

IMPLEMENTING THE LEARNING FORMS IN EDUCATIONAL AND TEACHING PROCESS

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Abstract

The teaching process is a complex and multidimensional process in which, apart from the teacher and students, there are various factors that are important in this process and for whom this process is organized.

Those factors are also the forms of teaching work, the implementation of which brings efficiency to the teaching activity, activates the student, whom we will also talk about in this work.

The purpose of this study is to reflect how much the lessons in our schools are implemented, or stated differently, how much these forms are realized successfully.

To study this problem, we used the survey as an instrument, while the questionnaire as a technique, which was devoted to teachers and students.

We have presented the results obtained in tabular and graphical form, for each answer from a table and graph and they have been used to validate the attitudes of teachers and students regarding these issues.

From the results achieved we have come to the conclusion that the implementation of the curriculum in our schools is not at the right level. This is due to the fact that in our schools there are still teachers who carry a dose of traditionalism in them. Conditions are also a factor that influence the non-implementation of these forms. The creation of conditions is indispensable in order to enable efficient and productive learning.

Keywords: teaching work, form of teaching work, school, pupil.

Introduction

Education is a category and a pedagogical process which consists of the fulfillment of scientific knowledge, the cultivation of intellect, and the development of cognitive and appraisal skills and abilities, the training of individuals for life and independent actions, for active participation in technological-production, social-political and cultural processes.

We are aware that the learning process is devoted to students, but we must bear in mind that we have students who are of the same age but there are differences between them in psycho-physical terms.

The teacher's job is to notice these differences and try to adapt to these students by making the teaching process more attractive and dearer. How is this achieved?

The teacher's work requires special dedication and a preliminary preparation on his/her part, the implementation of a genuine teaching strategy, the combination of methods, forms. The factorization of learning makes the learning process attractive, dear, and effective for students.

Huge technical and technological development has enabled the advancement of learning and the learning process, bypassing the traditional approaches and attitudes towards the learner, in which case, the learner is no longer only a passive subject who only needs to listen, but also an active subject who is being taught.

Forms of teaching work are an integral part of the didactic polygon; parts that need to be implemented without any form of work. So, learning and carrying them out in practice are a fundamental part of a productive and long-lasting teaching.

By applying the forms of teaching work, we achieve higher success, students progress faster and according to their individual timing.

This topic emphasizes the role and importance of the forms in teaching, their use in teaching, in accordance with didactic-methodological requirements.

How much are these forms applicable, will give a reflection of the research conducted in some primary schools and through this we will try to positively influence readers and educators.

1. General aspects of learning forms

The teaching process is generally developed using systems, methods, and teaching techniques, and in order to create these processes there should be used the forms of teaching work.

In the wide didactic literature, there is no complete consensus about what is called and what is meant by the form of teaching work.

However, the forms of teaching work that apply during the teaching process represent the "architecture" of the learning process. The application of any form of work creates genuine relationships between the teacher and the students, among the students, and between the students and teaching tasks.

Regarding the classification of the forms of work there are different opinions from different authors, based on different criteria. In this paper, we will mention only the most generalized and most widely used classification in the teaching practice, which is also emphasized by author Xh. Murati in his work "Didaktika", whose classification is:

- ✓ frontal form of teaching work
- ✓ form in groups of teaching work
- ✓ forms in pairs (tandem) of teaching work and
- ✓ individual form

In the following pages we will give an overview of each of the above-mentioned forms, their role, the advantage and the disadvantage of each of these forms, their impact on the student(s), and their position during their use.

2. Frontal form of learning

Frontal form is the form that mostly finds use in teaching practice and as such we encounter it in every learning class. This form is present in all teaching systems, but mostly in the classroom-learning system, where it has served as a basis for establishing broader relationships among students.

This form comes in the expression of direct learning, where the teacher is in direct relation with the student and vice versa, whereby they co-operate directly. The lesson takes place under the guidance of the teacher, while the students listen and observe, without any difference between them. The class is a collective unit for all students, who are of the same age, so it is assumed that knowledge and skills levels are equal and therefore the teacher works equally with them.

With this form, the teacher plans the lesson based on the average level of the class, which for the gifted students may be easy, while for those below the average level may be difficult, however, this form is applied to this day in our schools.

3. Group form of learning

The organization of the group form takes place on the basis of the 'free group' principle and the free choice of work. In group work, full-time socialization in learning and the opportunity for better life preparation are provided to students.

One of the important factors in the successful and effective organization of group work is the preliminary preparations. The formation and size of the groups cannot be a matter of chance, but they are not compelling either as there may be many consequences to it.

