book is the village of Skrzovo: "Near Straskograd is the village of Skrzovo, whose inhabitants, as the name suggests, are a bit stingy. They do not want to share things with each other, everyone sees only their own, which is the reason for the frequent quarrels between them" (Crvenkovska, 2019). As before with other topos / personal names, this topos reflects the nature of its inhabitants. The people from Skrzovo are shown as an amorphous mass, which is placed between Sretkovo and Straskograd and from such a dark place, emerges the best, only human friend of Zvezda Mrak - the boy: „ My new friend's name is Nino. It took me a while to find out his name, because he can not speak. In fact, Nino is dumb"; "He, the poor man, escaped from the children from Skrzovo, who insulted him and threw stones at him. Poor, poor Nino! I do not know how can someone be so evil? Didn't anyone teach those children that they should be good and kind and that only then will it come back to you nicely?" (Underlined by me- JD) (Crvenkovska, 2019). This may be one of the key sentences - the leitmotif of this book, especially since it will later be shown that he is a real hero on the side of good: „ Nino is modest, but a very brave dumb boy from Skrzovo. Although he often serves as a mockery to those rude children from Skrzovo, Nino is always a good, gentle and faithful friend. He is also a very cheerful and cheerful boy, especially after he met Zvezda" (underlined by me, JD) (Crvenkovska, 2019). Nino will later prove to be a true friend, when he reveals to Zvezda Mrak that the villagers from his village Skrzovo succumbed to the intrigue organized by Princess Rosa that the creatures from Straskograd are harming their grain. Well, they occupy the castle with the desire to demolish it. The friendship of Zvezda and Nino withstands all temptations, and proves to be real when Nino disguises himself as the hero who will save Straskograd from the villagers of Skrzovo, or rather he will send them a letter written by Mortimer, in which he reveals their intrigue and its main organizer - Princess Rosa. Previously quoted escarps show the attitude of the people from Skrzovo, who are no one else, but all those people who with contempt, ridicule or rudeness, treat all those who are different from us, for the sole reason that they do not understand or they don't want to understand them. Simply put, along the line of least resistance or environmental impact, it is easiest to dismiss them as something that deviates from normal. Such is the case with Nino, who will be physically attacked: "Imagine, he did not come because those evil children beat him and completely bruised one of his eyes, so he could not see with him. "He had to lie at home with ice in his eye, and his mother was very, very worried." Maybe that's why Nino's only wish was to "one day live in a place where all children are like him – different" (Crvenkovska, 2019).

Because of her unusual appearance, Zvezda Mrak is also ridiculed, discriminated, underestimated, rejected and stigmatized by her peers from Skrzovo, who called her: "Witch! Bad luck! See what you are like!" (Crvenkovska, 2019), they hit her hard deep inside, even though she ignores the insults. In fact, it's the way she learned to deal with the insults directed at her. However, from time to time it evokes melancholy

moods: "Today is a sad day for me. From those days when I have a lump in my stomach that does not want to go away. And when tears come to me for no particular reason. That is, there is a reason, but it is nothing new ..." (Crvenkovska, 2019).

All the inhabitants living in Straskograd are: the spider Ariadne, the kitten Mufi, the monster Chupi, the raven Mortimer, the Globe-spirit guardian of the castle Crnokule, the rats Tristan and Isolde, the messenger bats Archimedes and Archibald, and at the end another miracle joins them, the pink Petunia, allegedly expelled from Sretkovo, and later turns out to be a "Trojan horse" in order to secretly open the gates of Straskograd and let the enemies in. Her plot is revealed thanks to the always curious spider Ariadne: „Ariadne is a spider, gossip and the main city spy in Straskograd. Nothing can go unnoticed by Ariadne, nor can anything pass without Ariadne ... We must note that Ariadne has a very positive quality: when she learns a big, dangerous secret, she does not tell it to anyone, but immediately go to Chupi or Zvezda" (Crvenkovska, 2019). There lives the raven, who is also a teacher of Zvezda, the oldest and wisest inhabitant, as opposed to the ingrained understanding among people (which originates from folklore) that its appearance and sinister construction are associated with misfortune, death, bad news, etc. ... Like any castle with ghosts (Globe spirit), spiders and cobwebs, ravens, rats and black cats, the character of the monster Chupi should not be left out: „Chupi is a very old creature of the hairy scarecrow type, the ones that usually hide under children's beds. But it is wrong to think that hairy scarecrows crawl under cribs to stalk children, to frighten them or, God forbid, to eat them. Not at all. Hairy scarecrows have a desire to listen to children's dreams, because they help them fall asleep easier, so from their sound they fall asleep peacefully under the bed" (Crvenkovska, 2019). And all these characters of creatures of which only Zvezda and Nino are in human form, and even they are repulsive to the people of Skrzovo and Sretkograd due to some of their features, the author Crvenkovska did not choose them by chance. On the contrary, their presence introduces young readers to a great truth - that they are not all the same, that one should be open-minded and hands-on about everything that is different from us...

