

The Need for the Change of the Existing Situation in the Educational System in Albania: Under the View of Instruction's Methodologies

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Abstract Instruction constitutes from a long time, an incontestable mode of transmission for the refinement of culture. A specific problem of the rapport between the instruction and the studying belongs to the course's structure. In this world that is changing rapidly is necessary that the kid, the student, the young people, have to learn to be conscientious for the instruction's individual mechanisms and to digest as much as possible procedures. A good programmed instruction increases the level of the learners, therefore their faith and their willingness in order to improve their self. A good instruction's method should not neglect the effectiveness of the teacher conductor's role. In this sense, the various disciplines should not be seen as the school educational purposes, but as tools for educating. The importance which has been given to reforms of the curricula reflects the need of education of the new generations. The necessity of a more organic planning of educational programs and interventions as well, today, has to do, first of all, with the quality of instructions, its methods, the relationship between disciplines, levels and the coordination of various programs that appear in each school. In fact, the phrase "learn in that way by which you can learn" is associated with the need to absorb not only the contents, but first of all the methodologies, techniques and thinking strategies which are necessary for the learning. This requires a new definition of educational objectives and instruments, necessarily different from those used traditionally.

Keywords: education methodologies, experimented programs, integrated model, traditionalism

1. Introduction

Education has undergone through the drastic changes since the beginning of the century. Great progress in educational thinking as well as in educational practices results by the influences of psychology of education, where would be understood better the nature of learners and the learning process and sociological changes that determine a school's new role in modern society. The results are reflected better in a reorientation of the educational practices with regard to the children ' whole growth. However, modern schools and modern teachers not only provide examples of philosophical and psychological thought in practice, but they also earn respect and gratefulness by the serving they take off and bring that product.

However, along this modernization which characterizes some schools and some teacher too, they are some teachers and some schools where their procedures are not just ineffective, but rather worse, it are defined harmful for the entire growth of unfortunate children whom are subject to their influence. For the irony of fate, all this harm is caused by the teachers when their sincerity cannot be in doubt and are fully convinced that they act in the interest of children. Today, comprehensible teachers obligate the children to participate in the exercises for which they do not have the interest, or to do things which are beyond their skills. Those teachers chastise, bother and fail in quality (grades) because the children cannot meet their unrealistic standards; they punish when due to the desperation caused by permanent failures of the needs of their own, children misbehave. Some teachers are under impression that a large number of children acts as tigers into

the circus's arena, that the quality of their levels will be improved and those kids will not work or not will behave badly if they have be kept constantly under such a loser's treatment and punishment. They never laud for a good work because of the fear that there will be no more attempts to learn by children after that, but in the other hand they never lose the chance for the criticism. The sad part is that most of those teachers think they are doing their job. They may be getting many more by making efforts to encourage learners to do their best and not by making efforts to suppress them. Due to these violations of the principles of education's psychology or precisely, due to the failure of a part of teachers in order to adapt their self to these principles, our school has not been successful. Naturally, our school is more advanced in comparison of the school of some previous years. Today's children have a wider knowledge as a result of the implementation of a more appropriate curriculum. Our understanding about the children is more appropriate; our methods are better now and the result is better too. There are some new possibilities which need to be integrated step by step. During instruction's time there are some examples of direct violation of the principles of education but those examples unfortunately are typical of many of current educational practices. Activities in classroom are, exclusively, issues of verbal behaviour. Knowledge of pupil about grammatik doesn't allow the improvement of his written or spoken work. Very often "the successful efforts" seems to be spent for killing the initiative, creativity and originality of children, everything in the interest of conformity to stereotypes of educational purposes as defined by the rigid rules.

