International Scientific Journal Monte (ISJM)

Volume 2, Issue (No.) 2 (2019): December

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INCLUSION IN THE PRE-UNIVERSITY EDUCATION SYSTEM OF THE REPUBLIC OF KOSOVO, A GUARANTEED RIGHT WITHIN HUMAN RIGHTS AND FREEDOMS

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Abstract

The education system is built on the concept of being in the service of all citizens of the country without distinction. In Kosovo the right to education is defined as category of law and the constitution. As this right is of a great interest and importance it reaches even further, it is also a category of human rights and freedoms envisaged in international mechanisms but directly applicable in Kosovo as a universal value.

This paper will address the concept of inclusiveness in the pre-university education system of the Republic of Kosovo as a right viewed within the scope of human rights and freedoms as a universal value of the democratic world. In addition, it will be addressed from the practical aspect of inclusiveness in Kosovo as an unalienable right.

 In the view of what this paper is going to reflect to is that it will clearly identify how much inclusiveness is implemented and observed in the pre-university education of the Republic of Kosovo as a category of human rights and freedoms. First of all, it will have a reflection from a close view where does the Republic of Kosovo stand on observation of human rights and freedoms in terms of inclusion in the pre-university education system.

Keywords: inclusion, education system, human rights, legislation, fair policies.

Introduction

The right to Education, a fundamental human right in the Republic of Kosovo

Some human rights that men and women enjoy during their lives are not gifts that one person gives to another, the latter are rights acquired by birth. The rights acquired by birth are rights and their enjoyment are guaranteed irrespective of the will of a person or the state. The rights acquired by birth include the right to life, personal freedom, privacy, protection and that of education. The right to education is a right vested to every human being and it is one of the most fundamental and important rights for human life and development and place where he lives and works. Although it is a right acquired by birth, in order to have this right protected and preserved it stipulated starting with the international mechanisms that refer to the protection of human rights and freedoms, then in the Constitution as the highest legal act and followed by all relevant legislation. The right to education is everyone's right without discrimination, so inclusion is a right that enables every person to be part of the education system in order to develop themselves and place where they live and work.

The Republic of Kosovo considers the right to education to be a fundamental human right, a right for every citizen without any distinction. Since it is a right it is defined in the Constitution of the Republic of Kosovo, followed by in all relevant policies and legislation in force that refers to the right on education. In addition to regulating and defining the right to education, this right as a fundamental human right enables inclusion in the education system without discrimination the country must ensure.

Inclusion in the education system is part of the concept and clear orientation in the society and the Republic of Kosovo, due to the fact that the society and the Republic of Kosovo is oriented towards the universal values of human rights and freedoms claiming to be democratic country with rule of law. When referring this concept, we base it on the following facts: In its Constitution Kosovo has directly incorporated international mechanisms for

the protection human rights and freedoms, and as such a model we are the only country in the world where the Constitution of the Republic of Kosovo has enshrined and defined relevant mechanisms for the protection of human rights, protection from discrimination, equal opportunities, protection of communities, etc.

In this paper we are going to address the right to education as a fundamental human right, and followed with what is to be highly important: the inclusion in the education system, which clearly means that in the Republic of Kosovo of the whole people enjoy right in the education system without a single distinction. All of them will be addressed as rights enshrined in international mechanisms as well as the Constitution and Laws. It is noteworthy to mention that the inclusion in the education system of the Republic of Kosovo is very well regulated, and it is defined to be implemented as mandatory in terms of human rights, however in practice some issues have emerged since we have failed in full implementation in terms of inclusion in the education system as a fundamental human right.

When referring to inclusiveness as a fundamental human right and particularly for the non- majority communities of Roma, Ashkali and Egyptian Communities in the Republic of Kosovo, these rights are protected and promoted for equal opportunities, this is clearly stipulated: "All persons belonging to the communities shall have the right to receive public education at all levels, in one of the official languages of Kosovo of their choice. Persons belonging to communities are entitled to pre-school, primary and secondary public education in their own language even if it is not an official language. The government sets reasonable and applicable thresholds for the establishment of special classes or schools operating in the languages of the communities. The minimum threshold for such classes or schools is lower than the thresholds normally set for institutions and school classes. Maximum thresholds will correspond to thresholds normally set for school classrooms. This is regulated by law." [1] . In reference to this we have a high level of legal certainty and respect for human rights, which guarantees the communities education in their language as fundamental right to their development and emancipation.

In 2001, the Assembly of Kosovo, based on the Constitutional Framework Of the Interim Self-Governance in Kosovo, adopted the Law on Preschool Education, where among other things, this Law , I quote: "Inclusiveness (see Convention on the Rights of the Child, Article 2) [2] the member countries undertake to observe the rights referred to in this Convention and to guarantee them to all children, who subject to their jurisdiction, without discrimination of any kind, regardless of race, color, sex, language, religion, political opinion or any other opinion, of national, ethnic or social origin, property, disability, family background or any other condition of the child or his parents or his legal representatives " [3]

Regarding the education of children with special needs, it is being implemented within the framework of the inclusive education system. This is a new philosophy that requires considerable effort to support individuals for full participation, unlike providing separate services for people with injuries. Children with special needs are children like all other children and therefore need to be educated together with other children in the same schools and classrooms, with all the support they need. The question arises: How much of this is actually taking place? We can say that not satisfactorily. If we rely on the data of recent years, the number of students with special needs involved in education has increased by 30%. Out of 909 students in the school year 2008-2009, this number has increased to 1179 students, but again a large number of them still remain outside the educational institutions.

Inclusion in the Education System, as a human right in the Republic of Kosovo

The Republic of Kosovo is a country of all its citizens, without a discrimination, each of its citizens are equal and there is no discrimination regarding any rights. This is defined: "The Republic of Kosovo is a country of its own subjects. The Republic of Kosovo exercises its authority based on respect for the rights and freedoms of its citizens and all individuals within its borders." [4] What the Constitution stipulates is legal certainty that the equality of citizens in the Republic of Kosovo is a constitutional category, despite the differences that citizens may have, the state will exercise equality and equal approach based on human rights and freedoms as universal values, observing certain rights that belong to certain communities. This acknowledges the approach of the Republic of Kosovo to observing of human rights and respect for its citizens without discrimination and this ensures equality, protection from discrimination and respect for human rights as the highest values of the democratic world. In terms of respect

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[1] Law no. 03 / l-047 on the Protection and Promotion of the Rights of Communities and their Members in the Republic of Kosovo, Article 8, paragraph 1;
[2] Convention on the Rights of the Child, Approved by the General Assembly of the United Nations, November 1989
[3] Law no. 02 / l-52 on Preschool Education, Article 1
[4] Constitution of the Republic of Kosovo, Article 47, paragraph 2

for human rights and freedoms, these apply not only to the protection of citizens by the state, but also to the sharing of goods and the stipulation of other rights that are important for their well-being and development within communities they belong to.

The right to and inclusion in the educational system of the Republic of Kosovo is one of the fundamental human rights, as a right stipulated as: "Every person enjoys the right to basic education free of charge. Compulsory education is regulated by law and funded by public funds. Public institutions provide every person with equal opportunities to be educated according to their particular abilities and needs." [5] Taking into consideration the stipulation in Constitution, it can be qualified as a legal certainty provided for every person regarding the right to education as a fundamental right for the development and usefulness of each person for himself, family and society.

In addition to the right to education, the Constitution ensures the equal opportunity to education, whereby it establishes equality for every citizen to education. In this context, the inclusion in the education system is it is precisely defined in the Constitution of the Republic of Kosovo referring it as: "according to his / her special abilities and needs". This provides that the within the right to education the Republic of Kosovo has defined and regulated inclusion as a value attributed to the progressive and developmental orientation of the Republic of Kosovo towards those who are qualified as universal values of the democratic world.

In the Republic of Kosovo, the authority and responsibility for drafting policies in the field of education is vested with the Ministry of Education, Science and Technology, among other things, the authority to: "To promote a non-discriminatory education system in which the right of every person to education is respected and the opportunities for quality education to be made available to all" [6] . With this, we have operationalization of what is defined in the highest legal act, the Constitution, specified further in the relevant legislation. Alongside the authority on drafting policies and legislation in the field of education, within its scope, a comprehensive approach to the education system as a human right is addressed and incorporated into any policy.

At no time the right to education is not denied, as the Ministry of Education has a duty to "promote a non-discriminatory system of education in which the rights of every person for education and training are respected, and equal opportunities are provided to quality education; promote the protection of vulnerable groups within the education and vocational system; to ensure the health, safety and well-being of students and employees in the educational and vocational institution, as well as to promote measures to prevent dropout;" In line with what is defined in the relevant legislation on the pre-university education system, we acknowledge that the approach and orientation of the Republic of Kosovo is towards ensuring and promoting inclusion in the education system.

The Higher Education in the Republic of Kosovo education is regulated and requirements are defined. The right to higher education is defined and regulated as a right that enjoyed by every citizen of the Republic of Kosovo. For every of its citizens the Republic of Kosovo provides "equal opportunities and without discrimination to all students and staff in higher education institutions. " [7]. In addition to assuring education at the pre-primary level, this assurance is also for higher education, where within it is inclusiveness and not discrimination as values that are protected.

