TEACHING STRATEGIES AND FORMATIVE ASSESSMENT IN THE ELEMENTARY SCHOOL"BASHKIMI" IN THE MUNICIPALITY OF GOSTIVAR

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Abstract

Teaching is a unique process that implies the organized work of the teacher with students, to acquire habits, skills and systematic acquisition of knowledge. It implies a basic didactic concept, which is an integral part of the educational program. And teaching is an organized, systematic, creative and interactive activity, institutional or non-institutional, which aims to master the defined contents, acquire knowledge, skills and habits, as well as train students for further and continuous work. This research aims to reveal the attitudes of teachers regarding formative assessment and the application of teaching strategies in teaching. In order to provide a real picture of the situation in question, we have selected a random sample of 50 teachers. The research is based on data collected from questionnaires dedicated to teachers of the primary school "Bashkimi" in the Municipality of Gostivar. The relevant data were processed with statistical data. The results provide us with data that the variable of teachers' attitude regarding formative assessment during teaching resulted in 60% positive responses and 40% negative responses from teachers. This result allows us to conclude that the variable of teachers' attitude regarding formative assessment during teaching has a normal distribution. This research forms a potential basis for examining teachers' attitude towards teaching strategies, formative assessment.

Keywords: teaching, lecture techniques, formative assessment

Introduction

One of the biggest challenges for teachers is how formative assessment affects student motivation, that is, how much it manages to create a positive climate for students. Formative assessment is a didactic process that shows how the learning process of students is progressing during teaching, thus it serves us to make teaching corrections to close the gap in addition to the students' current knowledge and desired goals. The purpose of formative assessment is to improve student motivation and learning. During innovations in education, namely the introduction of formative assessment, it shows the need for preparation and assessment through lecture techniques which creates opportunities for encouraging students to think and be open to certain problems; it also helps the learning process and has sufficient structure to encourage students to gather ideas, thoughts, etc. If we address the purpose of this research, the object of our research is:

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1. Understanding the term learning

Learning as a process is one of the forms of knowledge that a person applies throughout his life by learning continuously, in all areas, whether in the family, at school, in social life, economic life, in institutions of culture, science, sports, etc. However, there are some ages that are more suitable for learning, because the ability to learn is related to the psychological and physical

development of a person. Learning at school, as an organized educational institution, is the main and planned form of knowledge, through which a person receives education and upbringing. Learning at school is planned and well organized. The content of learning is defined in plans, programs and textbooks. There are different definitions regarding the basic didactic concept of learning, which define it as learning, which is a unique educational process, which, under the guidance of the teacher and with the active participation of students, is developed in a planned and systematic manner, where students gain new knowledge, skills and habits, develop their mental and physical abilities and in this way their overall development is achieved. Learning has the character of an educational and educational process, but it is not identical with education or upbringing. The main goal and task of this activity is the correct and complete realization of the upbringing and education of the new generation.

Types of learning are:
- ❖ *Learning by conditioning;*
- ❖ *Learning by imitation; learning by model;*
- ❖ *Learning by trial and error; cognitive learning;*
- ❖ *Active learning and memorization.*

2. Teaching techniques

Teaching techniques are activities that help the learning process and are the most effective way to teach. The teaching technique determines how the student will learn and how he will receive the information or concept. In the educational literature, there is great confusion when it comes to certain notions, such as method, strategy and technique. In fact, there are three teaching methods: transmission, research and a combination of both. The method is a complete procedure for the process of achieving certain goals. Teaching techniques can be specified for each day and with their help the teacher designs and develops the lesson. There are many factors that determine which of the techniques to be applied will be successful or not.

3. Types of Lecture Techniques

- *"Brainstorming" Technique*

This technique implies a conversation in the form of a question-answer with students, namely, the free giving of answers by students. Giving such thoughts can be individual, then combining ideas in groups and pairs. But, thoughts can also be taken in a frontal form, when the problem is presented in front of the whole class. Applying this technique is easy and simple. Initially, a question is asked and this question allows students to give different opinions. The question should be posed in such a way that students are not limited to answers.

