CONTEMPORARY METHODS AND TECHNIQUES IN THE TEACHING OF THE ALBANIAN LANGUAGE

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Abstract

The teaching methods in the field of pedagogy, didactics and methodology represent a way, means and form of action in the teaching work through which knowledge is acquired, skills and abilities, and this way the educational material is elaborated. The application of modern methods and techniques in the content articulation of the teaching class is of exceptional importance for achieving higher success in learning and teaching. This paper work seeks to show modern methods and techniques and their application in the study of Albanian language. Through the presentation of this topic, the following elements will be considered: methods of teaching in education, structure of teaching and active learning, learning objectives and teaching objectives and, teaching techniques used in the study of the Albanian language. In the paper work, the problem of asking questions of the students in the teaching process will be presented in a special way as an important moment in the assessment of the students. The ultimate goal of the paper work is to point out the significance of the application of contemporary methods and the role of the teacher in the teaching of language.

Keywords: methods, techniques, modern methods, language

INTRODUCTION

The use of modern techniques and methods that are in line with modern educational technology reflect contemporary trends in teaching in the best way. Obviously, there is a disagreement of active learning and critical thinking with passive learning that has many pedagogical remarks. This approach is also present in the learning, respectively the realization of the teaching of the Albanian language. To learn in an active way means to be curious, to ask questions, to discover new knowledge, to think more widely and to use their knowledge to solve problems and for further discoveries. In passive learning, students listen to the teacher and receive information. While active learning and critical thinking are intended to awaken curiosity among students, to develop in them the ability for new discoveries and to build understanding in the form of answers to the questions they have and to cause deeper thinking about the meaning of new knowledge. Our main task as teachers, educators, tutors is to teach our students how to learn effectively, to think critically, thus contributing to students being able to independently view information and make decisions.

Through the presentation of this topic, will be considered the following elements: methods of learning in teaching, asking questions in the teaching process, structure of teaching and active learning, learning objectives and teaching objectives and teaching techniques used in the study of the Albanian language.

1 Specialized paper
I. METHODS OF TEACHING IN CLASS AND LEARNING

The teaching method is a means, tool and form of action in the teaching work through which knowledge, skills and habits are acquired, and the educational and educational material is elaborated.

1.1. Verbal method

The verbal method or method of communication is divided into: monologue and dialogue.

1.1.1. Monologue method is commonly used for lectures, explanations, etc.

The variants of this approach are numerous, but starting from the criteria, the most famous are: lecture; narration, description, explanation and reporting.

The lecture is one of the oldest monologue variants, which takes a special place in the organization and the learning process. But since the classes last for an hour, respectively 45 minutes, this method is not recommended for primary school students.

Narration or narrative method is a specific variant of the monologue method (monologue) widely used in teaching. Description in the teaching work plays a very important role in reflecting the real world in students' awareness, therefore it is a constant variant and often used form of the monologue method. The clarification as a constant variant of the achromatic method, aims to explain the unknown educational content, by making it clearer and closer to students.

Reporting as a method of monologue is carried out in situations where from students or a particular person is required to report (inform) the results of a particular action.

1.1.2. Dialogue method

The dialogue method or method of conversation is a method through which is made modification and exchange of information. When we talk about dialog we mainly need to bear in mind the conversation that takes place by means of questions and answers, therefore this teaching method is very close to the students, because it encourages their learning activity. Dialogue method with its interactive character in educational work, mobilizes the psychic and physical personality of students, and is therefore an integral part of all phases of organizing the educational structure and teaching.

Since teaching is organized through questions as an integral part of the dialogue, the verbal expression of the teacher and the students are those elements that develop the process of cooperation in the direction of acquiring new knowledge, as well as the process of controlling and verifying the acquired knowledge.

2. ASKING QUESTIONS

The skill in asking a question is also at the centre of the reporter of the successful teaching. John Dewey, as the founder of progressive philosophy in education, on the skill and techniques of asking a question, says: “If you know how to ask the right question, then you know how to teach. More than anything else, the beauty of the art of teaching depends on the ability, ideally, the teacher's skill to ask questions, because it serves as a guide for vivid and clear ideas, stimulates imagination and thinking and makes us act.”

