

Teachers' Methodologically Characterizing Features and the Typical Questions that Bring about the Introduction of Recent Approaches in Education

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Abstract

This article attempts to shed light on the tormenting and mostly asked question: Which is the spot occupied by teachers in the vast framework of education? In this context our aim is to introduce the readers to the teachers' daily routine and workload and to the obstacle and limitation most of the teachers were faced with due to the launching of the of late reform on education. For the majority of teachers the daily administrative or teaching requirements (document-based conduct) stifle teachers' creativity and their serious and enduring engagement in the teaching process. Teachers of primary school enjoy a sort of limited freedom, but it does not change their working conditions, it does not make teaching an attractive process. The same should be stated for the other study cycles.

Key words: *teacher, question, motivation.*

Nowadays it is obvious and widely accepted that the teacher is the key element of the methodological teaching process. Such a central figure represents those noble members of the society whose main functional and professional duty is to assist the other learn and acquire up to date expressions and contemporary behavioral means. Some years ago in some Western European countries it was launched the so-called process of "teachers' universal training". Nowadays, the ones initiated as a pilot program has been raised to a university level in the educating and training the today student to be the future teachers.

Raising questions is considered to be an assisting approach during the teaching process. Further, studies have classified the classroom questions in two differentiated subdivisions as the ones focusing on the content whereas the second subdivision deals with those focusing on the process itself. Let us analyze them further below:

Questions focused on the content. The teachers raise such question for the students to focus, analyze and wrestle with the previously learned content. The best and classic example is when the teacher raises such questions to test if the student has learned the assigned material and if he remembers it. The teacher knows the right answer beforehand. The answer is expressed in the text or the assigned material that is why the students should be familiar with. There is precious little chance for alternative answers. The questions falling into this subdivision, in various studies have been termed or named differently. The following are some of the most familiar designations.

- **Direct questions:**The question has no alternative meaning and does not need any interpretation.

Example

1.a What does the word 'artist' refer to in the text you have read?

- **Question of a lower level:**It requires the reproduction of the stated information that aims at generalizing or coming to conclusions.

Example

2.a What is the industrial or technological advantage that favored the usage of cell phones?

Convergent questions:Various informative resources should lead the students to a variety of answers.

Example

3.a Which is one of the chemical element found in the air we breathe?

Closed question: It refers to a question that has no alternative answer or possible interpretation.

Example

4.a what function does the microprocessor play in the computer?

Factual question: Such question requires the reproduction of an abstracted part of the learned material or acquired knowledge.

Example:

5.a which is the number you get if you divide 47 with 6?

It is estimated that about 80% of the questions raised by the teacher belong to the above general subdivision and demand correct answer.

- **Indirect question:** This sort of question provides various possible interpretations and meaning.

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Questions focusing on the process. Studies have shown that teachers make questions quite unrelated to the content. They make certain questions that serve other purposes as encouraging, stimulating or motivating various cognitive processes. Under this subdivision fall problem-solving questions; those questions that stimulate students curiosity; questions that encourage students to get involved in classroom activities or offer his unbiased analysis or judgement, etc. The abovementioned make what is distinguished as the overall teaching strategy of making questions. These are some of the reasons that do not aim at the content, but consider it as a mean in reaching higher cognitive levels.

- **Divergent questions:** Various informative resources lead the students to a variety of correct answers.
- **Questions of a higher level:** such questions request the involvement of more complex cognitive processes rather than a mere reproduction of facts. (that's to say, generalizations and conclusions).
- **Conceptual questions:** Such questions ask for the students' skills of abstraction, generalization and conclusions.

Example:

6.a Can you mention the similarities between dividing and multiplying. (you can choose the illustrating examples)

- **Open questions:** One answer to this group of questions is unacceptable and impossible.

Example:

7.a How have the latest technological developments changed your life?

SOME OF CATEGORIES A TEACHER FALLS INTO.

The expert teacher

Expert teachers are the ones that are distinguished for their teaching competence. The term "competence" is distinguished for its broad usage, mainly defining the human's ability in fulfilling his professional assignments. It is inevitably linked to general qualities which are evaluated according to the expected results involving people's knowledge, expressions and values. Teachers that fall within this group have a good command of the subject they teach which has a very beneficiary effect on students learning process.

Some researchers (Gipps 2000; Wolf 1995) aim at standardizing the distinguishing characteristics this group of teachers display by attempting to draft the competence model. It is literally impossible for this group of teachers skills to be copied by the others due to the unique competence model they share.

The reflective teacher

This distinguishing feature (reflection) that this group of teachers share has been strongly supported by various researchers in the field of education. It has also been amiably adopted by a certain group of teachers that exercise their teaching skills in a number of primary and secondary schools in Albania. During the teaching process the teacher performs his routine teaching obligations whereas when he tries to interpret the students learning skills and also tries to evaluate the general atmosphere within the classroom he succumb to his reflective skills.

The problem-solving teacher.

How do teachers usually solve the problems? The problem-solving is a complex process as teachers have to take decisions and provide possible solutions for an unlimited number or problem raised during the teaching-learning process. The most encountered problems vary from the simplest to the more complicated ones, as follows:

- Deciding on the way you are moving in order to control the class.
- When a student of yours want to achieve his goal set beforehand but not knowing how.
- The activities you are supposed to hold to reach your aim as a teacher.
- **Motivation problems**, are the most encountered ones as the teacher is under constant pressure to draw students attention and motivate them. Lack of motivation is more evident in the higher schools rather than primary and secondary educational institutions. Drawing teenagers interest in certain issues or subjects is not an easy nut to crack but teachers should know how to make the appropriate questions as to encourage students towards critical thinking and convert them into active participants.

The psychological characteristics of the teacher

Experience. Teachers experience is considered as a precondition to successful and beneficiary teaching-learning process. Even though experienced teachers perform better within the classroom such a characteristic should not be analyzed in isolation, completely detached from the other teaching-related characteristics. But the most debated questions nowadays are: What does experience represent for a teacher? How many years of teaching are needed for a teacher to be distinguished as an experienced one. These recent years a teacher is defined as an experienced one after 3 years of full-time teaching eventhough he is not that experiences and skills compared to a teacher who has been teaching for 10 years of more. The more an individual offers his contribution in the teaching process the more experience he gains.

Personality. Less has been done in estimating the personality characteristics of teachers. Studies, mostly based on the researches of (Levis, 1987), have showed that teachers' conduct within the classroom influence students' mental health and subsequently their achieving results. Interpersonal, emotional and the like are necessary in guaranteeing a productive and successful teaching-learning process.

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Attitude. Various tests in estimating teachers' general attitude (as those related to the education system or teachers' profession) or even the special ones (the reaction against special duties, students, teaching program, texts, etc.) have not yet predicted (Walberg, 1986) that those teachers holding positive attitude are more successful than others. So in a few words, there does not exist any connection between teachers' positive attitude and students' achievements in the classroom. But it does not mean that such a characteristic does not enable a teacher to be successful. It is defined as a necessary condition but not a sufficient one.

The above mentioned features serve as motivating items during the teaching-learning process as the special directions empower students' learning skills. Apart from, teaching should serve its purpose.

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