- *Organization of teaching work in groups*

Teaching work in groups has a long and quite dynamic history. It was developed on the basis of criticism directed at frontal work and social requirements, for the approximation of the social identity of the student in the lesson, within the framework of the working-teaching group. The first steps in organizing teaching work in groups, as well as the results achieved within educational and training institutions in Germany, aroused great interest among teachers of the time. The famous French teacher Roger Cousin and Peter Peterson in Germany began to practice this form of organizing teaching work. One of the most important factors in the successful organization of the teaching form in groups is the preliminary preparations that must be carried out. The method of organizational-operative and didactic-methodical preparation depends

mainly on the definition of the content of the teaching work, namely the educational activity. Different contents also require different commitments, not only in terms of organizational forms, but also in terms of the teaching material base and other conditions for the development of teaching activity.

- *Educational work in pairs-tandem*

The form of organizing educational work in pairs (tandem), or as it is also called, partner work, is a special and specific didactic modality, both in terms of composition and in terms of the internal and external organization of the teaching work. As in other forms of teaching work, in this form, the effectiveness of educational and educational activity depends on the prior preparation of the teacher and students. According to current practice, this form of teaching and educational work has been implemented with the aim of reproduction in the lesson, namely for the repetition and exercise of school and homework assignments. Pair work has several specific and positive features that should be taken into account, and they are:
- ❖ *The positive impact of partnership on the other partner;*
- ❖ *Development of work habits;*
- ❖ *Commitment to discovering adequate work methods;*
- ❖ *The possibility of self-correction and comparison;*
- ❖ *Training for cooperation.*

- *Teaching work in the form of frontal-collective organization (frontal)*

This form of teaching work has the character of joint organization with all students of a class, at the same time and has the character of collective work. Frontal work contains direct characteristics of the system of organization of teaching work and the participation of teaching factors. The social formation of collective work lies in the development of interactional relations of teaching communication in the direction of the acquisition of subject-teaching contents. With this form of teaching work, teaching work is developed with the entire class under the guidance of the teacher. This concept of teaching work necessarily requires that the teacher, using means of auditory and visual influence, adapt the rhythm, color and intellectual level of his lectures, in a fictitious way so that he can follow the average student. Frontal work, in comparison with other social formations of organization of teaching work, is encountered in current practice as a fairly frequent form also due to several advantages with which this form is distinguished.

- *Individual form of teaching work - individualized learning*

The form of individual work in teaching with its elements of direct communication represents one of the primary requirements of the contemporary organization of teaching work. This form of teaching work in didactic literature is called a differentiated form of teaching work. Individualism, viewed from the current aspect, along with other forms, also represents one of the constituent elements of the contemporary development of educational and educational activity, because it is always in function of the independent work of students and aims at their training for self-learning and self-education. These characteristics are just some of the positive features of individual teaching and the didactic-methodical organization of this teaching form. Individual teaching is one of the rather complex issues in the didactic structure of the organization of educational and educational activity. This form requires special commitments of the work of the teacher and other teaching staff.

- *The I Know, I Want to Know, I Learned Technique*

It is a technique that includes the three stages of the lesson, but which is placed in the phase of realizing meaning. It is easy and convenient for both students and teachers to implement. A table divided into three parts is marked on the blackboard, the topic to be elaborated is laid out, the table is filled in through three columns: I Know, I Want to Know, I Learned, which includes the evocation phase. Here, students' ideas about what they know about the topic are taken and written, students ask questions about the topic, where the questions are written in this part, which includes the reflection phase.

5. Understanding the notion of Formative Assessment

Formative assessment has become a key word in the field of assessment and evaluation in education. There are many synonyms that are used, such as: assessment for learning, formative assessment, classroom assessment. But according to Black & William, the term formative assessment refers to all activities undertaken by teachers and students that provide information that will be used to modify the teaching and learning activity. According to Thompson & Wiliam, the teacher who consciously uses assessment to support learning accepts this information, analyzes it and makes decisions that address the meanings and misunderstandings that have been discovered.

Formative assessment shows how the learning process of students progresses during teaching, thus serving us to make teaching corrections to close the gap between the students' current knowledge and the desired goals. The purpose of formative assessment is to improve student motivation and learning. Formative assessment creates a formal structure, their decisions are based on the material collected and corrected. To achieve this goal, teachers must implement a continuous circular process, which includes their assessments of student work and behavior, feedback, information about students and instructional corrections.

6. Characteristics of Formative Assessment

A key element in this process is the continuous monitoring of teachers, to discover the reactions of their students to teaching and the progress of students, towards understanding the content or towards acquiring skills. Formative assessment involves the use of various strategies and methods with the aim of raising student results in the lesson. This is best achieved if students understand the learning goals, where they are in relation to those goals and how they can achieve them. Good assessment is essential for effective teaching, and here too, assessment drives teaching. When a teacher teaches, he must know what to ask of his students, how to lecture, how to respond to students, and then how to adjust his teaching.