In addition to the legislation that addresses and regulates the right to education and inclusion as a concept of education development in the Republic of Kosovo, the Ministry of Education, Science and Technology has addressed and defined inclusion in its strategic documents. "Inclusive education provides a learning environment that provides access, accommodation and support for all students. This means that schools must be adapted for all children, irrespective of their physical, intellectual, social, emotional, linguistic or other factors. Inclusion aims to minimize inequalities in society, combat discrimination, avoid marginalization and exclusion, and ensure the well-being of all members of society. Therefore, it is necessary to implement educational policies and practices aimed at comprehensive processes, in particular in relation to marginalized social groups, such as people with special educational needs, non-majority communities, the poor, and some other social categories. " [8] .

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[5] Constitution of the Republic of Kosovo, Article 47, paragraph 1 and 2
[6] Law no. 03 / L-068 on Pre-University Education in the Republic of Kosovo, Article 3, paragraph 3;
[7] Law no. 04 / L-037 on Pre-University Education in the Republic of Kosovo, Article 2, paragraph 1.3;
[8] Ministry of Education, Science and Technology Kosovo, Strategic Education Plan in Kosovo 2017-2021, p. 42.

The concept of inclusion in the education system is envisaged and regulated in the strategic plan of education in the Republic of Kosovo, a document which clearly defines the form and manner of concrete activities to implement inclusion in education as a right of every citizen of the Republic. Kosovo. The challenge in terms of inclusion in the education system and in order to be qualified as successful, among other things, are: the low level of involvement in the preschool education of children from non-majority communities of Roma, Ashkali and Egyptian as well as those of children with special needs, the involvement and low participation of children in education by marginalized groups, dropping out of school and non-enrollment in education, the poor economic and social situation of families. These are some of the challenges that accompany the entire involvement in the education system of the Republic of Kosovo.

The Kosovo Curriculum Framework, which includes the inclusiveness as one of its key principle upon which the New Kosovo Curriculum Framework was drafted. The whole Framework is designed by prioritizing inclusion and aiming to provide equal access for all without any discrimination based on gender, racial, religious, disability, economic status, etc. The Curriculum Framework of Pre-University Education of the Republic of Kosovo stipulates that "Irrespective of the format and purpose (ex. educational software, experimental or other package), teaching resources should be designed in accordance with the basic principles of the NQF enabling, among other things, the promotion of positive values, principles and experiences, such as: human rights, social justice and inclusion and the avoidance of prejudice and stereotypes, discriminatory attitudes, hatred and violence; " [9] . The curriculum is the core of the orientation in the pre-university education system and at the same time we have a clear definition of the principles regarding the inclusion in the education system as in human rights. Therefore, also in this document we have defined inclusion as a human right which must be implemented.

The Strategic Plan 2010 – 2015 on the organization of inclusive education of children with special educational needs in pre-university education in Kosovo, is a five-year plan which connects lifelong learning with involvement in education and provides equal opportunities for all. Education of children with special needs in this plan refers to the Strategic Plan 2010-2015 on the inclusion of children with special needs, a document drafted in 2010. What this document defines is very clear and very substantial, where: " Establishing an inclusive educational community is the duty of every member of society, thus the responsibility to give our utmost contribution to the realization of activities envisaged falls with each of us, having full confidence that it is the society that benefits the most from it. " [10]

Strategic Plan 2010-2015 on the inclusion of children with special needs in pre-university education, is a strategic plan which the Ministry of Education, Science and Technology refers to for children with special needs. The plan in question is structured in such a way that it clearly explains how to approach and how to address inclusion issues as functionally as possible.

Individual Education Plan-IEP (pedagogical document), is an official document for children with special needs drafted by a group of experts in the relevant fields that enables to follow the attainment and progress of a child. This plan is being implemented in almost all schools where there are children with special needs and day by day its application is improving. [11] This acknowledges that the Ministry of Education, Science and Technology has taken seriously the issue of inclusion with special emphasis on children with special needs and we do not forget to mention that this is another requirement that Kosovo must be met in order to get integrated into the European Union.

"We know that the world is an inclusive community. It is very important for children to have the opportunity to learn and grow within the communities that represent the world they will live after they finish high school." [12]

Notwithstanding the fact that the inclusiveness stems out form the Constitution of the Republic of Kosovo, relevant legislation and other strategic documentation, it is ensured as a right of every citizen of the Republic of Kosovo which constitutes the observation of human rights, in the field and in practice the situation is not good and it has done with inadequate implementation of relevant legislation and documents. It is very positive that the inclusiveness constitutes a right, but commitment should be in the implementation of this human right by including

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[9] Curriculum Framework for Pre-University Education of the Republic of Kosovo, Pristina, August 2011, p. 59
[10] Strategic Plan on the Organization of Inclusive Education of Children with Special Educational Needs in Pre-University Education in Kosovo 2010 - 2015, p. 3
[11] http://masht.rks-gov.net/uploads/2015/06/dokumnetet-e-masht-it-sigurojne-arsimin-eneral-p-p-rfshir-sn- kosov-3.pdf
[12] Mara Sapon-Shevin

every citizen of the Republic of Kosovo it the education system and this by combining the will of the relevant institutions and the highest demands of every citizen of the Republic of Kosovo without any kid of discrimination.

Conclusion and Recommendations

By addressing this material and incorporating it in this paper in this paper, I have come to the conclusion that the Republic of Kosovo is among the countries that have provided to a highest level of legal acts the right to education, i.e., inclusion as a human right. It is to be highly appreciated the political and decision-making will in the Republic of Kosovo, that it qualified the inclusion as a Constitutional right followed in the relevant legislation of the country. In addition, inclusion is one of the basic principles that the relevant institutions in Kosovo in charge for Education are led by when drafting of policies and strategic documents for the development of education in the Republic of Kosovo.

Relevant institutional mechanisms of the Republic of Kosovo qualify and include inclusiveness from the point of view of human rights, due to the fact that inclusion in the relevant documentation on education system represents a basic principle, namely observation of human rights and freedoms in terms of inclusion in education.

It is common that during the preparation of the paper and addressing of the material to encounter issues which will need reflection in order to have a more developed and present inclusion in the educational system of the Republic of Kosovo. Therefore, in the following I will present the suggestions which would be a reference point for institutions and other mechanisms to fully reflect the change, implementation or other activities in order to strengthen inclusion in the education system of the Republic of Kosovo as a fundamental human right, as in the following:

Relevant institutional mechanisms should establish appropriate mechanisms for assessing the implementation of relevant legal provisions regarding the inclusion in the education system of the Republic of Kosovo.

Having an assessment on the implementation of policies and legislation regarding inclusion, we should have a complementary change in policies and legislation that would be in the function of inclusion in education as a human right. Being that it constitutes human right it should be the basic principle on which is build every policy, legislation and strategic document planning to change the educational system of the Republic of Kosovo.

In whatever form we refer to inclusiveness, we must keep in mind that this is a human right and for this the Republic of Kosovo will be evaluated in terms of how it is being implemented, acknowledging that its implementation is of great importance for a country with rule of law.

In addition to the development of relevant inclusion mechanisms, there must be development in the socio-economic aspect, for the mere fact that inclusion is related to the socio-economic status of the families of the category that inclusion is ensured as a fundamental human right.

Awareness campaigns for inclusion in the education system will need to be active on a regular basis, given that such a right need reminding and demonstration to show benefits of inclusion in the education system as an entitled right.

References

Constitution of the Republic of Kosovo. Law no. 03 / L-068 on Pre-University Education in the Republic of Kosovo, Article 3, paragraph 3;

Constitution of the Republic of Kosovo. Law no. 03 / l-047 on the Protection and Promotion of the Rights of Communities and their Members in the Republic of Kosovo;

Constitution of the Republic of Kosovo. Law no. 04/l -037 on Pre-University Education in the Republic of Kosovo, Article 6, paragraph 2;

Constitution of the Republic of Kosovo. Law no. 02 / l-52 on Preschool Education, Article 1

Kosovo Strategic Education Plan 2017-2021. Retrieved from: https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021-1.pdf

Curriculum Framework for Pre-University Education of the Republic of Kosovo, Pristina, August 2011, p. 59

Strategic plan for the organization of inclusive education of children with special educational needs in pre-university education in Kosovo 2010 - 2015; p. 3 http://masht.rks-gov.net/uploads/2015/06/dokumnetet-e-masht-it-sigurojne-arsimin-eneral-p-p-rfshir-sn-kosov-3.pdf

PEDAGOGICAL METHODS AND THE DEVELOPMENT TEACHING PROCESS IN CLASS

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Abstract

Teaching methods in instruction developed as a replacement for "general pedagogical methods" since specific subjects require different approaches (e.g., the same teaching method cannot be efficiently applied to foreign language and physics classes). Teaching methods are a theoretical and practical system which in a scientifically established way describes and proscribes effective teaching methods of a specific subject or a group of related subjects.

Teaching methods (methodology) of a certain subject will use didactic knowledge about the individualization of the instructional process, teaching methods and didactical principles, the types of instruction and organization of instruction. In addition, the choice of appropriate teaching method and instruction in a specific situation will be influenced by the scientific and expert field of a certain subject, as well as the characteristics of the participants (their psychosocial development, previous knowledge, interests etc.). The basic question resulting from the previous definition of methodology or teaching methods is whether universal or general methodology in distance education is possible. In distance education general principles and different educational methods can be formulated, but every specific subject or area in distance education should use theoretical and practical principles of methodology developed especially for this subject or field. General didactic principles and available educational methods for online education should in practice always be adapted to specific methodical teaching approaches for a specific subject or field.

Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. It is also critical for achieving environmental and ethical awareness, values, and skills consistent with sustainable development and effective public participation in decision-making. Policy-makers concerned with children's access and participation in education would find this indicator. When investigating or reporting on learning standards, it is important to know how they were developed, what knowledge and skills they describe, and how they are actually used in schools. To recommend ways in which concern for the environment may be translated into greater co-operation among developing countries and between countries at different stages of economic and social development and lead to the achievement of common and mutually supportive objectives which take account of the interrelationships between people, resources, environment and development;

JEL Classification System: SI, S2, S3, N0, N1, N2, N3, O1, O2, O3

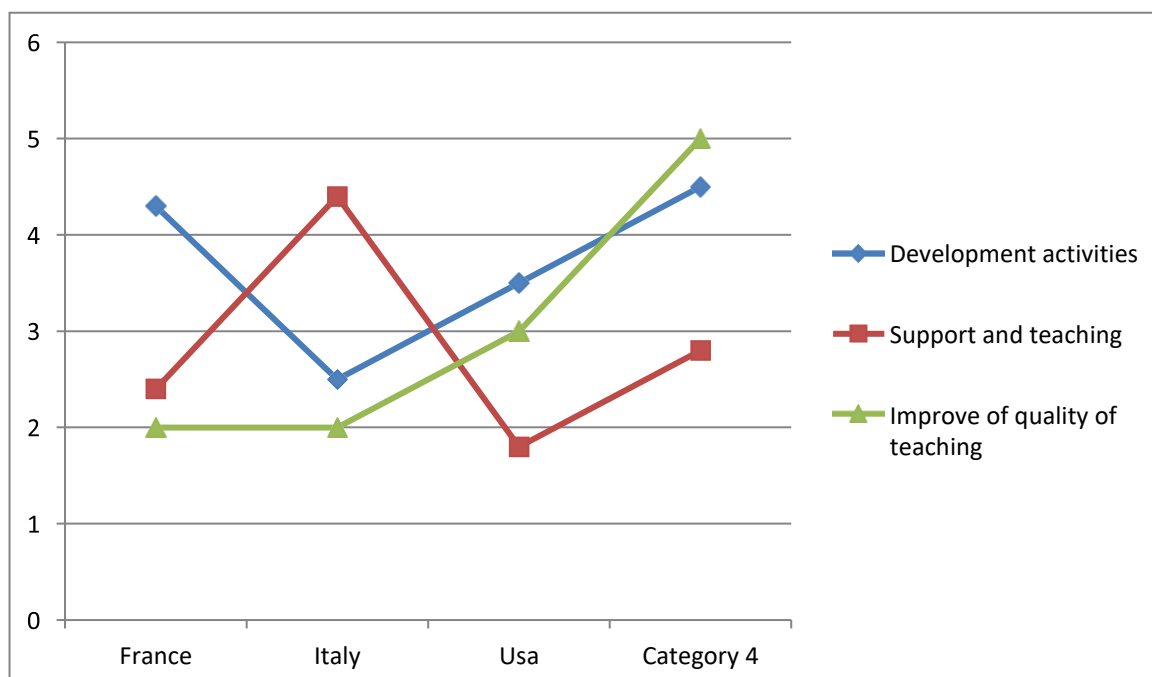**GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:**

It is especially important to be *well acquainted with different education methods and teaching approaches* in order to apply them appropriately in order to achieve educational objectives. Among the widest spread types of instruction, the following can be pointed out:

- *transmission instruction and direct teaching* (informing, describing, explaining, training, asking questions, monitoring the questions, intervening);

- *heuristic instruction and teaching through conversation* (asking questions, dialogue, group discussions);

- *pair work and cooperative grouping* (joint assignments, analyses, evaluations, problem solving, creative techniques, decision making etc.);

- *problem teaching* (identifying and defining a problem, setting hypotheses, gathering data, generating the solution, evaluating the possibilities, selecting the solution, concluding and applying this in practice);

- *programmed instruction* (division of content into smaller units, tasks and questions which stimulate relevant activities, and feedback about the users and their results).

Programmed instruction is a system of theoretical concepts and different technical forms of programmed instruction which enable *simulated delivery of instruction so as to achieve a 1:1 student:" instructor" ratio* (i.e. a technical system simulating an instructor). Instead of traditional instruction in which there is one teacher and several students and where a complete individualization of the educational process is impossible, *in programmed learning individual teaching is "multiplied" by using the so-called programmed textbooks, computer- based instruction or learning management systems (LMS). Research shows that programmed teaching is usually more successful than traditional instruction, taking into consideration short-term and long-term memory of educational content, as well as time spent on learning .With programmed learning participants are guided by questions and tasks which stimulate their inner mental activity, while the possibility to check the correct answer influences the so-called self-confirmation which causes the feeling of* extrinsic and intrinsic reward and motivation. The use of programmed learning is especially useful in distance education and computer-based instruction. *Source: SNARC Teaching 2016*

Sustainable development is not a new concept. It means living in harmony with the nature in full recognition of the needs of all other species. It is no just "the survival of the fittest", we must help even the weakest of the species to survive because each species has a role to play that is ultimately beneficial to the earth and all its human population. Our forefathers preached us the need to coexist with the environment in a balanced manner. *Source: Our Common Future: The World Commission on Environment and Development, Oxford: Oxford University Press].*

Any development activity can be sustainable, if it is "a dynamic process which enables all people to realize their potential and to improve their quality of life, in ways which simultaneously protect and enhance the Earth's life support systems". *Source: (Forum for the Future, Annual Report 20*
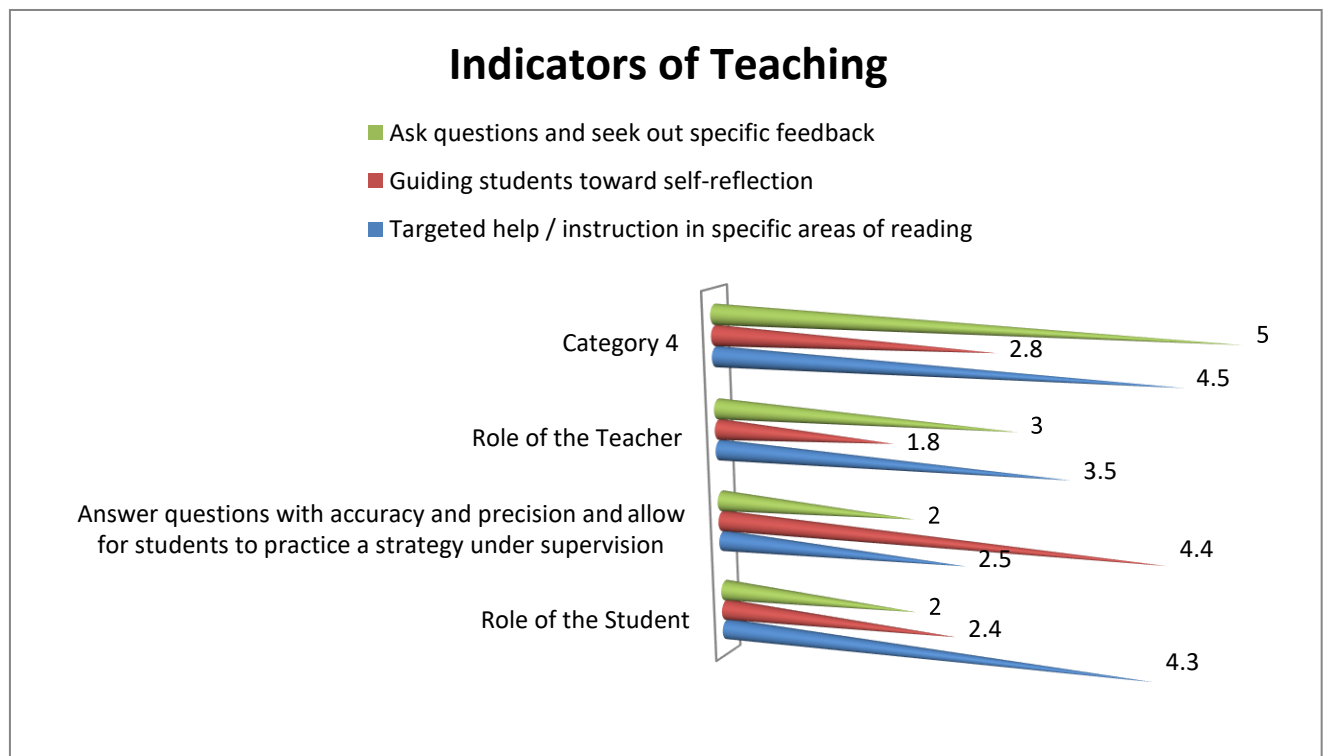
00).

