

## Introduction

This thematic issue of the periodical is the result of mutual efforts and cooperation of the two departments: Institute for Polish language of the Pedagogical University of Krakow and Department for Serbian language, literature and teaching methodologies of Serbian language and literature of the Teacher Education Faculty, University of Belgrade. Lecturers of the Teacher Education Faculty (with associate members of the lecturers of the Pedagogical Faculty of Sombor, University of Novi Sad), show in their papers various aspects of teaching Serbian language and literature in the educational line from preschool education, to primary, high school and university level.

Destiny of humanistic sciences, particularly when the teaching is based on preserving national language, identity and cultural memories, is not to be proud of. Struggle for raising the general level of functional literacy and preserving national culture and literature requires cooperation of many national institutions. Among all, the total number of classes of Serbian language is proportionally low, and this with other socio-historical factors contributes to lowering functional literacy and reading competencies of the whole population. The greatest consensus of the professional community was achieved in June 2020, at the first inter-department Serbian language conference where university professors and members of scientific institutes of all departments of Serbian language, both domestic and from abroad gathered and this resulted in adopting *Declaration on necessity of increasing the number of classes of Serbian language and literature in primary and high school* and *Declaration on the status of Serbian language in non-Serbian departments and non-teaching faculties*. We hope that the effects of this initiative will be visible in the following period.

There are ten scientific papers in front of us devoted to the Serbian language and Serbian language and literature teaching methodology in the Republic of Serbia. The context of their appearance was partially conditioned by changing the syllabi for the whole school population and this provoked various reactions in professional and wider circles.<sup>1</sup> The perspective of being in the middle, between the old and the new programme solution was suitable for analysis, interpreting early effects and suggestions concerning solutions which are supposed to be applied – although perspectives which approach the issues of teaching in papers are much wider and thorough. These are teaching grammar and language culture, problem observation

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<sup>1</sup> Public debate on the new reform of school was initiated in 2019 at the Teacher Education Faculty in Belgrade within the International scientific meeting *Programme (re)forms in education and pedagogical work – challenges and perspectives*. Results of these kinds of research are in the process of being published.

of the presence of national canons in teaching including new methodological approaches to some literary genres – in the whole process to the university level.

The greatest number of papers is devoted to the second cycle of the primary school and high school according to the kind and level of school teaching. Two papers are devoted to the initial educational level. The contents on national culture in the first cycle of primary education is analysed in the paper written by V. Janicijevic and M. Mitrovic. Since the native language is at the same time the language of teaching and studying, and has a special place in initial education, the authors point at its role in strengthening national and cultural identity of students through interpreting literary texts. The paper written by V. Micic and V. Vukmanovic Rastegorac is based on the analysis of the new approach of preschool education and connected to the new legislative regulations.

Specific issues of teaching orthography and grammar in the second educational cycle are represented in the papers of G. Zeljic and A. Petrovic Dakic. Zeljic researches accents as orthographic signs in orthographic and textbook reference, and most of them are in the higher grades of the primary school, proclaiming their more frequent usage. The paper written by Petrovic Dakic is devoted to challenges in categorization of the abstract nouns. The author stresses the fluency of criteria in distinction of categories *definite / abstract* represents a serious methodological issue, since traditional binary opposition is not in question, but multi-dimensional term network.

Papers written by S. Jacimovic, V. Hamovic, N. Karovic, S. Polic and M. Mladjenovic are devoted to teaching literature. The authors analyse presence of some genres in educational line, new contents of extensive reading and the methodological suggestions for analyzing certain genres follow, which will assist in gradual development of reading and interpretation abilities in students of in different grades. Discussing novels, Jacimovic and Hamovic start from the point that teaching literature reflects cultural historical, social and ideological changes and this is why various approaches in interpreting the novels exist. The authors study the offered extensive reading in the new syllabi, point at the ways in which methodological approaches in the most complex literary genre can be applied and made more complex. In the paper of Karovic and Polic, the status of the poem in educational line is examined, its genre hybrids and significance for students' literature comprehension. The authors state that the immense contribution of the poem is not reflected only in its methodological potential for systematization of the genre particularities, but in recognition of multi layers of the nature of the work of art which opposes self-comprehension, and enables intellectual and aesthetic stimulus to young readers. Mladjenovic analyses the status of dramatic art in new primary school syllabi, and points at immense significance of the theatre art, offering definitive solutions for the theatre art to be used creatively.

Three papers are devoted to the university teaching, stressing the knowledge which future teachers are gaining at the Faculty and which are crucial for their future occupation. Paper written by B. Milosavljevic is about teaching pragmatic and language politeness within the subject *Form of politeness in Serbian language*, stressing the significance of this studying subject (cultural, developmental-psychological,

pedagogical-educational, social) and closely connected to the aims of teaching in the primary school: recognition of strategic and aimed used speech expression, coherence with the speech situation and intention, following the principle of politeness. Starting from the fact that teaching language is marginalized in comparison to teaching literature in high school education, which adopted orthographic norms are destabilized and this reflects itself in the general level of literacy, Lj. Vesic in her work interprets results of the research about orthographic competencies of students (in writing abbreviations), concluding that teaching orthography at academic level influences additional determination of orthographic and literary-lingual norms, and this is why a compulsory subject should be introduced, and this should be implied to other faculties apart from the teaching ones. The paper written by Z. Opacic and J. Panic Maras deals with aims and outcomes of the university teaching literature for children and the young: branching and developing competencies of future teaching in approaching pieces of literature at undergraduate and master studies and connections of university teaching with primary school literature syllabi.

It should be said in the end that despite the fact that the two countries belong to the great family of Slav peoples, Polish and Serbian culture are not sufficiently familiar with each other. This is why cooperation of colleagues from the two departments in the bilingual issue of the periodical is an initial and valuable step in better recognizing teaching native languages and literatures in the educational systems of the two countries. We hope that it will be developed in the future and contribute to closer cultural and educational connections of not only two institutions, but even wider. Finally, on behalf of the members of my department and myself personally, I would like to thank my dear colleagues Marta Szymańska and Marek Pieniżek, for the idea, motivation, determination that inter-cultural dialogue is necessary, as well as the determination to lead this imitative to these great scientific results.

*Zorana Opacic*