In fact, if we look at all the inhabitants of Straskograd, we will easily see that all of them, in one way or another, have been rejected from their environment and condemned to ridicule, attacks, humiliation ... One of those inhabitants of Straskograd is also - Mufi. Muffy was a black Angora cat, whose only misfortune was that "he was born in Sretkovo, in a litter of pure white Angora kittens, and - as the only black kitten in the litter, he was declared a phallic! Mufi was thrown out of Rosa's guards outside Sretkovo ramparts, straight into Mrakshuma, and left at the mercy of wild beasts living there " (Crvenkovska, 2019). This reflects the superstition associated with the accident, allegedly carried by black cats.

Playing with the postulates on which the fairy tale is based, the dichotomy of good and evil deserves special attention. Speaking about good and evil as categories in children's literature, Natka Mickovič points out that if everything is left only to the black and white painting of the world in children's literature, i.e. if "moral instruction is the ultimate tendency of the work", it can "destroy the work and prevents it from existing as an aesthetic function". So, if he stays in that pattern, the work will lose sight of the nuances in our existing world, will ignore the motivations that people determine towards one or another type of behavior in all its diversity, will overlook all the diversity of our lives in which nothing is so simple, contrasted into two colors". In this novel, Biljana Crvenkovska not only completely deviated from the schematic black and white painting of the characters, and even reversed the dichotomy of the two oppositely placed categories of good-evil, beautiful-ugly, placing them in two completely opposite categories. Deviating from the principle that is present in classic fairy tales, such as those of the Brothers Grimm, where the characters of deformed witches, elves, dragons and other characters with physical differences are portrayed as metaphors for the inner qualities of these characters, were associated with certain negative and even evil tendencies. But today this is inadmissible and it is expected in contemporary literature, characters with diseases or some disability, to be actively integrated into society, to feel and experience relationships with characters without disability / disease and to have the opportunity to act or have a choice. Therefore, the characterization of the characters in contemporary children's literature should be positive and realistic (Taylor, Prater 2005). Hence, it is quite justified for professionals to point out that it is very important for children to learn about diseases or disabilities through teaching curricula and over time when children will have the opportunity to communicate or be in the same grade / class with someone who is with illness / obstacle / deficiency, to have some

foreknowledge and understanding (Blaska 2004). Blaska, which even outlines ten criteria according to which writers who write on this subject should be guided, points out that in children's books with such characters, one should not claim the disease of the character as its main feature, but the emphasis should be placed on its force. Or, as Tina Taylor Dyches and Mary Anne Prater point out, these people should not be portrayed as objects of concern, but as someone who contributes to society. According to Smith-D'Arezzo, students in the school should be introduced to the characters of children with disabilities / diseases in which these children are seen as someone that readers would like to meet or be friends with. That is, these characters should be portrayed in a positive light, which does not mean that they should not be portrayed realistically, including all their flaws (Smith-D'Arezzo 2003). This is exactly how Biljana S. Crvenkovska portrays the characters in this novel. Namely, in this unusual novel, which is read upside down, everything is upside down from the classic stories in which we are accustomed to goodness and beauty going hand in hand, princesses to be kind, quiet, beautiful, good, etc., and the bad, the evil, the evil, the unusual, the unknown, etc. it was almost exclusively associated with the ugly, the disgusting, the horrible, etc. The author seeks to break down stereotypes and prejudices about people who are different for some reason, not through their own fault, on the one hand, but also to encourage young readers, children, to try to get closer and get to know them. Zvezda Mrak also realizes that: „I thought a lot and realized what we all have in common here in Straskograd, and here I include Nino ... Do you know what we are the same? In that the people around us do not like us. And I think they do not like us because they do not understand us at all“... „And let me tell you something else, how I actually connected things. I thought that, in the same way that the villagers do not like Tristan and Isolde (the rats-pets of Zvezda Mrak-inserted mine, JD) and the spiders and the black cats ... so the children from Skrzovo do not like me and Nino...“ (Crvenkovska, 2019). In her thinking lies the message of this small in size but grand in message novel. The inhabitants of Straskograd, each different from each other, both in appearance and behavior, and in speech, live in harmony in Straskograd, and each of them carries a good and friendly soul, faithful to the end of Zvezda Mrak: „Yes, to some people nasty and scary creatures are not nasty and scary. Someone loves them just like that. And someone else, who may not like them so much, knows that one should not judge by appearance. And that sometimes, the beautiful things inside are rotten, and the ugly ones ... well, they can hide something unexpected, even precious. Well, this is a story about the oppressed, poor creatures that many people hate for no reason just because of their looks, because of some stupid prejudices and superstitions or simply because they do not understand them.“ (Crvenkovska, 2019).

