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Почитувани учесници,

Има многу работи за кои државата се грижи и треба да се грижи за нивно унапредување, но грижата за НАДАРЕНИТЕ, ТАЛЕНТИРАНИТЕ И КРЕАТИВНИТЕ е и треба да биде приоритет над приоритетите бидејќи тие се КРЕАТОРИ НА ПРОГРЕСОТ. Овој почеток всушност го симболизира и насловот на нашата втора научна конференција во која заеднички ќе го посветиме стручното внимание кон оние кои со своите исклучителни интелектуални и други постигнувања го обележиле нашето постоење.

Грижата за афирмацијата на потребата од поддршка на проблематиката на надареноста и талентираноста во нашата институција Педагошкиот факултет-Битола, не претставува случајност туку цел. Таа има повеќегодишна педагошка меморија на која и претходи првата интернационална конференција од областа на надареноста и талентораноста која се одржа во 2009 година во Охрид.

Она што посебно би сакал да го истакнам и поздравам е Вашиот голем интерес за надарените и талентираните кое го демонстриравте со Вашето стручни и научни теориски и емириски елаборации, анализи и проекции. Грижата за развојот на надарените и талентираните и понатака ќе останат еден од главните институционални приоритети бидејќи наша единствена цел е нивните интелектуални и други капацитети ги вградат во развојот на нашата држава Р. С. Македонија. Нашата држава во иднина треба уште повеќе и повидливо да ја интензивира поддршката на сегашните и идните талентите кои сега во училишните клупи и амфитеатри со цел да им се овозможи да го проектираат развојот на својата земја.

Останува нашата заедничка потреба и заложба надарените, талентираните и креативните со своите потенцијали ги вградат во нашиот побрз општествен и институционален развој.

Посебна благодарност до сите учесници, Организацискиот Одбор и нашите вработени кои со својот придонес дадоа препознатлив печат на Педагошкиот Факултет-Битола што ќе биде мотив во понатамошна афирмација на проблематиката на надареноста и талентираниста во Р. С. Македонија и надвор од неа.

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## Developing talented students' linguistic abilities

### Abstract

Developing talented students' linguistic abilities through the study of literature in English gives a wide range of individual lexical or syntactic elements. Students are introduced to the many features of written language, reading, meaning and contextualization of text. They learn about syntax and sentence functions, about different possible structures, about different ways of connecting ideas, through which they develop and enrich their writing skills. Drama as a literary form is suitable for organizing drama activities and is undoubtedly important in the study of language. The fact that drama in education does not insist on bringing drama activities to the stage indicates the focus on the immediate experience of educational methods and innovative episodes, as opposed to being audiences. It is thought that by using this literary form in the classroom, students become knowledgeable in a sense-context that unambiguously changes the role of the teacher as well. This represents a teacher as: a facilitator, an instigator, and ultimately a classmate. Imagination in the educational benefits of drama promotes creative thinking and develops critical thinking skills. The dramatic text that will be used in this paper is going to develop the linguistic abilities of the talented students that discovers the development of language, enhances effective listening skills and enhances them by understanding and learning, but also by incorporating the senses as an integral part of the learning process. It also enhances the empathy and awareness of others, bring respect and group collaboration, reinforces positive self-concept and provides teachers with more interactive instruction.

Key words: drama, talented students, creativity, education

### Introduction

One of the most specific objectives of the research in the methodological part is "to increase the effects of the application of literary forms in the study of English, which facilitates the learning process."

Literature plays an important role in learning English language. However, there are some problems that teachers face in the field of English language teaching through literature.

In fact, there are very few pedagogically designed materials suitable for use by English teachers, and there is a lack of preparation in the field of teaching literature. There is also a lack of clear goals for defining the role of literature in learning English. Many teachers have tried to include literature in English, but have no background or training in the field.

However, the teacher plays an important role in teaching English through literature. It should determine the purpose of language teaching in terms of students' needs and expectations. He should also choose the appropriate language, teaching method, teaching

techniques and activities. Then, the teacher should choose the literary texts relevant to the purpose and objectives provided in the teaching.

### **The relation between language and literature**

Literature is the art of writing. Although both terms are synonymous, literature covers the artistic part of the work, while the term literature is used to denote any kind of written work. As a common term, it refers to any written form, as well as to the entire literary work in existence, both worldwide and within a separate culture.

Human language is the most perfect means of communication and is the most complex system of signs, composed of many parts, such as voices, letters, words, sentences. And grammar is a system of signs. Human language is intended for communication and it is its basic function. It is assumed that the need for man to express his thoughts and feelings led to the creation of language.

In the narrow sense of the word, it is difficult to provide a definition for the term "literature", but what can be argued is that literature is not the name of a simple, real phenomenon, but a comprehensive term that encompasses a wide range of activities. However, when it comes to the subject of study, literature can be seen as an activity that includes the use of language. With the claim, "the study of literature is the basis for the study of language in the system," Widowson (1971) gives us knowing that literature is an example of a language in use, but it is also a context for the use of languages. The application of literary texts in the study of English can contribute to the improvement of the student's knowledge in relation to certain units in the language organization.

