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UDK: 37.026:811.163.3
Review article

MODERN DIDACTIC-METHODICAL DESIGNED TEACHING MATERIALS IN MACEDONIAN LANGUAGE TEACHING

Abstract:

The purpose of this paper is aimed at examining the educational needs and didactic competences of teachers for the preparation and use of didactic-methodical teaching materials in the teaching of the subject Macedonian language for the program areas Initial reading and writing and Language (first, second and third grade), and all with the aim of improving the teaching of the Macedonian language.

For the successful realization of the goals/standards for evaluation needed in the program areas Initial reading and writing and Language from the first to the third grade, it is necessary to prepare, apply and classify the teaching materials that will serve as a kind of teaching support for the teachers, but also for the students, which will help them in learning the Cyrillic and Latin letters, writing and reading with them, language and spelling rules, as well as the application of spelling signs.

In teaching practice, there is a need for didactic-methodical design of teaching materials within the program areas Initial reading and writing and Language, respecting modern methodical, methodological and dokimological principles. For that reason, the examination of the attitudes and educational needs of teachers, as immediate implementers of teaching, is the methodological justification for their inclusion as a special research subsample.

Keywords: *didactic-methodical teaching materials, teaching, teaching subject Macedonian language.*

Introduction

The teaching of the Macedonian language, consisting of knowledge in the field of grammar and spelling, is an important precondition for the language culture of each individual. Without the basic knowledge on which the Macedonian literary language is built, no one can talk about literacy in the broader sense of the word, through which the teaching of the Macedonian language is based.

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

1. Significance of the program area Initial reading and writing for the teaching of the Macedonian language subject

Our educational system doesn't pay enough attention to the methodology of beautiful writing. The development of the skill for beautiful writing is individual and is different for each person. With the advancement of technology and following modern trends, the written form of communication is being neglected, as initial writing becomes automated and loses the charm of beautifully drawn lines. All of this tells us how important the role of teachers is in the literacy of students, i.e., learning how to read and write, because what they master well in school remains for the rest of their lives. Hence, teaching in the program area Initial reading and writing is a very complicated and complex process. Through this program, students are trained to read and write.

In 2020, Delcheva-Dizdarevic points out "Initial reading and writing, as an integral part of mother language (native language), is the foundation of that literacy, and it is also the basis not only for this teaching but also for any other teaching in general. On the foundations of the knowledge, skills and habits acquired by the teaching of initial reading and writing, everything that a person can receive and adopt from the various fields of science and art is built. In other words, initial literacy is the basis for further education and self-education of the young person. That is why reading and writing, as two basic components of literacy, at the modern stage of the development of our society, represent a necessary need for every citizen, as well as his legal obligation".

Learning in school begins with enabling students to read and write. Through that process, over time through constant practice, it improves until it reaches a high degree of automation. The teaching of the Macedonian language is based on enabling the students to read and write, and the success of the teaching itself depends on this.

Learning to read and write requires students to be motivated to learn about the world around them, to be able to handle information quickly and safely. Modern times impose the need for students to learn to read and write as soon as possible in order to be able to communicate with the environment on a new and higher level. When students master high-quality reading and writing skills, they will be able to integrate in the general communication system in a better way.

2. Significance of the language program area for the teaching of the Macedonian language subject

The teaching of the Macedonian language subject in the language program area is of great importance for the teaching of the Macedonian language subject, as well as for teaching in general. This program area has a great contribution to the students' oral and written expression, as well as practical values for everyday spoken and written communication. The system of knowledge of grammar and spelling is a significant prerequisite for the language culture of each individual. Without the basic knowledge on which the Macedonian literary language is based, we cannot talk about literacy in the broader sense of the word, although the teaching of the Macedonian language strives for this.