Books are a kind of mirror for children in which they see characters who look like them, have the same feelings and experiences. Books also serve as windows through which children learn about the world, looking through the windows through their current environment and getting to know the characters and events that are in their environment, but also around the world. (Blaska 2004). The limited presence of characters with disabilities in children's literature indicates the need for more stories that represent the differences in society, including people with different abilities. While most textbooks for the disabled have been published recently, the percentage is still very small compared to the total number of children's books published annually. (Blaska 1996).

Conclusion

The book "Zvezda Mrak and the creatures from Straskograd" by Biljana S. Crvenkovska is the best example of how many things can be explained and approached to children and to open new horizons for them, to avoid the marginalization of certain children with special needs. Through a successful combination of story and horror (taken from fiction), but given in an inverted perspective, he builds a story about the city of Straskograd, which is only seemingly scary, and in fact "shines" from the inner beauty of its inhabitants, unlike Sretkovo, in which seemingly shines and smells pleasant, but its inhabitants have corrupt thoughts and souls. In that way, Crvenkovska turns this tale into an anti-tale, destroys the tale, to prove and show that things are not always as they seem. In Sretkovo everything is beautiful in appearance, but not in spirit, while in Straskograd, things are the opposite. Skrzovo, on the other hand, is a completely different story. The city of people exists between good and evil, and their actions give the impression that they are an amorphous, weak-minded mass that is easily controlled.

At one point, under the influence of Princess Rosa's intrigues, they set out on a campaign against Straskograd and lynched its inhabitants, only to be easily convinced of Rosa's malice. And, finally, Zvezda points out their volatile nature, when she says that she is aware that the goodness towards Straskograd will last for a short time, and they will soon fall under the magic of Rosa, ie. evil. With that, the author seems to say that evil never sleeps, it always lives here and between us, along with the good (as in a true story, but also as in life!). But the message is that we should never give up learning to look at things in their essence. Or, as Antoine de Saint-Exupery would say: "The essence is seen with the heart, not with the eyes." That is why, at the end of Crvenkovska's novel, another resident moves into Straskograd, rejected by the others: „This is Vilen, the mysterious boy with a metal hand whose front part can be turned into any tool: hammer, saw, magnet, ax! Yes, yes, imagine! Although he does not have one hand, Vilen from Straskograd becomes a skilled master

Vilen is an abandoned, poor child who wandered through the Strangers and managed as he knows how" (Crvenkovska, 2019).

The novel ends with the victory of good over evil. However, the author announces a new adventure to young readers, by announcing a new, more terrifying monster that is approaching Straskograd, but also by rounding up the doubt whether there are any unknowns, which captures the fantastic effect in the work. If we accept the term fantastic, in the narrower sense of its meaning, then there is very little fiction in children's literature. This is logical, given a number of reasons of a psychological and pedagogical nature. "The destructive and shocking nature of such fiction - devils, demons, vampires, werewolves, witches, curses with terrible vengeance and many other props of the evil imagination, regardless of their often complex meaning, can have a double effect on the child-reader." All that world, the child can accept a milder intensity, as usually happens with the marvelous world of the tale, but such acceptance means avoiding the primary objectives of that kind fiction. On the other hand, the child may experience a strong feeling of fear, insecurity and confusion, with traumatic consequences for the psyche" (Vuković, 1979: 12).