Source: (Forum for the Future, Annual 2014

It should be noted that, after substantial initial investment and excitement about the possibilities of e-education, the results of *conducted evaluation* of this kind of training showed that there are many sources of difficulties and dissatisfaction of the online instruction or course participants. Evaluation also emphasized that on the average a relatively large number of participants (sometimes over 25%) do not finish the online education they started (to check this data search the web using expressions*» dropout rate" and "e-learning*). It became obvious that only putting course content on the Internet/web, without using appropriate *pedagogical models and principles,* as well as without sufficient share of appropriate communication types between participants and with the instructor, are not enough to fulfills the educational goals if the participants are not sufficiently independent. The development has become the cornerstone of

development planning today and has also become a principal tool of negotiation in international aid packages to the countries. Appropriate policies and measures could then be adopted to address problems of grade repetition and drop-out as well as bottlenecks with regard to retention in school.

The reason for pairing standards with indicators is that while an indicator is the measurement itself, a standard defines the point for that particular measurement which must be reached or maintained. The education standard and indictor information are also important to secure funding from donors and potential donor countries and organizations.
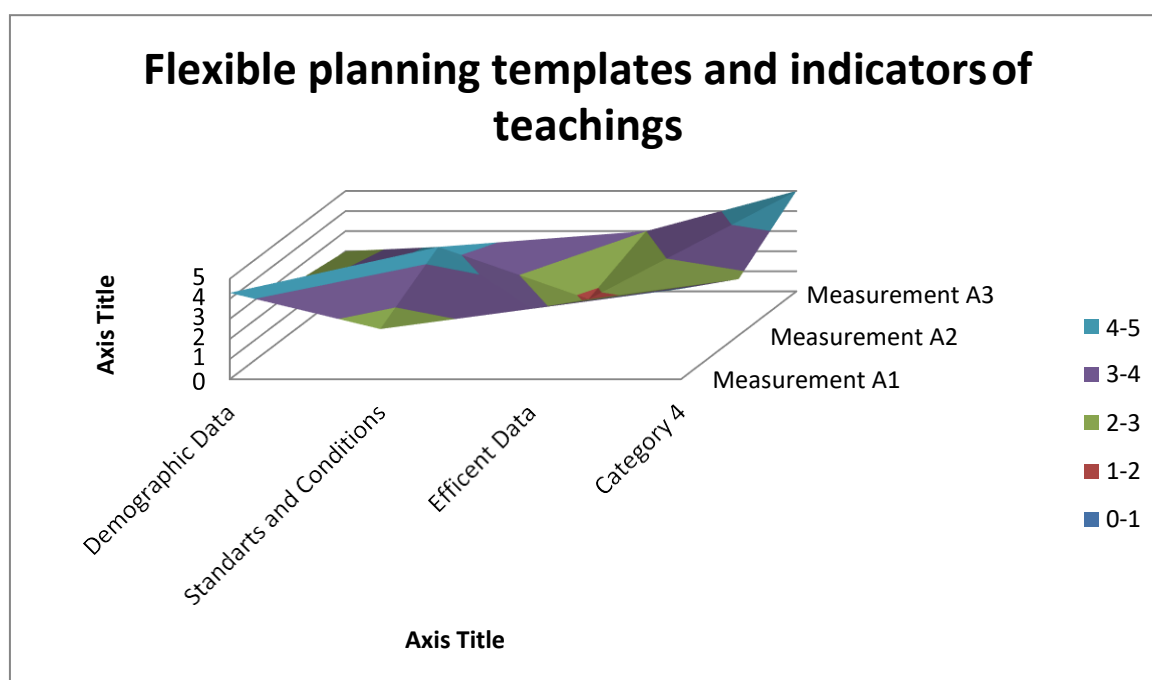
1. If, for example, all of the countries in region A are reporting over 100 per cent enrolment and/or 100 per cent of qualified teachers, it would appear as if these countries are doing very well as regards access to and quality of education.

Indicators of Teaching

- Ask questions and seek out specific feedback
- Guiding students toward self-reflection
- Targeted help / instruction in specific areas of reading

Category	Ask questions and seek out specific feedback	Guiding students toward self-reflection	Targeted help / instruction in specific areas of reading
Category 4	5	2.8	4.5
Role of the Teacher	3	1.8	3.5
Answer questions with accuracy and precision and allow for students to practice a strategy under supervision	2	4.4	2.5
Role of the Student	2	2.4	4.3

Standards and Indicators and Other Key Terms 1: The data collected can also be used to seek out new and strengthen existing partnerships. If UNHCR notices for example that there is a very low percentage of 15–24-year-olds enrolled in training programmed, then UNHCR and relevant partners can use this information to address this gap and strengthen non formal education activities.

LITERATURE REVIEW AND HYPOTHESES

Modern corporations and state institutions in developed countries have accepted e-education as a way to educate larger groups of employees in less time and reducing the use of various resources. In many countries the employees of modern companies will take at least 60-80% of in-job training courses online, without having to travel and postpone urgent or priority tasks.

In this graph: Percentages and rates are particularly useful in calculating indicators, as opposed to absolute values, which are the numbers that have not been divided by a total and are not part of a fraction. To calculate the percentage of female teachers you divide the numerator, the total number of female teachers by the denominator, the total number of teachers.

HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

Teaching Methods

Many initial distance education web applications consisted solely of making the instructional materials available online. In doing so, appropriate methods of online education and communication and multimedia capabilities of the Internet and web were usually not used.

Designing a distance education system for a course or a subject requires a detailed definition of the educational goals and objectives beforehand.

Source:https://www.carnet.hr/referalni/obrazovni/en/mkod/teaching

2. Educational conditions set certain limits and provide possibilities, and are defined by the following questions which need to be answered during the preparation for online instruction:

3. Who are the participants and what are their characteristics?

4. What changes in the participants do we want to achieve with online education?

5. What are the technological, organizational and other possibilities and limitations?

6. What us the level of participants' previous expert knowledge and skills?

7. What are the participants' expectations and what is their motivation?

8. To what extent do the participants use information technologies?

9. What knowledge, skills and other capabilities should the participants acquire?

10. How will the participants' knowledge be measured and what are the criteria for their success?

11. Should a curriculum be developed and what subjects/courses will be included in it?

Technological possibilities in design of online educational system are related to available methods of presentation of educational content, the communication with the participants, as well as between the participants, and the Internet connection speed that the participants have at their disposal.

Organizational possibilities are related to the way and quality of the development of educational

materials, as well as to the number and ability of the teachers, instructors, coaches and/or mentors who will participate in distance education.

Source: https://www.carnet.hr/referalni/obrazovni/en/mkod/teaching

Technological and organizational possibilities, combined with educational conditions and goals, determine the ways distance education is delivered in comparison to traditional instruction:

(a) traditional instruction dominates, supplemented by online education from time to time only;

Blended learning is an approach which combines traditional instruction and online education. Blended learning is the most appropriate choice when the participants are not sufficiently independent and motivated to use a distance education system, when they should be previously trained and prepared for online education, as well as in cases when the unavoidable/obligatory instruction or courses (in the classroom, laboratory, training center etc.) should be supplemented with more modern sources and methods of acquiring knowledge. Source: https://www.carnet.hr/referalni/obrazovni/en/mkod/teaching

The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviors' in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning.

COMMUNICATION IN YOUR CLASS: Pedagogical approaches and methods are important factors for success in online education. Avoid the mistake of insufficient planning of teaching methods. Do not put the content on the web first and then think how to apply a certain teaching method. Devote at least 10-20% of the development time of an online educational system in a course/subject to research activities and plan the pedagogical methods, bearing in mind the characteristics and educational needs of the participants as well as the available resources.

a) Employ a variety of educational methods, such as literature, art, drama and debate to illustrate the processes.

b) Allow learners to participate in decision-making on the design and content of educational programmed.

c) Address local as well as global issues, and avoid jargon-ridden language and terms.

d) Look to the future, ensuring that the content has a long-term perspective and uses medium and long-term planning.

e) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior;

f) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance

Conclusions

Traditionally the higher education system in Albania has comprised the university sector, the technological sector and the colleges of education, all of which are autonomous and self- governing, although substantially funded by the state. In recent years, a number of independent private colleges have appeared and grown although there has been limited progress in some third level institutions in addressing the issue of a whole school approach to ESD. On the other hand, many third level institutions have introduced courses in sustainable development: The Masters of Science in Albania. Here are several options to guide the participants through learning and to manage the educational process.

In some cases, the lecturer/instructor manages the work of the participants to a high degree as well as provides educational topics, content and tasks, sets the deadlines and schedules work, helps and guides the participants, as

well as evaluates them and communicates with them intensively. In other cases, the participants are more independent and work alone in the L@ MS system, where they pace the tempo, set the order of educational content that they will learn as well as set the intensity of communication with the instructor/mentor.

Pedagogical methods in distance education are related to different types of individual and group work. When choosing teaching and learning methods, bear in mind the number and characteristics of the participants, the available technology and educational goals.

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International Standard Classification of Education 1997, UNESCO (b) Internet site: http://www.uis.unesco.org (UNESCO Institute for Statistics) Schools need principals who strive to ensure the quality of instruction in their schools (Harris, 2007;

Principals of high-achieving schools expect teachers and students to meet the schools' goals (Leithwood & Riehl, 2003). The Education for All (EFA) Global Monitoring Reports (GMR), UNESCO. The Millennium Development Goals Report 2006, United Nations.