According to Delcheva-Dizdarevic (2020) "grammar and spelling, by themselves, are abstract and their adoption requires a certain intellectual effort. Therefore, when it comes to primary education, students are not required to acquire extensive knowledge of grammar and spelling, they are required to familiarize themselves with the basic parts of grammar and spelling, depending on their intellectual capabilities. In other words, students in the first cycle of primary education (first, second and third grades) are introduced only to the most important grammar and spelling rules which find application in everyday oral and written expression in order to enable them to communicate more easily in the Macedonian literary language".

The study of grammar and spelling in the lower grades of primary education should not be a separate subject area with strictly defined teaching hours. On the contrary, the most elementary grammar and spelling rules are alternately integrated into reading texts or into speaking and writing exercises. That's why students should be introduced to them based on specific language material and as a part of the overall teaching activity, and not as memorization of bare grammatical definitions and spelling rules. Grammar and spelling will play their role only if the rules are put at the service of spoken and written expression, that is, if they serve for the growth of general culture and for a more reliable practical mastery of the literary language. (Delcheva-Dizdarevic, 2020)

The processing of grammar is primarily preceded by the processing of a spelling rule, that is, while correcting the spelling mistakes made by students through their writing, a procedure for processing a grammar rule is also prepared. Thus, the study of grammar and spelling should not be separated,

they should be studied alternately in accordance with the activities for practicing them.

The study of grammar and spelling should not be separated from other program areas of mother language (native language) teaching: reading, writing, spoken and written expression, etc. Namely, reading will not be logical and expressive if the meaning of each word and sentence is not understood. That, in turn, depends on whether the punctuation marks are placed correctly. When writing, it matters whether the capital letter is used correctly, and thus the adequate understanding of the word or the sentence can be called into question. (Delceva-Dizdarevic, 2020)

With daily care and commitment to the correct use of language forms by students, they will be encouraged to use them correctly, to develop a sense of the beauty of their own language, as well as to discover the wealth of thoughts that they can express through him. Ultimately, appropriate use should contribute to the improvement of students' language culture.

3. Didactic-methodical design of teaching materials

Teaching materials are resources which the teacher uses specially designed for educational work. They are material means that facilitate teaching activities and are a type of resource that has the role of a guide through the content of a teaching subject. It is important to note that a learning method is a set of steps to be followed to generate change in students, whereby they can strengthen their own skills and knowledge.

The teaching materials are prepared by the teacher himself in accordance with the individual capabilities of the students and according to the contents that should be realized in the teaching of the Macedonian language subject, as well as to achieve the intended goals within the lesson. There are also many specialized publishers who design teaching materials in order to modernize and improve educational work. Depending on the way teaching materials are prepared, their classification can be flexible. Also, the type of use for which they are used, the space they cover, the activities that are included in the teaching materials themselves, or to whom they are aimed, also plays an important role.

According to Lexicon of educational terms, 2014 "depending on the individual abilities of the students for whom they are intended and the results that are expected to be achieved, the study sheet can have different purposes. So, four types of study sheets are distinguished:

1. To supplement knowledge - intended for students who have not mastered the content, have certain gaps in knowledge; the questions from the tasks on these sheets require knowledge of important facts and concepts from those parts of the material that the students did not master them in time and in sufficient extent;
2. Worksheets for rapid development of students contain tasks or material that deepens the requirements of the curriculum; they are intended for better students who show more interest in certain contents or parts of the material, and the tasks

are usually formulated as problematic, encourage intellectual curiosity among students, engage thought processes, require independent finding of solutions;

3. Self-study worksheets that contain a step-by-step elaboration of the most important content in relation to various tasks from the material that have yet to be mastered;
4. Practice sheet - used to practice the processed contents to enable their durability and practical applicability. Unlike the previous types, they do not contain information, but only tasks/questions, instructions, and explanations for independent practical work".

Teaching materials facilitate the learning process, through them a relationship is established between the teacher and the students and allow to have a structure with organized content through which the teacher, and the students will have feedback on the mastered content. They are adaptable and can be used with or without the help of the teacher, by using them the teacher can apply them individually to each student or within the framework of group work according to the teaching goals.