Furthermore, Novo Vuković opposes the character of the fiction of the child psyche: "Most of the modern fiction, which in the opinion of many theorists of that genre exists in the neighborhood of psychiatry and psychoanalysis, turns out to be too "heavy food" for children. Renouncing mainly the imagination of evil, the fantastic in children's literature hardly realizes that special intensity, shock, scandal of reason and specific panic that as a rule realizes in children's literature. These effects are difficult to cause, not only because of the lack of destructiveness in the imagination, but also because of the nature of the "consumers" of children's literature" (Vuković, 1979: 13).

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TEACHING FORMS, METHODS AND TECHNIQUES USED BY EFL TEACHERS AND THEIR INFLUENCE ON INTROVERTED STUDENTS

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Abstract. The forms and methods of teaching used by teachers of EFL have a direct effect over the students' learning process and their final achievements. The way that students will accept a certain teaching style depends on their own behaviour and personality as well as the teacher's ability to successfully manage and conduct the forms and methods of teaching. In this paper I define different types of forms, methods and techniques used in Secondary schools in North Macedonia, and I emphasize some that have become very widely accepted and used. Furthermore, I list some disadvantages that these popular forms, methods and techniques of teaching have over introverted students. Finally, I elaborate on the most adequate forms and methods of teaching English as a foreign language that will enable the teacher to successfully include and engage introverted students, and to be satisfy the needs of the other students as well.

Key words: *introversion, teaching forms, methods, techniques, EFL.*

Introduction

Teacher's teaching methods and techniques are the most important factor in the educational process. They directly influence students' learning process and determine students' future advancement in a particular subject. Therefore, the variability of methods and techniques is completely necessary in order to suit the needs of all types of students. Different types of students in the classroom means that there are individuals with different behaviour, different learning abilities, different preferences etc. All of these aspects that emphasize the importance of teachers' methods have produced a variety of methods and techniques, but some of them have gradually risen to the top and have become very popular among teachers. Unfortunately, the widely accepted popular methods and techniques eventually transformed into a highly repetitive set of methods and techniques.

Teachers of English as a foreign language in North Macedonia have always been the leaders in relation to the application of various methods and techniques as well as the new technological devices. There are two reasons for this. First, English as a subject requires teaching more than one skill to the students and it covers a long list of topics. It is practically impossible to cover reading, listening, speaking and writing with only one or even a few forms of teaching. Secondly, the comprehension of the English language itself has served as an advantage for the teachers and offered them endless methods, techniques, lesson materials, applications etc. that are available online for free. However, I do not mean that there aren't teachers of other subjects that speak English, but the content available for other subjects is incomparable with the huge quantity of materials for English. The variety of resources means variety of teaching forms and methods, but some of them have been distinguished as better by English teachers. These forms and methods of teaching offer a practice for multiple skills simultaneously and they were also widely accepted and praised by teachers around the world. The constant positive feedback led to overuse and repetitiveness, which had a very negative effect over those students that weren't comfortable or didn't respond well to these forms of teaching. The students that have difficulty for different reasons in accepting some teaching methods and techniques are often considered as failing, unsuccessful, bad at learning etc. It took a long time to change the teachers' point of view and

the public opinion and to come to the conclusion that students' personality has a significant influence over their learning style and that some students aren't a failure or unintelligent, but they might be just shy or introverted.

In this paper I will explain some of the most often used teaching methods, forms and techniques based on the official teaching plans used in schools in North Macedonia. Also, I will define the negative aspects of these teaching forms in relation to students' different personalities and the effect that they have over introverted students. Finally, I will suggest changes that can improve teaching and help students achieve better results in English.

The concept of introversion and extroversion

The distinction between introversion and extroversion as two opposite personalities was introduced by psychologist Carl Jung. He defined introversion as "attitude-type characterised by orientation in life through subjective psychic contents", while extroversion as "an attitude-type characterised by concentration of interest on the external object" (Jung, 1995 pp. 414–5.). This view is no longer considered completely relevant, due to its complete separation of the two personalities. The contemporary widely shared view is that introversion and extroversion are two opposite ends on a single continuum. Therefore, people's personality type is expected to be somewhere in the middle, whether closer to one end or the other. Consequently, introverts and extroverts are not people with completely opposite personalities, but people with different preferences, priorities and behaviour.