Principals of high-achieving schools are confident that their schools can meet their goals (Cotton, 2003).

Principals who focus on school improvement have more effective schools (Shen & Hsieh, 1999).

THE TEACHING PROCESS IN THE PANDEMIC DISEASE SITUATION AND THE PROGRESS OF THE TEACHING IN DISTANCE

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Abstract

Science teaching is a complex activity that lies at the heart of the vision of science education presented in the Standards. The teaching standards provide criteria for making judgments about progress toward the vision; they describe what teachers of science at all grade levels should understand and be able to do. There is much (potentially) to be excited about here. Few would argue against having greater access to more learning opportunities, especially when those opportunities are offered for "free", where there is latent unmet demand, and where the opportunities themselves are well constructed and offer real value for learners.

To highlight the importance of teachers in science education, these standards are presented first. However, to attain the vision of science education described in the Standards, change is needed in the entire system. Teachers are central to education, but they must not be placed in the position of being solely responsible for reform. Teachers will need to work within a collegial, organizational, and policy context that is supportive of good science teaching. In addition, students must accept and share responsibility for their own learning.

Education system in pandemic disease

As rising incomes and affordable air travel continue to hasten the movement of hundreds of millions of people (and viruses) around the world more quickly than ever before, we will most likely see many more future outbreaks of disease that threaten and disruptive normal life. Students and education systems will unfortunately be on the front line of many such outbreaks, and it is in such circumstances that the usefulness, and potential transformative power, of ICTs in the teaching and learning process will perhaps be put to their real test.

If such a public health event causes the large-scale closure of schools Student-teacher interaction that is based merely on academic progress or behavior management creates inhibitions within a student and stifles true relationship-building. Those teachers that show respect towards their students and a keenness to help them through their difficulties become the object of respect themselves and trigger a drive among students to learn and make their teachers proud.

GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

All school staff and complete educational system should be alerted to dangers of infections if that has happened. It is important to remember that any person could potentially have disease-carrying organisms, even if they have no signs or symptoms of illness. Full responsibility for developing recommendations to assist school policymakers to establish reasonable and practical guidelines for school personnel, when working with children who have infectious diseases is on local community, educational system and whole country. The most important tool that school management should use is a comprehensive plan before an outbreak of disease. In some instances, school staff should be informed of the enrollment of a student who is known to have a chronic infectious disease.

There remains a risk that some students who are or will be enrolled in school are unknown carriers of infectious diseases. It is strongly recommended that school authorities establish policies and procedures to reduce the risk of spreading disease, regardless of the presence or absence of a student known to have an infectious disease. All teachers know that planning is a critical component of effective teaching.

One important aspect of planning is setting goals. In the vision of science education described in the Standards, teachers of science take responsibility for setting yearlong and short-term goals; in doing so, they adapt school and district program goals, as well as state and national goals, to the experiences and interests of their students individually and as a group. Source: Teacher standard and performance 2007

At the level of higher education, however, we perhaps shouldn't be too surprised if these new opportunities at the high school level are first seized upon, by some of the groups with the greatest learning needs for example, students in overcrowded, poorly resourced secondary schools in developing countries, or even students who would like a secondary education, but for a variety of reasons aren't able to receive one but rather by those best placed to take advantage of them.

Once teachers have devised a framework of goals, plans remain flexible. Decisions are visited and revisited in the light of experience. Teaching for understanding requires responsiveness to students, so activities and strategies are continuously adapted and refined to address topics arising from student inquiries and experiences, as well as school, community, and national events. Teachers also change their plans based on the assessment and analysis of student achievement and the prior knowledge and beliefs students have demonstrated. *Source: Teacher standard and performance 2007*

Thus, an inquiry might be extended because it sparks the interest of students, an activity might be added because a particular concept has not been understood, or more group work might be incorporated into the plan to encourage communication. A challenge to teachers of science is to balance and integrate immediate needs with the intentions of the yearlong framework of goals.

The standards for science teaching are grounded in five assumptions.

1. The vision of science education described by the Standards requires changes throughout the entire system.

2. What students learn is greatly influenced by how they are taught.

3. The actions of teachers are deeply influenced by their perceptions of science as an enterprise and as a subject to be taught and learned.

4. Student understanding is actively constructed through individual and social processes.

5. Actions of teachers are deeply influenced by their understanding of and relationships with students.

Learning with new technologies has of course been around for many decades but, broadly speaking, has not (yet) had the 'transformational' impact that has long been promised. "Gradually, then suddenly" is how one of Ernest Hemingway's characters famously describes how he went bankrupt.

Might this be how the large-scale adoption of educational technologies will eventually happen as well in much of the world?

Can we do anything with technology to help our students while our schools are closed?', and so I thought it might be useful to revisit, and update, that earlier post, in case doing so might be a useful contribution to a number of related discussions are occurring.

Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn.

(assuming that the content material of the class is engaging, age-appropriate and well matched to the student's skills). *Source: Science Teaching Standards 2008*
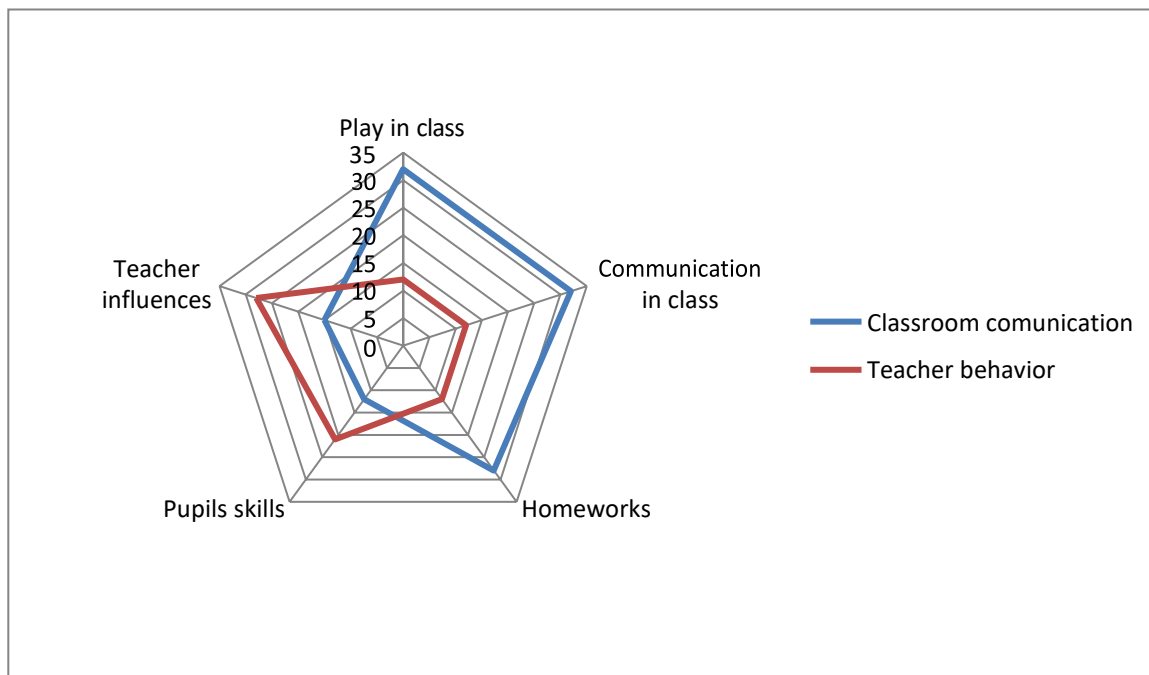
HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

At the school and community level[1], in the case of as extended families grow larger, less income is earned, and ever fewer resources must be spent to support more people and to pay for expenses related to illness and death, less money will be contributed by the community to the school. At the system level, less money may be available to the education system both absolutely (due to a shrink-age of the national product and government budget) and relatively (due to stronger claims made on the budget from other sectors). Many school management teams, that is, principals, deputy principals and heads of departments are facing major managerial and administrative problems of handling and dealing with the emergency situation.

Strong teacher-student relationships can even act as a buffer against the potentially adverse effects that insecure parent-child attachment can have on students' academic achievement (O'Connor & McCartney, 2007). Applied to the classroom environment, teachers play a critical role as live models from which students can learn social behaviors and positive communication skills. Social cognitive theory also sheds light on the importance of feedback and encouragement from teachers in relation to student performance. Teachers serve as role models and help regulate student behavior through interactions and relationships.