- ❖ *Sharing learning goals with students;*
- ❖ *Helping students identify the standards they are aiming for;*
- ❖ *Involving students in peer assessment and self-assessment;*
- ❖ *Providing feedback that enables students to identify next steps and how to accomplish them;*
- ❖ *Involving teachers and students in reviewing and reflecting on assessment information.*

7. Principles of Formative Assessment

The principles of learning and education in general represent the main guidelines and requirements that must be met for the optimal organization of education. Principles of Assessment for Learning (Assessment Reference Group, 2002), "a guide that reflects the basic characteristics of the concept, which represents a criterion-based process of assessing student achievement and which should be respected in the learning process".

Principle 1. Assessment for learning should be part of the activity and planning of teaching and learning;

Principle 2. Assessment for learning should focus on how students learn;

Principle 3. It should be recognized that student assessment has a central role in classroom practice;

Principle 4. Assessment for learning and consider the professional competence of teachers;

Principle 5. Assessment should be sensitive and constructive because any assessment has an emotional impact;

Principle 6. Assessment for learning should also take into account the importance of student motivation;

Principle 7. Assessment for learning should promote engagement in achieving shared educational goals and an understanding of the criteria by which they are assessed;

Principle 8. Students should receive constructive guidance on how to improve their work;

Principle 9. Assessment for learning - develops students' skills for self-assessment, and to reflect on and direct their learning;

Principle 10. Assessment for learning should cover all student achievement.

8. Research methodology

Reasoning the topic

The biggest challenge for educators in modern theories, in addition to the focus given to personality development, is the question of how assessment and teaching strategies can have a motivating effect on students, that is, how the same process can positively affect their achievements. Assessment is a didactic and complex process that is carried out by the teacher in order to record the level of knowledge and achievements acquired. Assessment is an integral part of the teaching process, so during the teaching process it is important to see the learning process and recognize the strengths and weaknesses of students individually. Teaching is a unique process that implies the organized work of the teacher with students, to acquire habits, skills and the systematic acquisition of knowledge. It implies a fundamental didactic concept, which is an integral part of the educational program. While teaching is a fundamental category of didactics and also an organized activity and process aimed at educating and educating students. It represents an important social aspect. The teaching process is very complex as it includes reports and relationships that must be intertwined and harmonized simultaneously and continuously. In our schools, unfortunately, in most cases traditional teaching is still used where students are passive listeners, while teachers lecture and students respond only if asked by the teacher. Thus, students are little or not at all motivated to use their mental abilities, such as analysis and synthesis (critical thinking and creativity). The result of this is that students who memorize facts quickly forget them because they do not use them in real life situations.

Research goals and tasks

Examining pedagogical approaches to assessment, i.e. examining the opinions and attitudes of subjective factors in the assessment process, is the goal of this research. A specific goal is to discover the level of understanding of teachers about the meaning, characteristics, purpose of teaching techniques and its function. The main task of this study is to truly examine the problem in order to perform in a better and more diverse way several tasks that precede the realization of the research objectives, among which the most important are:

❖ *Research, reading and analysis of literature and works related to this phenomenon;*
❖ *Determination that the lecture technique is an activity that helps the learning process;*
❖ *Determination that learning is a unique educational-educational process, which with the guidance of the teacher and with the active participation of students develops in a planned and systematic manner, where students gain new knowledge, skills and habits;*
❖ *Determination that the main aspects of learning are: pedagogical aspect, pragmatic aspect and didactic aspect.*

Research hypotheses

In accordance with the stated purpose of the research, the following has been established:

Basic hypothesis:

X. Teachers' attitudes towards the use of modern teaching techniques and their approach to the implementation of formative assessment in the teaching process.
Supported by the main hypothesis, it is natural to reflect specific hypotheses that will illuminate and fulfill the aspect of the implementation of the teaching strategy in the formative assessment process.

Specific hypotheses:

X1. Formative assessment monitors progress during the learning process, provides feedback to facilitate learning and improve teaching;
X2. The use of lecture techniques as a teaching strategy helps organize and structure learning content, emerging as one of the most efficient forms of transmitting knowledge from teachers to students;

Definition of variables

To study this variable phenomenon, we are oriented to study the relationship between the independent variable "cause" and the dependent variable "outcome".

Independent variable:

❖ Application of techniques in the teaching process;

Dependent variable:

❖ Teachers' attitudes regarding formative assessment during teaching.