Language ambiguity is one of the main arguments of literature. There is a general assumption that in order to study literature, it is necessary to know the complexity of the language and the inherent interpretive ability that the author's message should convey.

However, what follows from this is the recognition that the correct expressive values of each word, of each phrase, clause can be deduced from their interdependence with all other parts of the text.

### **Literature: Which and why**

The use of literature, literary forms in English language teaching developed through basic language skills (reading, writing, listening and speaking) and through language areas (vocabulary, grammar and pronunciation) is increasingly emphasized. However, if a task is set for translation purposes, teachers often give their students translations of literary texts, such as drama, poetry, and short stories in their native language adapted to the age and knowledge of the students. This application of translation gives students the opportunity to practice in lexical, syntactic, semantic, pragmatic and stylistic ways the knowledge they have acquired in English, but also in other subjects. In the next section, an explanation is given of the reasons why English teachers use literary forms and the main criteria on which the selection of appropriate literary texts in English is based.

### **Reasons for using literary texts in English language textbooks**

According to Collie & Slater (1990: 3), there are four main reasons why the use of literature in English is explained in detail. They are: valuable source material, cultural enrichment, linguistic enrichment and personal engagement. Significant reasons may also include

universality, scope, personal importance, diversity, interest, usefulness and suggestive power, ambiguity, and others that influence a powerful resource in learning English language.

### **The benefits of using dramatic text in learning English language**

The play is suitable for organizing dramatic activities and is undoubtedly very important when a language is studied. The fact that the drama in education does not insist on staging dramatic activities on stage indicates the focus on the direct experience of educational methods and innovative episodes, as opposed to staging in front of an audience. Williams (1997) believes that with the use of this literary form in teaching, students become active connoisseurs of a sense-context that unequivocally changes the role of the teacher. Namely, he is now: facilitator, instigator, and ultimately - a classmate.

According to Heathcote (1984), dramatization is an integral part of people's lives, Wagner (1999) dramatizing every day by fantasizing, imagining a future situation in preparation for a potential encounter. It seems our minds feed on fiction, Cook (Cook, 2000), in any art form: film, literature, music, photography. If art really has such power to attract and retain human attention, it would be a shame not to use this human fascination for hours by creating, accepting, or temporarily functioning in an imaginary context to improve the quality of educational experiences.

According to Lenore (1993), imagination in the educational benefits of drama promotes creative thinking and develops critical thinking skills. Dramatic text reveals the development of language, increases effective listening skills and strengthens them by understanding and learning, and of course by involving the senses as an integral part of the learning process. It also increases the empathy and awareness of others, encourages respect and group collaboration, strengthens the positive self-concept and provides teachers with interactive teaching.

"Language has been claimed as the 'cornerstone' of drama." (Stinson and Winston, 2011, p.479). Interestingly, language and drama have many factors in common. Both are influenced by context, they are of a socially constructed nature, and both require active participation (ibid, 2011). In fact, it is language that is present to the audience, and drama is valuable to language as it provides context where language is used, extended, and protected (Fleming, 2001). Embedded in context, the language brought about is "fluent, purposeful and generative." (Kao and O'Neill, 1998, p.4). The importance and benefits of drama to language, especially at the linguistic level, have been discussed a lot in the drama literature. Fleming (2001, p.133), however, sees another more fundamental reason, that goes beyond developing the linguistic competence, for the importance of drama with respect to language, i.e. "in terms of values, attitudes and understanding." He argues that drama guarantees constructing meaning in more sensitive ways to cultures and values.

Research demonstrates that using drama in teaching language, or English in particular, entails a great deal of the variation required in the classroom from which both learners and teachers benefit (Savela, 2009). Benefits of drama are extensively identified and discussed by drama scholars and theorists. Some of them make general and comprehensive lists of the advantages, while others tackle certain key merits in fine details and extra focus.

For children being educated entirely in a language different from their mother tongue, their very sense of identity can be at stake, their self-esteem and self-confidence at

risk, factors which are bound to have a strong impact on their education as a whole (Winston, 2012, p.3).

One of the key advantages of drama is its recognition of the centrality of the body in the classroom (Winston, 2012). It emancipates the body's energies through conducting activities that involve playfulness and physicality. Students gain more confidence because they get released from the constraints of spoken language and use their bodies to express thoughts and communicate meaning (Palechorou and Winston, 2012).

## **Conclusion**

Although the world of a novel, a play, or a short story is imaginary, it is still a complete and colorful setting in which the characters can be described from many social/regional backgrounds. And the reader (student) can discover the way the characters in such a literary work see the outside world (their thoughts, feelings, customs, traditions, property, what they buy, faith, fear, enjoyment, how) they also talk about how they behave in different situations).

This colorful world can quickly help students to understand the rules and preoccupations that shape true society through the visual literacy of semiotics. Literature is actually considered to be the best supplement to other materials used to culturally enrich students when learning English language.

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