Designing teaching materials is diverse and can be designed in different contexts. Through their use, students are motivated, interest and curiosity about the problem is encouraged, feedback is received, what has been learned is practiced, etc.

The didactic-methodical design of teaching materials is motivated by the need to modernize the teaching of the Macedonian language subject, whereby teachers will acquire special didactic competencies, through which they will contribute to the modernization of teaching in primary education in their teaching work.

In 2017, Tomevska-Ilievska points out that "when designing any teaching material, we should start first from the goals that are foreseen for mastering the teaching content. It is expected that during the design of each work, and of each didactic model separately, to start from setting goals, they can be defined as general, or rather general-didactic, special or goals of teaching in the Macedonian language subject and individual goals of separate program areas of teaching in the Macedonian language subject. Objectives are the primary (but not the only) determinants of the profile of any didactic teaching material. The function of the teaching materials is to develop the goals that are defined in this way on a long-term, medium-term, and short-term level. This temporal classification of the objectives can be interpreted in such a way that the general objectives will be developed at the long-term level, and the remaining two objectives will be realized at the medium-term and short-term levels. When making these teaching materials, it is only completely so, because both the general goals and even the special goals, given their importance in participating in the development of teachers' competencies, in terms of acquiring knowledge and developing teaching skills, can also be long term, medium term and short term. However, the concept suggests that short-term goals more closely match with individual goals, characteristic of the target orientation of individual features, which are

well-thought-out supporters for the realization of the most general goal of each teaching material separately. Anyway, the achievement of the goals is aimed at the students, at developing the habit of continuous work on their own individual development, creating positive cooperation at all levels and in all directions, in teaching and outside of it. The goals are formulated in such a way that they can be easily measured through formative evaluation.”

As basic structural elements that should be contained in the teaching materials and will contribute to a better adoption or repetition of the planned teaching contents in the teaching of the Macedonian language subject are: date, name and surname, grade, title of the teaching material, name of the program area (optional) etc.

The teaching materials that are used to realize the goals with the intended teaching content in the teaching of the Macedonian language subject, should be properly designed and contain all the necessary elements for appropriate application in teaching.

In addition to the basic structural elements that are included in all teaching materials, additional graphic and technical editing should be made. Primarily, in the teaching materials it is necessary to use understandable language, as well as accurate and clear instructions for the students. The instructions that make the request for a particular task should be in bold and stand out from the rest of the text, so they will be easily visible to students.

When creating the teaching materials, it is necessary to use the appropriate size of the letters depending on the appropriate characteristics of the students, as well as unified font, but under no circumstances should fonts with distorted letters (italics) be used, as they are difficult for students to understand.

Depending on the difficulty level, the teaching material may also contain a legend and symbols for each structural part, as well as whether the teaching material will be worked individually or in groups. Depending on the preparation of the teaching material by the students, if the teacher has foreseen group work, sufficient space should be allocated in the teaching material itself for all the students who participated in the work to write their first and last name.

Regarding the graphic design of the teaching materials, adequate space should be set aside for writing, adding, or drawing in relation to what should be produced or written by the students. In case it is a drawing, an appropriate place and space should be designated for additional drawing creation, also that the students have enough space to express their creativity. If the teaching material includes essay or supplemental questions, depending on the answer required, an appropriate space should also be set aside for students to write.

It is recommended that, if illustrations and pictures are to be used in the teaching material, they should preferably be printed in colour, all in order to highlight their purpose for appropriate use in a better way.

At the end of the teaching material, depending on the level of evaluation as well as the evaluation standards, it should contain an appropriate place for the same. In group work, on the other hand, the teaching material should be

evaluated in a different way according to appropriate standards for evaluating students, since several members participate in the preparation.

Research methodology

Subject of the research

The subject of the research is the didactic-methodical structure of the teaching materials that the teachers use in the implementation of the teaching of the Macedonian language subject, within the program areas Initial reading and writing and Language.

