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(Botim i veçantë i Buletinit Shkencor
të Universitetit "Fan S. Noli")

“FAN S. NOLI” UNIVERSITY, KORÇË

FACULTY OF HUMAN AND NATURAL SCIENCES

SELECTED PAPERS FROM THE SECOND INTERNATIONAL CONFERENCE - *IDEAS, EXPERIENCES AND DIDACTIC PRACTICES IN INCREASING EFFECTIVENESS OF KNOWLEDGE TRANSMISSION*

(Special edition of Science Bulletin of “Fan S. Noli” University of Korça)

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The Faculty of Natural and Human Sciences at "Fan S. Noli" University, Korça, in partnership with University UBT Kosovo, University "Hasan Prishtina", Pristina, Tirana University, Center for International Relations and Balkan Studies, Macedonia, and International Journal of Ecosystems and Ecology Sciences (IJEES), USA organized on 10-11 November the 2nd International Conference - *Ideas, Experiences and Didactic Practices in Increasing Effectiveness of Knowledge Transmission*. 54 papers from about 100 authors and coauthors were presented in this conference. The participants shared their ideas and experiences concerning the main problems and issues faced in academic work during the process of knowledge transmission by promoting reflective and critical thinking to students and providing opportunities to their solution. The conference was opened with a plenary session while papers were presented on the second day of the conference in 5 parallel sessions.

OPENING SPEECH: PROF. DR. GJERGJI PENDAVINJI,
DEAN OF THE FACULTY OF NATURAL AND HUMAN SCIENCES

Project "Didactics of Science and its impact"

Dear Mr. Rector!
Honored Local Authorities!
Honored academics, professors, researchers and colleges!
Honored university and faculty partners!
Dear students, friends and guests!

I would like to welcome you in this scientific activity and to thank you for your contribution to this
Conference, where will be presented ideas, best achievements, academic experiences in the process of knowledge transfer and throughout the science learning process.
Our Faculty in cooperation with:
University "Fan S. Noli" Korçë represented by the Rector, Prof. dr. Ali JASHARI
University UBT, Kosovë, represented by the Rector, Prof. dr. Edmond HAJRIZI
Faculty of Philosophy, University of Pristina, represented by the Dean, Prof. dr. Bujar DUGOLLI
Faculty of Social Sciences, UT, represented by the Dean, Prof.dr. Edmond RAPTI
Science Magazine "International Journal of Ecosystems and Ecology Sciences (IJEESS) USA, represented by Prof. dr. Hysen Menkolli,
Center for International Relations and Balkan Studies, Macedonia, represented by the Director, Dr. Asrim SINANI, etc. organized this International Conference named: "Ideas, experiences and didactic practices in increasing the effectiveness of knowledge transmission".
The research platform of this conference is based on a continuous several years work of the Center of Excellence of this Faculty. First it organized the Symposium "Problems related to the Didactics of Science", held on December 13, 2013, its research papers were published in a special edition entitled "Research works" and then was held the First International Conference "Didactic Problems in Humanities" held in November 6-7, 2015, which papers were published in a special edition entitled "Research works". These previous activities have contributed to the conceptualization and elaboration of ideas related to didactic

improvement in academic work especially in the transmission of scientific knowledge.

1. Didactic emergency

During our academic experience we face a very evident problem in acquiring scientific knowledge and generally in science learning process. Students are increasingly "suffering" during scientific learning. This is an incontestable fact. Where can we find the roots of this problem? In teachers and pedagogues who still use old concepts and methods? Or in new students' generations who change their ideas every year and it's impossible to correct?

Didactics tend to facilitate the serious difficulties in science teaching. During our experiences and knowledge deepening in this field, it was discussed the idea of observation and consideration of what students think and reflect. Generally, students are familiar and influenced by predetermined ideas and are disposed to reproduce the same conceptual mistakes. For this reason, dictation and study of these errors can correct them at source.

We have noticed that difficulties in science learning exist because many scientific concepts are against "common sense", which obliges pedagogues to consider what do the students have in their minds before they start their course of scientific knowledge.

The didactics of science is a rapidly growing research field and exist in works that aim ***to clarify the scientific knowledge objectives, the methodology updates, and are in favor of student learning conditions***. In parallel with this extension on research plan, it is presented as an important component that strongly influences the teacher's basic knowledge by bringing innovation in this field.

Today, the didactics of science is accepted ***as the new focus on scientific study content.*** For this reason, it should not be interpreted as a process that ignores knowledge or underestimates the methodological aspects. But it is essential ***to understand that there are difficulties in adaptation, which are important to knowledge, difficulties that should be diagnosed with great accuracy and care in order to make students successful.***

Science didactics knowledge highlight many obstacles that remain invisible in the daily analysis of teachers and pedagogues. They also help to better understand the reality during the science learning process because it is often the tendency to blame pupils or students for lack of skills, motivation, or personal capacities.

Through the didactics of sciences, we can observe problems "hidden within the knowledge itself" when they are not simply difficulties that involuntary are introduced by education traditions and do not affect the performance of pedagogical "methods".

Didactics as a research program in our faculty highlighted the fact ***that it has a significant impact on the production of new knowledge on science teaching system, on the modalities and their functioning conditions, by indicating time and tools.***

2. Didactics of science and didactics of philosophy

Attempting to approach the didactic problems in philosophy we will have to rely on didactic fundamental notion, especially the didactics of science, in order to clarify the possibility of a didactic in philosophy.

First of all, didactic is related to the existence of defined knowledge.

We should accept that didactics is the art or method of transmitting a certain knowledge, defined by order or logic that suits its nature and derives from its characteristic feature.

1. Based on the classical definition of didactics as a "mastery of defined knowledge transfer" and the need to learn philosophical knowledge which is not defined, we face a problem that requires exploration and solid argumentation. This would better illuminate the relationship of philosophy to didactics and vice versa, so that the didactics advantages are frequently used in students' philosophical knowledge.

So, the argumentation of this problem makes possible the didactics of philosophy.

2. Philosophy cannot be learned based only in its history. This also does not mean that philosophy can be taught precisely all the time. Michel Tozzi thinks that it is possible to have a didactic of philosophy based on Emanuel Kant's argument that "we cannot learn any philosophy" but "we can learn to philosophize." This already known argument is explained by the fact that philosophical knowledge is a systematic unity, is an idea for a possible science that is not concrete because it doesn't yet exist. So, we can learn to philosophize. To philosophize means to exercise your reasoning talent through critical thinking based on philosophies in which is traditionally developed the idea of philosophy. This can be adopted and should be taught to others.

3. Philosophizing age has been a problem in the history of philosophy. Some philosophers support the idea that it is possible and desirable for children to reflect as soon as possible while others think that philosophizing means closing up with childhood, to abandon the place of opinion, prejudice, and error.

The philosophy learning process, which must be distinguished from the philosophical character of any other learning, presupposes the capacity

to practice judgment and reflection on important philosophic traditional texts, that is, on texts which need solid knowledge and a mastery of language that cannot be assimilated by young children.

4. Philosophical texts play an important role in learning philosophy. The problem consists on the relation of these texts to philosophical doctrines. Supporters of the philosophical learning think that by separating doctrines from reality, thought is deformed and reflection is digressed, this influence the creation of many contradictory opinions. This learning process that is mainly based on studying original texts overloads brain without clarifying the thought. But we must understand and at the same time accept that a philosophical text is not a sacred text. Si it doesn't have a dogmatic value. It is a text that mostly serves to awaken and stimulate our reflection.

3. Academic process and research process – are they contradictory experiences?

Research activity is a new experience for students who are mostly familiar with and under the influence of transfer and assimilation of knowledge experience.

School experience is generally characterized by defined knowledge and functions on the basis of knowledge transmission and assimilation, defined within the didactic learning framework.

Research experience does not work that way. It is not based on didactics of defined knowledge. Research experience is related to progressive knowledge. This difference influences and hampers the beginning of a research work.

Research activity changes the role of a student to a researcher, a new role that is determined by this activity.

This changing experience often causes what we call the "starter chaos". This chaos is experienced by the debutant researcher as an obstacle, "confusion" or "serious barrier". It is supported by the experience of mind enriching with simple, ready, reliable knowledge.

Therefore, the issue is to find a way in which researcher should leave this chaos as soon as possible. This process is based on the mind reflection that is not filled with simple provided information.

But the effort to get out of the "starter chaos" is often accompanied with some typical beginners' mistakes that are related to hustle and quick reaction.

If we carefully look at these deficiencies and examine our modest experience with student research projects, the obstacles or problems are

numerous, but we can distinguish three of them. These typical forms related to the beginning of a research work are:

a. Statistic and bookish rapacity
b. Hypothesis impasse
c. Turbulent posturing

1. The beginning of a research work can be seen as a process of didactic transposition of young researchers, redirecting them from previous role toward the new role as a researcher; by indicating the separation from assimilating experiences of "ready" knowledge toward a new experience of uncertain knowledge but in a continuous learning process.
2. Difficulties in starting a research work can be **examined and treated** as "*hidden problems within the knowledge itself*" with the help of didactics of science as problems introduced by education customs and traditions.
3. A good start of a research work **inspires group discourse and transformation of a teaching group to a research community.** This is a very favorable environment for discussing, clarifying and fulfilling all the criteria of the paper guiding question.
4. Didactic support at the beginning of a research work is very effective because it favors reflexive and creative learning conditions, it favors new ideas on scientific knowledge acquisition system **by making students more successful.**

Honored participants, this conference is organized with a plenary session composed of a didactic lecture as well as 5 separate parallel sessions: Social Science Session (12 papers), psycho-pedagogy session (12 papers), linguistic session (7 papers), mathematics, physics and informatic session (12 papers) and the medical science session (11 papers).

In total will be presented 54 works prepared by 100 experts and multidisciplinary researchers.

Wishing every success to all participants, I declare open the Second International Conference "Ideas, Experiences and Didactic Practices in Increasing Effectiveness of Knowledge Transmission", (DIDACTICS OF SCIENCE 2017). **Korçë, November 10, 2017**

"FAN S. NOLI" UNIVERSITY, KORÇA, ALBANIA
FACULTY OF NATURAL AND HUMAN SCIENCES

2ND INTERNATIONAL CONFERENCE "IDEAS, EXPERIENCES AND DIDACTIC PRACTICES IN INCREASING EFFECTIVENESS OF KNOWLEDGE TRANSMISSION" NOVEMBER, 10-11, 2017

GREETINGS

from Prof. Hysen MANKOLLI, Illinois, USA.
Editor in Chief
International Journal of Ecosystems and Ecology Sciences (IJEES),
Email: editorijees@gmail.com; hysenmankolli@yahoo.com;
http://ijees.net/

Dear participants, professors, scientific researchers, and colleagues at the Second International Conference "Ideas, experiences and didactic practices in increasing effectiveness of knowledge transmission" November, 10-1, 2017.

Dear Prof. dr. Gjergji PENDAVINJI, Dean of the Faculty of Natural and Human Sciences, organizer of this Conference
Prof. dr. Ali JASHARI, Rector of "Fan S. Noli" University, Korcë.
Prof. dr. Edmond HAJRIZI, Rector of UBT, Kosovë,
Prof. dr. Bujar DUGOLLI, Dean of Faculty of Philosophy, University of Prishtina, Kosovë.
Prof. dr. Edmond RAPTI, Dean of Faculty of Social Sciences, University of Tirana.

Today we hold this International Conference, *DIDACTIC OF SCIENCES 2017*, concerning research with focus on didactic ideas, experiences, and practices for a more effective transfer of knowledge. Everywhere in pre-university and higher education there is discussion broadly not only on new scientific ideas, but also about didactic methods for their effective transfer. Didactical issues today generate particular attention also due to the different ways they apply in the educational process in nations of the Anglo-Saxon tradition.
I note with satisfaction that your multi-year scholarly and scientific work is materializing, becoming accessible and coming to life in today's conference, *DIDACTIC OF SCIENCES 2017*. Scholarly research and publication are difficult processes, require a great deal of work, continual work, patience, but also financial support.

Often you are a little disappointed due to lack of support. But never give up, science and scholarship continues on, and you will eventually find success.
Today is a day dedicated to contribution towards the modelling of ideas and the effectiveness of their transmission, and you are the ones making it happen. Together we can make a difference and guarantee a better future in this important field for your faculty and beyond.
Let me thank all the participants at this conference, in particular the organizing committee that made this international conference possible, as well as the supporting institutions.
I wish the conference great success and hope for continued cooperation.

Thank you.

DR. MIRELA SINANI
Departamenti i Filozofisë
Fakulteti i Shkencave Sociale
Universiteti i Tiranës

Filosofia si "fabrikë" e ideve

Abstrakt
Ky punim nga fusha e filozofisë sjell në vëmendje një shqetësim filozofik aktual në ditët tona, shqetësimin që në mjaft raste fusha e filozofisë dhe roli i saj trajtohen në mënyrë të reduktuar duke i atribuar asaj vetëm vlera analitike dhe kritike. Metodat analitike e kritike, demonstrimi i argumenteve janë pjesë e pandashme e punës së filozofit, por venia e theksit vetëm te këto aspekte, padashur, përvijon një metodë pune që i absolutizon këto aspekte. Nga ana tjetër, aspekti ndërtues dhe krijues i filozofisë, si një aspekt pozitiv dhe shumë i rëndësishëm, lihet në harresë. Filozofia i jep njeriut mundësi dhe instrumentet e duhura mendore për të krijuar e përpunuar ide të reja e koncepte.
Punimi fokusohet te karakteristika themelore e filozofisë si aktivitet intelektual. Si e tillë filozofia merret me qartësimin e kuptimeve. Për këtë qëllim, filozofia trajton metodat për të analizuar kuptimet, sikurse për të ndërtuar përcaktimet. Fusha e saj ekskluzive është mendimi, i cili ka si mënyrë shprehjeje vetëm gjuhën. Rrjedhimisht, filozofia heton gjuhën, -marrëdhëniet logjike mes fjalëve, koncepteve, ideve, me qëllim që të eliminojë kontradiktat në mendim, që rrjedhin prej mënyrës si e përdorim gjuhën. Lidhur me këtë problem lind edhe një tjetër, që ngjan i vjetër, të cilit duket sikur i është dhënë një përgjigje, por që ende mbetet të kuptohet: A është gjuha një vegël për mendimin apo mënyrë e tij?

Fjalë kyç: filozofi, kuptim, fjalë, fabrikë e ideve, vegël, mënyrë.

Abstract
This philosophical work brings to mind a current philosophical concern in our day, the concern that in many cases the field of philosophy and its role are treated in a reduced way by attributing to it only analytical and critical values. Analytical and critical methods, demonstration of arguments are an inseparable part of the work of the philosopher, but the emphasis on these aspects alone, unintentionally, is forming a working method that absolutize these aspects. On the other hand, the constructive and creative aspect of philosophy, as a positive and very important

aspect, is left in oblivion. Philosophy gives to human opportunity and appropriate mental instruments to create and elaborate new ideas and concepts.
The paper focuses on the basic features of philosophy as intellectual activity. As such, philosophy deals with clarification of meanings. For this purpose, philosophy addresses methods for analyzing meanings, as well as to construct definitions. Thought is the exclusive field of philosophy, and thought has only the language as way of expressing itself. Consequently, philosophy investigates language, -logical relationships between words, concepts, ideas, -in order to eliminate contradictions in thought derived from the way we use language. In relation to this problem, another, similar to old, is born, to which it seems to have been given an answer, but it still remains to be understood: Is language a tool for thought or way?