Scientific research methods

The following methods will be used in this research:
- ❖ *Observation method – data and information on student achievements are collected;*
- ❖ *Theoretical analysis method – used in most research and serves as a body of knowledge on the relevant topic;*
- ❖ *Testing method – this method is used to verify and confirm the achievements of a phenomenon;*
- ❖ *Descriptive method – this method describes the phenomenon that is the subject of research;*
- ❖ *Comparative method – we compare data from surveys.*

Measuring techniques or instruments

The research will be quantitative. Surveying will be used as a technique, where the measuring instrument will be the questionnaire as an instrument for collecting data. The questionnaire for teachers will be formulated with 15 questions. This questionnaire will ask for the gender of teachers, the level of education completed, as well as opinions and attitudes about the questions posed. The final sample size will be determined after the sample list is compiled. The data obtained will be statistically processed. The data obtained will serve to confirm or disprove the research by comparing the responses and opinions of teachers at the "Bashkimi" elementary school in the municipality of Gostivar.

Population and sample

The population of this study will be the "Bashkimi" primary school in the vicinity of the municipality of Gostivar. 50 teachers from that school will give their opinion on the topic in question.

9. Presentation of the research results

Demographic characteristics of the sample

The table shows the number of teachers by gender. According to which we have this distribution where **60%** are female and **40%** male.

*Grap.1 Teacher respondents by Gender*
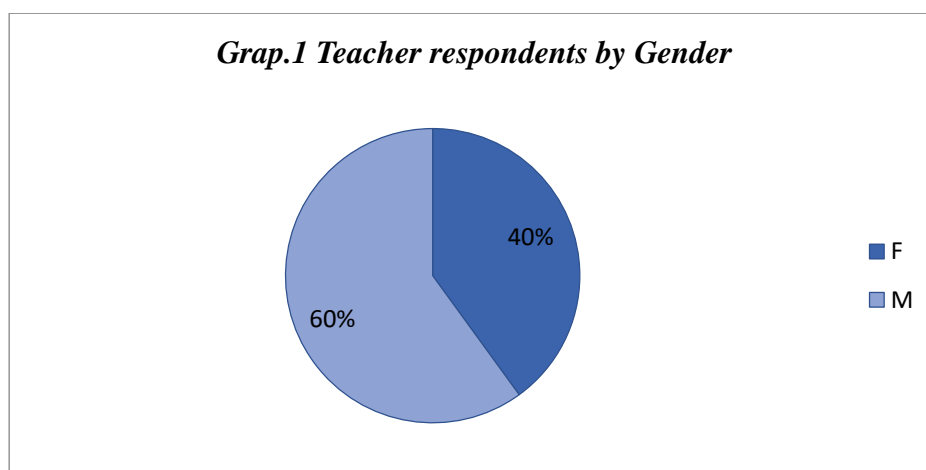
According to the educational level of the teachers, it turned out that over **73%** had higher education, **27%** of them had a second degree, and we did not have any other qualifications.

Grap.2 The percentage of techers surveyed by education level
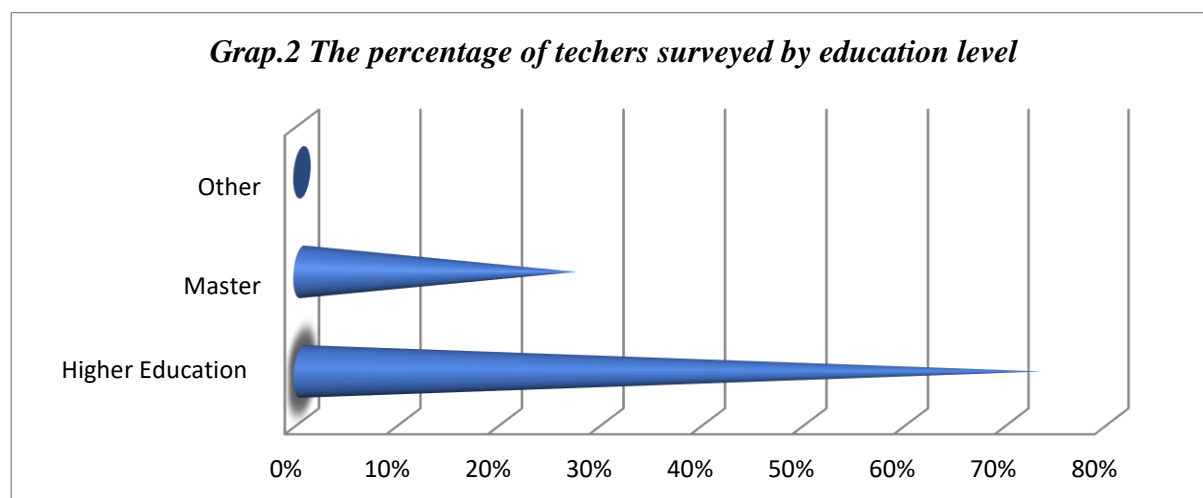