The research was conducted within the first, second and third grades of the first educational cycle in basic education.

The subject was examined by: from the point of view of teachers' attitudes and opinions; from the aspect of the educational needs of the teachers and from the aspect of the didactic-methodical design of modern teaching materials for the teaching of the Macedonian language.

Nature of the research

The study of the problem is carried out by theoretical and empirical research with a mostly descriptive character.

Tasks of the research

1. to examine teachers' views on the preparation and use of didactic-methodical teaching materials in the teaching of the Macedonian language subject for the program areas Initial reading and writing and Language (first, second and third grades);
2. to examine the educational needs of teachers for the preparation and use of didactic-methodical teaching materials in the teaching of the subject Macedonian language for the program areas Initial reading and writing and Language (first, second and third grades);
3. to examine the didactic competences of the teachers for the preparation of modern teaching materials in the teaching of the subject Macedonian language for the program areas Initial reading and writing and Language (first, second and third grades).

Research hypotheses

1. It is assumed that when designing teaching materials is not fully approached according to the didactic-methodical, dokimological and methodological principles for the program areas Initial reading and writing and Language (first, second and third grades).

2. There is a statistically significant difference in the attitudes of teachers from different municipalities regarding the readiness and use of didactic-methodical teaching materials in the teaching of the Macedonian language subject for the program areas Initial reading and writing and Language (first, second and third grades).

3. There is a need to strengthen the didactic competencies of teachers for the preparation of modern teaching materials in the teaching of the Macedonian language subject for the program areas Initial reading and writing and Language (first, second and third grades);

Survey technique

Data on the educational needs, attitudes, opinions, and competencies of teachers are obtained through the survey technique intended for primary school teachers. For this purpose, a questionnaire for teachers was developed with a total of 17 questions, in which questions of open, closed, and combined types of questions are represented.

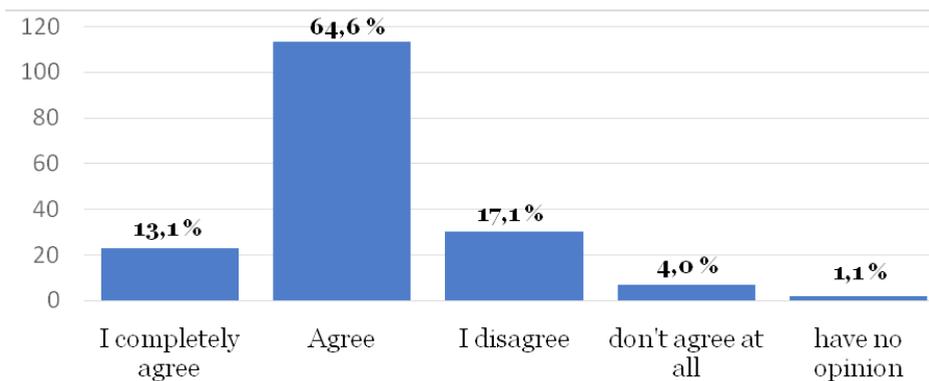
A sample of grade school teachers

In the research, 175 class teachers were surveyed, that is, 102 teachers from primary schools in the municipality of Karposh, 49 teachers from primary schools in the municipality of Kavadarci and 24 teachers from primary schools in the municipality of Negotino.

Results

The conclusion of this analysis points to the finding that four fifths of the surveyed teachers express the opinion that study programs in higher education train future teachers for the practical application of acquired knowledge, expressed through didactic-methodical design of teaching materials. For the benefit of this analysis, **consequently** the analyses of the following questions from this area will follow, and of course, the analysis of the teaching materials obtained with the research. After completing higher education, teachers have acquired knowledge and developed competences for independently creating teaching materials for the teaching of the Macedonian language subject.