Gradually, the term introversion has spread from psychological papers to the real everyday life of common people. "The Introvert Advantage" is a very practical and engaging book that offers simple and understandable explanation of the term and a lot of advice that will ease the life for any introvert. The Doctor of Psychology Marti Olsen Laney (2002) defines introversion as a type of temperament and emphasizes its difference from shyness. Furthermore, she determines the three key differences between introverts and extroverts which are energy creation, response to stimuli and approach to knowledge and experience. First, introverts are considered energy conservers, while extroverts are energy spenders. Secondly, introverts prefer less stimuli while extroverts thrive on a variety of stimuli. Thirdly, in relation to acquiring knowledge and experience, introverts focus deeply on a small number of activities, but extroverts focus on a range of topics and avoid any limitations. This last area of differentiation is especially important for teachers and professors that need to balance and satisfy the needs of all students regardless of their temperament or personality.

Another writer that stirred a lot of attention and has helped raise awareness for introverted people is Susan Cain. Cain's undeniable influence is verified by her TED talk labelled "The power of introverts" that has been viewed more than 28 million times. Also, in her book "Silence" she managed to shift the focus on the positive traits and capabilities of introverts as well as the benefits of these qualities to the world. In the third chapter, which I believe is mandatory for all teachers, S. Cain (2012) introduces a new concept that she names "the new groupthink". The new groupthink values cooperation, teamwork and open office/school plans. The strong emphasis on teamwork and collaboration has caused a wide implementation of cooperative learning and small group learning at the schools. The high level of implementation has consequently led to a negative effect on introverts. The new groupthink is defined as "a phenomenon that has the potential to stifle productivity at work and to deprive schoolchildren of the skills they'll need to achieve excellence in an increasingly competitive world". (Cain, 2012, p.226) Contrary to the claims that "collaboration kills creativity" (Cain, 2012, p.214) is the statement that "cooperative learning gives importance to cooperation as against our present educational system, which is based on competition" (Sighn and Ragawal, 2011, p.2).

Certainly, the complexity of the introversion/extroversion concept is no longer unknown or ambiguous for teachers, students or the general public. The presence of introverted learners in every classroom is undisputable. Also, the influence of introversion in various areas of the educational process cannot be ignored.

A detailed summary of the general features of introverts and extroverts are presented in the table below.

Table 1: Introverts and extroverts. (Condon, M & Ruth-Sahd, L., 2013, p. 505)

Introverts	Extroverts
Quiet; reticent	Talkative; comfortable in the spotlight
Reflective; introspective	Active; highly engaged with the outside world
Serious	Light-hearted
Think before speaking	Think while speaking
Reclusive	Gregarious; outgoing
Risk-averse; cautious	Bold
Uncomfortable with conflict	Assertive; dominant
Prefer small gatherings with friends	Comfortable in larger groups that include strangers
Tentative; deliberative	Enthusiastic; make quick decisions
Drained by the outside world; need to time spend time alone to recharge	Energized by the outside world; prone to boredom when alone

Nevertheless, the general notions on introversion and public data are not sufficient for teachers. "There is a unanimous opinion that the professional development and self-improvement of future teachers is not possible without constant comparison, analysis and critical reflection of their own experience in view of set professional standards, as well as without self-measurement of their own achievements compared to those of fellow trainees, teachers and basic mentors." (Markova, 2020, p.64). Herein, teachers need a mandatory and extensive training about students leaning toward introversion and extroversion. This will help recognize more introverted or more extroverted students quickly, and it will consequently help improve the teaching process and help students' reach the expected level of achievement.

Teaching forms, methods and techniques versus introverted students

The question that still remains unanswered is how often do teachers' pay attention to introverted students in their classroom and do they consider the students' abilities and learning style when preparing the teaching, learning and assessment processes.

Macedonian teachers are obliged to prepare daily written lesson plans that include forms of teaching, methods of teaching and techniques for both teaching and assessment regardless of the subject or the level of education. The forms, methods and techniques of teaching for a certain subject are always suggested and part of the teaching syllabus issued by the Ministry of Education and Science and the Bureau for development of Education in North Macedonia. Although the form of a lesson plan is almost unified in Macedonian schools with small variations in different schools and for different subjects, I will focus on the subject of English as a foreign language and the teaching style of English teachers in secondary education. The last teaching curriculums for English as a foreign language for students in Secondary schools have been issued in 2014, if we don't take into consideration the shortened versions issued at the end of 2020 as a result of the current pandemic.