Keywords: philosopher, meaning, word, factory of ideas, tool, way.

A philosphical concern, nowadays, is related to the fact that in most of the cases philosophy and its role is considered in a reduced way by attributing it only analytical and critical values. In antiquity Socrates is known as the philosopher who was always obliged his interlocutors to reconsider the knowledge they have acquired. "To encourage an individual towards philosophy means to teach him to be shocked"- was his motto. His irony was the means through which he noted their ignorance, exactly on that point where they thought they were more accurate. Socrate became a synonym of knowledge critical review. He considered it as a fundamental task of a philosopher to criticize the deficient knowledge of the others. As his mother, who was a mid-wife, used to help women to give birht their children, Socrate also helped his interlocutors to invent a new accurate knowledge.
Meanwhile for Kant, the task of philosophy was to discover the opportunities and limitations of human reason and to knowledge it might acquire. For this reason, the philosophy of Kant in known as a critical philosophy.
The critical and analytical method and the demonstration of arguments are an inseparable part of a philosopher's work, but unwittingly emphasizing only these aspects, it outlines a working method that absolutize these aspects.
Another very important aspect, which is even its priority, is also overlooked. This is the constructive and creative aspect through which philosophy shows its inexhaustible power to develop new world views and to affirm new knowledge.

The French philosopher, Zhak Mariten, emphasises this aspect of the nature of philosophy.
Suzane Langer, a contemporary researcher, mostly consider philosophy as a constructor of conceptual structures through which we interpret our experience in many meaningful ways.
Philosophy is a "fabric" of ideas, this is the main idea which Suzane Langer has considered while writing her book "Feeling and Form" ….and from which I created the title of my research work.
"Philosophy is a fabric of knowledge. It is not like the other sciences, a set of general statements expressing the revealed facts, nor an introduction of "moral truths" acquired more through other means then by a factual discover"- she claims.
Suzane considers philosophy as an inventarisation of ideas, as "a study of a conceptual skeleton in which all of our claims are true or false".
Philosophy helps the individual when the other sciences cannot provide anything to him.
It provides the appropriate mental instruments and opportunities to develop thinking, to elaborate ideas and new concepts, to develop the personal conscious, to grow and develop, to invent new ideas, especially a new personality.
If philosophy possess this ability, then its extraordinary role in the developing the human being is obvious, as it is the reason why the deep concentration is required while teaching it in schools.
Philosophy is an intellectual activity which also clarify meanings and the way how concepts are constructed. "Firstly, it deals with the meaning/s of what we transmit"- claims Lange.
Its exclusive field is thinking, which can be expressed by using language. Philosophy investigates language, -the logical relation between words, concepts, ideas aiming to eliminate the contradicts in thinking process depending on the ways how they use language.
But, the philosophical issues they radically differ from the scientific issues, even though they bring the interconnection of ideas, not the sequence of physical events; their responses are interpretations and not factual reporting; their function is not to develop our knowledge about nature but to expand our understanding about everything we already know. The concepts' development affect the development of our skills in observing facts.
Let's concretely observe the way how to analyse some concepts in philosophy. One of the most usual mistakes which happens in philosophy

is related to the fact on emphasising philosophy as a science dealing with general concepts.

Everyone, who study or make researches on philosophy, pretends that it deals with general notions and vice-versa. The immediate effect of this principle is that people try to start their research with general concepts. In fact, we have to construct new ideas, to create connections between them, to compare them and to gradually move towards generalizations.

E.g., "What is philosophy?' This is the question through which starts the elaboration of the philosophical problems in all texts of this field.

Philosophy is a general concept. In order to understand this, firstly, we have to refer to the simplest meanings we face in our daily life.

The word "philosophy" is used by politicians in certain forms, such as: my philosophy, the philosophy of our work etc. On the other hand, the word philosopher is used to show very intelligent people. But the word philosophy can be used even to show a confusing way while treating an issue, i.e.: "do not invent philosophies; you just confused us with these kind of philosophies". In the last case, it seems the word philosopher has a negative meaning.

If we would relate the meaning shown in the first case (used by a politician - "my philosophy") with the meaning presented on the second case (philosopher – wise person), then the politician would have to be a very knowledgeable person. The practical reality refutes it because it shows in politics, people get into leadership positions not because of their skills but as a result of their militancy.

While in the third case, where the concept gets a negative meaning, it happens because the concept philosophy is related to the concept of another close concept: "sophist" or "sophism".

Clarification of our concept, obliges us to clarify other close concepts which seem to be the same while their meaning is different.

The concept *sophist* is used to show someone who pretends to possess knowledge. On this point of view, he shows the final result of the cognitive process. In addition, the concept sophist is used to show someone who use knowledge for personal benefits, including even a direct aspect of the practical action accompanied by benefits.

A sophist's action aims the usefulness, the immediate benefit. Not only that. A sophist's action not only aims the immediate benefit, but also a benefit for which is not taken into consideration if it is deserved, in accordance with laws, rules, customs etc. From this analysis, it is understood that the concepts sophist and sophism mark knowledge in a false and illusive way, because basically they are not interested to verify if knowledge provided is true or false.

A sophist is interested only on the beneficial outcome, so that he is more interested in false knowledge rather than true knowledge and consequently; he is interested in knowledge manipulating the others for personal benefits more than the knowledge of establishing a fair report of both parties towards low, rules, and customs from where their evaluation takes place.

Unlike the concept *sophist*, the etymology of the concept *philosophy* leads us towards the love of acquiring knowledge. At least, this is the accepted meaning and I am also referring to this meaning despite of the objection that there might be other meanings. However, this will be another subject of study. If in the future, the meaning of the meaning of the concept *philosophy* is clarified, essentially it is already expressing the content of the concept itself: the way towards knowledge, encouraged by an inner voice without having external impositions. From the first presentation, the concept *philosophy* does not lead us towards a direct benefit in the sense of instantaneous practical usefulness. In further researches, it is needed to clarify even the other concepts, such as *knowledge* which consists of the concept *philosophy*.

In research studies, we notice to pass from the following question "*what is philosophy?*" to the other one "*what is knowledge?*". Concerning this concept, there are some meanings used in daily life.

For example, *calm* is used to show someone who is very quiet, inactive and do not create problems. It seems quite obvious that this meaning is not related to knowledge, at all. But, in this daily used meaning there is something, such as some meaningful elements of meaning which lead to the work of the philosopher.

A wise person, which is always in contact with knowledge, find himself lost in his own world created during the process of thinking. He does not deal with the problems or disagreements between people because he is not interested in a concrete issue, but he continuous towards a general level. His mental analysis goes on causes and consequences, thoughts, meanings and action of people which create conflicts, such as the concrete conflict happening while he is observing it. In this context, the wise person is inactive and he is not interested on what is happening and sometimes he is not attentive on what is happening and this is the reason why he finds himself shocked.

Form another point of view, the concept *calm* in the general meaning conforms to the philosophical concept *intelligent* showing the scholar.

Regarding the inner essence, there is a profound difference between the concept *calm* in the meaning of being quiet showing the activity of someone who respects the rules of the good behaviour, avoiding problems with the others, but it also might show someone's mental disability to act quickly and lively being at a low level of human conscience.
Considering a scholar, the concept *wise* show the situation of losing in the world of mental analysis and consequently a very high level of conscience skills that overcome the concrete situation aiming the most general situations and orientation to resolve them.
So that, the concept *wise* is also related to the other abstract *knowledge* the meaning of which has shown the recognition of principles and unchanged basic laws according to which were conducted all the processes, unlike everything which is temporary and changeable.
The concept *philosophy* tells about knowledge; a journey driven by love and inner incentives, towards finding principles and their most general lows of everything.
From this point of view, *philosophy* expresses a voyage towards knowledge. Concerning the content of the concept *philosophy*, it is fundamentally different from the concept *sophist*.
Considering even the other aspects, as a direct and personal benefit, it is made clearer that the two concepts contradict one another.
Pilgrimage to philosophical knowledge, is not realized to resolve a particular situation neither to have any direct or personal benefit. At least, the philosophical knowledge achievement serves to everyone since they are an invaluable asset of human thought.
All the meaning of the concepts considered above, provide a structure which gives a real value to the most general notions.
Considering these clarifications and the volume of defining the content of the concept *philosophy*, we can assume that they are a good basis to start studying; even though it is not complete.
From a methodical point of view, "a good definition should at least to conform to what we already know at the pre-philosophical level".
It has to show something which we already know, but it also must create an opportunity to create new ways: to lead us on new perspectives. If we say "an individual is free and capable of self-determination" then everything which limit and prevents this freedom and self-determination is unacceptable for the individual. Consequently, setting and promoting constraints and obstacles are wrong attitudes and there is a lot of space to reflect upon the laws and norms of everyday behaviour. The philosophers try to give answers, but not in a direct and empiric way as sciences do. They reflect about facts, dealing with relations between

ideas but not with the sequence of physical events. Even though they emphasise different critical and constructing aspects of philosophy, everyone accepts the fact that philosophy is a rational activity which functions by extending spaces and horizons of our understanding about everything we know.

Philosophy deals with the analysis, so that it has its own method of analysing meanings.

In this sense philosophy explores the conceptual structures through which are all our proposals are created and developed; they might be true or false. For this reason, philosophy focus its concentration upon language and it examines the logical relationships between word, concepts and ideas to eradicate contradictions on the way we use the language.

In fact, it is described through a certain concept, but the meaning of this concept might be different when it is used by different people. Given that, concepts are related to each-other, it might be easy to pass on from the analysis of the individual to the analysis of concepts, so that moving into the network of concepts which are also called "fabric of ideas".

The research studies can start by making efforts to give simple definitions and not general definitions of the following types, such as, *What is ethics?, What is aesthetics?* etc. The definitions used to start the analysis should not be considered as data, but they must be constructed step by step, from the simple meanings towards the general ones. We should not forget the fact that generalization are not beginnings of the philosophical thinking, but they are considered at the end of it. Often, philosophers are unproductive because they focus on the same way of asking about something. It is necessary to consider that in case there is not an accurate answer for the question raised, it is better to continue formulating other questions related to other concepts which can be clarified. Consequently, other ideas will be shared, providing other perspectives regarding the problem. After that, the non-progressive point of discussion has been overcome and based on other new perspectives of relations, there are possibilities to create a new group of concepts.

E.g. So far, it is accepted that language is a means of communication between people; the individual does not create his own language but he finds it accessible and it enters the structured reality of language. I raise the question "Is it language a means of communication or a way of expressing existence?". If it is accepted that it is a means of communication, as it is claimed so far, that means can be removed

without damaging the integrity its possessor, but if the individuals are prevented to use language (not only as an organ but as a set of communicative symbols) he is severely violated by his mental integrity. This proves that language cannot be simply a communication means, more than the extraordinary human effort to escape solitude, a way of expressing existence at the centre of the world by covering, hiding and sheltering it, as being essentials to the world of objects.

Has Hajdegeri claimed that language is the shelter of human being? If Rasell and Karnap have made efforts to distinguish and verify the types of statements, I raise the question about the hidden meaning within the word regarding all its letters: How is it possible that different symbols, by combining together, produce the same meaning and to define the same thing? How is it possible that *u+j+ë, a+c+q+u+a, w+a+t+e+r, v+o+d+a* show the same thing: a liquid substance without colour and flavour, necessary for life?

By referring to Vitgenshtejnit's theory that philosophy doesn't provide more information to people, but it only provide clarity through a careful linguistic description returning to where we started this analysis, to the Sokratic shock as the first step towards philosophical research, we can also refer to Platon which emphasized that that "Philosophy starts with the oddness" and we can ask the following question "Why does it start with the oddness and not with the wonder?" Are the inner meanings of the two concepts the same or they have radical differences?

How they differ from one another? Oddness or wonder? Do we have to talk about the "Philosophical wonder" or "Philosophical oddness"?

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DISA PERSPEKTIVA MBI DIDAKTIKËN E MARRËDHËNIEVE NDËRKOMBËTARE: DIMENSIONI TEORIK DHE METODOLOGJIK

Abstrakt
Marrëdhëniet ndërkombëtare merren me përshkrimin dhe analizimin e fenomenit të pushtetit në raport me njësitë e ndryshme të analizës, që nga popujt dhe deri në strukturat mbishtetërore dhe sistemin e përgjithshëm ndërkombëtar. Studimi i tyre është i nevojshëm në perceptimin e zhvillimeve të përgjithshme kombëtare dhe ndërkombëtare, duke synuar në përmirësimin cilësor të jetës së përditshme, por edhe të së ardhmes. Në këtë kontekst, një ndihmë të veçantë japin teoria dhe metodologjia e marrëdhënieve ndërkombëtare, të cilat konsistojnë në perceptimin dhe analizimin më rezultativ të mundshëm të zhvillimeve të ndryshme.
Ky punim ka si synim përshkrimin e didaktikës së marrëdhënieve ndërkombëtare, dhe rëndësisë që ajo ka për studiuesit. Fokusi kryesor qëndron në eksplorimin dhe analizimin e teorisë dhe metodologjisë së marrëdhënieve ndërkombëtare. Gjithashtu, preken aspekte të veçanta të teorisë, siç janë politika e jashtme, lidershipi, siguria dhe shtetet e vogla. Në vazhdim, qasja pasurohet me referenca të rasteve të ndryshme, qoftë në kontekstin historik, por edhe në kohët e sotme.

Fjalët çelës: marrëdhënie ndërkombëtare, shtet, sistem ndërkombëtar, nivel analize, teori dhe modele teorike.

SOME PERSPECTIVES ON DIDACTICS OF INTERNATIONAL RELATIONS: THEORETICAL AND METHODOLOGICAL ASPECTS

Abstract
International relations scholars deal with the description and analysis of power as a phenomenon, in relation with different units of analysis, from people to international structures or international system itself. In addition, the study of international relations is also based on understanding national and international general developments, aiming at the qualitative improvement of our daily life, and also of the future. In this regard, theory and methodology of international relations enrich the

mentioned academic field, helping at a better understanding and analysis of various developments.
This paper aims to describe the didactics of international relations, and its importance to scholars. The main focus lies in exploring and analyzing the theory and methodology of international relations. In addition, particular theoretical models are covered, such as foreign policy, leadership, security and small states. In the following, the approach is enriched with references to various historical cases, as well as with actual developments and challenges.

Key words: international relations, states, international system, levels of analysis, theory and theoretical models.

Introduction: The Importance of International Relations Studies

The purpose of this paper is the understanding of some international relations perspectives, mainly in the theoretical and methodological dimensions of this discipline. Additionally, the main trends in approaching different international phenomena today are included in this study. Some questions that arise in the course of the present research and to which will be given an answer are as follows: Which is the main aim of international relations studies? Which are those key aspects that affect the examination of different international phenomena? What are traditional, behaviorist, positivist and post-positivist methodologies of international relations? Which are the main differences between them? Which are the main theories of international relations and their methodological dimension? Which is the main current trend in approaching international phenomena?
In their beginnings the International Relations constituted a multidisciplinary study area, while today they have been evolved to a separated academic discipline. Two major factors that have contributed to this evolution are the theoretical and methodological debate within the field of International Relations, as well as with the opening of many academic departments in different universities, familiar with the mentioned discipline.
The theory itself consists in the codification of interactive relations that exist between the actors of international system on the one hand – such as states, international organizations, multinational societies, leadership – and the organized and systematic scheme of norms on the other hand. Equivalent theories are liberalism, classic and neoclassical realism, neorealism, constructivism, theory of foreign policy, of small states and of domestic politics, the "game of two levels" theory, and so further. Additionally, theories offer their own specific approach to one or more

international phenomena. However, some theories – such as neoclassical realism – implement inter-theoretical and inter-disciplinary mechanisms within their analytical lenses.