2. The Curriculum

Our school's curriculum is somewhat inappropriate for a large content of children as it interferes in the direct manner to the promotion of their skills, the nature of their learning experiences and in indirect manner through inhibition of teachers and the encouragement of teaching ineffective methods. Most of it generally is unrelated to vital needs, not only for children but also for adults, for the immediate and the future needs of each, anywhere and anytime. Under such conditions cannot be good teaching. As a result of this in some schools may face apathy and mediocrity. *Schools exist for the only goal; to ensure the meaningful experiences by which the growth of the pupils can be promoted in much more effective manner* (Caci, O. 2005, and page15). Nobody can deny the fact that pupil can learn many of things outside school. However, such extramural experiences are casual, uncoordinated and unintended; therefore the society cannot depend on these experiences for the nurturing of its future citizens. School exists for the goal to resolve these experiences by bringing those to a vital relation with the scholar so he (scholar) can integrate them in a functional manner and those (experiences) to direct him in responses to these experiences. If you should choose between the two purposes which are so important that must be made, preference should careen to that aim which is relatively more obtainable and more functional.

The school should re-evaluate, continuously, not just its methods but also the curriculum in the aspects of the social change. On the other hand, should not be initiated changes that have never materialized. Teachers when are convinced that a suggested procedure is better than another one, than they are ready to make a total change without realizing that, perhaps, the choice is between the two procedures, is "in the middle of the road." Some changes are in response to requirements that in certain conditions are "offered" to school. We need to determinate by the specific way what we expect from modern education. This is the first criterion of success. The purpose of the logical organization of the content is to highlight the mutual relations. This may be the one final aim, but not a beginning point, because we cannot organize something that doesn't exist. This organization is desirable, but cannot be achieved by only a hop. On the other hand, the psychological organization is the issue of material's view by learner's perspective, there is no importance to how appropriate may be seem by the expert eye. Both of them are the side of teaching, they are either separate or independent of, because the curriculum should incorporate both the material and the experience. Into the material's nucleus is the teacher, while the experience has in it nucleus the scholar. Advantages and disadvantages of both of them are seen as traditionalism towards the progresses. In fact, progressive

methodologies in various times have been called projects, the method of activity etc. (ISP, 2002, pg. 38). Unfortunately, is always been favoured a methodology emphasizing at the same time the other ones disadvantages. Is important to distinguish between what is exactly an abuse or, perhaps, an abuse whose method tends to be.

If we take an overview of education in the first 90, may say that it was in full compliance with the conditions and requirements of that time. Had been the "golden years" of traditionalism, where education was in the height of its blooming. After '90, the political and social changes in the country shook up even the education. Great impacts on the improvement of teachings have had the different experimented programs and projects that have targeted the transition from a traditional teaching to an effective one. (ISP, 2002, pg. 38). In elementary cycle of the school which lasts 8 years (9 years), the dominant methodology has somewhat been that traditional one which: is a technique that involves presenting an educational objective choice by the student activity, helps in teaching large groups and focus on factual and practical questions, controlled in the class (ISP, 2002, pg. 18).

Although these years changed the goals and objectives of the school, as well is changed school curricula in general, but has not yet reached the fully change of the teaching way. Change and modernization of the content of the educational programs bring the necessity to use as more effective methods and techniques, far from traditional solid frameworks. But perhaps, non understanding in the right way the role and the value of the active methods in the educational process has done that teachers to play just a transmitter role of knowledge from text to student (Hajdaraga, L. 1987, pg. 105), and non to be detached from the methods so-called traditional.

3. The Project "Step by Step"

One of the projects, perhaps the most well-known, which has brought a "new era" of teaching to our school is the Soros's one. This project which is based on American Experience and "Step by Step" method has almost 14-15 years that has applied in our schools. Started as a pilot it brought the need of teacher's training from all over Albania. Although in the beginning of the project had been 2 (two) or 3 (three) such experimental classes (for city), now this teaching methodology is quite widespread and the teacher's training have been accomplished, primarily, by open hours or seminars. Have been 10 (ten) generations of children that are educated and schooled with this methodology, but none has yet official information on this "experimental method" of teachings. However, this manner of teaching has "invaded" the schools and is extending always more and more again. With the formation of experimental classes that have frequented the new teaching manner borrowed from the American practice, there also was a need of observation, collection and database of facts and by the analysis of these indications when the first generation of these classes ended this education's cycle, necessarily must be drawn some conclusions. *The experiment ended, concluded what? Nothing.....*