In the first section of the lesson plan, the teacher lists all forms of teaching and marks one or more that are applicable for that lesson. The form of teaching depends on the relation between the teacher and the students, as well as the educational material. It can be frontal, individual, groupwork or work in pairs.

Frontal form of teaching has the teacher in the focus as a lead presenter of the material, while the activity of the students is minimal. Although it is useful and necessary, frontal form of teaching should be used only for one part of the lesson and for topics in relation to grammatical rules, tenses, vocabulary etc. It is considered as a passive form of teaching, but there is a possibility for improvement. If the teacher uses other techniques to rise the students' activity and limits the time of the frontal form, it will be a very effective form. Herein, the only negative aspect is the overuse of this form and its entailment of other negative behaviour by students and teachers.

The individual form of teaching puts the students in the lead role. The aim of this form of teaching is to enable the students to understand the topic and make deductions by themselves with different teaching materials and resources provided by the teacher. Although, it is completely opposite to the

frontal form, its overuse can also have a negative effect on the learning process. Introverts' hesitant behaviour might prevent them from asking questions or asking for help, which will eventually prevent them from correctly learning the material. The formal and the individual form of teaching are both very useful, but only when used in combination with one another or with some of the other two forms.

Groupwork or teamwork is a form that is considered very effective and therefore it has become very popular. The focus in groupwork is cooperation. Cooperative learning is usually conducted by separating students into smaller groups (3-5 students), and then giving them a certain activity and instructions for it. Furthermore, each student can be given a particular role in the group. The advantages from this form are many: it creates competitiveness among students, arouses discussions, stimulates active learning and decreases emotional stress. The teacher observes the groups, follows their work and helps and guides them when needed. However, all the advantages are the logical results expected by the 'average' student. On the other hand, introverted students need a quiet place and some alone-time in order to reflect on a certain topic and produce ideas. Also, they prefer one-on-one communication and again might find it difficult to express their opinion to the other members of the group. Consequently, these students will remain silent and would not participate in the learning process at all, which leads to an unsuccessful lesson.

Work in pairs has the same focus which is cooperation, but it is more appropriate for introverts. It offers a one-on-one communication, which is more approachable for introverts and decreases any pressure or stress from them. Moreover, it allows equal participation of both students and a longer stretch of time to do their work and to actively participate in the lesson.

The second section of the lesson plan contains the applied teaching methods. Teaching methods lead the educational process and determine the role of the teacher and students, as well as the activities that will help the realization of the planned aims. There are three basic types of teaching methods: demonstrative, monologic or dialogic. As Gogoska (1995) emphasizes "the teacher must know which method will help the realization of a more successful teaching, and also to know the compatibility of the methods and the forms of teaching (p.86).

The demonstrative method involves a demonstration conducted by the teacher and uses the students' perception and their observational skills. Usually, this method is used simultaneously with another method that helps the explanation and presentation of the given topic.

The monologic method is a form of verbal presentation that puts the focus on the teacher. However, it doesn't mean that the teacher is the only active participant in the teaching process since students nor that students are passive listeners. The students are listening and pondering on the material. In order to keep the concentration and the focus of the students, the teacher needs to have a clear articulation and to speak with moderate speed. However, teachers often forget that they need to engage the students in the lesson and to allow breaks for questions throughout the lesson. Usually, the teacher stands in front of the students and explains a particular topic. Silence and order are highly emphasized, and considered as the highest achievement of the teacher for classroom management. Here, I would strongly disagree that this is the appropriate teaching and learning environment for any student, especially for introverted students. Introverts' communication style is often defined as hesitant, and they have the need to be invited in the conversation. Herein, in an environment where students feel obliged to be silent, and also afraid to share their opinion that might be different, it is natural that even more extroverted individuals would be hesitant. Therefore, teachers must change their teaching methods in a sense that the student feels free to express his/her personal opinion and to feel encouraged to ask questions. Also having in mind that there are highly introverted students, it will be useful to offer other ways of communication for example offering to answer anonymously written question in relation to the topic that is studied at the end of the lesson.