Distribution of attitudes in the sample

Since the research is oriented towards identifying teachers' attitudes regarding the application of teaching techniques and formative assessment, summarized data are presented where, Teaching work in groups is **33%,** Educational work in pairs-tandem **13%,** Teaching work in the form of frontal - collective (frontal) organization **27%,** Brainstorming Technique and the "Know, Want to Know and Learn" Technique, resulted in **0%,** which allows us to conclude that the variable of teachers for the application of teaching techniques resulted in the most applied technique in the teaching process being ***Group Work*** and the least applied is

Brainstorming Technique and the "Know, Want to Know and Learn" Technique.

Grap.3 Teachers were surveyed for the applicationof techniques in the teaching processs
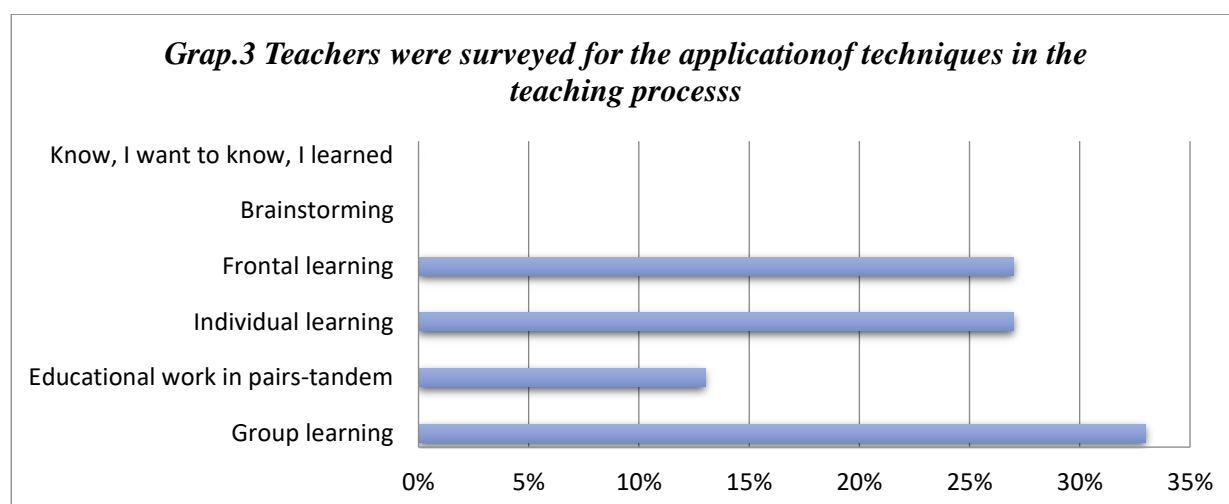
According to the processed data, the teachers' attitude towards formative assessment during the teaching process adds up to the summarized data where: Positive attitudes towards formative assessment resulted in **60%**, while negative attitudes resulted in **40%**. This result allows us to conclude that the variable of teachers' attitude towards formative assessment during teaching has a normal distribution.