Methodological dimension is also related to the way and mechanisms that are applied when it comes to the perception of different international phenomena, as well as to the overall process of International Relations. The debate that takes place at both dimensions – theoretical and mainly at methodological dimension – has its own contribution to the evolution of International Relations and to the transformation of the latter into an authentic academic discipline. It is worth noting that the first debate took place in the early 20th century between liberal idealists and realists, where the main topics corresponded to matters of war and peace (Schmidt, 2012: 4). Beyond, the debate expanded towards the clash of traditional methodology with the behaviorist one, as well as between the latter and post-positivist methods (Puchala, 2003: 217; Daddow, 2009: 57).

1. Behaviorist and positivist approach: Neorealism

The influence of behaviorist revolution on methodology of Political Science and later on International Relations was first introduced at the United States of America after the World War II and mainly in the 1960s and 1970s. But what is the behaviorist method of International Relations?

Behaviorists generally emphasize the necessity of conducting research based on real, tangible and rigorous argumentative data, before drawing conclusions that interpret various international phenomena. According to the supporters of behaviorism, there is no lack of unity between human and natural sciences, as the two use non-completely different mechanisms of extracting and interpreting data, including both qualitative and quantitative methods. Additionally, the basic unit of analysis is the individual, while the behavior of the latter with regard to political power is usually studied by analytical methods.

Behaviorists introduced in the field of Political Science and International Relations a common language and ethics, consistent with conducting empirical analysis. Thus, their main aim is the collection of data that lead to a scientific interpretation, based on empirical findings and on drawing as much as possible representative and comprehensive conclusions. Consequently, within the scientific process the researchers do maintain objectivity and also their distance from the phenomenon which they study (Torbjørn, 2016: 358; Koivisto, 2012: 26; Kurki, 2008: 66).

Positivism was a sort of direct result of behaviorism and does not fundamentally change from the latter, constituting an overwhelming way of studying international phenomena. In addition, positivism relies on the existence of international system and international relations as objective realities, like in a similar manner the political and social reality themselves actually are. These autonomous and objective realities have their own rules of functioning, which must be taken seriously into consideration by the researchers. The latter do observe carefully the international phenomena and draw general and empirically verifiable conclusions. The knowledge gained in the study of international phenomena is the exclusive result of scientific research (Neufeld, 1995: 31).

Regarding theoretical dimension, positivism is more related to neorealism, where the latter as a theory prevailed during the Cold War period. As one of neorealism "fathers", Kenneth Waltz believes that the anarchist nature of international system is nothing more than a true and autonomous reality, which should not be called into question by researchers, or by the nation-states themselves (Elman, 2007: 13). In a different situation, renegade states would be penalized by the system (Waltz, 1997: 915). The anarchist nature of international system means, in reality, that there is no any super-state authority of which main target might be regulating the behavior of states and furthermore imposing penalties in case of non-compliance with these rules. Even the United Nations Security Council itself, which may invoke Chapter 7 of the Charter with regard to the management of threats that come from a certain country, is constituted from five permanent veto members. It is almost impossible that all permanent states would give their consensus on a joint armed campaign against another country. Even the resolution that authorized the intervention in Iraq in 1990 failed in ensuring the consensus of both five permanent members of the Security Council. In fact, the lack of "collective security" in the United Nations, which otherwise means the lack of U.N. armed forces – this is not to peacekeeping missions – testifies the non-existence of an authority that stands over the nation-states and their family sovereignty (Murphy, 1996: 185).

According neo-realism, nation states aim is to observe carefully the systemic signals, and following the example of great powers, they try to adapt – or not – their foreign policy to these signals (Taliaferro, 2009: 207-2010). A concrete example is the balance between the two superpowers during the Cold War period, and consequently the grouping of many countries at one of the two poles, or at the category of neutral states.

2. International Relations Traditional Approach: Classic Realism

Behaviorisms, and later positivism, were born as a response to the traditional or otherwise classical approach of International Relations. According the latter, studying and interpreting International Relations are not based to any strict methodology of scientific research. No hypotheses are constructed, and additionally there is no need of affirming variables or issuing comprehensive conclusions. Analyzing international phenomena does not follow any rigorous order of steps, such as statistical data, research levels, analytical instruments, and so further. With other words, the existence of any scientific analysis that interprets and predicts exactly the international system and the operation of international relations is not accepted by representatives of classical approach (Allison & Halperin, 1972: 42). According the latter, international system is too complicated to be considered as solid reference point, even though their level of analysis is usually focused on states and structures (Forbes, 1993: 216).

The classical approach is based on the firm knowledge and experience that researchers must demonstrate during their work. Studying and analyzing International Relations, according to this approach, does not mean that any specific method of scientific research must be applied, but instead the research should be based on the capacity of thinking, the sharpness and deep observation of the subject under study, as well as on critical judgment and evaluation of phenomenon.

Three main mechanisms, usually implemented by the representatives of classical approach in analyzing international phenomena are history, political philosophy and international law (Jackson & Sørensen, 2010: 324). Knowledge is not considered as the most powerful tool in interpreting International Relations, because the latter are seen by the classics as an incomplete field of study, impossible to produce universal and perpetual conclusions. Thus, knowledge on international relations is characterized as incomplete and non-permanent.

Regarding theory, we can mention that traditional approach has been mostly implemented by representatives of classical realism. In ancient times, Thucydides shed light on some substantial pragmatic principles of political philosophy and international relations, and he did so through the historical description of Peloponnesian War. In the famous dialogue between Athenians and Milians the first responded to the latter that "the powerful exact what they can, and the weak grant what they must" (Johnson Bagby, 1996: 169-193, Tuqididi 2000: 211-223). In the context

of relations that existed between "Westphalian states" before the World War I, the destiny of smaller entities and different nationalities was set many times by the Great Powers themselves or in cooperation among them.

3. Post-positivist methods of International Relations: Constructivism

Post-positivist approaches of international relations were born as a criticism to behaviorism and positivism. Critical theories, as well as post-modernist and normative theories oppose the view that "the outside world constitutes an objective reality". On the contrary, they believe that individuals do contribute in conceiving, building and then institutionalizing the world where they live in. Hence, international relations are seen as interaction between individuals, rather than as a reality composed of solid and autonomous structures. According to post-positivist approaches the subject is not separated from the object, either from the view of morality and politics, but also because knowledge is inseparable from the power. The knowledge produced by the power itself is politicized and cannot be at no time objective. Even the knowledge produced by critical theorists for political purposes aims to de-structure international relations, such as international economic relations or the distinction that exists between the rich north and the poor south. In short, the researcher cannot be separated from the object under study, because the researcher himself constitutes an instrument of power (Fluck, 2017: 25-31).

However, according the moderate version of critical and post-modernist theories, the analysis of international phenomena contains within it both subjectivism and objectivity (Jackson & Sørensen: 338). The main purpose is that post-positivist approaches not to be reduced to nihilism, that is to say opposing everything, but to be achieved a middle way between positivism and post-positivism. Subjectivity on its part lies in developing ideas which individuals use for structuring or de-structuring international phenomena, while objectivity is related to the common language that is created between the scholars, when they try to share common views or different interpretation of the phenomena under study. Researchers use similar concepts in their communication and also implement similar approaches in observing international problems.

In International Relations, the moderate post-positivist approach would suit effectively to the constructivist theory, which was largely inspired by Alexander Wendt. According to the latter there is no any international anarchy as a distinct and objective reality, but it stands as imaginary and agreed structure by the scholars themselves or by the leadership of nation

states. Thus, according to constructivism, international system and international relations constitute social realities, constructed by us all through exchanging our ideas (Wendt, 1999: 189, 308-312).

4. Is there any middle way? Neoclassical Realism

One of the contemporary methodological trends relates to the application of a middle path between positivist and post-positivist approaches, enriching in this way the interpretative capacity with knowledge from history, philosophy or international law (Jackson & Sørensen: 339). With regard to the theoretical aspect, we can distinguish neoclassical realism, as a theoretical model that flourished in the 1990s by the thoughts of Gideon Rose (Rose, 1998: 144-172). Neoclassical realism combines the objective reality of anarchist international system and of systemic signals – these as the chief element of neorealism – with the perceptions of leadership, the latter borrowed from constructivism. Therefore, systemic signals are not "chewed" straightforward by nation states, but they are processed within a gradual process that further leads to the formulation of foreign policy (Rose, 146).

Seen from the methodological point of view, the action of processing systemic signals within the nation-state is a result of interaction between three main variables: international system and systemic signals constitute the independent variable; foreign policy of a given state constitutes the dependent variable; while intervening variables are related to various influencing factors, such as structure of political power, historical dimensions, collective sub-identities, civil society, state-society relations, diplomatic or ideological capacity, leadership perceptions, and so further. In other words, at an authoritarian country where the leader possesses the control of political power, the individual perceptions of the leader, or those of other leaders, affect directly the processing of systemic signals and the formulation of foreign policy. A similar influence exists also in democratic countries, but this time not as a result of perceptions of a single man, but rather as the influence of public opinion preferences (Hermann & Hermann, 1989: 361-364). In this way, ideas are intertwined and further interact with the objectivity of realistic thought.

A small and weak country with regard to national security can use toward systemic signals its capabilities – material or not – in order to protect national interests. Unlike neorealism, neoclassical realism attempts to open the "black box" of states role in processing international system signals (Schweller, 2004: 164). Additionally, unlike constructivism and

classical realism, priority is given to the objective nature of anarchist international system, as well as to the role of the latter in developing relations between nation states.

In conclusion, we emphasize that recognizing the main dimensions of International Relations, theoretical and methodological, contributes in improving the didactics of this academic discipline with regard to the scholars. Beyond this important aspect, it is also worth underlining that the cautious and analytical understanding of International Relations helps the leadership of states to carefully assess regional and global balances, and in this context it might contribute later to the efficiently formulation of foreign policy.

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THE IMPORTANCE OF SOCIO-PEDAGOGICAL COMMUNICATION IN DEVELOPING A LEARNING SOCIETY

Abstract
The process of education is a process through which the society transmits to its members the complex worldview of values, knowledge, beliefs and habits. This process aims to provide communication within the society. There are two communication channels within the educational process:
1. Communication at the first level, where different perspectives are transmitted to the new generation;
2. Communication at the second level, where the learning process and communication between generations occurs.
In this paper we will focus on the second level of communication, which takes place within learning organizations and aims to establish a learning society. The point is to highlight its role during the creation of associative, interactive and cooperative relations within the society.

Today, as a result of diffusion and globalization we notice that the hierarchy of learning organizations has changed, by excluding the first agent – family. At the same time, the relationship and the level of influence toward learning organizations has changed. Here we involve the relationship between student and pedagogue, in cases when the external environment becomes more fluid, where information through developed technology becomes more intense, and where education channels expand due to highly trained professors and more qualitative students.

In order to highlight this problem, we used data from the field research conducted within university, as well as primary and secondary bibliography related to the concepts of reference.

Key words*: communication, education, learning society, learning organizations, programmed learning.*

Introduction

The education process involves a number of components, and one of the most important is communication. Communication as a way of transmitting feelings, emotions, knowledge, and culture is at the same time a process that goes hand in hand with education. This paper will focus on socio-pedagogical thinking related to communication at high

education levels. In this research paper we have treated issues such as how to get information, how to transmit it to students, what are the ways of exploring and selecting information in education and intercultural communication.

1. Education as a multiple communication process.

It is very difficult to find another professional activity, where human communication weights so much as in the field of education". (Rosenfeld, L.B, 2001)

Education is one of the most important processes of human life, which has its own agents to achieve goals and objectives. We can classify its elements according to some principles:

- *Perspective principle*, according to which to understand the essence of conversation needs awareness of alternative meanings. To understand something in a proper way does not mean excluding other ways.
- *The principle of restriction*, according to which the forms of understanding in a particular culture are limited in two critical ways: on one hand, the inner meanings, which depend on the nature of human mind functioning and on the other hand the institutionalization of these meanings within the culture.
- *Constructivist principle*, according to which the role of education within a culture is to guide young people to be equipped with tools that help essential meaning understanding.
- *The principle of interaction* is based on human relations. What young people learn depends on what is transmitted by other generations.

Agents that realize this process are numerous and diverse. In microenvironment we refer to concrete everyday situations, while in macroenvironment agents become more complicated and aim to analyse the society role on individuals.

The macroenvironment influence on individuals contributes in socialization. It is determined by a number of institutions, where we can emphasize family and school. These institutions play their important separate role in education.

Family is an environment where education is not organized and its functions are mixed with other functions such as economic and biological ones. It is the first education institution of young generations and has a great influence throughout their life… There are different types of parenting, such as liberal, totalitarian, and authoritarian, but there are

also different parenting attitudes; the goals of education depend on them. However, based on many studies, it has been concluded that in general education goals within the family are five:

- ✓ *Survival;* take care for child's health, food, etc.
- ✓ *Affection;* providing a positive emotional environment for children
- ✓ *Good Health*; to teach hygiene rules, etc.
- ✓ *Social Behaviour;* prosocial education behaviour in children
- ✓ *Learning*; to provide the most essential information to face everyday life problems.

Schools have an organized education process, by implying teaching and learning. Education as a whole aim to teach young generations to consolidate their democratic culture. It includes not only the teacher-student or pedagogue-student relationship, but a complex set of relations that are realized directly or indirectly, within or outside the learning organizations. The interactive and collaborative relationship is vertically and horizontally directed within the organization but also with other organizations associated with it. Curricula elaboration, school management, class management etc, indicate a complicated process that conditions education but at the same time is conditioned by education and cultural heritage of a country. Today, we talk about curricula that are based on reconstructionist philosophy, according to which education purpose is to improve society and realise social reforms. More attention is paid to student-cantered teaching process, as they stimulate interaction in student's auditoriums by encouraging research-student and research-pedagogue role, in function of general and specific competencies.

In education models we note that in spite of education agents' changes, there are some main goals:

- Information transmission related to learning process
- and creation of prosocial relations through interaction.

This proves that in spite of different teaching methods used by families, schools or other institutions, the young generation education process is realized through *communication*.

2. Communication at universities - an intercultural process.

"Colleges, universities ... are not organized education institutions; if someone defines them in such a way, they seem disorganized and incompetent... On the contrary, schools are organizations which process auxiliary resources for social activities, and their meaning is created and controlled in other places. " (Meyer)

According to J. Burgoon, D. Buller and W. Woodall communication is defined as "a continuous dynamic process through which providers and recipients exchange messages" (Dervishi, Z., 2008, pg. 249). But it

can be considered as an act or as a system. As a single act, communication consists of transmitting a combination of verbal and nonverbal elements. On one hand, it is related to self-communication, where the information analysis is understood and should be transmitted. According to William James, our existence, our human being becomes apparent when our introspections reveal a profound personal world (Çomo, B., 2001), which confirms that communication depends on mental, perceptual, and emotional state of individuals when they face new information. On the other hand, communication, according to Tatiana Slama Cazacu, consists of six components: *emitent* - the message producer, *code* - the message basic reference system, *message* - the transmitted information, *context* – where message is referred, *channel* – the means of message transmission, and *listener* - message receiver and interpreter. In this case, communication becomes a more complex, organized, systematic and intentional process.

