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JUSTIFICATION OF THE STUDY OF MOTHER LANGUAGE IN THE EDUCATIONAL SYSTEM

Abstract: Mother language is the factor of identity. This is the main reason why its place in the educational system is guaranteed. We all speak the mother language. Then, what is taught in classes of this subject? What is taught in classes of the subject mother language is the grammatical structure of the language, its typological characteristics. Students should achieve some level of linguistic culture in classes of the teaching subject mother language. Students also need to acquire knowledge about the place of their mother language in the family of world's languages. They also study literature created in their native language. All this should contribute that students develop love for their mother language and towards their own nation. This is the justification for the study of mother language in the educational system in different communities. In this paper we will elaborate the thesis of justification of the study of mother language in education. We will answer the question of what motivates us to introduce the subject mother language in the educational system, even though everyone speaks it perfectly.

Key words: identity, education, grammar, linguistic culture, standard language.

Language and identity. Native language is a factor of identity and culture. In literature there are different definitions of the term "national / national Identity": The depiction of a country as a whole, encompassing its culture, traditions, language and politics (Dictionary. Com's 21st Century Lexicon. Retrieved July 07, 2015, from Dictionary.com website: <http://dictionary.reference.com/browse/national%20identity?s=t>; National identity is the sense of a nation as a cohesive whole, as represented by distinctive traditions, culture, language and politics. A person's national identity is his / her identity and sense of belonging to one state or to one nation, a feeling one shares with a group of people, regardless of one's legal citizenship status. Scientists see national identity in psychological terms as "awareness of difference", a "feeling and recognition of 'we' and 'they' " (https://en.wikipedia.org/wiki/National_identity, retrieved July 07, 2015); A nation is a grouping of people who share real or imagined common history, culture, language

or ethnic origin, often possessing or seeking its own government¹ ... (URL: en.wikipedia.org/wiki/National_identity, March 22, 2011).

What is important for us is that in any definition of identity, specifically national identity, one of the key factors that invokes recognition or feeling as a whole is language.

Krste P. Misirkov, our top scholar and creator of the platform for the Macedonian national movement and struggle, in his book "On Macedonian Matters" (Misirkov, 1974), early in the twentieth century set the thesis of the mother (or national) language as a factor of identity and culture. According to him (Misirkov 1974: 133-134), the language of a nation is its spiritual wealth and heritage. It is transmitted from one generation to another. Safeguarding the language, one people remains faithful to the spirit of its forefathers. The one who gives up his / her national language also gives up the national spirit. Mercy and love of national language is our debt and our right. The right to defend and preserve our language is sacred to us.

In the Old Church Slavic language (Ugrinova - Skalovska 1979: 168), the term "language" denoted both the language and the people who spoke that language. It is yet another confirmation that the language, the mother tongue, is a factor of identity and culture.

The choice of contents - language. What we do not know but study during the lessons of the mother language is how by using 31 sounds (in this concrete case in the Macedonian language) to convey an unlimited number of press releases, write books, create science and works of art - fiction, poetry, drama. This is the grammar of a language. The grammar of a language is a picture of its structure. The structure of a language is its organization, a mode according to which by using only 31 sounds we convey an unlimited number of announcements.

Language system. During classes in mother language the system of that particular mother tongue - its grammatical structure is studied. All linguistic units, starting with the smallest, are organized at different levels. The lowest level of language is the phonological level. The units of this level are not signs in a real sense, they only have form, and they do not express meanings by themselves. These are sounds, or, more correctly, phonemes. Phonemes are ideal sounds. Sounds in the abstract sense. When all the differences in the pronunciation of sounds are isolated (individual or positional - conditioned by the context, the neighborhood of phonemes), phonemes are obtained. Phonemes are not just a simple set of abstract units, but they constitute a system. This means that if one element of the system experiences a change, the change is reflected on the entire system. Thus, in Proto Slavic language there was one bilabial phoneme /ɸ/. When via Greek borrowings the phoneme /f/ entered the system, then the pronunciation of this bilabial sound moved towards /v/. So we got another symmetrical pair in the system of consonants in Old Church Slavic, where there existed and in modern Macedonian still exists a correlation in sounds according to their voicing: / d / - /

¹The definition, as being very indicative and comprehensive is taken over from the article "Macedonian language and Macedonian identity" (Spasov et al., 2011).

t /; / g / - / k /; / dz / - / c /; / b / - / p / etc. This is a characteristic of a systemic nature of the language. It functions as a living organism, tending to exercise symmetry in itself.

