

teleological approaches became more prevalent. They attempted to prove why East Germany was destined to fail. However, as the need for internal integration of Germany became more evident, many historians attempted to provide an integral view of German past. Within that context, the theoretical framework of Christoph Kleßmann, which sees the history of East and West Germany as asymmetrically intertwined parallel history, gained importance. The aim of this presentation is to highlight the challenges and benefits of the integral approach towards German history. Special emphasis will be placed on the implications this approach carries for the research of international relations of two German states. The usefulness of such an approach will be tested on the example of their relations with Yugoslavia.

Keywords: East Germany, West Germany, Yugoslavia, Christoph Kleßmann, divided past, integrated past.

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THE IMPORTANCE OF IMPLICIT THEORIES OF TEACHERS AND HIDDEN CURRICULUM IN THE EDUCATIONAL PROCESS

When we talk about the educational process, the curriculum is the subject of frequent discussions and occupies an important place in public discourse. The content of the curriculum, its reform, are unavoidable segments that are debated when it comes to the curriculum. The impact of hidden curriculum and implicit teacher theories seems to be overlooked. The hidden curriculum is the basis of pedagogical communication and it includes everything that students adopt from the norms and values of teachers, from the school environment, school culture. Its important feature is its implicitness. The implicit theory of the teacher represents the beliefs and values of the teacher in relation to how the teacher perceives the student, how he observes childhood and which learning theory he represents. The relationship between hidden curriculum and implicit theory is mutual, because a certain hidden curriculum becomes an integral part of implicit teacher theory. The aim of this paper is to shed light on the importance of the hidden curriculum and the implicit theory of teachers in the educational process. The goal is achieved on a theoretical level, by applying the method of theoretical analysis and content analysis techniques. In this

paper, we will present implicit curriculum, implicit or theory in teacher practice, the relationship between implicit teacher theory and hidden curriculum, present previous similar researches on this topic and try to offer certain pedagogical implications.

Keywords: hidden curriculum, implicit teacher theories, teacher, student.

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ON THE SEMANTICS OF ADVERBIAL PARTICIPLES IN OLD SERBIAN

The paper tackles the evolution of adverbial participles in Serbian. In modern Serbian adverbial participles express temporal relations: the present participle expresses simultaneity, past participles anteriority and simultaneity as well. Besides temporal relations participles can also express reason, goal, condition, result, permission.

The use of adverbial participles however, differs in Old Serbian. The investigation aims at carrying out a frequency investigation of the different types of participles and highlights the rules in their usage in Old Serbian relying on the Trojan Parable (15th cent.) and 14th century charters.

Keywords: history of the Serbian language, syntax, adverbial participles.

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AESTHETICS OF PLAY - APOLOGETICS OF THE PEACE: AN ATTEMPT FOR AHISTORICAL REVERSAL OF THE WORLD HISTORY

The main purpose and meaning of this paper is to open the perspectives to lasting world's peace in Future – beyond the boundaries of “history-simulacrum”: to signify Introduction into Aesthetics of Play as an Apologetics of peace – outside the “test-tube” of historical consciousness. As a research