Human communication is a system composed by two subsystems. His two subsystems are: one "receive and give information" and the other "give and receive information". Its system indicators provide that:

1. It is a leading and control device that delivers and receives information, processes, encodes and decodes it by conveying different messages.
2. It has many complex channels: it uses senses and other ways to transmit the message.
3. It is intentional because it aims to achieve different objectives, involves content and meaning, uses different strategies, techniques, methods and styles, has principles and rules.

Communication is verbal and nonverbal. When we talk about verbal communication, we refer to communication through language, speech, and language expressions. While nonverbal communication is realised in three forms: vocal, without words and expressions, through gestures and miming that is "body language". Fraser, has identified four communication systems by distinguishing:

a. Verbal communication,
b. Intonational
c. Prelinguistic
d. Kinetic

According to him, first is linguistic and vocal form, which is realized through listening channel. The other three forms are non-linguistic and are realized through visual channel. There are different human

communication forms. Here we can distinguish: communication between two people, in small groups, in public, mass media and institutions. After analysing the communication and education process we will focus on: first communication analysis in higher education institutions, where education is well organized, and secondly, how does it influence the young generation communication, of a learning society that reveals values of a "global citizenship". In order to answer the above-mentioned problem, we have conducted a study at "Fan S. Noli" University of Korça, by choosing a reasonable sample; they are students and pedagogues of this university. Based on the collected data through observation, we conclude that communication system within this institution is four dimensional:

1. Vertical, which determines exchanged messages between individuals according to their authority.
2. Horizontal, which determines message communication between individuals at the same position.
3. Diagonal, messages exchanged between people in different positions but that do not have authority relations.
4. Informal messages that are transmitted between individuals who have social relationships rather than academic ones.

Communication structure in this institution is the same as in any other organization and communication process:

By considering university as a social environment, where the exchange of information becomes priority, we pay particular attention to the environment where this information is transmitted. The academic system provides an adequate environment for the information transmission during the communication process. Physical environment influences as a raw material in the creation of communication process and includes auditors, offices and libraries. The psycho-social environment includes transmitted norms and social values, individual needs, skills and personal knowledge, and it offers social inputs. The

economic environment provides the best exchange methods which results in inputs like money. And in this case, money serves not only as a means of economic exchange but also as an information tool. Finally, the political environment refers directly and indirectly to policies undertaken in accordance with higher education laws and internal regulations.

But what is the purpose of communication in this education institution? Referring to the didactic and pedagogical objectives how does the system responds to communication structure and intercultural impact at all levels and dimensions?

In order to identify the communication purpose, we should specify the system we refer to:

- *Internal communication*, involves students (individually), student organizations, pedagogues (individually), academic and administrative staff.
- *External communication*, involves national and international universities, their students and academic staff, future students, parents involved in university selection for their children, teachers and decision makers in secondary education, traditional and electronic media, business organizations, etc.

Although a number of communication process objectives are combined in both organization systems, in this study we refer to internal communication. Based on observations we conclude that members involved in internal communication aim:

1. To find the right information that others need in the system.
2. To define and share responsibilities, duties and obligations to other members by respecting their role and position.
3. To identify different languages, and the most common nonverbal messages that are very important during communication.
4. To estimate the best communication methods in order to have the necessary information.
5. To assess the status of existing networks by respecting the institution.
6. To reduce the information processing time by addressing a key group of people to overcome difficult sequences for subsequent work planning.
7. To plan periodic use of information.
8. To identify potential system problems by finding responsible people.

But how does cultural diffusion affect the education and communication process among university members?

From the direct survey and unstructured interviews with students and pedagogues, we had the following results:

1. "Fan S. Noli" University, includes in his academic stuff, pedagogues who have been graduated and have their Master Degrees, Doctoral and Post-Doctoral studies not only in the West or Eastern Europe but even in the United States of America. Their academic formation is revealed in their professional work which uses forms and styles of education according to Albanian Education culture and tradition.
2. There are cases in which as a result of cultural diffusion, the efforts to transmit new teaching styles have failed for reasons such as: not understanding how does teaching process function, confusion in the organization on students 'side and "hesitation" in being involved in new teaching forms or other new relations between professor and student in the context of learning.
3. The majority of our university students are from Korca Region, they come from different subcultures. At the same time the university stimulates the "International student" formation by creating cooperation possibilities with different European Universities.

   The Foreign Relations Office plays a major role in it. We can mention here The Bassileus Scholarship Programme which offers student's scholarships for some European countries such as England, France, Belgium, Bulgaria, Romania etc.
4. The results of diffusion and global pressure toward Albanian Education System, in the cultural authority relation between professor and student have changed the forms and ways of communication in implying communication channels. Beside changes in academic level and professional skills, pedagogues and students try to create interaction before and during the learning process. The use of new technological sources has brought:
   - ***the communication process between professors and students*** through: electronic post, social networks etc… It is important to mention here The Excellence Committees, which motivate students in their scientific research by showing a more professional relation between professors and students by encouraging the formation of researcher – student and researcher- professor.

- ***communication process during teaching***: in the way of transmitting information through presentations in programmes such as Power Point, in the way students search for information using sources such as internet, electronic libraries and different sites.
- ***communication process during learning***, by focusing not only in required literature, additional literature but even to other kinds of research literature. This process is orientated toward individual study about research field and information by exploring and exceeding required literature. This serves again in the formation of student as a researcher.

By highlighting the existence of subcultures that refer to professors and students we have concluded that as according to William Tierney *"Our colleges and universities need to be noisy in the sense that fair dialogue which faces changes needs to be positive. To be certain we should listen other voices as well …. We should work even harder to develop the dialogues of respect.* (Martin, J.N., Nakayama, Th. K., 2010, pg. 354)

3. **Communication and transmitted knowledge at universities**; **European experience**

The discussion is now extended in two parts of communication process in higher education institutions. Conditioned by integration processes to become part of European Union, the education itself becomes an integral part. On the other hand, is the tendency to protect the national identity in transmitting culture and knowledge to new generations. However, globalization tendency toward the European integration has become more persistent.

Due to this reason, The Bologna Process that includes all Albanian Universities as well as
"Fan S. Noli" University of Korca, presents a process which sets the framework for higher education. This framework becomes a reference and convergence point at university. The aim is to create a European education structure harmony, and at the same time a knowledge communication process through teaching and learning process.
From this point of view, the European experience is presented in Tunning Project, which has promoted the Bologna Process in Kosovo where partners have been the University of Pristina,
Ljubljana University (Slovenia), Peloponnese University in Greece. In this project have been pointed out the common points of Bologna process that have been adopted even in higher education system in Albania. A

special role is given to teaching and learning competences that directly affect the way the information is transmitted, how is knowledge communication transmitted and what are the skills that 'learning society 'should possess. In order to deal with competencies, this project has prepared a questionnaire that gives a reflecting view on competences in European level, by providing a three-level debate: institutional, in higher education field and in relation to European situation. We classify competences in three groups:

1. Instrumental competence, which includes cognitive skills (such as analysing and synthesizing skills), methodological skills (organizational and planning skills), technological (use of technological means), and language skills (good oral and written communication skills).
2. Intrapersonal competence which refers to personal and individual competences, the ability to interact and work in groups, the capacity to work in an international context, ethic dedication etc.
3. Systematic competences, which refer to individual competences as part of a system, to combine knowledge understanding and sensitivity, to make predictions, to plan, to guide, to be able to understand different cultures and customs etc.

The questionnaire was filled by graduate students, academics, and employers. The questionnaire results of graduates and academics showed that the competence development fitted the paradigm of student-cantered education. This explains the fact that teaching should adopt its objectives towards the student's needs. But at the same time academics should not be focused only in research work. This requires interacting with students by creating cooperation opportunities in order to develop their professional competences and skills. For this reason, active learning is considered to be of essential importance. Why this learning form and not a traditional structured one? According to this way of learning we make possible that through educational practice we can not only interact in different social groups but even create communication channels between different cultures. Through co-operation, and by taking in consideration cultural diversity, the ability to interact in an international context, we educate "International student" and provide "International competences".

Active learning:

- It leads to apply knowledge achieved passively or intuitively by providing knowledge and disciplined thinking.
- Encourages lifelong learning
- Creates a prosocial and tolerant behaviour

- Students feel to be involved in the teaching process when they use interactive tools.

As a conclusion we can say that European experience on competence development and teaching process management at higher education levels, serves as a stimulus for capacity building within the university and includes pedagogues and students in scientific research field or prosocial relations. European experience supports not only the creation of a learning society but also interactive processes in an International environment. This can become possible by improving Intercultural communication and by adopting prosocial communication competences, through active learning.

Conclusions:

- Education is possible through a number of institutions which have two main objectives: transmitting information in the context of learning and creating prosocial links through cooperation and interaction. Although family and school behave differently during the education process, they and other education institutions use communication to realise knowledge transmission.
- Communication as an act, process and system, performed in a verbal or non-verbal way, in Higher Education Institutions plays a very important role by mixing with the teaching and learning process.
- It influences the development of "a learning society" and "International student" by improving International communication techniques, individual skills and competences as well as European experience reference.

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QARTËSIMI I PËRMBAJTJES SË NJË TEKSTI FILOZOFIK

"Në masën që idetë dhe ndjenjat vijnë duke u shtuar, që shpirti dhe zemra ushtrohen, lloji njerëzor vazhdon të zbutet, lidhjet zgjerohen dhe forcohen. Mësohen që të mblidhen para kasolleve dhe rreth një peme të madhe: kënga dhe vallzimi, fëmijët e vërtetë të dashurisë dhe kalimit të kohës së lirë, bëhen argëtim dhe, më shumë, preokupim i burrave dhe grave të ngeshëm dhe të grupuar. Secili fillon t'i shikojë të tjerët dhe të dojë të shikojë vetveten dhe vlerësimi publik pati një çmim. Ai që këndonte dhe vëllzonte më mirë, më bukur, më fortë, më shkathët, ose më elokuent, bëhet më i konsideruari; dhe ky qe hapi i parë drejt pabarazisë dhe vesit në të njejtën kohë: nga këto preferenca të para lindën, nga njera anë, vaniteti dhe përbuzja, nga ana tjetër, turpi dhe zilia dhe fermentimi i shkaktuar nga këto tharme të reja, prodhuan më së fundi përbërës të kobshëm ndaj lumturisë dhe pafajësisë".
Rousseau: Discours sur l'origine de l'inegalité, Du Contrat Social et autres œuvres politiques, Garnier Fréres, Paris, 1975, f. 71.

I. Metoda e punës

Pasazhi i mësipërm është një shembull domethënës i vështirësive që dalin në bërjen transparent të tekstit menjëherë. Në këtë pasazh të Rusoit, dhe në shumë të tjerë, nuk shohim asnjë term të errët, asnjë nocion teknik, asnjë tezë hermetike. Por, del pyetja; a kemi vërtet të bëjmë me një tekst të lehtë? Sigurisht që jo dhe ne duhet ta rrisim vëmendjen dhe kujdesin për të mos shkarë drejt parafrazimit dhe llomotitjes. Më së pari, vështirësia qëndron në gjetjen e nocioneve filozofike, bazuar në një diskutim që ka një aspekt mjaft letrar, ndërkohë që këto nocione rrjedhin tinëz ose janë të nënkuptuar. Duke bërë këtë punë, atëherë argumentimi që bën Rusoi do të na shpaloset pak nga pak. Meqë ky pasazh është kompakt, duhet të ndërtojmë më së pari shpjegimin, për t'i dhënë një formë këtij shpjegimi. Komenti, që sigurisht kërkon një dije të caktuar për mendimin e Rusoit, do të vijë më pas.

I. Gjetja e nocioneve

Në këtë tekst, kjo punë konsiston në një punë shpikje, për arsye se nocionet filozofike nuk paraqiten haptazi si të tillë nga autori. Kjo përbën thelbin e punës prej nga do të varet gjithçka më tej. Ky diskutim lind nga fakti i formës së paraqitur nga Rusoi, por edhe këtu duhet patur kujdes, sepse duhen marrë parasysh dy aspekte:

1. Nga njera anë, forma e këtij diskutimi, që mund të quhet "letrare", gjë që e shpie diskutimin te morfologjia, estetika e një kohe të caktuar. Për filozofin duket sikur nuk ka asgjë se çfarë të thuhet, vetëm mund të kënaqemi me disa kërkesa të përgjithshme të mendimit konceptual që ndeshim në këtë tekst.
2. Nga ana tjetër, kjo formë korespondon me një kërkesë precise, të natyrës filozofike, që na shtrëngon që ta ndjekim tregimin, tabllot që përshkruan Rusoi, parabolën, qoftë edhe mitin. Dhe këtu ka lëndë për refleksion filozofik, që do t'i kthehemi kur të flasim për komentin.

Për të ndjekur rendin logjik të operacioneve, le të fillojmë që të ndjekim Rusioin hap pas hapi, domethënë fjalë pës fjale dhe rresht pas rreshti dhe përmes kësaj rruge të mund të nxjerrim në dritë një nocion.

1. Gjeneza empiriste

Në vështrim të parë, në mënyrë naïve, teksti na paraqet një lëvizje të vazhduar, të orientuar, duke detajuar disa sekuenca të ndryshme. Foljet e përdorura janë mjaft domethënëse: "duke u shtuar", "ushtrohen", "vazhdon", "zgjerohen", "forcohen", "mësohen", "bëhen", etj. Rezultojnë edhe prodhime të reja si, vështrimet, vlerësimi publik, konsiderata, pabarazia, vesi… Nocioni që imponohet është ai i **gjenezës**. Si e shikon Rusoi daljen e këtyre risive? Ai e bën duke ju drejtuar kategorive mjaft të njohura, që janë kategori të empirizmit filozofik. Në fakt, foljet e përdorura evokojnë **lidhjen** (asociacionin), **vazhdimin njeri pas tjetrit** (suksesionin) dhe **përsëritjen** në **eksperiencë**. Foljet e para janë në kohën e tashme (konstatojnë); ato më pas në të kaluarën e thjeshtë (tregim). Pra, nuk kemi të bëjmë me deduktim konceptesh. Gjithçka ndodh sikur ne asistojmë në lindjen dhe në zhvillimin në kohë, të fenomeneve njerëzore të jetuara nga burra dhe gra, ku preken të gjitha aftësitë njerëzore (ide, ndjenja, shpirt, zemër), në vende konkrete dhe të jetës së përditshme (kasolle, pemë). Në qoftë se i hedhim një sy vazhdimit të tekstit, shikojmë që tregimi ngrihet nga imediatja tek e derivuara, nga e thjeshta te kompleksja; nga ndjenjat spontane te veset e para, pastaj te ato të « përbëra ».

Pra, kjo gjenezë nuk është vetëm empirike (e rendit të eksperiencës), por **empiriste**, pasi ajo na shpie në një filozofi mjaft precize, me mënyrat e saj tipike të shpjegimit.

2. Humaniteti i njeriut

Kush është subjekti i kësaj gjeneze? Njeriu si i tillë. Rusoi e deklaron në mënyrë të qartë duke folur për "llojin njerëzor". Por, si mund të flitet për llojin njerëzor? Si mund të kapet në thelbin dhe pastërtinë e tij, ndërkohë që ne duhet të marrim parasysh dy tipe njerëzish?