Phonemes combine with each other and form larger units that in addition to form also have meaning. The smallest units of meaning are morphemes. These are parts of words or simple words. For example, the words *прст*, *око*, *врв*, *ден* consist of one morpheme. Words *злат-ар*, *стол-ар* consist of two morphemes. Each of the parts, i.e. each of the morphemes that make these words have their meaning. The morpheme *-ар* has the meaning of "a person who is engaged in some activity"; the object of the activity is indicated by the morpheme which is the root (main part) of the word: *злат-* (злато) and *стол-* (стол, столарија). With the morpheme *-ар* new words are derived from the words *злато* and *стол*. Therefore these are called derivational morphemes, or word formation morphemes. Such are also the morphemes *-тел* (*учител*, *слушател*, *говорител*); *-ба* (*градба*, *борба*, *средба*); *-еж* (*копнеж*, *надеж*, *стремеж*) and others.

There are morphemes that provide some grammatical change of the word: *стол-ови*, *стол-ови-те*, *маж-и*, *жен-и*, *жен-и-те*, *ода-м*, *оде-в*, *оде-ше*, *оде-л* etc. These morphemes are called inflectional morphemes. Thus we arrived at the next level units of language - morphemes and words in their grammatical change. This level is called morphological and is studied by morphology as a science.

In morphology words are classified into word groups divided according to some common characteristics: general meaning, joint function and grammatical features.

Words are studied from different aspects. One of them is to study their meaning, age, origin, stylistic feature, or frequency of use. The particularities of this type are studied by the linguistic sub discipline - lexicology. Semantics deals with meaning; word origin and development of their form and meaning are studied in etymology.

The functions of words are studied in syntax. The syntactic level is the level which in hierarchy is above the morphological one. The units of this level are combinations of words that represent more complex linguistic units. These are phrases (noun groups) and sentences. Phrases (noun groups) are syntactic units containing predications (in the sense understood by Plato and Aristotle - as saying something about someone / something), but without the presence of a finite verbal form. Examples: *марамчиња за нос*, *кутија за накит*, *другарка ми од Охрид*, *убавата девојка*. The sentence is the highest independent linguistic unit. Its central feature is predication (saying something about someone / something) but with a finite verbal form. A feature of the sentence is also its actualization - correlation in tense. Examples: *Јана вчера читаше*. *Јане игра фудбал*. *Книгите се наредени во библиотеката*. The sentence can also be compound and complex. Thus it can express the logical relationship of conjunction, disjunction, adverseness, cause and effect, purpose, etc.

A unit larger than a sentence is a connected text, among whose components there are also some correlations and laws, such as reference, substitution, ellipsis.

This is a linguistic system that students study in the program area for the subject mother language. They study the organization of their native language system - its grammar: inventory of forms and the relationships that exist between linguistic units. These contents are learned gradually and at each higher level of education they are widened. The final result is that students learn the grammar of their native language, but not only that: starting from the higher grades of the nine year elementary education (more precisely from the seventh grade) they also learn contents from the area of the history of their mother language. In high school education, students are theoretically introduced to language: *Language as a system of signs; Language - speech; Functions of language; Language sign*. They get familiar with the classification of world languages, and thus with the place of their native language among the languages of the world - genealogically and typologically.

Acquisition of linguistic culture. When entering school, students, especially those who come from different dialect areas of the Macedonian language, meet with the standard Macedonian language. In this language course there is a program area of expression and creation. Within this area, throughout the nine-year elementary education, students acquire oral and written skills in their linguistic expression. Starting from describing items from their immediate surroundings, retelling the events heard by others and those they experienced themselves - in lower classes, to retelling and analyzing works of art and stage performances, as well as texts of publicist style – in higher classes.