This video clip shows a 16-year-old boy describing one way his teacher is modeling behavior. Given the relationship he describes, it is easy to see the influence that this teacher has on the student.
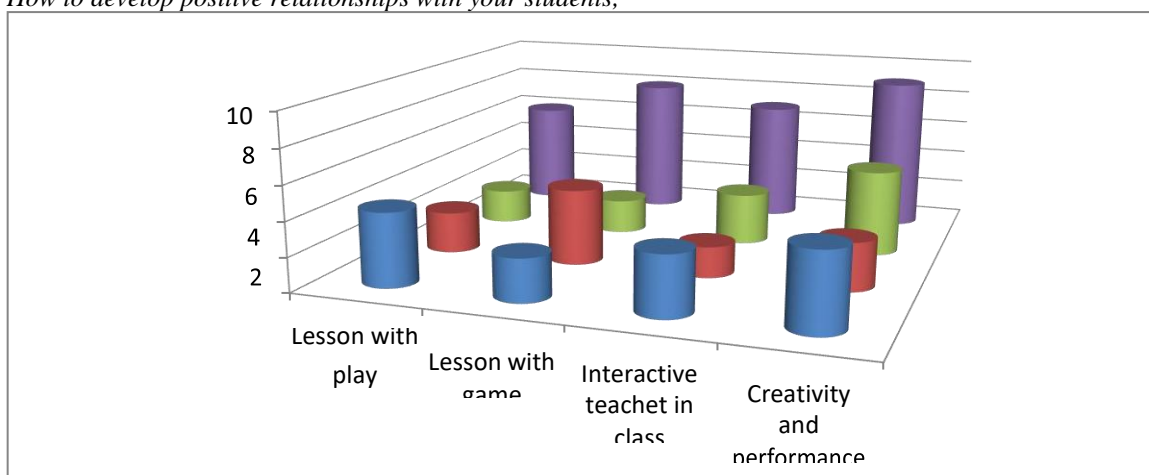
1 Professor of Professional Studies Dalibor Kekić, PhDAssistantProfessor Slobodan Miladinović, PhDAcademy of Criminalityand Police Studies, Belgrade

LITERATURE AND REVIEW

a) *A middle school girl experiences bullying from other students and approaches her social studies teacher to discuss it because she trusts that the teacher will listen and help without making her feel socially inept.*
b) *Positive teacher-student relationships contribute to school adjustment and academic and social performance*
c) *These findings were greater for boys than for girls (Hamre & Pianta, 2001).*
d) *Further work indicates that kindergarten children with more closeness and less conflict with teachers developed better social skills as they approached the middle school*

How to develop positive relationships with your students;

Literature Review and Hypothesis

The vision of science education described by the standards requires changes throughout the entire system. Dividing science teaching into separate components oversimplifies a complex process; nevertheless, some division is required to manage the presentation of criteria for good science teaching, accepting that this leaves some overlap. In addition, the teaching standards cannot possibly address all the understanding and abilities that masterful teachers display. Therefore, the teaching standards focus on the qualities that are most closely associated with science teaching and with the vision of science education described in the Standards.

The teaching standards begin with a focus on the long-term planning that teachers do. The discussion then moves to facilitating learning, assessment, and the classroom environment. Finally, the teaching standards address the teacher's role in the school community. The standards are applicable at all grade levels, but the teaching at different grade levels will be different to reflect the capabilities and interests of students at different ages.

The educational system must act to sustain effective teaching. The routines, rewards, structures, and expectations of the system must endorse the vision of science teaching portrayed by the Standards. Teachers must be provided with resources, time, and opportunities to make change as described in the program and system standards. They must work within a framework that encourages their efforts.

The changes required in the educational system to support quality science teaching are major ones. Each component of the system will change at a different pace, and most changes will be incremental. Nonetheless, changes in teaching must begin before all of the systemic problems are solved. *Source: Science Teaching Standards 2008*

Motivation is closely linked to student's perceptions of teacher expectations. Studies of middle and high school students have shown that students shape their own educational expectations from their perceptions of their teachers' expectations (Muller, Katz, & Dance, 1999). Students who perceive that their teachers have high expectations of their academic achievement are more motivated to try to meet those expectations and perform better academically than their peers who perceive low expectations from their teachers (Muller et al., 1999).

Due to the influence of expectations on motivation, expectations can be an important factor on a students' academic achievement. Although there is more research regarding the academic effects of positive teacher-student relationships for older students, there are notable social outcomes as well. Teachers are an important source of social capital for students (Muller, 2001). Social capital in a classroom setting is defined as caring teacher-student relationships where students feel.

Conclusion

In future, it is expected that infectious diseases will be more dangerous than ever; and in this regard, a trend of future problems and go to meet them on preemptive basis, should be adapted to this situation. In this sense, the introduction of essential in the overall Republic of Albania security system, and the school population and school must be a priority to be protected against outbreaks of infectious diseases.

Over the years, educators have developed many teachings and learning models relevant to classroom science teaching. Knowing the strengths and weaknesses of these models, teachers examine the relationship between the science content and how that content is to be taught. Teachers of science integrate a sound model of teaching and learning, a practical structure for the sequence of activities, and the content to be learned.

Inquiry into authentic questions generated from student experiences is the central strategy for teaching science. Teachers focus inquiry predominantly on real phenomena, in classrooms, outdoors, or in laboratory settings, where students are given investigations or guided toward fashioning investigations that are demanding but within their capabilities.

Actions of teachers are deeply influenced by their understanding of and relationships with students.

1. The standards for science teaching require building strong, sustained relationships with students.
2. These relationships are grounded in knowledge and awareness of the similarities and differences in students' backgrounds, experiences, and current views of science.
3. The diversity of today's student population and the commitment to science education for all requires a firm belief that all students can learn science.
4. These differences include integration vs. separation of cognition and affect, heavily normative vs. goal-referenced evaluation of competence, aggregated vs. context-specific judgment, hierarchical vs. loosely hierarchical structure, past vs. future orientation, and relative temporal stability vs. malleability.

Empirical evidence does show that teacher-student relationships are very important for high school students Due to the ever-changing nature of the American educational system and the increasingly diverse student body, more current studies are needed to look at the effects of teacher-student relationships for this changing population. It is important to learn more about teacher-student relationships for low-income students to decrease high school dropout, and improve students' social-emotional development.

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THE ACTANTIAL MODEL AS A PROJECT ACTIVITY IN LITERATURE TEACHING

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ABSTRACT

The purpose of this paper is to show that the actantal model as a strategy for vertical reading of drama text, is both methodologically and methodicaly appropriate in organizing project activities, due to the fact that it provides a high level of student independence in the research work. Once they have mastered the basic theoretical knowledge, which requires only a few efficiently organized lessons, they will already be able to apply it themselves as a methodical (and methodological) tool for vertical reading of dramatic (but also other, narrative) text.

The role of the teacher in the project activity in teaching is to set goals and objectives on a particular topic, to encourage the students to creative research, to suggest up-to-date and current content and methods, to encourage the students' socialization and together with them to evaluate their results critically.

The role of the students in the project activity in teaching is that they take the initiative to work, that is in line with their own interests and abilities, they actively plan the work course, they look for a solution to the posed problem, and participate in self-assessment and evaluation of the results of the project.

Keywords: project activity, activity evaluation, actant, actantial triangles, models in opposition.

Introduction

The word 'project' possesses Latin origin "projicere" with the meaning "draft, sketch, elaborated plan, work proposal, procedure, social, literary or artistic work, legal text, etc."

The founder of the idea for project teaching is an American pedagogist (John Dewey, 1859–1952) who advocated for child-centered education. At the beginning of the 20th century he warned of four basic natural interests in children: interest in conversation and contact with people, interest in research, interest in creation and construction, as well as interest in artistic research.

Project teaching is maximally interactive, enabling a high degree of teamwork between the students - participants in the project and between the teacher and the students in a way that it stimulates the development of students' research, organizational, communication and critical abilities and fosters the teamwork and partner relationships of all the students.

In the literature there are various definitions of project activity in teaching, as an activity that is often recommended and present in contemporary teaching. This form of knowledge encourages students' curiosity and learning with understanding, as opposed to the traditional form of teaching that is based on the accumulation of data and facts.

In the process of teaching Macedonian language and literature, there can be applied different forms of project activities, depending on the content and the degree of complexity.

 a) According to the content

This would include all the plays that are provided in the syllabus (drama texts that are elaborated during the lessons and the books, which are planned to be elaborated once a month).

b) By the degree of its complexity

The project activities can be simpler and more complex.

They are simpler when students are given the task alone, individually, to construct the actantial models or actantial triangles for particular dramas or drama situations and to self-justify or read them with an elemental analysis.

They are more complex when working with groups of a certain number of students. The number of the group depends on the scope of the assignment, under the circumstances that each student has a share in the collective work. The groups are organized by the teacher, nominating one student who would be responsible, coordinating the activity of the members: collecting working material (excerpts from various sources, observations, etc.). As soon as the groups sort the work material, they present it in class. For that purpose, they ought to use a video projector. Noted that computer technology offers great opportunities for presentation of the models, particularly is recommended the PowerPoint application that is easy to use, economical, practical and functional. Nowadays, all high school students have computer skills, added the teacher's help, they will quickly learn how to construct the so-called "moving models", in which the actors' characters effectively fill in the actantial spotlights, when this dynamic activity is simultaneously supported by short and instructive comments (written on slides) as well as the presenter's spoken comments. In that manner, one should not "experiment" with the numerous exhibitionist possibilities that would distract listeners (and viewers). The PowerPoint application development and presentation will be explained separately.

Now, the focus would be more specifically added on some activities that can be applied to teaching Macedonian language, more precisely in the subject area - literature.

Filling the Boolean matrix as a starting point. This can be done individually or in groups. Procedure: groups are formed as many ranks (and pictures) in the drama; stencils are made at home in Excel; one student reads the situations; in the end, the composition is "assembled" in order that it gives a clear idea of the dramatic summary.

Lastly, the teacher and the students evaluate the activity, taking into consideration the following elements: accuracy of the record (number of characters in the situation), sequence of the situations, and referencing skill (accuracy, clarity, diction).