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In the teaching work, we divide the questions into convergent and divergent questions.

a. **Convergent questions**

Convergent questions focus on specific, narrower goals. While using such a convergent strategy, the teacher encourages student responses to focus on one central topic. Convergent questions, in most cases, receive short answers from students, and rely on a lower level of thinking, which means a low level of knowledge and understanding. This does not mean that the use of a convergent technique is not good, respectively, it is bad. In most situations, the teacher should decide what knowledge needs to be demonstrated to the pupils, and in these cases, lower-level questions are more appropriate.

At the classes of Albanian language instruction, teachers can use a convergent model that requires short and quick answers, during the evocation or forecasting phase. These questions also encourage the participation of all students in the teaching, respectively, in giving answers.

b. **Divergent questions**

*Divergent questions* are contrary to convergent questions. Through the divergent interrogation strategy, a bigger number of responses by students can be obtained. Divergent questions also provide more extensive responses from students. Divergent questions are ideal for inculcating trust among students who have learning difficulties, because these questions are not always intended for getting straight and correct answers.

c. **Questions according to Bloom taxonomy**

Teachers use different strategies when they ask questions. There are seven hierarchies of questions and classifications of methods such as those of: Benjamin Bloom (1956), Norris Sanders (1966), Hilda Taba (1967), Richard Smith (1969) and others. Most teachers use Bloom's taxonomy (in the function of formulating the question), where the questions are classified in several levels:

1. Questions from a lower level, which include questions from the cognitive sphere, questions for understanding knowledge and questions for the implementation of knowledge.
2. High-level questions, which include questions that aim analysing, synthesizing and evaluating knowledge.

The types of questions are also classified according to the content:

- Closed or open questions - focus on the teaching questions that are pre-determined by the teacher;
- Open or wide questions, essays - have a broad goal and responses cannot be accurately determined by the teacher;
- Evaluating (assessment) questions - encourage the students' logical abilities because they judge and evaluate the acquired knowledge;
- Conceptual questions - students respond by relying on rational, reasonable response;
- Empirical questions - include surveillance, reproduction of facts and students' experience;
- Transparent questions - are used to prolong the rationale by forcing the student to think about giving complete and lasting answers;
Key questions - these questions bring to light the fundamental issues and ideas in teaching^4.

d. Levels of using the questions

The diversity in the formation of questions, at all levels of thinking, with varying degrees of difficulty, forms an integral part of the art of interrogation. The field of knowledge according to Bloom Taxonomy, as we pointed out earlier, contains six levels: Knowledge; Understanding; Implementation; Analysis; Synthesis and Valuation.

The table below distinguishes the different types of student behaviour at each level^5.

<table>
<thead>
<tr>
<th>Level of difficulty in behavior</th>
<th>Expected behavior of the student</th>
<th>Teaching procedure</th>
<th>Key words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (reproduction)</td>
<td>The student is able to recall information or repeat the same, to get to know the facts, terminology and rules.</td>
<td>Repeating Reproduction</td>
<td>Tag Description Identification</td>
</tr>
<tr>
<td>Understanding (meaning)</td>
<td>The student is able to change the way of communication, transforming and reformulating what is read or discussed.</td>
<td>Explanation Illustration</td>
<td>Sum (summary) Paraphrasing Reformulation</td>
</tr>
<tr>
<td>Implementation (transfer)</td>
<td>The student is able to apply the learned information in a different content than that of the learned.</td>
<td>Practice Transfer</td>
<td>Implementation Usage Engagement</td>
</tr>
<tr>
<td>Analysis (link)</td>
<td>The student is able to divide the problem of its constituents and establish a connection between them.</td>
<td>Generalized trial Special trial</td>
<td>Connection Differentiation Difference</td>
</tr>
<tr>
<td>Synthesis (creation)</td>
<td>The student is able to combine the parts to create a special or new solution to the problem.</td>
<td>Division Generalization</td>
<td>Formulation Compilation Production</td>
</tr>
</tbody>
</table>

### 3. TEACHING METHODS THAT FOCUS ON THE STUDENT'S ACTIVITY

Learning methods regarding teacher and student activities are divided into two groups:

- Methods that focus on the teacher's activity
- Methods that focus on the student's activity.