Chart no. 1 Attitudes of teachers regarding acquired knowledge and developed competencies after completing higher education



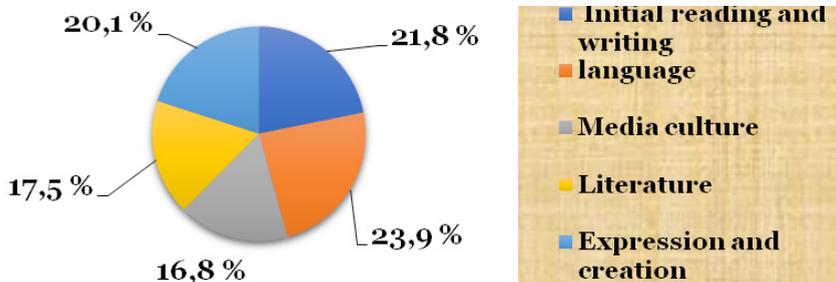
The question that reads "To modernize the teaching of the Macedonian language, the teacher should continue with professional training even after graduating from the faculty" is of an open type. The analysed answers point to the conclusion that 162 teachers (out of a total of 175 teachers surveyed), expressed in 92.6 percent, agree with the stated statement. Most of them point out that in order to modernize the teaching of the Macedonian language, after graduating from the faculty, the teacher should continue his education and professional development, so that he could respond to the demands and tendencies set by the modern educational system. Furthermore, they believe that the quality of teaching, above all, depends on the quality of the teacher's work, where every teacher during his working experience should constantly improve his knowledge, develop professional skills and competencies in order to provide students with quality teaching. At the same time, they believe that continuous improvement in the educational process offers teachers a great opportunity to expand and improve their professional qualities.

Part of the teachers believe that professional development is necessary for them to keep up with modern times, to be able to respond positively to innovations in education, noting that the dynamics of social development dictates the need for continuous monitoring of modern pedagogical scientific trends. Information technology affects the modification of pedagogical science, which directly results in the didactic-methodical design of teaching materials. At the same time, the professional development is correlated with the constant changes of the curricula, so for this purpose the teachers need a methodical application in relation to the curriculum and program, which logically follows the modernization of the teaching through the application of methods and techniques for teaching the students.

It is pointed out that teachers have the main role in the educational process of the student and that is why constant professional improvement in theoretical knowledge and practical work is needed. Some of the teachers point out that they need professional development in terms of practical work and for this purpose they believe that seminars, counselling and training of the teaching staff should be constantly organized to modernize it.

Regarding the examination of the attitude of the teachers, which reads: For the implementation of which program areas do you have the greatest need for created ready-made teaching materials, the respondents had the opportunity to choose several alternatives from the offered categories of answers. According to the obtained data, which is presented in Chart number 2, it can be noted that there is no big difference in percentage in the answers of the teachers from the listed alternatives. The largest percentage of teachers, 23.9%, stated that they needed ready-made teaching materials for the Language program area, 86 respondents or 21.8% opted for the Initial Reading and Writing program area, 20.1% believe that ready-made teaching materials will help them be of benefit to the Expression and Creation program area, while the lowest rate of expression is for the program areas Literature (17.5%) and Media Culture (16.8%).

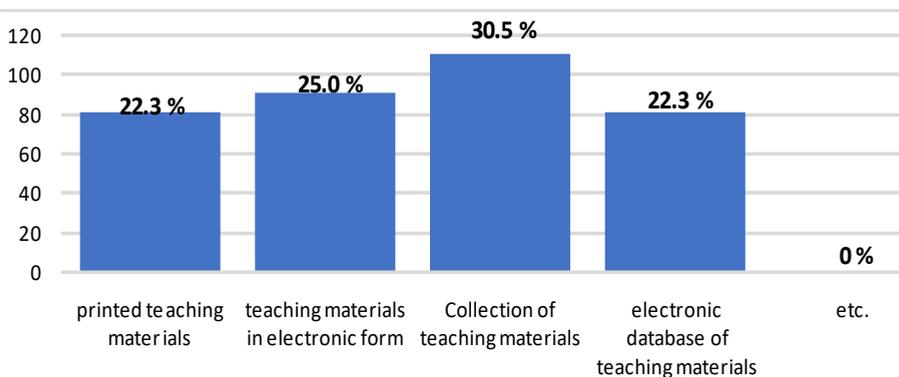
Chart no. 2 A sample of teachers' views on the needs of created ready-made teaching materials by program areas



The summative conclusions from this question support the finding that there is a need for ready-made teaching materials for the Macedonian language subject.