This entire thing gives a space for many speculations. Exactly here, was started the long Odysseus's "peregrination". Schools attract people, trumpeting loudly that are materializing the U.S. methods. By right people fall prey to these false slogans without knowing what is hidden behind this "big name." Unrevised properly, this teaching methodology is turned into a business. All is hidden behind the decorated classes, which often are overcrowded with unnecessary materials and give the impression of a kindergarten. Indeed, what is essential in this method remains only in its name "integrated model". The main responsibility belongs to the authorities for the control of quality of educational process, whichever is the strategy.

The most major defect, in this time, is that the teachers still aren't conscious about the value of new methods in the process of education. Although, teachers are familiar with these "different" methods they are very far from the use of them in practice. This makes the education system handicapped.

The greatest "battle" takes place between traditional and "Step by Step" methodologies. This does not mean that one is better or worse than another one, because each has both advantages and disadvantages as

well. Competition between these 2 (two) methodologies takes place first, only as a name and not as a contents. It is a pity because many forms and relevant contents are very far away. Traditionalism is gaining ground here. Traditional teaching has been attacked, in general by the teachers themselves, but it is the only one that prevails. The re-evaluation of the best elements of this methodology combined with the elements of the other models will lead to a process of education subjects differently, which have to realize both of them: the teaching and the learning. Nobody can conclude that there is only one right way which leads to an effective teaching. (Eureka, 1995, pg. 6). The ways and methods are numerous, but a right usage and combination gives the proper efficiency. Just here is the problem, perhaps because many of the teachers have difficult to get out of the traditional solid frames.

In the way the little scholars (in primary school) absorb easily the wont of mental and practical work which are required by the active methods for the fact that into their minds are not formed yet those dynamic stereotypes of traditional education's process (Hajdaraga, L. 1987, pg. 106), as well, even the teachers accustomed to this teaching form have difficulties to get out of it or to add on it new elements which are very necessary for those conditions. Perhaps, this kind of teaching allows teachers, somewhat, to legitimate their preparation's absence. This makes that learners be encouraged in the reproductive learning, which continues to be necessary but never enough. (AEDP, 1998, pg. 50).

4. Conclusions

Although the new methods of teaching are expected well and have success to learners, it is very difficult that many of teachers are convinced about this. Teachers need to be more sensitive and flexible to these effectual methods in order that might be much more viable, practical and intentional in the future. As is emphasized previously, is developed "a silent struggle" between two teaching methodologies: the traditional and the progressive, forgetting that these two forms can be added to the new elements. These methods concede some space for the teacher as well as teaching's institution, using the traditional form cannot pretend to fulfil the needs of learners in different levels. Other methods known as progressive come to pass this barrier of traditionalism, but implemented not in the right way they bring big lacks in the children's formation due to a bad teaching quality. Here arises in the right way the question:

Can a kid educated and lettered according to this methodology (not even in the accordance with the appropriate conditions) face a radical change of system and be compatible with the repression that causes traditionalism?

At issue isn't only on the fact that are used whether or not "the modern methods" during the process of education, wherever it may be developed or applied any mode of teaching, should carry out the objectives aimed by the subject and by the educational institution that is school. Such a liable work will bring its own fruits with no doubt. Another problem that in the sensitive way affects the quality of teaching, entirely, is the behaviour of teacher toward his learners so called "bed ones" whom are the learners with the lowest academic levels. It must be admitted that the quality of classes depends exactly by productivity of these learners. In contradiction with the logic course these learners has been denied. The deal is not to inculcate previous classes or teachers, but for helping these learners. The school is in determined charge: *to be sure that each learner gets at least the minimum of the fulfilment of his needs.*