During mother language classes students are introduced to the concepts of standard language and dialects. The standard language is above dialects, a kind of a sociolect, spread throughout the speech community territory and in all spheres of public communication. The standard language should be a benefit to any intellectual. It is part of the culture of each individual in the country. The contents of the program area expression and creation are related especially to the acquisition of linguistic culture. With various exercises, such as inventing a different ending to a text with a given beginning, describing and retelling TV shows, writing announcements and news, request and demand, retelling with using synonyms, retelling by following established chronology, retrospective retelling, writing an essay, students develop their linguistic expression of the standard language and enrich their vocabulary.

The acquisition of language culture is an important segment of the educational system in every country. The standard language is the hallmark of statehood. The issue of standard (literary) language is a historical issue related to the acquisition of statehood. The codification of the standard language is set as the demand of every newly created state. Therefore, the state takes care of its literary language. The status of a language is measured by the linguistic culture. The higher the culture, the more place tradition took in the use of standard language in the state of that speech community. There are countries, for example France, where the role of dialects is decreasing in general communication, countries with a rich tradition in literacy and use of literary language.

However, during classes in mother language students should learn a term which in linguistics is known as competence of use (of a language). They should learn how to

differentiate which form of language should be used in different life situations - when to speak on a dialect, when on official, standard language, in which area of social life to use which functional style of the standard language: conversational, administrative, scientific, or journalistic.

This knowledge and skills are acquired in classes of the teaching subject mother language, especially from its program area expression and creation. In these classes, primarily in the nine year elementary school in which this program area is represented, future intellectuals in the country are being prepared and they, among other things, are characterized by developed and cultivated linguistic expression.

Acquisition of general culture. Familiarization with other cultures and developing love and respect for them. In elementary education, within the subject mother (Macedonian) language, in addition to the area language, two more program areas are taught: literature and media culture. In this way, through the content covered by these subject areas students acquire general culture, beside language and linguistic ones that are acquired within the subject areas language and expression and creation.

In elementary education, students are introduced to the concepts of the theory of literature; they are introduced to the text and its composition; to the concept of motifs and classification lyric poems by motifs; the composition of the poem (verse, stanza, types of rhyme); and to figures of speech as improvers of the linguistic expression in the creation of an work of art. Within prose, students learn the terms plot, theme, idea and narrator. They are introduced to basic literary types and genres. They acquire knowledge of literature as an art.

Within the program area of media culture, students are introduced to the modern benefits of art - its being multimedia. With the use of modern technology in communication (printed and electronic media) and in creation of works of art (film - feature, documentary, animated, short-film piece; radio play; TV show, etc.). They get acquainted with the elements in the creation of a film as a work of art: synopsis, script, kinds of speech in films, set design, costume design, makeup etc. They are introduced to new ways of storing information - from libraries to media centers.

In high school education literature created throughout history and in different parts of the world is studied. In this way, teaching contents are correlated with history and art history, and some genres in literature, such as existentialism and the theater of the absurd, in correlation with philosophy. The study of different genres in the history of literature is also carried out with consideration of the socio-economic context in which these genres occurred and in which their changes happened. In this way the framework of students' knowledge is broadened – socio-economic and historical prerequisites for different genres in the history of literature and also of art in general are searched for and indicated. There are other disciplines that come into correlation with the study of literature, especially the analysis of characters in literary work. One of these disciplines is psychology. Character analysis, particularly in a psychological novel such as the novel by F. M. Dostoevsky, is performed in psychological terms. The analysis of characters can establish a correlation with philosophy, and with some areas of religious life. This greatly enriches students' general culture.

During classes of mother language students are introduced to the achievements of an art - the art of the written word. They study the development of this art throughout history and across different areas of the world, including the history of literature written in their native language. Getting to know other cultures with their own specifics in literature among students develops love and respect for those cultures and its bearers. The introduction to the literary achievements of their own people strengthens and deepens the national feeling in students.

No other subject in education (especially in elementary and secondary education) has such latitude of realized goals and objectives, as does the subject mother language (and literature). Therefore the justification of the subject mother language in education should not be questioned. It is taken for granted.

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