Regarding the educational needs of the teachers, which refer to the form in which they would like to have the teaching materials that will help them in the implementation of the Macedonian language teaching, 30.5% of the teachers declared that they would like to have the teaching materials in the form of a **Collection of teaching materials**, through which they could more easily implement the teaching of the Macedonian language. Considering the tendency to modernize teaching through ICT, 25.0% of the respondents declared the need for **teaching materials in electronic form**, through which they will be able to access them in an easier way. About twenty-two percent of the teachers expressed the need for **printed materials** and for an **electronic database of teaching materials**.

Chart no. 3 Teachers' attitudes about the form of teaching materials



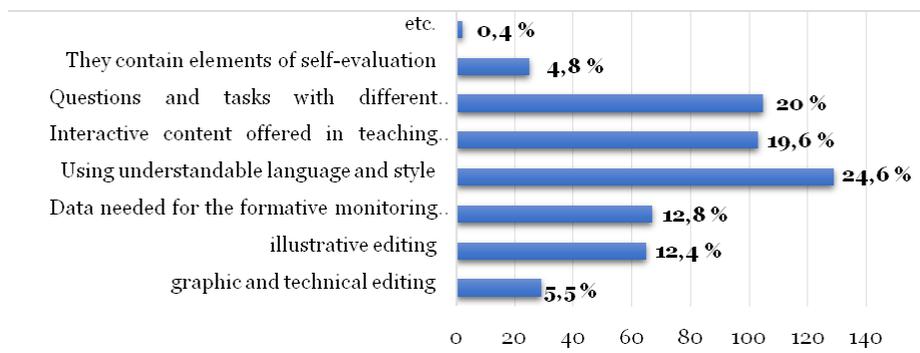
Through the next question asked in the questionnaire, the goal is to examine the views of the teachers regarding the importance of the content

elements in the didactic-methodical structure of the teaching materials in the teaching of the Macedonian language. When answering the question with serial number 14, the respondents had the opportunity to choose three alternatives from the answers offered. The largest percentage (24.6%) of the teachers declared that the most important element in the didactic-methodical structure is the use of understandable language and style in the content creation of teaching materials. On the other hand, about 40% of the teachers believe that the most important elements in the structure of the teaching materials should be represented by questions and tasks with different weight levels and that the teaching materials should offer content of an interactive nature.

With a lower percentage representation follow the answers of 25% of the teachers who declared that structural elements that should be represented in the didactic-methodical structure of the teaching materials in the Macedonian language are: data for formative monitoring and evaluation of students' achievements and illustrative editing. According to the data obtained, the percentage of teachers (5.5%) who answered that the graphic-technical arrangement plays a major role in the didactic-methodical structure of the teaching materials is small, and only 4.8% believe that the teaching materials should also have elements of self-evaluation.

As additional elements that should be included in the structure of the teaching materials for the Macedonian language, 0.4% of the teachers point out that the contents that are an integral part of the teaching materials should be accurate, reliable, and verifiable.

Chart no. 4 Teachers' attitudes about the elements contained in the didactic-methodical structure of teaching materials



From the summarized analysed data in relation to the teachers' views on structural elements that should be represented in the teaching materials needed for the realization of contents from the program areas Initial reading and writing and Language, they state the following: the use of an understandable style and language in the content creation of teaching materials; representation of questions and tasks with different weight

levels; the content offered in the teaching materials must be of an interactive nature; to contain data for formative monitoring and evaluation of student achievements; to contain elements for self-evaluation and to be appropriately illustrated, graphically and technically arranged.