It represents that form of organization where students are divided into groups based on several criteria such as age, prior knowledge of students, tasks assigned on the previous learning unit, etc.

Because the students are divided into groups, the teacher distributes the tasks to them, the students work all together in the tasks according to their choice, and then one of the members makes the presentation of the tasks and the achieved result.

Group work means group work of all group members rather than group reduction. Since group work is characterized by discussion, comments, consults, there cannot be an absolute silence in the classroom. But this form doesn't contribute to an unwanted environment either where loud noise cannot be standed.

Regarding the activity and engagement of students in the classroom, the freedom of movement during the period, and the freedom of space, V. De Feltre stated six centuries ago: "If young people have freedom of movement, it would be easy to notice what their affinities are."

4. The work in pairs form

The work in pairs (tandem) form is also one of the forms of teaching, that is used in the teaching process. Even during this teaching form, professional teacher training is required. In this preparation are included the tasks previously envisaged, about how the course progress will be developed, as well as how the pupils will sit.

Every lesson passes through several stages, and this form is accomplished through several stages, which are:

- ✓ preparatory stages - including the preparation of pupils, how they will work in pairs and how the work progresses, the preparation of the materials etc,
- ✓ the stage of independent work - at this stage, the paired pupils solve the tasks, i.e. the problems presented by the teacher,
- ✓ the stage of presentation - as a result, the pupils present the accomplished tasks. Of the paired students presents the commonly accomplished work.

This form is preferred because is different from the frontal form, in which pupils can hardly express their talents or their knowledge, since the lesson is devoted and the tasks are submitted to all in the same way. Also, the individual form encourages the students to work separately and individually, and this in some cases it brings inferiorization and egocentrism to the pupil.

5. Individual form of learning

We often hear about individual differences, differences in the way of learning, etc. It is this form that focuses on these differences and the same must be respected. The teacher's job is to notice these differences and to adapt the lesson to the pupils according to their individual level of knowledge.

This is achieved with the teacher's preliminary preparation of the assignments that will be given to the pupils and the assessment of progress in the classroom.

During the implementation of this form of work, the assignments may be shared or even differentiated, depending on the learning level. If the assignments are shorter, then they are delivered in a frontal form with some instructions. However, the most advanced assignments are prepared in advance, written on paper, or if needed accompanied by control materials, checking of assignments, tests, etc. All of these are prepared taking into account the individual abilities of all pupils, their interests, their inclinations, and so on.

As opposed to the traditional teaching of the average child, individualized teaching encourages the teacher to see in his/her class different individuals or personalities to whom different approaches are to be offered, different opportunities and ways of learning are to be provided, and education should be carried out in harmony with their possibilities.

The description of the research

It was often spoken and written about the working forms, methods, teaching systems. But the way they are applied is also a very important and serious issue.

Regarding the way and extent of their application, we conducted a research that has been carried out in three primary schools:” Naim Frasheri”- Tetovo, “Abdyl Frasheri”-village Bogovine, and “Gj.K.Skenderbeu”-village Poroj.

To prove this we have used the survey as an instrument, and the questionnaire as a technique.

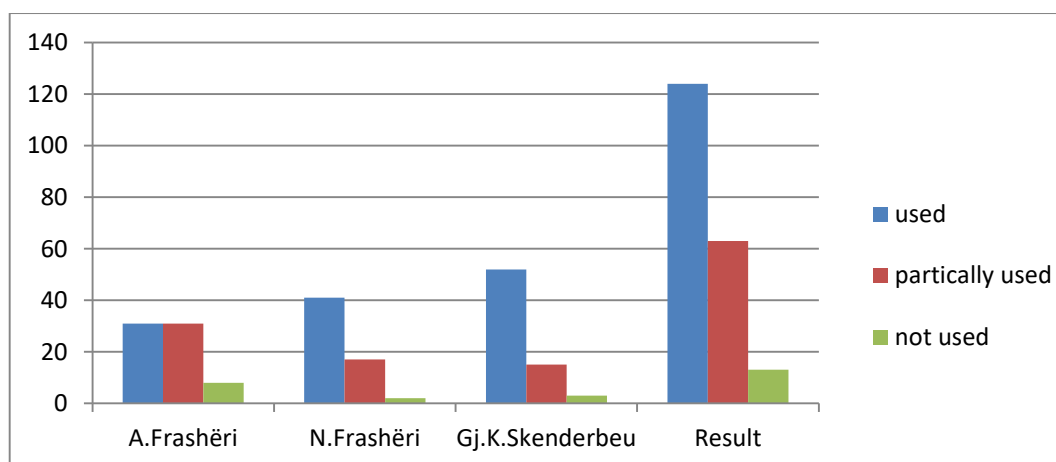
The questionnaires were composed of 15 questions, dedicated to pupils and teachers. The questions were of the closed type, of a multiple question choice.