Grap.4 Teacher's attitudes rearding formative assessment during teaching
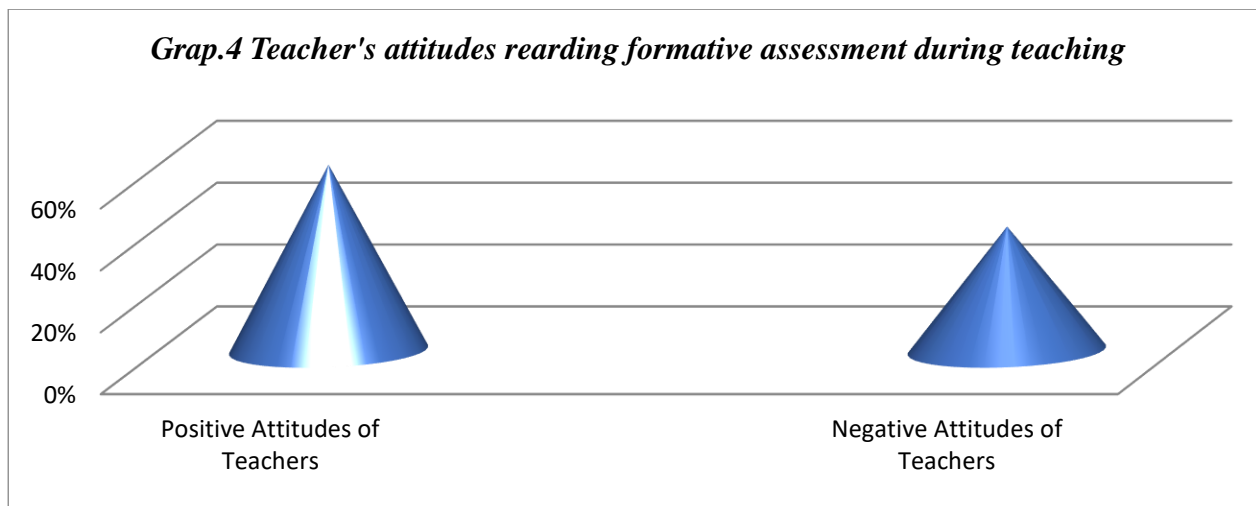
Inferential statistics and interpretation of the hypothesis

Before moving on to the interpretation of the hypothesis in order to have an objective overview of the research objectives, we first analyzed the potential correlation of teachers' attitudes by gender regarding the application of teaching techniques, which resulted in the proportionality of the same not being equal, where the female gender resulted in **53%** with positive responses, as well as the male gender with **47%**, while for negative attitudes, it resulted from both genders with **0%**.

Grap.5 The potential correlation of teacher's attitudes according to gender for the applicationof discourse teachniques
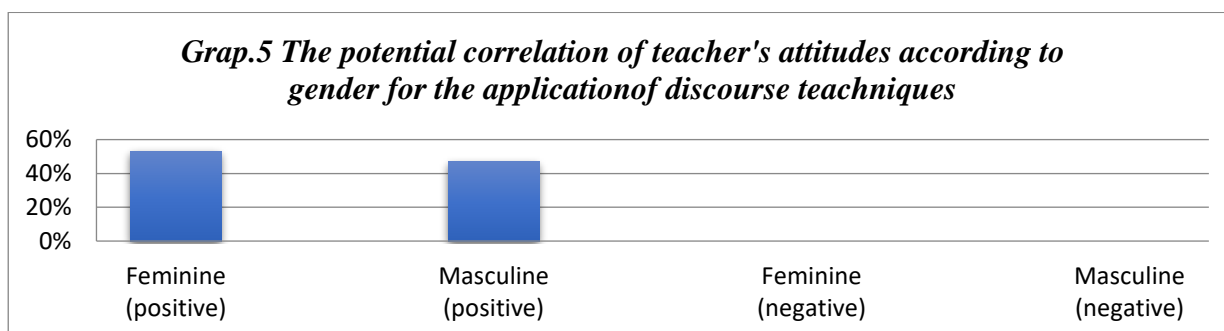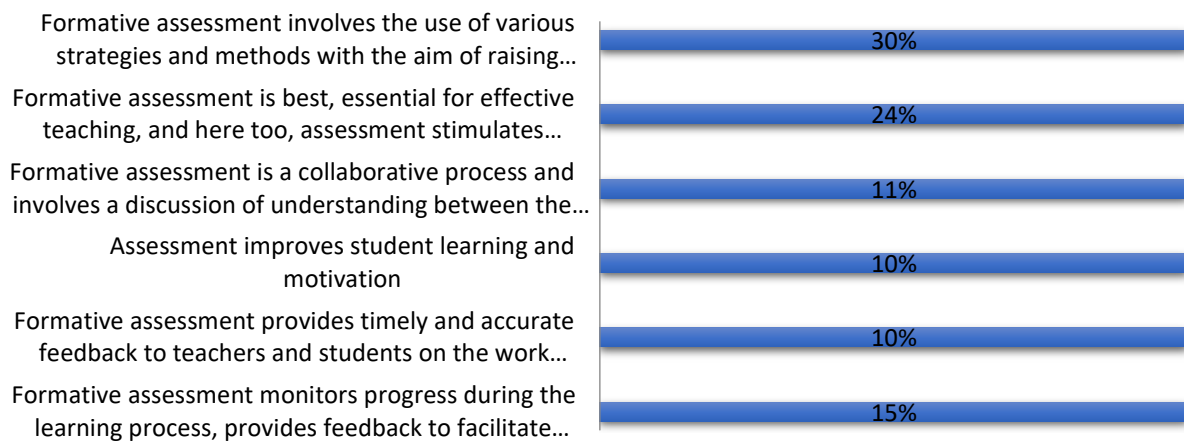
So, according to teachers, Formative Assessment, timely and accurately shows teachers and students about the work done towards achieving the learning goal defined thus with **24%**, then, formative assessment shows how the learning process of students is progressing during teaching with **12%**. So, according to the content of the main hypothesis of the research, it results:

*X: Teachers' attitudes towards the use of contemporary teaching techniques and their approach to the implementation of formative assessment in the teaching process **are positive.***

According to the above findings, we can conclude that the basic hypothesis is being confirmed in this research. Also, Formative Assessment improves learning and motivation of students in learning, so most teachers have adequate definitions for formative assessment, so **X1** *Formative assessment monitors progress during the learning process, provides feedback to facilitate learning and improve teaching, **is consistent and verifiable.***

Grap.6 Teacher's perception of Lecture Techniques

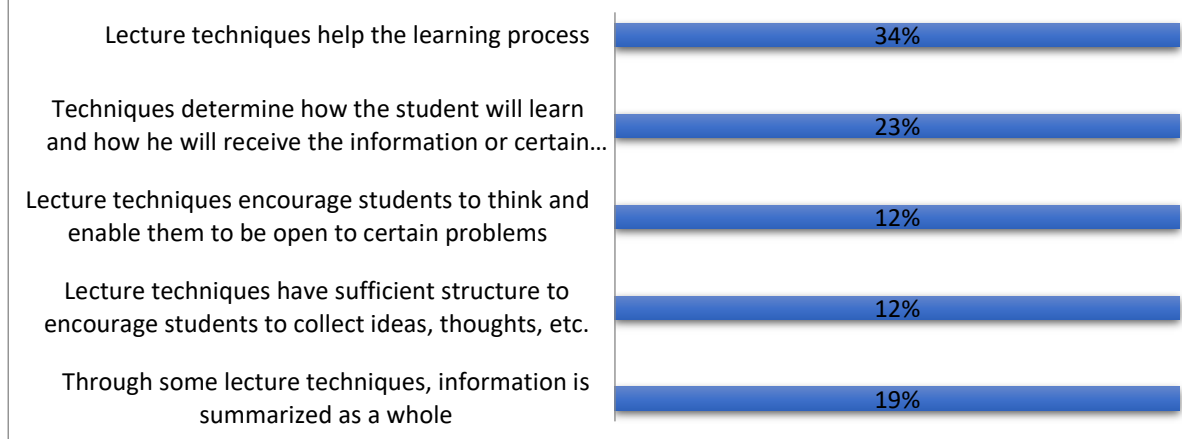|	
Formative assessment involves the use of various strategies and methods with the aim of raising…	30%
Formative assessment is best, essential for effective teaching, and here too, assessment stimulates…	24%
Formative assessment is a collaborative process and involves a discussion of understanding between the…	11%
Assessment improves student learning and motivation	10%
Formative assessment provides timely and accurate feedback to teachers and students on the work…	10%
Formative assessment monitors progress during the learning process, provides feedback to facilitate…	15%

On the other hand, for scientific correctness, we have analyzed the potential correlation of teachers' attitudes by gender regarding formative assessment. Where the results show that the proportionality of the same is not equal, where the female gender resulted in **47%** and the male gender with **53%**, it is seen that there is a difference between them.

Grap.7 The potential correlation of teacher's attituds according to gender for Formative Assessment

■ Male ■ ■ Female

47%

53%
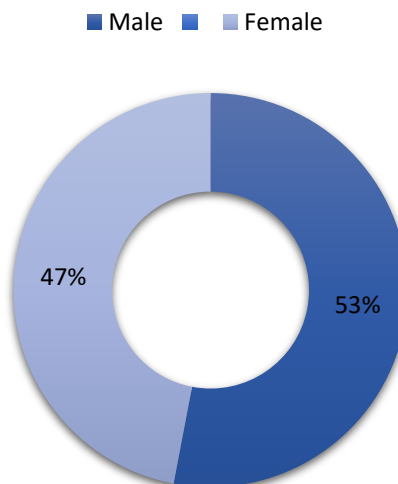
On the other hand, the frequency of questions (7 and 8) presented below in the graph, indicating the function and objective of lecture techniques, i.e., **X2** *The use of lecture techniques as a teaching strategy helps organize and structure learning content, emerging as one of the most efficient forms of transmitting knowledge from teachers to students*, <u>**this particular hypothesis is also confirmed.**</u>