- Ai që rezulton nga procesi gjenetik, që është një njeri i **socializuar**, i zbutur (Rusoi përdor qëllimisht foljen "me zbutë"), në marrëdhënie komplekse me tjetrin, viktimë e "përbërësve të kobshëm".
- Ai që e evokon dhe e kundërshton këtë process, që Rusoi e sjell këtu si kontrapunkt. Mjafton që ndiqet teksti hap pas hapi për të ndërtuar portretin-robot: ky njeri atje ose nuk ka ide dhe ndjenja ose i ka të rralla, shpirti dhe zemra janë në një gjendje bruto, me pak ose pa marrëdhënie me tjetrin (ndërkohë që e ndryshmja tek tjetri nuk është formuar ende si e tillë). Ai nuk e njeh punën. Kjo jetë ku triumfon barazia është e pafajshme dhe e lumtur.

Nocioni që mund të nxirret prej këtej është ai i **të egrit** (ose njeriu "natyror"). Gjendja primitive dhe jo sociale, në të cilën ai ndodhet, është **gjendja natyrore**. Mund të nxirren edhe nocione të tjera nga ky pasazh për ta paraqitur më të saktë këtë gjendje:

- Nocioni i të **jetuarit si në një ishull** (njeriu i egër shfaqet si një qenie e izoluar, vetmitare, pa të ndryshmen njerëzore);
- Nocioni i **kotësisë** (me këtë tezë të nënkuptuar, sipas së cilës puna nuk është natyrore te njeriu – pasi puna është krijim i kulluar social);
- Nocioni i **lumturisë** (në kuptimin e ngushtë si një ekzistencë imediate, e reduktuar vetëm në përbërës natyrorë);
- Nocioni i **pafajësisë** – dhe jo ai i "mirësisë" së lindur, siç thuhet vazhdimisht (njeriu natyror që është ashtu siç duhet të jetë, i vendosur përtej të mirës dhe të keqes, të vesit dhe të virtytit, dalja e të cilit lidhet me socializimin).

Së fundi, në qoftë se dualiteti i njeriut aktual (i socializuar) dhe njeriut natyror kërkon ekonominë e këtij kalimi, duhet theksuar se përshkrimi që bëhet është ai i një gjendje të ndërmjetme të njeriut. Ai nuk është më i egër, por ai nuk është ende plotësisht social; këta njerëz janë të "zbutur" (që na shpie më shumë në zbutjen e kafshëve se sa në socializimin e njerëzve) dhe "të grupuar" (term që evokon kopenë, por jo ende shoqërinë politike ose Qytetin). Shenjë e dukshme e kësaj situate është "kasollja": ende jo shtëpia, por diçka si strehë, ndërkohë që natyra (e paraqitur si mikpritëse) do të përbënte ambientin normal të të egrit. Artificjale, kasollja është tregues i një ndarjeje të konsumuar tashmë, duke cilësuar nevojën për njeriun për t'u mbrojtur – gjë që supozon një kërcënim për mbijetesën e tij.

3. Metoda

Gjetja e këtyre nocioneve na mundëson që të meditojmë disa çaste mbi metodën e përdorur nga Rusoi. Duke proceduar përmes një vajtje ardhje ndërmjet gjendjes aktuale dhe një gjendje primitive të supozuar, duke kaluar përmes një stadi tranzitor, metoda është indirekte, mohuese, retrospektive, konstruktiviste. Empirizmi i kësaj gjeneze është vetëm në dukje, i lidhur me nevojat e përshkrimit. Në realitet, metoda e përdorur nga Rusoi është qartsisht deduktive, pasi njeriu primitiv dhe njeriu trazitor janë prodhuar nga arsyetimi i kulliar.

4. Festa

Tablloja që jepet për gjendjen tranzitore të njeriut supozon që të fiksohet një moment tip, mjaft i dukshëm dhe domethënës. Ky moment është një festë. Festa është një aktivitet njerëzor, me natyrë kolektive. Ajo është aq spontane, pa qenë sociale në kuptimin e plotë të fjalës. Ekzistenca "e grupuar" është e mjaftueshme.

Festa supozon një vend; "para kasolleve ose një peme të madhe". Mund të vihet re edhe karakteri i ndërmjetëm; kasollja shpreh tashme artificin, pema evokon ende natyrën. Kasollja dhe pema janë dy vendet e mundshme të grumbullimit. Pema është një pol antinomik dhe korrektues i kasolles. Të vallëzosh rreth një peme, kjo do të thotë që të festosh duke e marrë natyrën si një qendër, si një shtyllë. Por, në qoftë se mblidhen nga kasollja, mblidhen rreth një peme. Pra, kasollja shpreh më shumë shtrëngimin (ajo mbron, por mbyll së bashku), dhe pema tregon spontaneitetin. Duke u lëkundur ndërmjet pemës dhe kasolles, festa është një optimum provizor, një pikë ku antagonizmi ndërmjet natyrës dhe artificës lë ende të shikohet një harmoni. Festa është okupim tip i njerëzve të përjashtuar nga regjimi i punës. Rusoi shkruan: "argëtim dhe më shumë okupim i burrave dhe grave të ngeshëm dhe të grupuar". Është e kundërta e mendimit të zakonshëm që shikon te puna okupimin normal të njerëzve, në festë shikon një dëfrim (argëtim) dhe një largim të vogël. Çfarë bëhet në festë? Këndohet dhe vallzohet: dy aktivitete me të vërtetë njerëzore, por ende afër me spontaneitetin natyror. Këtu kënga kuptohet si diçka tej gjuhës, një zhurmë vokale e moduluar, por ende e pa artikuluar, që mbeet afër kësaj "zhurme natyrore", për të cilën, më tej, Rusoi na thotë se paraprin gjuhën e socializuar. Vallzimi është aktivitet ekspresiv i trupave. Kënga dhe vallëzimi bëjnë të mundur një parakomunikim ndërmjet njerëzve (te komenti kjo doktrinë është e diskutueshme nga ana e një këngëtari apo kërcimtari).

Por, mënyra mjaft origjinale që përdor Rusoi për të karakterizuar këngën dhe vallzimin është kjo: "fëmijët e vërtetë të dashurisë dhe kalimit të kohës së lirë". Kjo formulë nënkupton se fëmijët, në kuptimin e vërtetë të fjalës (njerëzit e vegjël), janë fëmijë "të rremë". Pse? Sepse lindja shikohet si një riprodhim i thjeshtë biologjik – për pasojë, shtazor.

5. Ndryshueshmëria

Në këtë stad tranzitor, fillojnë që të shfaqen "lidhje", që nënkupton ndryshueshmërinë ndërmjet të ngjashmëve – që përbëjnë "llojin njerëzor". Kato marrëdhënie zhvillohen me zakonin, doket, përsëritjen ("mësohen që të grumbullohen…"). Por, këtu duhen dalluar tre gjëra:

- Paraekzistenca e njeriut si të tillë në raport me këto marrëdhënie me tjetrin (domethënë, njerëzimi nuk është rezultat i ndërlidhjeve sociale, por baza e tij);
- Fakti që dallimi ndërmjet sekseve jepet tashmë, festa ka të bëjë me "burrat dhe gratë", dhe jo vetëm ndërmjet meshkujve dhe femrave (nëse flasim nga pikëpamjë biologjike). Përsëri, nuk ka ndërmjetësim social për të formuar burrin dhe gruan si të tillë;
- Mungesa e dukshme e kategorisë së familjes: dashuria përfshin këngën dhe vallzimin, por as fëmijët, as familjen.

6. Vështrimi

Vështrimi krijon ndarjen: "Secili fillon që të shikojë të tjerët dhe do të shikojë vetveten". Është në dhe përmes eksperiencës së vështrimit që tjetri shfaqet tek unë dhe reciprokisht. Këtu ka një dialektikë, sepse në qoftë se tjetri është një tjetër, sipas vështrimit tim, ai është po ashtu i aftë për vështrim, pasi ai është si unë. Pra, unë dua – pra, unë dua ose dëshiroj – të shikohem, për të qenë tjetri i tjetrit dhe jo vetëm një objekt çfardo.

7. Dukja

Ky tekst nuk na thotë aspak se **qenia** e njeriut formohet përmes dialektikës së vështrimeve; këtu bëhet fjalë për **të dukurit**. Ajo që vlerësohet te një njeriu, është ajo që duket tek ai ("më elokuentja" ka më shumë rëndësi në një dialog se sa e vërteta). Pra, ai mund të merret për një tjetër që nuk është. Kështu, ndryshueshmëria bëhet burim i një ndryshim – tjetërsimi. Individët ngatërrohen me personazhet që luajnë një rol. Kjo ndarje ndërmjet qenies dhe të dukurit është rezultati i parë i dialektikës së shikuesit dhe të shikuarit, i arbitruar nga një i tretë kolektiv. Prandaj "vlerësimi publik është një çmim". Në qoftë se kjo grua preferon këtë burrë, kjo sepse të tjerët e kanë vlerësuar si vallzuesin më të mirë, më të bukurin, etj. Kriteret e gjykimit janë socialë.

Nuk është vetëm të dukurit tim për tjetrin në lojë, por edhe të dukurit tim për vetveten, i ndërmjetësuar nga të tjerët. Prandaj, sipas Rusoit, lindin dy tipe pasionesh: 1) nga njera anë, gjykimi im dhe i të tjerëve për mua, duke u nisur nga unë – si vaniteti (fryrja e unit në të dukurit tim që më lidh me shikimin e tjetrit) dhe, përbuzja (flakja e tjetrit si më inferior nga ky unë i fryrë); 2) nga ana tjetër, gjykimi i unit përmes tjetrit duke u nisur

nga të tjerët – si turp (që më bën të ndihem i fajshëm pasi gjykohem negativisht) dhe zilia (që më bën ta konsideroj lumturinë e jetuar nga tjetri si të uzurpuar prej tij pasi më përkiste mua).

8. Korrupsioni

Festa është një optimum, një pikë kulminante. Por, festa është e mundur vetëm duke vënë në lojë një tërësi marrëdhëniesh dhe forcash, të cilat do i përmbysin të gjitha. Ka si të thuash perversion pasojash, domethënë ka një përdredhje pozitive drejt pasojash negative. Rusoi është i qartë: kur nuk bëhet më fjalë vetëm për të kënduar dhe vallzuar, por për të kënduar dhe vallzuar *mirë*, atëherë krijohet *dallimi*. Performancat, të lavdërueshme në vetvete, vlerësohen përmes krahasimit ose superlativave ("… më i miri, më i bukuri, më i forti, më i shkathti, më elokuenti…"). Por, ky dallim nuk është një "më shumë" që e pasuron njerëzimin. Këtu, helmi është krahasimi, i dalë nga ndryshueshmëri-tjetërsimi. Njerëzit maten ndërmjet tyre dhe shoqëria ngre në norma ("vlerësimi publik") atë që rezulton prej këtej, sipas një procesi ndërveprues. Kështu, **vesi** rezulton nga **pabarazia**, që është rezultante e krahasimeve të performancave, vetë këto të fundit të lidhura me ndryshueshmërinë sociale.

Rusoi e shpreh këtë ide përmes një krahasimi që e nxjerr nga kimia organike: "preferencat e para" janë "tharme" që shkaktojnë një "fermentim", i cili përpunon një sens të keq të gjithë "brumin" njerëzor dhe prodhon "përbërës" të kobshëm. Nga pikëpamja filozofike, kjo do të thotë se ekziston një proces i domosdoshëm që na bën që të kalojmë nga nga ndryshimi në ndryshim dhe në tjetërsim, në kuptimin literal të termit: qenia që është ajo që është ("i egri"), bëhet tjetër nga vetvetja (i ndarë në të qenur dhe të dukur, dualitet që është burimi i dredhisë apo hipokrizisë). Ky është fundi i lumturisë dhe pafajësisë së tij.

II. Përpunimi i shpjegimit

Për shkak të një prezantimi sa më të mirë, ne u zgjatëm te nocionet dhe analizën e tyre. Por, kuptohet se puna përgatitore e shpjegimit lidhet, që në fillim, me gjetjen e nocioneve, analizës së tyre dhe nxjerrjen në pah të argumentimit. Nga ky parcelizim mund të krijohet një keqkuptim, por pa këtë punë parapërgatitore nuk mund të bëhet një shpjegim i mirë i këtij teksti. Pas kësaj pune mund të fillojë procedura normale e shpjegimit.

A – Për hyrjen

Tema e tekstit është e dukshme: bëhet fjalë për të shpjeguar të keqen – nocion që këtu përmbledh mungesën e lumturisë dhe të pafajësisë, me të gjitha kontradiktat që përmbajnë këto terma dhe që Rusoi do t'i shtrojë sipas mënyrës së tij, për t'i përdorur në funksion të tezës së tij.

Teza është kjo: është **tjetërsimi** social (ndryshimi i identitetit të njeriut përmes ndryshueshmërisë së të tjerëve), që e prish njeriun, i konsideruar në mënyrë të natyrshme si i pafajshëm dhe i lumtur.
Sfidat janë në lartësinë e projektit të Rusoit: në qoftë se e keqja është fryt i një tjetërsimi të tillë, kjo nuk është rezultat i mëkatit fillestar, nga natyra e gjërave ose injoranca. Këtu del kjo vështirësi: humanizimi i njeriut a është në të njejtën kohë dhe domosdoshmërisht, fatkeqësia e njeriut?
B – Plani i detajuar
Ky pasazh nuk mund të ndahet në pjesë, siç veprohet zakonisht në shpjegim, por mund të dallohen tri moment kryesore:

- Një fazë e zhvillimit social
- Një fazë kulminante
- Një fazë korrupsioni

Kjo skemë mund të paraqitet në formë pyetëse përmes këtyre pyetjeve:

- Çfarë e mundëson progresin e njerëzimit?
- Çfarë na zbulon festa?
- Si vjen e keqja?

1/ *Faza e zhvillimit social* paraqitet që në rreshtat e parë të pasazhit. Idetë mund të paraqiten duke gjetur nocionet (gjeneza e tipit empirist, marrëdhëniet njerëzore) dhe të nxirret argumentimi shumë më i detajuar. Shihet se në diskutim janë dy nocione mbi njeriun, njeri që është mohues i tjetrit, ndërkohë që tablloja që na paraqitet është një stad i ndërmjetëm provizor, por domethënës. Duhet mbështetur veçanërisht në foljen "me u zbutur" dhe mbi "llojin njerëzor" për të deduktuar postulatin e njeriut "të egër" në "gjendjen natyrore".
2/ *Faza kulminante* imponon një përshkrim të saktë të festës, me analizën e kasolles, të pemës, të kotësisë natyrore, të këngës dhe të vallzimit, fëmijë të vërtetë dhe të rremë, të marrëdhënieve ndërmjet burrit dhe gruas. Të gjitha këto nocione do të lidhen dhe artikulohen përmes një rrjeti arsyetimesh: atë të autorit që e ndërton me imtësi diskutimin e vet mbi njeriun dhe shoqërinë.
3/ *Faza e korrupsionit* na shpie në analizat mbi shikimin, ndryshueshmërinë, ndryshueshmëri-tjetërsimin përmes ndarjes së qenies nga të dukurit dhe transformimin që rezulton nga dallimi në pabarazi, shkaku i të keqes dhe të fatkeqësisë njerëzore.
C – Për konkluzionin
Forma e këtij teksti është mjaft origjinale, për shkak të ndërveprimit paradoksal ndërmjet thelbit dhe formës, ndërkohë që autori na paraqet

një gjenezë empirike, madje empiriste, ndërkohë që lëvizja reale është e kundërt dhe e dyfishtë:

- Niset nga veset dhe fatkeqësitë e njeriut aktual, të socializuar për të nxjerrë, përmes ndryshimit, një njeri "të egër", i konsideruar i lumtur dhe i pafajshëm, që ai e vendos si pikënisje;
- Ai i jep këtij procesi një dimension empirist, ndërkohë që në realitet bëhet fjalë për një rikonstruksion të pastër teorik të njeriut – pra, të një deduksioni së prapthi. "i egri" i ngritur si bazë nuk është gjë tjetër veçse një *i egërsuar*. Kjo tërësi karakterizon *metodën* e përdorur nga Rusoi.