The questionnaires provided answers to the questions, giving results based on the following evidence.

One of the questions shows the impletation of the frontal form.

- How much is the frontal form used during the lesson?

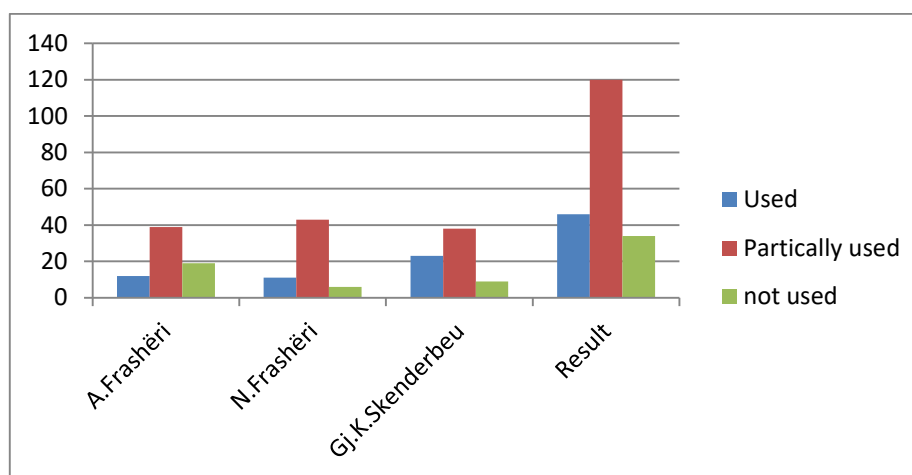
How is the frontal form used during the lesson ?	A. Frashëri	N. Frashëri	Gj.K.Skenderbeu	Result
Used	31	41	52	124
Partially used	31	17	15	63
Not used	8	2	3	13



Obviously we can see that the frontal form is used generally at all schools we conducted the research in.

Another example shows how much is the group form used and we can see the results on the chart below.

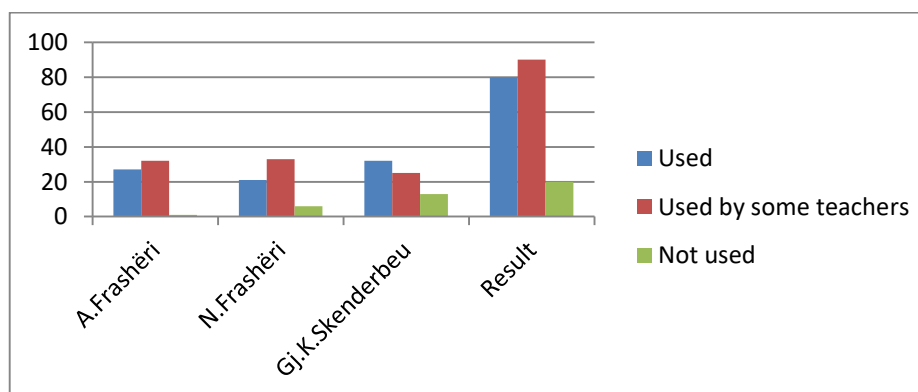
How much is the group form used in your school?	A. Frashëri	N. Frashëri	Gj.K.Skenderbeu	Result
Used	12	11	23	46
Partially used	39	43	38	120
Not used	19	6	9	34



From this chart we can see that group form is used generally in all researched schools, and although all three options are encircled, the second option dominates.

Another example we have shows how much the work in pairs form is used in the schools of this research. The result are expressed below:

How much is the work in pairs form used in your school?	A. Frashëri	N. Frashëri	Gj.K. Skenderbeu	Result
Used	27	21	32	80
Used by some teacher	32	33	25	90
Not used	1	6	13	20



As these tables and charts show, the work in pairs form is used very little or only by some teachers.

Conclusion

From what we have said above, we can conclude that the implementation of the forms of teaching is not at the right level, which requires a commitment and maximum dedication from the teachers and a more serious approach to this issue.

Applying forms of teaching means that teachers should seriously devote themselves to work, and to express their love for the pupils and for the profession they exercise.

Each teacher's duty is to give students the deserved place in school, to treat them as an active subject, to allow them to express their personality's successful, creative, and productive skills.

The obtained result provided us with less satisfactory answers regarding the implementation of the forms of teaching work. In other words, the results show that not all forms of teaching are implemented in the researched schools, but rather only some forms.

To overcome this situation, it is necessary for each teacher to apply the aforementioned forms in order for the lesson to be more efficient, while holding the pupil at the center of attention.

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