Conclusions

The teachers believe that after completing the higher education, they acquired the necessary knowledge and acquired the appropriate competencies to independently create teaching materials for the realization of the teaching of the Macedonian language. However, during the work experience, the teachers realize that they need professional development for the creation of didactic-methodical teaching materials in order to modernize the teaching of the Macedonian language. The conclusions from the analysed data support the confirmation of the second special hypothesis, according to which there is a statistically significant difference in the attitudes of teachers from different municipalities regarding the readiness and use of didactic-methodical teaching materials in the teaching of the Macedonian language subject for the program areas Initial reading and writing and Language (first, second and third grades). The research leads to the conclusion that there is a need to strengthen the didactic competences of teachers for the preparation of modern teaching materials in the teaching of the subject Macedonian language for the program areas Initial reading and writing and Language (first, second and third grades), thus confirming the third special hypothesis.

Although the teachers attended a large number of trainings during their work, the trainings were not in the direction of didactic-methodical design of teaching materials for the program areas Initial reading and writing and Language. The summarized data points to the question: Why are topics from the field of modernization of the didactic-methodical design process of the teaching materials needed for the practical realization of the contents of the researched program areas, represented in the Macedonian language curricula, not covered during the planning of the trainings, seminars, and workshops? There is a need for additional regimenting of this phenomenon, if it is taken into consideration that according to teachers, teaching materials support the learning process of students, the individual and individualized form of teaching work, thus enabling interaction in teaching work, integration of teaching content with other teaching subjects, the opportunity they offer in the form of self-evaluation, monitoring and evaluation of student development, etc. The frequent use of the teaching materials contributes to the students to apply the acquired knowledge through practical examples and easier to master the new teaching contents in the teaching of the Macedonian language. Then, they contribute to students' ability to work independently, and they are also in the function of achieving better results in advancement. Through the use of teaching materials, teachers declare that students are encouraged to use other sources of knowledge, and

some of them say that in this way students are trained for group work, while not leaving out the considerations according to which the students are trained for self-evaluation.

According to this, it can be concluded that in the future, the relevant institutions that create the educational policy, it is necessary in the programs for the professional and professional development of teachers to plan training topics from this issue.

One of the conclusions of this paper supports the finding that there is a need for ready-made teaching materials that teachers will use in their teaching work on the Macedonian language subject.

For the didactic-methodical design of the teaching materials, which is a centrally positioned research problem, the views of the teachers in relation to the structural elements are in favour. According to them, structural elements that should be represented in the teaching materials needed for the realization of contents from the program areas Initial reading and writing and Language, state the following: the use of an understandable style and language in the content creation of the teaching materials; representation of questions and tasks with different weight levels; the content offered in the teaching materials must be of an interactive nature; to contain data for formative monitoring and evaluation of student achievements; to contain elements for self-evaluation and to be appropriately illustrated, graphically and technically arranged.

Through the analysis of the didactic-methodical elements included in the teaching materials for the program areas Initial reading and writing and Language and according to the data obtained, it was realized that the fact that the design of the teaching materials is not fully approached according to the didactic-methodical, dokimological and methodological principles and the final conclusions indicate that there is a need to modernize the teaching of the Macedonian language subject, which confirms the first special hypothesis.

The conclusion of the need to create additional professional literature for teachers in the form of manuals and practicums, editions of teaching materials with the possibility of structuring according to program areas, with a tendency to develop educational platforms for greater availability of teachers, is also imposed. In the context of these conclusions, the development of educational software intended for students, algorithmically programmed for individual use, structured at different difficulty levels, is also recommended.

It is concluded that there is a need for professional pedagogical modernization when designing the teaching materials that are used in the implementation of the teaching of the Macedonian language subject in relation to all didactic-methodical, dokimological and methodological aspects with their respective illustrative and technical-graphic design, in accordance with the development possibilities of the students.

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