Përse kjo lojë? Sepse Rusoi ka nevojë për këtë për të shpjeguar fatkeqësitë dhe veset e njeriut aktual. Ky shpjegim përbën tezën e tij, origjinaliteti i së cilës shkëlqen në raport me tezat rivale që pretendon t'i zëvendësojë (ato që e shpjegojnë të keqen përmes mëkatit, natyrës ose injorancës obskurantiste).

Kjo paraqitje mund të duket si paradoksale, pasi progresi i njeriut nuk mund të ndahet nga korrupsioni i tij, elemente, që sigurojnë të parën duke provokuar gjithashtu – dhe në mënyrë të domosdoshme - të dytën. Por, duhet theksuar se ky shpjegim social i të keqes është gjithashtu kusht edhe për një restaurim social të mundshëm: prej këtej rrjedhin të gjitha analizat reformiste (madje revolucionare) të Rusoit.

III. Përgatitja e komentit

Theksojmë që në fillim edhe veçanësinë e komentit; në vend që të sillet ajo që ka thënë në të vërtetë autori, siç bëhet te shpjegimi, këtu duhet kërkuar të dihet ajo që ka thënë në të vërtetë autori. Prandaj, komenti duhet t'i drejtohet kontekstit të tekstit (veprës së Rusoit), si dhe krahasimeve me autorët e tjerë, me qëllim që të ndërtohet një diskutim filozofik. Për pasojë, ky zgjerim i imponuar nga komenti mund të na shpjerë në planin e mëposhtëm:

1) Problemi antropologjik;
2) Problemi i bashkimit social;
3) Problemi i të keqes njerëzore.

Problematika hyrëse mund të përqëndrohet mbi paradoksin që lidh progresin dhe korrupsionin e njeriut. Sfida që shtrohet nuk është vetëm që të propozohet një shpjegim i të keqes duke u nisur nga shoqëria, por si të përgatiten ilaçet.

A – Problemi antropologjik

Këtu mund të merret përmbajtja e shpjegimit, por duhen zhvilluar më gjerë disa aspekte për t'i diskutuar. Në pamje të parë duket sikur Rusoi tregon historinë e njerëzimit (e kanë afruar këtë përshkrim me atë të periudhës neolitike dhe madje Rusoi i referohet veprave të ndryshme

shkencore të kohës). Por duhet të ruhemi që ta nxjerrim përfundimin nga dukja. Kjo vepër nuk është një libër historie dhe vetë Rusoi e pranon, të parathënia, se ai formon hipoteza mbi gjendjen natyrore që nuk ka ekzistuar kurrë. Pra, ai shmang "të gjitha faktet", duke filluar nga ato që na sjell Bibla te Gjeneza. Kjo rrugë atij i duket më e mira për të kuptuar gjendjen aktuale të njeriut, për të cilën ai flet.

Përsa i takon mënyrave të paraqitjes, ato janë rezultat i kësaj situate filozofike: duke qenë njeriu aktual e vetmja e dhënë, atëherë duhet proceduar negativisht (ndërkohë që historiani procedon pozitivisht), për të nxjerrë në pah njeriun e egër dhe për të nxjerrë nga krahasimi ndërmjet këtyre dy njerëzve një shpjegim mbi origjinën e pabarazisë, burimi i të keqes.

Duke e shtruar në këtë mënyrë çështjen, Rusoi e ndërton diskutimin e tij në një formë imazhi në vend që të na paraqesë një arsyetim të kulluar. Kjo është një mënyrë, për të, për t'ja bërë të qartë lexuesit menjëherë, duke ju drejtuar ndjeshmërisë dhe intuitës së tij. Për Rusoin, zemra shikon drejtë dhe arsyeja është mashtruese. Pra, ai përdor një parabolë (atë të festës primitive) që të kalojë mesazhi i tij në një mënyrë që nuk është ajo e një racionalisti, si iluministët. Ai do të bëjë që të duket sa më qartë dhe të zbulojë.

B – Problemi i bashkimit social

Duke u bazuar në shpjegimin e tekstit, mund të zhvillohen dhe diskutohen pikat e mëposhtme.

Rusoi na paraqet një njeri asocial dhe të pashoqërueshëm, që do të thotë se njeriu është në mënyrë të natyrshme njeri si individ ishullor dhe nuk është një rezultat. Kjo do të thotë se shoqëria nuk është natyrore te njeriu, se ajo është një artific. Këtu Rusoi i kundërvihet shumicës së filozofëve, të cilët shikojnë te njeriu, si Aristoteli, një njeri "natyrshëm" politik (sipas Aristotelit një njeri jashtë Qytetit është ose një kafshë, ose një zot). Rusoi nuk e njeh familjen si bazë natyrore të shoqërisë (tezë e paraqitur te Aristoteli te *Politika* e tij, e rimarrë nga shumë autorë më pas). Njerëzit janë njerëz në gjendje të izoluar dhe marrëdhëniet ndërmjet sekseve janë ose seksuale, ose kontraktuale, kurrë njëherësh dashurore, seksuale dhe relacionale. Kjo mënyrë e shtrimit të problemit ngre diskutime mbi statusin e fëmijve, të parë nga Rusoi më së pari si qenie të kulluara biologjike, pastaj si pothuajse-qytetarë që njohin prindërit e tyre për të formuar një familje sociale.

Kjo analizë është e kundërt nga ajo që gjejmë në dialektikën hegeliane të zotërisë dhe skllavit (*Fenomenologjia e shpirtit*, V.I, Kap. 4), i cili na

tregon domosdoshmërinë e ndryshueshmërisë për të mbritur në një ndërgjegje njerëzore për veten, si dhe domosdoshmërinë e luftës për vdekje dhe së fundi atë të punës. E vetmja pikë takimi ndërmjet Rusoit dhe Hegelit, lidhet me kotësinë apo ngeshmërinë e lindur të njeriut. Prandaj, për Rusoin, kjo shoqëri, që nuk është natyrore te njeriu, nuk bën gjë tjetër veçse e denatyron atë.

Thënë kjo, Rusoi nuk na rekomandon aspak (siç argëtohet Volteri), një kthim çfardo në gjendjen natyrore. Te *Kontrata sociale* (I, 8), ai përkundrazi, flet për atë çast të lumtur që e bën një kafshë budallaqe dhe të kufizuar "një qenie inteligjente dhe një njeri". Pra, fiksioni mbi gjendjen natyrore është, para së gjithash, e rendit metodologjik, për t'u ndalur te e keqja e kuptuar si korrupsion. Pra, nuk mund të ketë korrupsion pa menduar një gjendje të lumtur dhe të pafajshme – nocione që duhen kuptuar në mënyrë sa më të ngushtë që të jetë e mundur.

Ndërkaq, Rusoi na propozon, te *Heloiza e Re* (pjesa V, letra 7) një tip të dytë feste – një festë barazimtare, që ecën mirë dhe që vendoset në një regjim shoqëror. Kjo do të thotë se ndërmjet dy festave qëndron tërë përpjekja restauruese që ndërmerr Rusoi në të gjitha planet (politike, pedagogjike, morale, fetare). Ai aty skicon një lloj bashkimi që nuk korrupton, sepse tjetërsimi, për shkak të tjetrit, kur ky i fundit ndërfutet si ndërmjetës ndërmjet unit dhe meje, qenies time dhe të dukurit tim, përjashtohet përmes transparencës reciproke të qenieve.

C – Problemi i së keqes njerëzore

Për të plotësuar shpjegimin, këtu duhet vënë në pah kjo tezë madhore e Rusoit, sipas së cilës e keqja njerëzore është me origjinë sociale. Kjo tezë dallon nga të gjitha shpjegimet mbi të keqen të kohës:

- E keqja si ndëshkim ndaj mëkatit të Adamit dhe Evës, që deshën të zëvendësonin Zotin për të vendosur ata vetë për të mirën dhe të keqen. Përkundrazi Rusoi na jep një shpjegim që e shpall njeriun të pafajshëm dhe ja ngarkon përgjegjësinë marrëdhënieve sociale.
- E keqja ndodhet brenda dobësive të natyrës, ose në karakterin kaotik të asaj që ne e quajmë "natyrë" (teza epikuriane). Për Rusoin (te fillimi i Emilisë), natyra është një rend, gjithçka është e mirë që del nga duart e autorit të gjërave (Zoti krijues), por gjithçka degjeneroi me veprimet njerëzore.
- E keqja është e lidhur me natyrën agressive të njerëzve pa Qytet, siç e paraqesin autorët e frymëzuar nga një protestantizëm të laicizuar (për shembull, Hobsi). Për Rusoin, njeriu 'i egër" është i pafajshëm dhe i lumtur, por gjithçka prishet me socializimin e tij.

- E keqja vjen nga "obskurantizmi" i lidhur me injorancën, prej nga buron rëndësia e dritës së arsyes. Këtë tezë Hygoi e përmblodhi në këtë tezë të famshme: "Hapni një shkollë dhe ju do të mbyllni një burg". Një qëndrim i ngjashëm gjendet edhe te Spinoza, i cili e bën të "keqen" pasojë të injorancës. E gjejmë edhe te filozofët iluministë. I kundërt është Rusoi. Për të, historia njerëzore është vendi i dekadencës dhe jo i progresit të domosdoshëm dhe kumulativ nëse nuk kalojmë në një logjikë tjetër që t'i japë fund tjetërsimit.
- Dialektika e vështrimeve është domethënëse: marrëdhënia me tjetrin, megjithëse e domosdoshme në zhvillimin e humanitetit të njeriut, është padyshim burim tjetërsimi. Te *Qenia dhe hiçi* (pjesa III, kap. 1), Sartri e ka detajuar me imtësi këtë dialektikë, sipas së cilës vështrimi e transformon fatalisht tjetrin në objekt, me të gjitha llojet e reaksioneve që rrejdhin. Por, në dallim nga Sartri, që e anullon thelbin e njeriut në favor të ekzistencës dhe e redukton qenien në fenomen, Rusoi shtron më së pari një qenie njerëzore, një thelb njerëzor. Ky është një premtim për një restaurim të mundshëm.

D – Konklusioni për komentin

Sigurisht, konkluzioni do të burojë nga diskutimet dhe analizat krahasuese. Ne hapëm disa pista, të sigurtë se ka edhe referenca të tjera të mundshme. Në qoftë se shpjegimi është i normalizuar, komenti na jep më shumë liri, të ngjashme me disertacionin. Sidoqoftë, në konkluzion duhet qëndruar në të njejtën linjë me tekstin, por mund të theksohen këto çështje:

- Tema e progresit ngre diskutime, pasi lidhet me korrupsionin te Rusoi;
- Tema e marrëdhënies me tjetrin (marrëdhëniet ndërmjet sekseve, familja dhe shoqëria, vështrimi) ;
- Tema e komunikimit (ose bashkimit) social.

Bibliografia J.J. Rousseau, *Du Contrat Social et autres œuvres politiques,* Garnier Fréres, Paris, 1975

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BOURDIEU DHE GIDDENS: DREJT KUPTIMIT POSTPOZITIVIST TË SOCIOLOGJISË
BOURDIEU AND GIDDENS: TOWARD THE POSTPOZITIVIST UNDERSTANDING OF SOCIOLOGY

Abstract
Unlike from classics of Sociology, respectively its French founders Comte and Durkheim, contemporary thought has been significantly and increasingly detached form positivist roots of Sociology. The viewpoint that Sociology aims to imitate hard sciences and produce objective knowledge on society doesn't hold any more. It is rather understood as a discipline, which in relation to the world that aims to study it, stands in a very complicated dialectical relation. Social world that Sociology aims at studying it, is produced world by it as well.
This paper strives to argue that Sociology is being developed in many new directions, detached from positivist roots. It refers to the most well-known authors, Bourdieu and Giddens, who had the most powerful impact on contemporary sociological thought. The former is known with his viewpoint on Sociology as a "martial art" and "symbolic judo" meanwhile the former with his concept on 'reflexivity' and "double hermeneutic". Both authors have in common the view that Sociology is unavoidably a critical theory which emerges as a raction toward modern forms of systemic inequalities. In social science, especially in Sociology, they see a potential for a critique of the roots of social domination, and in accordance with it, their emancipatory potential as well.
Key words: critical theory, emancipation, (post) positivism, double hermeneutic, symbolic power

Sociology was born as an attempt to discover social laws. From the epistemic viewpoint it was built according to the model of the exact sciences. In the same way as the latter that tend to constitute a methodology that pervades nature and a language that reflects it conceptually, sociology too tried with its methods to penetrate the world of society and to constitute a language technically sophisticated, which would reflect it. This way of sociological reasoning was a derivative of enlightenment project itself, respectively modern project for the world. Modernisation presupposes the dualism of subject as a knower and object as knowable The subject owns its cognitive structures a priori, which guarantee the epistemic security in relation to the world.

Parallel with the exact knowledge that subject claimed has been developing for the world, under the influence of the Bacon motto (Francis Bacon) that "knowledge is power", it starts to be subject to a new logic, the logic of control. World is placed under the control of the subject and behaviour with it, as expressed by Adorno and Horkheimer, is a behaviour of a “dictator”, where "existence in itself of the things is translated into existence for man" (Adorno and Horkheimer, 2009, p. 45, 46).

This is a paradigmatic shift, whereby the constitution of positivism begins as a new conceptionof the world. Sociology was not able to avoid it, especially in its early stages. Although in a continuous way with the relation of subject - object it was considered as the relation of man with the nature, this paradigmatic shift extends also to the human - human relation, namely human - society. The object in relation to which a monological and instrumental relation is created, where the subject manipulates it, it is not only the nature, but the human and the society. In this context one should also view the political need that legitimised the positivist constitution of Sociology by Comte.

In Sociology, Comte saw two historical fulfilments: Firstly it completed the long historical evolution of sciences, thus creating an entire conceptual system which is needed for understanding, explanation and keeping the reality under control; and secondly, conversion of science into a "new religion", as a substitute for old traditional authorities.

The process of scientific constituting had a dual history. Initially the scientific conception, although the only right one for Comte but not the only legitimate historically, passes from the abstract to most concrete ones. From the math and astronomy, being the most abstract, being materialized increasingly through physics, chemistry and biology, Sociology becomes a more concrete science and at the same time the most important in the historical and structural hierarchy of sciences. Another aspect of this history is the teleological one. Positivism, how to say, is the internal goal of the human history. This is the only reason that explains passing of each science through the three stage way: from the theological form, through the metaphysical and to the positivist one. Science needs to necessarily pass through these phases if one wants to achieve the epistemic and methodological maturity.

Comte was aware that the history of science, since the early primordial stages with all its possible mythological and metaphysical forms finds its finalisation taking the exact form, the positivist one. This positivist form

of knowledge, science, is the only one that possesses adequate epistemic security, which gives the necessary legitimacy to serve as a cognitive authority to interpret the world as well as a political authority to regulate it.