At a more advanced stage, other versions of the Boolean matrices can also be made, for instance, taking into account only characters with dialogical participation (eliminating those characters that have no replica). Character rankings can also be made according to the criteria already described in the theoretical section.

Topic

Filling out the actantial models is a simple activity. The teacher forms as many groups as there are acts, and each group consist of the same number of students as situations. Hence, each student has a Boolean matrix of drama in front of him/her, which analyzes and elaborates the given situation, separating a possible subject with the other actants. Then, the group members jointly (led by the student who is responsible in that situation) determine the dramatically productive models, and the others eliminate them. They perform this activity on their own. During the lesson, the group representatives present separate models and together they determine the main actantial model.

Evaluation: It is evaluated the skill of defining a model with a clearly expressed predicate, the formulation of actors in other actantial locations (especially in the addresser and the addressee), "reading" the model, and analyzing the arguments.

Subtopic

During this activity are formed up to four groups for each model. Therefore, e.g., for the play "Chorbaji Theodos" in which we have four subjects: Theodos, Arso, Tomce and the Romani (in a weaker position), we need a maximum of sixteen groups. But since the most important are the psychological, ideological, and the active triangles, the number of groups can be reduced. As an alternative, if we work on the drama Antigone (Sophocles) where we have two dominant entities Antigone and Creon (Haemon is in a weaker position), we will form a maximum of eight groups, or optimally six. As we can conclude, throughout this project activity, the teacher can

maximize the individualization of teaching, practically giving every student in the class the opportunity to show initiative in one class only.

With the Boolean matrix in front of them, the groups work independently: they construct and fill in the act spaces and write excerpts (replicas or dialogical fragments) as arguments that they will elaborate on later. The next phase is also an individual work that is coordinated by the group leader, which is followed by a joint development of the PowerPoint application. The final activity is presentation of the slides, followed by an explanation by the presenters, with the participation of other group members.

Evaluation: as in the previous activity.

Data Analysis

The abovementioned models could also be detected in dramas of more complex structure, such as: "Antigone" (Sophocles), "Sid" (Corney), "Hamlet" (Shakespeare), "Tartiff" (Moliere), "Uncle Vanja" (Chekhov), "Divo Meso"(Stefanovski) and others, as well as some bit plays such as "Antica "(Krle) and " Chorbaji Theodos" (Iljoski).

The procedure is the same as it was in the previously described activity, even though now it possesses a more polemical character. For instance, if it is Antigona, the teacher forms two groups that accomplish the project in two main stages: presentation and controversy. This activity is best organized in two consecutive lessons.

The controversy should have a well-formed structure and a well-planned succession of parts. The teacher appoints one chief arbitrator (who acts in a role of a judge), coordinators (one for each model) and four rapporteurs (one for each actantial triangle).

The presentation requires not only good preparation, but also high expertise from the teacher. He/she should have a good outline of the general structure of the controversy and assist the coordinators in formulating the individual phases. The aim is: opposing groups defend the actantial position of the subject (from the model they work on), semantically analyzing the addressee and the addresser, thereby arguing the action as an alternative to the closed microcosm of the dramatic fiction.

Skilfully leading this debate, the arbiter judge will point out the drama by revealing the dramatic dilemma of the main, opposing characters, who, at the cost of difficult temptations and great sacrifices, reveal to readers and viewers complex philosophical truths not only for them but also for man in general. That is the case with "Antigone", "Hamlet", but also with other, cutting-edge plays from different literary eras.

Conclusion

The teacher of Macedonian language and literature, who knows the actantial model not only formally-theoretically but also as an effective methodical tool, can develop the teaching of his/her subject (especially in the field of drama) very inventively and raise it to a high quality level. That means that the actantial analysis should be organized as a vertical reading and only in that manner it is the real challenge in the project activity in which the student is in the foreground.

Observing the drama models that are present in the secondary education curriculum, can be stated that they could be systematized into several drama groups by:

- Multiple equal subjects;
- Two equal subjects;
- One subject;
- Subject that does not cover the whole dramatic composition;
- Subject with typified addressees;
- Models with synecdochial actantial transformations;
- Comparative analytical methods (between two plays, as well as between plays of different style formations);
- Comparative Analysis of Actual Triangles;

- Comparative Approach: Actantial Model, Surio's Functions, Prop's Functions, Finite Geometric Figures;
- Limits of the Actantial Analysis.

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SYMBOLISM IN SOLO SONGS OF ALBANIAN COMPOSER WRITTEN IN THE SECOND HALF OF THE TWENTIETH CENTURY

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ABSTRACT

The symbolism in solo songs of Albanian Composers, are written in the second half of the twentieth century. My thesis presents a research on symbolism to the solo song of Albanian composers written in the second half of the 20th century. The main aim of this research is to break down symbolism and some other aesthetic elements into solo songs form of an Albanian musical artistic community that living and creating at one time a lot of doubts and censorship, totalitarian monist undemocratic of communist ideology. Symbolism as a spirit in Albanian music art has been little elaborated, but there are no publications or books that elaborate on symbolism in musical art in general, much less solo songs research. This thesis requires sensitivity to treatment, knowing the reason for the application of symbolism in the creativity of these composers. The symbolism in Albanian literature and professional music in the second half of the 20th century was a reflection of the spirit of the Albanian artist. This is the main reason why I decided to do a study in this field. Another reason for my determination on this topic is my professional-concert journey which is concentrated on the solo songs of the Albanian composers. From this research in this area, we can conclude that symbolism in Albanian professional music of the second half of the 20th century has bold harmonic hues, similar to developed European and world countries, but has characteristic or distinctive qualities. Another characteristic that makes the difference in the creativity of this period of Albanian music is the embodiment of the literary style of symbolism. Referring to the methodology to achieve better results in this area, the following methods will be used: Research methodology - which deals with research on the topic, its genesis and the circumstances under which the problem has been reached. Analytical methodology which will be done by analysing some of the solo songs which are related to the main subject matter. Makro structural analysis of the work, which is carried out by analysis of the greatest elements of the work (Symbolism within verses, Metric) Micro structural analysis of the works, which is carried out by analysis of the smallest processes of the work (Symbolism within music, compositional analysis). Comparative methodology is achieved by comparing word music solo songs and Albanian solo songs.

Keywords: Symbolism; solo songs; Albanian composers; ideology; communist

Introduction

The journey of the development of the Albanian composers was decided in unfavourable historical circumstances. Albanian professional music began to develop relatively late it did not have the opportunity to develop normally like the advanced European composers because they had been denied the vital conditions: Freedom and education. Albania gained independence from Turkish rule in 1912. It did not recognize the styles of the different eras such as the renaissance, baroque, classicism, romanticism through which European music passed and managed to enter world history with successful and highly diverse creativity.

The end of World War II (1945) brought about major systemic, political-economic, and socio-cultural changes in some European countries, where socialist order was established. In this period the music culture as well as the culture in general, developed in completely new circumstances.

With the advent of the communist regime in Albania, the creative art will generally be based entirely on Leninist Marxist ideology. The new order with its plans and programs based on the idea-aesthetic platform of Marxist - Leninist ideology introduced new laws.

This ideology with its party programs required creators to design artistic works that "would be understandable to the broad popular masses". Proletarian art, non-pro-Western of any other ideology especially religious.

The content of the works will be strongly based on the "reality of the happy life the party was building at the head of dictator Enver Hoxha. They had to praise social order at all costs and to anthem every action the state and party took.

"The so-called Socialist –Realism"

The Albanian composers and poets of the second half of the twentieth century who lived in this ideology were influenced by the Russian school, which fought formalist, abstract, atonal and dodecaphonic music. It dictated not only their musical creativity but also their own identity therefore, in the midst of this hopeless crossroads, they found some support in the so-called - Symbolism which is a particular direction in modern poetry first presented in France in 1886 published in the Figaro newspaper in Paris.

It took giant steps in 1890 and spread to all European literature. It develops the unique value of the word symbol. Through verses, the poet creates a new poetic reality that is distinct from the real world and independent of the world around us. The poet delves deep into the mystical and symbolic world of poetic expression and stays away from everyday reality as well as the immediate needs of this reality.

In the absence of free expression thought and creation, symbolically these Albanian poets and composers displayed their anger, the internal revolution they were experiencing deeply, against the communist system that was killing the creative spirit of the Albanian artist.

Methods

The distinguishing features of symbolism in the solo songs of Albanian and other European and world composers

Referring to the comparative methodology: on the topic of dissertation with the title "Symbolism in the solo songs of the Albanian composers of the second half of the 20th century"(Through this method, we can easily find the desired results.

The symbolic spirit of music and other specifications of solo songs in Albanian, European and world music

Symbolism in solo songs in world music and in Albanian music of the second half of the twentieth century

 (Through this method, we can easily find the desired results that show the symbolic spirit of music and other specifications of solo songs in Albanian, European and world music.)

What are the distinguishing features of symbolism in the solo songs of Albanian and other European and world composers?

Symbolism in music is a phenomenon not easy to unravel. Defining it requires in-depth analysis and knowledge of semantic musical language. Symbolic spirit requires a special instinct beyond what is clearly seen. We have to notice a second meaning between the lines, the verses of the poet, we need to research every note found in the score, try within each sound to sympathize with the composer's emotional state and find the mystery that reflects the sound. When a piece of verse or a musical passage is able to express something beyond what is first perceived, it may be said to be symbolic.