The third type is the dialogic method which involves a conversation or a discussion between the teacher and the students. It can be conducted in the following ways: a slow-paced natural conversation in relation to a given topic; asking and answering questions that stimulate the critical thinking; discussion on a given topic, problem or statements etc. The dialogical method is very important for English teachers. It helps learning and using new vocabulary, new grammatical construction and also helps the assessment of students' speaking skills. On the other hand, conversation with more than

3 students may create an uninviting speaking environment for an introvert. Also, if assessment is combined with this method, it just amplifies the negative feelings in introverts.

These three methods mainly focus on teaching speaking skills, which is only one part of knowing and learning a language. There are many other methods used by teachers that focus on the remaining skills which are: reading, listening and writing. I will mention those that I believe are very often used by teachers of English as a foreign language in North Macedonia.

Total physical response is a method that combines speech with physical movement. The teacher makes a speech output and students respond with a particular physical movement.

Silent way of teaching means a passive teacher and very active students. The teacher produces the right environment and encourages students to speak and deduce their own conclusions.

Grammar – translation method is one of the most used by Macedonian teachers of English and is in accordance to the activities that student's books offer. However, teachers do not label it as grammar-translation method, but put the names of the techniques that they use such as text analysis or writing. The activities involve reading comprehension, answering questions in relation to the read language, analysis on written forms, translation of paragraphs, translation of grammar rules etc.

The oral method was derived in opposition of the grammatical translation method. It is also referred to as the direct method and is based on a complete usage of the target language or in this case English. Students are encouraged to speak and think in English. The lesson topic or the aim of the lesson is described, then explained and practiced by speaking and listening of everyday situations. The grammatical rules or the vocabulary terms are being learned through demonstration and discussion.

The structural method uses similar techniques as the direct method, but it also includes reading and writing. It focuses on structures either grammatical or phraseological. It is believed that structures can be taught by creating an adequate situation. When there is an appropriate situation, students can practice particular structures by speaking or writing. The practice can be done in various ways such as adding, ordering or grading of structures, or producing similar structures or patterns. Also, it can include words, phrases or clauses and whole sentences.

The audio-lingual method of teaching is focused on repetition and memorization in order to teach listening and speaking skills. Students are expected to listen to a short dialogue or a monologue that uses a particular grammar or vocabulary. The model dialogue or monologue serves as guidance and students should repeat the key phrases, change them or produce similar speech patterns from that dialogue while the teacher corrects grammar or vocabulary and pronunciation. It is mostly used for grammar, but it doesn't include an explicit explanation of grammar and it allows only use of the target language. It is also used for learning new vocabulary through phrases or other structures, and by adding new words to a certain speech. The advantage of this method is its simplicity that makes it easy to understand and students know what is expected of them. The disadvantage is it doesn't help improve students' communication competence and is teacher-centred. Also, it is a behavioural method that relies upon a positive or a negative feedback. If a student uses the correct or the expected grammar construction or vocabulary phrase, he/she gets a positive feedback. On the other hand, the student will receive a negative feedback and if it's part of an assessment lesson, it might result in a negative grade. This particular aspect of the method creates a lot of pressure for the introverted students, which is then amplified by the lack of time that the student has to think about his/her answer.

Cooperative learning is a very frequent and praised teaching method due to its large impact on students' communicational and social skills. It is considered as highly effective, because it helps practice speaking, listening, reading and writing skills, but it also teaches cooperation that is a social skill. According to Gudinge (2018) "in cooperative learning, all student's participation is important, and in order to achieve a well-functioning group, the engagement of all students is required" (p. 9). Students are expected to cooperate to fulfil a shared goal and practice all English skills. It can be used for making a project in relation to grammar, vocabulary or any other topic. However, it is a more complex method that doesn't guarantee success. As Gilles (2016) notes "placing students in groups and expecting them to work together will not necessarily promote cooperation" (p. 4). The success of cooperative learning can be achieved by four key components proposed by Gilles (2016) and these are the following: structuring positive interdependence within the learning situation, promotive interaction of group

members, individual accountability of one's responsibility in the group and negotiating or teaching interpersonal skills. Also, the other problem as Cain (2012) claims is that introverts have a creative advantage as a direct result from independent work and solitude is deemed as a catalyst to innovation. Therefore, cooperation decreases the creativity of introverts. This can also be overcome by using different techniques or strategies for cooperative learning that are more suitable for introverts, such as the think-pair-share strategy. As Gudinge (2018) explains, the think-pair-share strategy is conducted in four simple steps: the teacher hands out a task, students think for themselves, then students discuss in pairs and eventually they discuss and share their opinions with the group and the whole class. Herein, there is a perfect strategy that satisfies the needs of introverts to ponder and reflect on the topic or the issue, and it also allows extroverts to discuss and brainstorm within the group.