The teaching that is based on the development of thinking habits, in the last 30 years, has gained large proportions, with the so-called “cognitive revolution”. To understand better the relationship between thinking and knowledge, researchers Singler and Fenkins proposed the following analogy:

Solving the problem through critical thinking uses a procedure to identify the problem, providing ideas for a solution, trying one solution to assess what happened. According to Sanders, the various types of questions form a hierarchy, ranging from the lowest level of thinking to the highest level. Classification of questions has 7 levels:

1. Memory - reproduction, knowledge of previously learned ideas;
2. Translation - re-formulating an idea in a different way;
3. Interpretation - use of an idea to solve a particular problem;
4. Implementation (conducting) - use of a certain idea to solve a particular problem;
5. Analysis - solving one problem following logical steps;
6. Synthesis - creating something when data is given;
7. Evaluation (assessment) - evaluating some value.

There is a coincidence between the different types of questions with the categories of thought, according to Bloom's taxonomy.

#### 4. Structure of the teaching class according to ERP

Evocation - In this phase, there is an evocation (remembrance) of previous students' knowledge about a certain topic.

In the first phase there is a discussion in groups, whereby students complement ideas with each other. During this discussion, it is highlighted what is important about this topic. Using the structure during the evocation phase, students are required to create a list of ideas using

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8 Group of authors, (1999), Methods of teaching: Manual for new teachers, AEDP, Theona, Printing house LERT, Tirana

the Brainstorming technique, about what they know at the beginning. The evocation phase aims to activate students, because learning is an active, not a passive activity.\textsuperscript{10}

**Realizing the meaning (sense)**

The realization of the meaning is the second phase of the structure of the teaching.

During this phase, the reader gets new information. This can be achieved by using a textbook or by doing a demonstration experiment.

There are certain techniques for this phase:

- *Interrogation procedure* (under this procedure, two students read the text together and at the end of each paragraph they ask questions each other)
- *Mutual teaching* (it is known that the best way to learn is through teaching).

**Reflection (mapping)**

The **reflection phase** is one of the main stages during which students strengthen the new learning and actively update their previous knowledge. During the reflection these goals are achieved:

- Expression of the students with their own words about the ideas and information they encounter during the reflection (mapping).
- Reasoning will be more sustainable when information is established within a structure with comprehensible content.
- The occurrence of the inclusion of various and numerous information leads to different construction of them so that they can be applied in practice in the future\textsuperscript{11}.

**CONCLUSION**

The teaching methods are used in every activity that serves the realization of teaching objectives, respectively, in order to fulfil certain requirements of the educated process.

In today's conditions, with the rapid development of society and the increasing increase in the speed of information flow, traditional teaching methods that focus on the teacher's activity cannot respond to new changes and challenges in the field of education.

Therefore, in the process of applying modern methods in teaching, the focus is shifted and focused on the student's activity by using active-oriented teaching. Contrary to the traditional teaching that is dominated by the use of outdated methods in teaching, contemporary teaching requires the application of modern methods in teaching that are actively oriented. Actively oriented and conceptualized teaching is characterized by the application of other types of activities such as: acquiring skills for problem solving, applying acquired knowledge in new situations, developing independence, active relation in the perception and problem solving, the development of a system of logically related knowledge, the application of knowledge in practical situations, and others. Active-oriented teaching enables the student to switch from a passive object to an active subject in the classroom. This involves the release from the practice of reproduction of knowledge and directing to the practice of greater autonomy in the acquisition, processing and application of new information and knowledge in the teaching


\textsuperscript{11}Same, p. 117
process. The application of modern methods in teaching as well as the pursuit of practicing actively oriented teaching is a common goal of the teacher and the students.

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