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Grap.8 Teacher's perception of Lecture Techniques

Lecture techniques help the learning process	34%
Techniques determine how the student will learn and how he will receive the information or certain…	23%
Lecture techniques encourage students to think and enable them to be open to certain problems	12%
Lecture techniques have sufficient structure to encourage students to collect ideas, thoughts, etc.	12%
Through some lecture techniques, information is summarized as a whole	19%

10. Conclusion

From the analysis of data collected in the elementary school "Bashkimi" in the municipality of Gostivar, through a sample of 50 teachers, significant data on the use of contemporary teaching techniques and attitudes towards formative assessment result. In terms of demographics, 60% of the respondents are female and 40% male. In terms of education, 73% have completed Bachelor's studies, while 27% have a Master's degree. This indicates a high professional level of the pedagogical staff involved in the study.

Regarding the use of teaching techniques, the most used are:
- ❖ *Group work: 33%;*
- ❖ *Collective frontal organization: 27%;*
- ❖ *Pair work and individual learning: 13% each;*
- ❖ *While techniques such as "Brainstorming" and "Know, Want to Know, Learned" (KWL) were not used at all (0%).*

Regarding attitudes towards formative assessment, 69% of teachers expressed a positive attitude and 40% a negative attitude. When analyzed by gender, 53% of males and 47% of females display positive attitudes towards formative assessment. This suggests a small gender difference, but without a significant impact on the overall quality of perceptions.

The analysis of questions 7 and 8 results in the following:
- ❖ *30% of teachers link formative assessment with the use of strategies to improve student achievement;*
- ❖ *24% emphasize its function in improving teaching;*
- ❖ *15% link it with monitoring student progress;*
- ❖ *The rest with aspects such as motivation, collaboration and feedback.*

Based on the data and analyses conducted, all hypotheses formulated in this scientific paper are confirmed:

- ➢ ***Basic hypothesis:***

 "Teachers' attitudes towards the use of contemporary techniques and formative assessment are positive and affect the improvement of the learning process." Confirmed, since 69% expressed a positive attitude and the use of contemporary techniques is present in practice, especially in group work and frontal organization.

➢ *Specific hypotheses:*

"Formative assessment helps monitor progress during the learning process and provides feedback for improving results." Confirmed, based on the fact that 30% of teachers emphasize this function of formative assessment, while 15% directly link it to monitoring student progress.
"The use of lecture techniques as a teaching strategy helps organize and structure learning content, emerging as one of the most efficient forms of transmitting knowledge from teachers to students,." It is confirmed, as the high percentage of group work use and the positive evaluation of structured techniques (such as lecturing and group work) indicates the effectiveness and dedication of teachers to positively influence the learning experience of mothers.

11. Recommendations

Based on the analysis data and conclusions reached in this study, the following recommendations are presented, which aim to further improve the quality of teaching and promote the use of formative assessment in a more systematic and effective manner:

- *Development of continuous training for teachers*

It is recommended to organize professional trainings that focus on the practical and creative use of contemporary teaching techniques, with particular emphasis on methods such as "Brainstorming", "KWL", and formative assessment. This would help overcome the lack of use of more modern techniques.

- *Promoting and integrating formative assessment into all teaching cycles*

Educational institutions should encourage the continuous integration of formative assessment into the planning and development of lessons, considering it as a necessary process for measuring and supporting student progress, not just as a means of final assessment.

- *Designing school policies that support pedagogical innovation*

School leaders should take concrete steps to create an environment that encourages the use of different didactic methods, through incentives and institutional support for innovation in teaching.

- *Creating cooperation among teachers to share effective practices*

It is recommended to develop communities of professional practice where teachers can share experiences and learn from each other on the effective use of formative assessment and contemporary techniques.

- *More active involvement of students in the process of self-assessment and peer assessment*

Such practices increase students' awareness and responsibility for their learning and strengthen the connection between teacher and student in building a sustainable and effective learning process.

- *Using data from formative assessment to adjust instructional approaches*

Teachers should systematically analyze data from formative assessment to improve lesson plans and adapt strategies to the individualized needs of students.

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