The final method that contains all of the advantages of the previous method is labelled as mixed or eclectic. The eclectic method is "a language teaching method that combines various approaches and methods to teach language depending on the objectives of the course and the abilities of the learners" (Iskan, 2017, page 3). This is the key method that can help EFL teachers create lessons that suit the needs of every student, and at the same time prevent any disinterest or reluctance for participation by all of the students.

In the third and fourth section of the teaching plans, teachers name the teaching resources and materials, and sometimes even the techniques used for the realization of the lesson. Teaching resources can be: auditive, visual, audio-visual and material. Naturally, they help the teacher prepare faster and better for the lesson. All of these resources are necessary in teaching English. The auditive and audio-visual resources help improve students' listening skills, and the written resources help reading and writing skills. However, the successful realization of the teacher's plan and the syllabus depends solely on teachers and their ability to successfully combine the teaching form, the method and the resources and then to successfully implement them in the lesson.

The techniques used for the realization of the lesson best describe the chosen combination of forms and methods. Some of the most frequent are the following: presentations, brainstorming, interviews, interactive exercises, projects, discussions, writing and reading on a given topic etc. These are popular and efficient techniques, but teachers need to adapt them for the introverted students in the classroom. If a student needs to make a presentation, the teacher can offer it to be done in pairs or to offer the student to present from his usual place of sitting. For brainstorming, teachers can propose written ideas as well as speaking. Also, introverted students will need more time to think about a given topic, therefore the teacher can allow a certain time limit of thinking before sharing thoughts and ideas. All the other techniques that offer speaking can be improved by giving a time limit, offering students to respond from their usual seat even without standing up, and always to offer a choice of working alone or working in pairs. These small changes to the contemporary and successful techniques will have a strong positive impact for students closer to the introverted side of the continuum.

Conclusion

Introversion and introverts have been recognized in society, and therefore they should be recognized as ordinary students in the classroom. Teachers of English as a foreign language need to be aware of the constant presence of introverted students in the classroom. Therefore, their choice of a form, method and technique for teaching should be applicable to all students. In order to ensure success for every lesson, teachers have to always use an eclectic method of teaching with a combination of different forms and techniques. This is very easy for English teachers, since the contemporary coursebooks offer smaller unit chapters that include all of the skills (listening, reading, speaking, writing) needed to learn English. From my personal experience the best way to achieve the aim of the lesson and to keep the students' constant interest is to use a combination of methods and techniques, to divide the lesson in a group of smaller lessons that will cover all the skills. There isn't a negative form, method nor a technique, but only an inadequate way of conduct or a combination done by the teacher. In conclusion, my advice for all teachers is to look at their class as a small society filled with diversity of personalities, behaviours and talents, and keep your teaching style as divertive and eclectic. The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection

of a Discussion or Results and Discussion section. Conclusions should provide a summary of important findings and their implications to the area of research that is the focus of the article.

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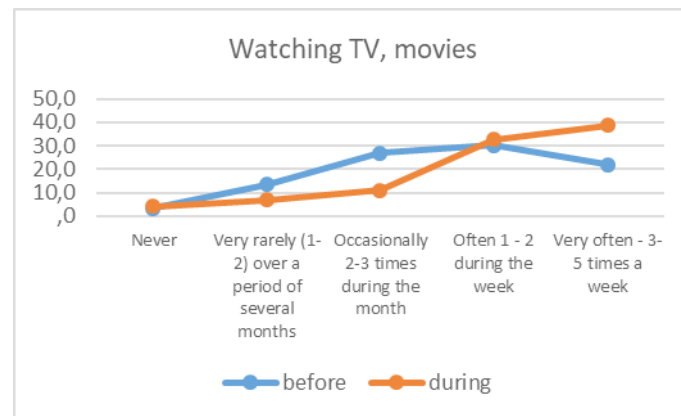
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Two	4	5	6

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Figure 1. Students' opinions about leisure activity – watching TV, movies, before and during pandemic.



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