In solo songs it is not easy to clarify the melodic line of the performer aiming to break down the symbolic form, as opposed to the instrumental accompaniment which is reflected with the scale, harmonious and rhythmic character in symbolic form. We may notice a grim passage in lyrical content expressing an aggravated emotional state, is not reflected by the accompanying instrument with rude sounds, but with calm and expressive sounds.

The interplay of the performer and accompanist on the instrument symbolizes the thoughts expressed in verses, by composition mastery.

From the point of dynamic, music in the creativity of these composers is a symbol of events, emotional experiences, personal struggles, and perceptions of life. But in a different perspective, special treatment requires the multifaceted aspect of musical symbolism due to the fact that music represents more than just music to the listener, and this instinct of break down the symbolic message is important for genuine musical art.

The interplay of poetry, soloist and instrumentalist depends directly on the approach of the interpretive aspect, which is meaningful only when performers perceiving the essence of the musical work.

Whereas in the solo songs of the Albanian composers of the second half of the XX century had priority melodic line on which the accompanying pianistic harmony is built, the symbolism is the main term who reflected in the verses selected by the composers, and they more express a unified feeling of the broad masses of people rather than individual feelings or perceptions, always referring to the verses content which is dominant in relation to music, because the word was more important to the symbolist artist.

The message intended to be conveyed did not achieve the expectations because in this symbolist art, otherwise called elitist, it is difficult to unravel the mystery within it. We can figuratively say that we have grin colors of life colors in both portraits we compare, the nature of solo singing and vocal music in general gives the composer greater expressive freedom.

In the seven Spanish folk songs, in the original title "Siete Canine's" populares españolas, (Spanish popular songs) by Manuel de Falla we can distinguish melodies that are mainly composed in the authenticity of Spanish folk songs, a characteristic shared with the solo songs of Albanian composers of half second century of the twentieth century, which were composed in the inspiration of music sources of the north and south of Albania.

Manuel de Falla is also not distanced from the symbolic spirit, his solo songs support the origins of individual inspiration of composition, as well as the intrinsic meaning of words, the importance of verses content in equal relation to compositional content and often with a more emphasized for the verses content which are a distinctive feature of what symbolism represents.

The solo song "Asturiana" is a sad lament, "Jota" a tale of secret love, "Nana" a lullaby, which presents the songs of the Andalusian province and has a special oriental spirit into it. "Polo" also a wild Andalusian song with harsh ornaments of the accompanying instrument and by the singer who has discovered love and all the pain she brought. A deep song which identifies the original music of Manuel de Falla has a lively exciting music and bears a Spanish flavor.

Also, the solo songs of the Albanian composers of the second half of the 20th century have original music, based on the melody of the Albanian people, but the spirit of these songs is at times tinged with nonchordal tone, bold chromatic and harmonic in compositional aspect and more reserved in interpretive aspect.

While the solo song "Tus ojillos negros" (Your little black eyes) for soprano and piano with lyrics by Cristóbal de Castro, composed by Manuel de Falla is a passionate love song, representing an early stylistic era of this composer, while more later, his style would take a completely different turn, devotion in the Christian religion would also be reflected in the content of his creativity.

In composer Georg Enescu's solo songs, there is a noticeable symbolic figure in the verses content, there are moments when love is freely sung, a distinctive feature of the textual content of solo songs of Albanian composers of the second half of the 20th century, where love was sung in small nuances, many covered in the cloak of stylistic figures.

Depiction of the darkness that symbolizes loneliness, broken feelings of love is another reflection who appear into solo songs. Composer Georg Enescu's solo song "You make me Languish" expresses in a symbolic form the sweet suffering of love with the "compels me to love my anxiety" and "it stops me from feeling depressed if I suffer", these verses are paradoxical, but are justified in the enigmatic semantic world when words have double meaning and they melt into the art of symbolism.

The mythology which is recognized an element of many of the contents of the symbolic spirit appears in these solo songs as well, but we have a very characteristic difference between the content of solo songs by Albanian composers and composers of other countries, for example: the mention of gods from Greek mythology.

Some of these songs refer to the highest mountain of Greece, Olympus, which was the headquarters of these gods. The verses depict the goddess of love and beauty Aphrodite, who in the solo songs of the composer George Enescu referring to Roman mythology is introduced to us by the name of Venus.

Symbolically described her relationship as a god and her love story with a mortal man Adonis. So, in the logic of semantic language, the heavenly beauty has a meeting point with the earthly creature, accessible on labyrinthine streets finds inaccessible, while the use of stylistic figures is quite pronounced. Hyperbolized girl is portrayed in the heart of a lover boy calling her Venus, hence the goddess.

In the solo song "A Gift for Anne", (with the original title "Estreines à Anne") by composer George Enescu, the quote: "I give you as a New Year's gift my heart that has just been newly injured" figuratively expressed is love for girlfriend, to which the author names "Anne", bringing the true sense of human feeling to life. Again, in semantic language the New Year's gifts signify Christmas, the ritual of exchanging postcards, gifts in honor of this holiday, which does not appear in the content of solo songs of monistic Albania from 1944-1991.

In this context, the content of the solo songs of the Albanian composers was completely secular, the reason may be the poet's aesthetically creative matter, but it does not exclude the possibility of political circumstances, the communist regime and the so-called "socialist realism" doctrine that did not allow the practice of no religious belief and creation of religious-themed works was forbidden.

Figuratively "religion was called the monist created state and only one had to be trusted, praying for everything." While in the broader context of the mythological element we find similarities in the symbolistic breakdown as landscapes of the stylistic comparative element, as well as the coloring of the character with inspired epithets content of the myth, the legends belonging to the countries from which these authors originate.

In compositional aspect the European and world tendencies of 20th century composers were focused on the harmony of dodecaphony style, atonal music in general, also this tendency included so-called "singing in speech". Arnold Schoenberg in the "Pierrot Lunaire" for reciter (voice-type unspecified in the score, but traditionally performed by a soprano, piano and small chamber ensemble, he uses this kind of technique where the performer has to turn the singing into a melody of speech, and he accomplishes this by adhering to the rhythm exactly as if he was singing, being aware of the difference between a singing sound and a speaking tone.

This composer does not use the technique of twelve sounds although the music of this work is atonal. There is a fundamental difference in this tendency compared to the concept of building solo songs of Albanian composers of the second half of the twentieth century, where singing in the style of "Belcanto" was the ideal reflection that responded to that form.

The central theme of the work "Pierrot Lunaire" is the artist, the world of thinking and the creative spark symbolized by the moon, composed of the grotesque element as well. We have three lyrical, tragic, and humorous style coordinate points. A multidimensional symbolic spirit is not reflected into the content of solo songs of Albanian composers of the second half of the twentieth century.

Creative individuality is emphasized in the Albanian composers more in aesthetic creative aspect, while Arnold Schoenberg in his creative individuality is positioned in new reforming principles. His release from traditional cadential harmony to the work "Pierrot Lunaire" enabled him to use all twelve tones unlimited by conventional hierarchies. But although this composer created a new tonal language, in retrospect he composed over his German tradition, just like the Albanian composers.

During this period there were composers who supported to classical formal principles, and especially to the dissonant counterpoint. One of them was Paul Hindemith, who paid special attention to the treatment of the melody, the horizontal side from which the dissonant chords flow to non-determination of tonality.

Luigi Dallapiccola reflects the tendency of 20th-century music that was not homogeneous in terms of stylistic orientations. This composer first composed in the impressionistic and neoclassical style, and later moved on to dodecaphonic and atonal music, for example in his work "Cinque frammenti di Saffo-Five excerpts of Sappho" for voice and orchestra.

A similar tendency in aiming at the modern colors of the 20th century, but expressed in symbolic form, were the Albanian composers Tonin Harapi and especially Feim Ibrahim in the last years of his creativity, but in this aspect we cannot compare the advance he had received the construction of the compositional structure of European and world composers of the twentieth century, with the compositional structure of Albanian composers in general, who were educated in a communist system that excluded the expressionism of dodecaphonic atonalism of 20th century music from world music history.

Results

With this research we have managed to decipher or decompose the figure of symbolism in the solo songs of Albanian composers of a certain period of time that mainly includes the years of communism in Albania. Through the chain of research methodology, comparative methodology and analytical methodology that includes micro and macro structural analysis of the works as a whole, we have achieved the desired results.This result also refers to a detailed research of the semantic language which is used in the verses of solo songs.The semantic language intertwined with the symbolism which refers to the literary and musical art have characterized the form of the solo song of the Albanian composers of the second half of the twentieth century.

Conclusion

In the microstructural analysis which aimed at the compositional analysis of the work, the aim is to decompose the symbolism within the musical sounds, and from this it is concluded that the symbolism as a spirit belongs not only to the literary art but also to the musical art, refer to analytical methodology more precisely micro and macro structural analysis. Also, in the research methodology which in our case analyses the causes and consequences of a certain phenomenon we have come to the conclusion that symbolism as a stylistic figure it came not only as a result of the ideology of socialist realism of communism but also as a result of aesthetic taste and creative individuality.

Acknowledgements

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