The motivational and effectual factors influents on the sensitive way to all children. The problem is obvious; the kid manifests low academic achievement in one clear different level to the others. The lack of success, with a significant differentiation from the others, does not stimulate in him respect for himself. He feels inferior and imposes itself to stand back even more when generally to the opinion of our schools and other facilities lacks the warm treatment and encouraging (not merciful one). So in addition, this attitude decreases the motivation to these children because in their school's expediciencies they endure many failures,

although they have tried to work hard. A lot of times these kids suffer anxiety and show surprising behaviours. Level of aspiration as well as to children to anyone, is a function of experience, an important component, in which can be balanced the failures and the past successes. The successes affect in increasing the level of aspiration, while the failures affect in reducing the level of their own. Then, learners need to have underlined their successes in order to be motivated and encouraged for a higher academic levels. The need for understanding, warmth, stimulation and encouragement is "the secret", "the unspoken" demand of children with low achievement, they are "painful call" for help that our ears not always listen to them.

The school, society and family are indifferent to these kids whom often being labelled with epithets that none of us would like. Is important to have a look at beyond "facade", beyond outside the appearance; need to focus on the "contents" of each kid, of his inner him to find in this way, his "good" and "bad" things. Teachers have a very determined task to fulfil: They have in their hands the key of orientation and stimulation of scholar's learning, providing in this way a social achievement which approves our objectives on the most likely good approach. So, the stimulation, encouragement and understanding are good strong points, so is up to them to be successful. The point is that they should not give up to the problems, even in the worse case. There shouldn't give up both the teachers and learners. The structural plan and task's methodology is of an importance to be just as great. The interactive methods, patience and the continuing efforts are strong pillars on which we may raise the future individuals. According to cognitive theories, the practice is needy because it provides repetitious exposures from which may be derive many more suited cognitive structures. *Learning not just should lead you somewhere; it should permit you that later on to move forward more easily it should serve in the future.* (Biehler and Snowman, 387) Although the learner's problems may be more or less difficult, if you work nice and steady you can achieve that you might imagined was impossible. (If you take present the initial condition).

Overall, the combination of traditional methods with the progressive ones depends on their appropriateness to a particular part of the content. The learner needs to be in touch with real experiences, but these are useful only when are generalized and the subject may be an effective way of synthesizing and integration of these experiences. The system which has the learner in its focus isn't without criticism. Some criticisms are based on the absence of understanding that what school is trying to do. Critics are even in the terms that many people object any kind of change (usually parents). They compare this change to the time when they went to school themselves. The system which has the teacher in its focus is, of course, not without merit. Its most weakness belongs to the promotion of whole children's growth.

This does not mean that the traditional method is incapable to be adapted to the "entire" kid. Is undeniable the fact that many teacher who make use of this method in their choices, have achieved not only to make the subject very recreational but rather they have generate as well the most educated learns in the full sense of word. The teacher that is competent and sure is more apt to experiment. Both methodologies result to be the best in the hands of competent teachers. Effectiveness of the class is due to the compatibility with the principles of psychology. Should ensure the proper response for the question:

What you need to make the child interested for the material that will be presented?

Education requires a choice of educational experiences. These experiences should be adopted for the all children, regardless of the goal and direction of their talents (Caci, O. 2005, p. 35). A teacher should be the one who communicates and inspires children. The teacher should fulfil the need of learner which is to be involved in the process of learning. The effective learning is focused in such concepts as: solving problems, comprehension and includes experience in terms that are the real goals, interests and skills of the children. This should be reflected in the functional behaviour and in the interests, more prudent purposes and goals. The education program should be based on fundamental desires of child so he should be grown and synchronized in its natural pattern of development. It must promote personal and social development and this should be reflected in constructive behaviour. Children' education is a complicated task that does not allow some simple descriptions. The society has an overall idea of the type of person that need and final product's quality of schools depends on the professional competence of the curriculum's authors whom project the

program and on the teacher's professional competence that apply their planning in actions. An error by each part may deny all the carried out efforts. The bottom line is in fact that is not agreed on what should be included in the curriculum, but however is agreed on what is constituted an effective teaching method.

The truth is that Albanian education hitherto is on a yearlong transition that is marking its traces everywhere, especially in the generations that have to be educated. It's time for change. ***More than anything else to do is that we shall act. And the change starts here.***

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