In sociology, Comte projected the rescuing force for human societies and the humanity in general. Especially inspired by the events of the French Revolution, he considered Sociology as an instrument to prevent revolutionary events and any other form of human violence in the future as well as the return of the society of his time in the order and comfort which has already been lost. By considering positivism as "The new religion of humanity", he reveals his Messianism.

Comtean way of doing sociology in essence remains politically conservative while epistemically remains ahistorical. It is not aware of the historical conditions which in an unnoticeable way overlap continuously and it can never fully transcend them. Consequently, it is mistaken by universalising its historical particularity and absolutizing its epistemic position, which inevitably remains relative. In the Comtean tradition sociology preserves the relation, both epistemic as well as instrumental, that natural sciences had with their object of their study, respectively nature. It continues to cultivate the positivist approach in relation to the society. In the instrumental terms, nature is replaced by the society. As it is intended, the control of the nature through natural sciences, the same is aimed by Sociology for the society. Therefore Comte at the beginning called sociology by the name *Social Physics*.

Bourdieu: sociology as 'symbolic judo'

Bourdieu is undoubtedly one of the most distinguished thinkers that were preoccupied by the social justice, respectively the social injustice culturally naturalised and sociological demystification of mechanisms containing it. De-naturalization of the social order is a process of demystification of power. This can be achieved through the symbolic revolution which for Bourdieu presumes the political revolution. The first is a precondition for the second, because it exceeds the discursive forms of the world, transformation of which it is aimed. Change of the world cannot be aimed with the symbolic discourses, which are used for building and legitimising exactly that world (Bourdieu, 1991/1971, p. 37).

For Bourdieu, the duty of Sociology is disclosure of underneath structures of multiple realities of the social world and mechanisms, through which its reproduction or even its transformation is enabled (ibid.). This cannot be achieved without the de-naturalisation of the prevailing symbolic systems which administer social relationships, which for social agents, respectively individuals, are objective forms, in

which they find themselves absorbed without their will. To achieve this, the agents need to have awareness about the social origin of these systems, which are social products inherited from the previous generations. The more compatible social structures with mental structures of agents, the less debatable is the existing order of things and even less thinkable become the relations of the power.

For Bourdieu, sociology is a continuation of the philosophy withother means (Bourdieu and Wacquant, 1992, p. 7). Sociology questions, raises doubt about and raises an issue which is self-evident, respectively everything that is constructed beforehand. Wasn't that the practice, which we firstly encounter at Socrates? Sociology objectivizes its epistemic relation with the object, respectively the society. Given that for a sociologist every epistemic relation is conditioned by multiple and complicated contextual relations. In any of its objectivising attempts for his study object, a sociologist is aware that he is part of that objectivisation, hence the full objectivisation is not reachable, and considering that epistemic positions are deeply rooted in the social contexts. For this reason it is imperative, both scientific and political,for sociology that constantly objectify and objectivise that whithcan be objectivised. It is scientific because it aims at the truth and is political because it aims to challenge the status quo. Therefore Bourdieu strived for a Sociology of sociology. Sociology is a reflexive science, because it seeks to raise awareness for, as Swartz expressed "Class lenses through which the social world originates". (Swartz, 1997, p. 272).

Bourdieu understands sociology as ‘symbolic judo’ (Bourdieu and Chartier, 2015, p. 29) that fights against *‘*doxosophists*’* (ibid., p. 24). “It”, underlines Bourdieu, “produces self-defence instruments against symbolic aggression, against symbolic manipulation, respectively against professional producers of discourses” (ibid., p. 28). So Bourdieu cultivated an activist conception of science (ibid, p. 7) whereas its activism derives exactly from its potential to "avoid certainties" (Foucault) to de-naturalise what socially is accepted as natural, to highlight that the self-evident is always the socially constructed, that all objective established divisions are arbitrary classifications built along the historical dynamics etc.,and of course that all this produces political effects.

Giddens: Double hermeneutics

As argued by Loyal, (2003, p. 38) the theory of structuration by Giddens takes the form of such a critical theory, which aims to expand increasingly large discursive and reflexive penetration toward two areas, that of unknown conditions and unintentional consequences of its action. Double hermeneutics in which social scientists are engaged, enables social emancipation of agents through the introduction of new discursive practices in micro-level relations of society.[1]

Social life as a whole as such is produced according to "active constitution and reconstitution of frameworks of understanding", through which social agents organise their experience in the society. (Giddens, 1976/1993, p. 85-6). So, we are dealing with a dynamic relation of the language with the social world, a relation which is expressed through a dual conceptual relationship. First there are conceptual schemes of usual social agents, through which they make sense of the social world creating and living in it. According to Giddens, "all competent members of society... are "sociologists",“experts” (Giddens, 1984, p. 26) or “*ipso facto social theorists* in the level of discursive awareness and methodological specialists at the level of discursive and practical awareness” (ibid., p. 18; p. 335). Secondly, there are conceptual schemes of scientific researchers, who reinterpret world which has already been "interpreted" by social agents. This reinterpretation means the fact that social scientists are obliged to take into account the subjective definitions of agents for the social world. This dual conceptual relationship creates what Giddens calls 'double hermeneutics'.It is introduced in the framework of understanding involved in the production of social life by ordinary agents and reconstitutes them within the new frameworks of the meaning involved in technical conceptual schemes. These schemes have a direct impact on the referred reality and are to be transformed into new constitutive forces that consequently face the change of the social context itself which has produced them (Giddens, 1976/1993, p. 86).

However, in the field of natural sciences, the matter differs. Acquisition of new concepts and theories by common social agents by experts of these sciences creates a new reference framework of the society in relation to nature. But this, according to Giddens, does not have any significance for the world of nature. Nature, or as Giddens calls it

[1] ‘Gender equality’ is perhaps one of the most widespread of the concepts in the daily social discourse. Integrated in the everyday discourse practices of society, respectively social agents, this notion can be said that has achieved effects in changing the patriarchal mentality and reshaping the gender relations in society.

sometimes the world-object, does not have any internal purpose. In the views of Giddens, we do not note teleological elements. If the natural world has any sense, then this derives from human beings, who for their needs create "schemes of understanding", through which they understand, explain and interpret the world. However, these influence the production of what Schutz called 'stock of knowledge'.

Self-reflexive awareness, as an unreduced ontological form distinguishes the social sciences from the natural ones. The latter, in terms of their object of study, the nature, for Giddens stay in the relation subject-object. According to Loyal, this relation is of one-directional and 'technological' (Loyal, 2003, p. 32). Different from this form of treatment of the study object by the natural sciences, social sciences with their object of study stay in the subject-subject relation. This due to the fact that the social world, they face with is a pre-interpreted world, produced by the social agents (Giddens, 1976/1993, p. 154) developing the meanings and social confidence, which in addition to the practical character manage to verbalize in the daily social practices. They will also receive theoretical form, which represents one of the forms through which the social scientists are represented with their object of their study, respectively the social world. Consequently we are dealing with bilateral'dialogical'[2] relation, which produces, so, 'double hermeneutics', which is typical for social sciences, but not for natural ones. As Giddens expresses:

The point is that reflection on social processes (theories, and observations about them) continually enter into, become disentangled with and re-enter the universe of events that they describe. No such phenomena exist in the inanimate world, which is indifferent to whatever human beings claim to know about it (Giddens, 1984, p. XXXIII) or

[2] This reminds the identification of Habermas making three kinds of interests of humanity. 1) The interest of reproduction of human existence through work, as *monological instrumental enterprise* led by imperative of efficiency etc., is a producing enterprise; sciences; 2) Interest in communication, properly formed and clear; humanities that should enlighten us regarding the dialog; we will not be able to build ourselves without the communicative dimension of dialog and without interaction with others; so it is the *dialogical enterprise*. In fact it is Socratic ideal for dialog. 3) The interest of the emancipation from distortion (deviation) that the instrumental reason produces; we should be free to communicate clearly; interest for the human liberation (same as Marcuse, Adorno, Nietzsche, Freud, Sartre, etc.) from the unnecessary constrictions toward our freedom and development.

notions coined in the meta-languagesof social sciences routinely reenter the universe of actions, they were initially formulated to describe or account for (ibid, p. 15).
Giddens did not consider Sociology indifferent and 'bloodless; on the contrary, he qualified it as a science potentially actively involved in social transformations. Beyond the role of cold-blooded scientific descriptions of the society, he considers that through Sociology the society can be reformed gradually. Any scientific research of the society could have critical consequences for views of agents who live in that society, community etc. due to new knowledge that outcrop for their beliefs (ibid, p. 334). In fact, the social theory itself is inevitably a critical theory, because workers of the social sciences cannot be indifferent regarding the implications of theories and their research (Giddens, 1982, p. 16). For him sociology is an instrument of the modern reflexivity, through which it is made possible to continuously incorporate new information in the existing conditions of social reality. In this way it becomes a means of constant reorganization of social conditions that enable social action. In modernity, nothing remains sacred. The modern reflexivity radicalizes the suspicion and undermines certainties (Giddens, 2011/1991, p. 207).

Theoretical encounters between Bourdieu and Giddens for the role of Sociologyin the contemporary era

Unlike positivist tradition, especially the Comtean one, for Giddens and Bourdieu Sociology does not aim at creating a representative discourse for social world. Consequently, it does not even aim the control of the society, in order to maintain the respective social. To the contrary, for the two authors, the epistemic foundations of sociology do not suffer from positivist rigidity of the type of Comte, but they are significantly oriented toward hermeneuticorien. In addition, instead of control of society, through Sociology they, with a special emphasis Bourdieu, intend to destabilize the naturalized social orders. Sociology is a weapon for liberation from the impacts of social forces which operate as a second nature, which overlap our first biological nature. Giddens through 'double hermeneutics' while Bourdieu through considering the Sociology as 'martial art'.
Both authors present their theories as reactions to the modern forms of systematic inequality (Dornan, 2002, p. 318). In social sciences, more specifically at Sociology, they see the critical possibility of criticism of roots of social dominance and in accordance with this also their potential of emancipation. For Bourdieu, Sociology would be destabilising of certain doxic knowledge, through which individuals see the world. The

deconstruction of *doxa*is a mission of Sociology, since behind this the mechanisms of power operate secretly. With this is achieved demystification of dominant ideas, which govern with the world and daily life of humans. The entire what is known for agents begins to gradually become foreign, unknown. With the words of Bauman and May, sociology defamiliarizesthe familiar (1990, p. 10).

For both, Giddens and Bourdieu, researcher is rooted in the certain social positions. Categories which it operates with do not reflect the world, but also make it. The two authors, at least in this sense, coincide with the "post-foundationalism", identified by Steven Seidman, and for whom theories as well as social research realized from the socially conditioned positions and that the ideas of researchers are shaped by the interests and particular values of society (Seidman and Alexander, 2008/2001, p. 2). In this sense, social scientists appear as social agents. With notions and their categories, they will become part of the symbolic war that looks like a symbolic social world, which they intend to remove the conceptual mask, behind which the power relations hide. Given the concepts with which the social sciences and humanities operate, they can be transformed into instruments and masks of ruling, as noted with the critics of the school of Frankfurt, then the need appeared for reassessment and constant reflexivity.

For Bourdieu, Sociology is and must be politically engaged only through dedication of critical analysis of social relations aiming at transforming impact in daily reproduction of power relations (Susen and Turner, 2011, p. XXV). The same applies to Giddens, for whom the social analysis is oriented to agents, who are seen "knowledgeable" and capable to act and above all as incorporation agents of social theories in their social practices (Giddens, 1982, p. 16).

Conclusions

This paper has set aside many authors, and different lines of thoughts, that have contributed to the evolution of Sociology from positivist paradigm of the XVIII century. As an illustration, we have sufficed to describe briefly its classical exponent, Comte. This is just to build the contrast between such a paradigm, where sociology gradually has taken the form of a formalised positivist knowledge, through which forms of political domination are created, and sociology as critical knowledge, striving to destabilize symbolic orders, highlighting the cultural and historical arbitrariness thereof. Bourdieu and Giddens meet in many points regarding the role of sociology in the contemporary period. The

first considering Sociology as a symbolic judo, while the other through double hermeneutics, thought that Sociology should be critical knowledge and use all conceptual and empirical arsenal towards social and political emancipation.

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AMERICAN MULTICULTURALISM VERSUS ACCULTURATION; A MYTH OR REALITY TO ALBANIANS

Abstract
Multiculturalism is a body of thought in political philosophy about the proper way to respond to cultural and religious diversity. Mere toleration of group differences is said to fall short of treating members of minority groups as equal citizens; recognition and positive accommodation of group differences are required through "group-differentiated rights," a term coined by Will Kymlicka (1995). Some group-differentiated rights are held by individual members of minority groups, as in the case of individuals who are granted exemptions from generally applicable laws in virtue of their religious beliefs or individuals who seek language accommodations in schools or in voting. Other group-differentiated rights are held by the group qua group rather by its members severally; such rights are properly called group rights, as in the case of indigenous groups and minority nations, who claim the right of self-determination. In the latter aspect, multiculturalism is closely allied with nationalism.
"One out of many" does not only have the meaning of one single ethnic group, but for many ethnic groups, traditions, cultures and languages. There were the first immigrants who went in America to form these kinds of ethnic groups to keep their own language and traditions, but there was also the other part of the immigrants who preferred doing the contrary. They were the first people to touch for the first time the term ''acculturation'' which for them was not easy. The strangest part for America and its billions people, is how they managed to live in such a harmony with each other.
This article tries to compare and contrast these two phenomena and ideologies that have often played with peoples' national identities, mentalities and politics as well. Albanians were not left out of this disparities, as they immigrated to America and experienced themselves this process that altered the course of their history.
Key words: multiculturalism, acculturation, identity, immigration, Americans, Albanians

1.1 An overview on Multiculturalism

Multiculturalism, as the new paradigm for education for the 21st century, is a political ping-pong term greatly misused and highly misunderstood. The fact that where you stand, determines what you see is a reality in most situations, and it is especially true for the concept of multiculturalism. The purpose of this article is to provide an operational definition of multiculturalism and its value for all groups as a basis for understanding the changes coming to our society.

What is Multiculturalism? The concept of multiculturalism embodies a new orientation toward the future. Unfortunately, in all the heated discussion around the term no clear definition of the concept has yet emerged. People are thus left to read into the term whatever their biases and self-interests dictate. Let me put forth an operational definition of multiculturalism as a starting point to better clarify our human interactions.

Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society. [1]

Let's take it apart. There are the four pairs of action phrases that give substance to the definition: "beliefs and behaviors," "recognizes and respects," "acknowledges and values," "encourages and enables," and a fifth one, "empowers." According to Caleb Rosado, multiculturalism is a "system," a set of interrelated parts- in this case, beliefs and behaviors—which make up the whole of how humans experience today's world and it includes what people believe about others, their basic paradigms, and how these impact, and are impacted by, behavior. The outcome of this framework of beliefs/behaviors are important actions. ("Toward a Definition of Multiculturalism,'' pg. 3-4). The first is recognition of the rich diversity in a given society or organization. For the longest time racial/ethnic minorities, the physically disabled, and women have not been given the same recognition as others. The one-sided approach to history and education has been a testimony to that fact. With recognition should also come respect. Respect is the process whereby the Other is treated with deference, courtesy and compassion in an endeavor to safeguard the integrity, dignity, value and social worth of the individual. It means treating people the way they want to be treated. Respect and recognition are not the same, since recognizing the existence

of a group does not necessarily elicit respect for the group. Our nation has a long history of not respecting the rights of the powerless. [3]
Multiculturalism also entails acknowledging the validity of the cultural expressions and contributions of the various groups. This is not to imply that all cultural contributions are of equal value and social worth, or that all should be tolerated. Some cultural practices are better than others for the overall betterment of society. These cultural expressions and contributions that differ from those of the dominant group in society are usually only acknowledged when there is an economic market for them, such as music for African American, native Indian dances for tourism or Mexican cuisine. When the business sector wants our money, the advertising industry pictures people of color in a positive light. But in most other cases the entertainment media simply caricatures minority stereotypes, such as women usually in supportive roles. Multiculturalism thus means valuing what people have to offer, and not rejecting or belittling it simply because it differs from what the majority, or those in power, regard as important and of value. Multiculturalism will also encourage and enable the contribution of the various groups to society or an organization. Women and persons of color, for example, often experience discouragement because what they bring to the "table" for discussion is often regarded as of little value or worth. The word enable here is important, because what lies behind it is the concept of empowerment—the process of enabling people to be self-critical of their own biases so as to strengthen themselves and others to achieve and deploy their maximum potential. People's sense of self-worth, value and dignity is most often determined not only by the kind of support and encouragement they receive from others, but also from how willing they are to be self-examine negative behaviors in their own life and in their cultural group. The essence of multiculturalism, is the ability to celebrate with the each other in a manner that surpasses all barriers and brings about a unity in diversity.
The last part of this definition of multiculturalism "within an inclusive cultural context" is most important, because it is here where many people get off and refuse to go along with an inclusive approach to society or to education. Many people fear multiculturalism will bring in "foreign" concepts and ideas which will deviate the nation from its historic course and transform the United States into something different from what it has

[3] Rosado, Caleb. Toward a Definition of Multiculturalism, pg.3

been. As far as I am concerned, it is important to understand that America has always been a multicultural society, whether or not many have been willing to admit it.

America has never been a "melting pot", which conjures up images of a homogeneous, purée-like product. A Stew-Pot is a better metaphor to describe the reality of America as a multicultural society. In his article ''Toward a Definition of Multiculturalism'', Caleb Rosado said that we are a heterogeneous society, a rich cultural stew, where the various ingredients—white potatoes, brown meat, yellow squash, red tomatoes, and all the other substances—while maintaining their distinctiveness, have contributed their unique cultural juices and ethnic flavors, all richly blended by the heat of group tension.(''Toward a Definition of Multiculturalism'' This is what makes a stew, not just the ingredients tossed in together as in a cold salad, but the application of heat to the pot. In American society "heat" has come from racial and ethnic conflict. Fire, however, is dangerous, because if one turns up the heat too high or leaves the pot on the fire too long, or simply neglects it, the stew will be burned. The stewpot has been burned on many occasions—recall Detroit, Watts, Newark, Miami, New York, Chicago, Yonkers, Bensonhurst, and most recently South Central Los Angeles, as well as our high school, college and university campuses; all have experienced the fires of racial riots, revolts and rebellions.

Watched carefully the heat of this group tension will bring out the creative juices of the various cultural groups seeking to resolve their conflicts. The result is a special process of cultural blend which gives the people of the United States of America their unique character in the world, a character which differentiates them from former compatriots in the very countries from which they came.

How to describe Multiculturalism

The whole world is multicultural and many states (democratic or authoritarian) make some provision for cultural variety and the needs of minorities. Despite this, multiculturalism under that name has been highly controversial and is currently said to be in retreat, even where it has been officially adopted. In Europe there has been a positive ''backlash''.[2] These changes have been reflected in party politics in most liberal democracies. [4]

A major problem in discussing multiculturalism rationally is that it means many different things to many different people in many different situations. This is quite normal for all terms ending in 'ism', which

[4] *Multiculturalism and Integration.* Ed. Clyne, Michael; Jupp James. pg. XVI

suggests some sort of ideological basis relevant to political and organizational outcomes, such as 'socialism'. The difference is that socialism has been around for nearly two centuries, while multiculturalism was only coined forty years ago. *Within a single generation states and individuals have moved from assimilative nationalism and open racism towards the concepts of human equality and cultural variety.*[3] Still, many are yet to adopt these novel approaches, or they find them incompatible, and, it remains the case that they are not acceptable to all citizens or political parties. In short, multiculturalism is normally a contested term. In recent years the topic has been further confused by the adoption of alternative terms like integration, which may simply describe a preferred situation very like multiculturalism or alternatives very close to assimilation.

On his book ''Multiculturalism, Success, Failure and the Future'', Will Kymlicka says that: ''It is important to put multiculturalism in its historical context. In one sense it is as old as humanity— different cultures have always found ways of coexisting and respect for diversity was a familiar feature of many historical empires, such as the Ottoman Empire.'' But the sort of multiculturalism that is said to have had a '' rise and fall'' is a more specific phenomenon, emerging first in the Western democracies in the late 1960s. This timing is important, for it helps us situate multiculturalism in relation to larger social transformations of the postwar era. [5]

2. Immigration in an Industrializing America

During the industrial era, immigrants from various parts of Asia and Eastern and Southern Europe came in even greater numbers than those from Western Europe. Tales of the gold rush in the American West drew thousands of Chinese immigrants into North America beginning in the 1850s, as Irish immigration peaked in the East. Like thousands of disappointed Americans, they found that their opportunities were not as bright as the gold they were seeking. These early Chinese immigrants became laborers in mines and railroads, helping to construct the Central Pacific Railroad. Others became agricultural laborers. A major downturn in the American economy during the 1870s caused a backlash against Chinese immigrants in the workforce. Coercion and violence were used to eliminate competition by Chinese laborers and businesses. This outburst influenced government action, leading to the passage of the

[5] *Multiculturalism and Integration.* Ed. Clyne, Michael; Jupp James, pg. 41

1882 Chinese Exclusion Act, which excluded Chinese laborers from entering the country and barred all immigrants of Chinese descent from obtaining citizenship. It was the first legislation of its kind in American history.

Between 1880 and 1920, an estimated 4 million Italian immigrants entered the United States. Many of them passed through the cramped processing center at Ellis Island just outside of New York City; Ellis Island would become a symbol of immigration during these decades. This generation of Italian immigrants hailed from rural and less developed areas and performed unskilled labor. Like other immigrant groups, Italians faced harsh conditions in these unskilled jobs. Italians who tried to fight these conditions by joining unions found that many established unions would not accept foreignborn workers. Like the Irish before them, Italians became scapegoats for economic difficulties as jobs became fiercely contested. Pseudoscientific theories derided them as inferior to Northern and Western Europeans because of their "Mediterranean" blood, and Nativist elements blamed them for everything from domestic radicalism to organized crime. Italians living and working in towns and cities across the United States were subject to physical attacks by anti-immigrant mobs or organized groups such as the Ku Klux Klan.

The area now known as Poland was not an independent country during the nineteenth century. Divided between three Empires – Prussia, Austro-Hungary, and Russia – Poles confronted economic difficulties as well as political and religious repression. By 1910, an estimated 900,000 Polish immigrants had entered the United States from both the East and West coasts. Poles spread throughout many different regions, and contributed the growth of Midwestern states such as Illinois, Wisconsin, and Michigan. Others remained in New England. Polish immigrants established themselves in heavy industries such as mining. They encountered the same workplace difficulties as other immigrants struggling with low wages, and were subject to anti-immigrant prejudices.

2.1 Challenges of Immigration

Unauthorized immigration is problematic because it erodes respect for the rule of law and undermines America's immigration system. It is not optimal from an economic standpoint either. To maximize the growth potential of any economy, it is best to have workers performing the tasks at which they are best suited. For example, a computer programmer should work with computers, a bricklayer should lay bricks, and a teacher should work with students. However, when immigrants are

unauthorized, they have fewer employment options and often must take whatever job can be found even if it does not best suit their skills.
This restrained labor mobility harms the overall efficiency of the economy and keeps economic growth from being as strong as it otherwise could be. Furthermore, unauthorized immigration makes hiring more difficult for U.S. employers. Most employers strive to comply with all laws. However, it can be very difficult for an employer to identify an unauthorized immigrant — particularly if the immigrant possesses forged documents. In such a case, employers can find themselves in a catch where refusing to hire an immigrant who turns out to actually be authorized could lead to discrimination charges. But hiring an immigrant — even unknowingly — who turns out to be unauthorized could result in punitive action by the federal government.

2.2. Immigration Impact on Labor Markets

Immigration's impact on labor markets can be gauged by wages or employment. Does immigration affect wages? How? Does it influence the employment prospects of natives or change the unemployment rate? Wages. By far, most of the economic literature on immigration has concentrated on its impact on labor markets, specifically wages. Do immigrants compete with natives in the labor market and drive real wages down?
To answer this question, we need to think first about what distinguishes international labor flows (emigration and immigration) from international trade. Actually, the United States can use foreign labor by importing products produced by workers in the rest of the world. In theory, international trade of goods and services could equalize the wages and other payments made to the different factors of production worldwide. After all, why would a firm in the U.S. pay more for an input, such as labor, when it faces price competition from producers in other countries?
In practice, under current economic and political conditions, this so-called factor-price equalization does not happen. Why? First, there are a number of trade barriers, such as import quotas and tariffs. Second, there are products, such as personal services and local public goods, that cannot be traded and thus do not face international competition. Third, education levels, technological developments, and institutions have proved difficult to transplant. Many countries do not possess the skills or technology to compete in some product markets.

Thus, the impact of immigration will not be quite the same as that of importing goods produced by foreign labor. For this reason, and given the relatively small size of exports and imports in the United States, labor economists have concentrated on models of the economy without international trade. These economic models, which are simplified representations of the economy (as a map is a simplified representation of a geographic area), help us understand the effects of changes in fundamental variables, such as population, on outcomes of interest, such as wages. According to Harvard economist George Borjas, these models indicate there are positive overall gains to natives from immigration but point to a distributive impact: There may be winners and losers within the native population.

The simplest model considers a single type of labor and a fixed amount of capital. This model predicts overall gains from immigration. The increase in labor supply exerts downward pressure on wages, but the gains to firms from greater availability of labor more than offset native workers' wage losses. The distribution of the benefits from immigration hinges on the initial distribution of firms' shares of ownership.

3. One out of many: Multiculturalism vs Acculturation

3.1. An overview on Acculturation

Acculturation is the process of learning about and adapting to a new culture. A new culture may require adjustments in all or some of the aspects of daily living, including language, work, shopping, housing, children's schooling, health care, recreation, and social life. Relocation to a society that is similar to one's own requires less acculturation than moving to a society where cultural norms are unfamiliar. For example, moving to a society where women's roles are different from those of one's home culture can cause feelings of isolation and confusion for the adult women of the family.

Acculturation, the term current in this country for such studies, has been defined as comprehending those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups. This definition restricts acculturation to those aspects of cultural change that have resulted from first-hand contact between peoples. It plainly does not differentiate contacts between historic and non-literate folk from those between two primitive peoples. Nor does it touch upon the motivations behind studies of these cultures, though no discussion of the importance of acculturation in the furtherance of the aims of anthropological research would be realistic in

its treatment unless it took into account that here the issue is joined between scientific and "applied" anthropology. To assess the significance of acculturation studies, the historical background of anthropological theory out of which they have arisen must first be sketched. In his article, Melville J. Herskovits assumes : ''When, at the turn of the century, the explanations offered by the evolutionary school became patently untenable, a more inductive mode of studying culture was developed, based on field investigation of primitive life.'' (''The Significance of the Study of Acculturation for Anthropology, pg. 249). But though it was believed that from the resulting data valid generalizations about the processes of cultural dynamics might be made manifest, the great bodies of carefully controlled field reports were mainly used to make reconstructions of historic contacts between peoples-that is, in attempts to recover the processes of non-recorded history.

The base word of acculturation is 'culture'. What is culture? Simply stated, culture means a way of living and a way of life. Culture means that there are certain ways and reasons in which individuals and group of people speak, conduct themselves, celebrate holidays, and express their belief systems. As you can imagine, there is a tremendous diversity of cultures around the world.

Some of these cultures include American, Hispanic, Asian, and European cultures. When discussing cultures, we can break down the larger geographic areas into smaller regions. For example, if you were asked to discuss the American culture, you might explain that there is a difference between those living on the West Coast versus those living on the East Coast. Perhaps a difference might be in the food that people eat, the clothes that people wear, or the customs and activities that they participate in.

Perhaps you are asked to discuss the Hispanic or South American culture. In doing so, there are many subcultures such as Mexican, Brazilian, Chilean, Honduran, and so on. There are as many cultures in the world as there are countries, states, and regions!

Understanding the term 'culture' can lead us to more fully understand the terms associated with the theory of acculturation. So what does acculturation mean? When individuals or groups of people transition from living a lifestyle of their own culture to moving into a lifestyle of another culture, they must acculturate, or come to adapt the new culture's behaviors, values, customs, and language. The word

'acculturation' is the act of that transition. The theory of acculturation can be broken down to include a few different topics; these include learning a new language, immersion, assimilation, and integration. Let's take a look at each of these terms more closely.

Language and immersion can be some of the most important parts of the acculturation process. In fact, social theorist John Schumann proposed that language is the largest factor in successfully acculturating. For example, if you are a Hispanic or South American native and you move to the United States, you would have to learn to speak English in order to fully understand and even feel comfortable living and communicating in the American culture.

As you can imagine, transitioning into a new culture might often require learning a new language. While you can learn a new language by using audio CDs or taking lessons from an instructor, one of the most effective ways to learn a new language is through immersion, or surrounding yourself entirely in a new culture.

‘’A great way to acculturate is to move from your native country into the new country, and live with and learn directly from the natives’’ said Jessica McCallister in her article ‘’ Acculturation Theory and Examples’’. When you immerse yourself, you learn first-hand what that new culture is all about. Immersion doesn't only include practicing the language directly with native speakers, but also includes coming to understand the customs, traditions, acceptable behaviors, and so on.

The immersion phase of acculturation can be very challenging and stressful. Why? As you can imagine, growing up and living your own culture is easy; you don't know any different from what you have learned your entire life! However, being open and willing to set aside your own cultural background and beliefs, as well as learning a new language, can come with hesitation, confusion, and can often be time-consuming. Sometimes the process of acculturation doesn't necessarily include learning a new language, but it includes learning the meaning of certain words or adjusting to the local dialect.

3.2. Is Multiculturalism a threat to national identity?

Citizens are individuals who have individual rights- but these rights are not uniform, and their citizenship contours itself around groups of people with specific cultures and histories. Citizenship is not a monistic identity that is completely apart from or transcends other identities important to citizens. The creation of the United States created new political subjects but did not eliminate the state’s constituent nations. So the creation of a common American citizenship was quite compatible with being

American or Canadian, thus allowing for the idea that there were different ways of being American.
This idea was and is not confined to constituent nations, but it is capacious and flexible enough to include other group identities. It is not obvious that in a way or another, multiculturalism is a big obstacle to the national identity as long as people think that their lives would not be quiet and normal at all as long as immigration would continue and other cultures would be present in our lives. Some Americans find it difficult to co-live in the same area with many other non- American people where disagreements would be always there across the work, streets even in relations with each other as all think differently and two cultures do not fit within a state.

3.3. Is Multiculturalism in the USA a myth or a reality to Albanians?
Few Albanians came to the United States before the twentieth century. The first Albanian, whose name is lost, is reported to have come to the United States in 1876, but soon relocated to Argentina. Kole Kristofor (Nicholas Christopher), from the town of Katundi, was the first recorded Albanian to arrive in the United States, probably between 1884 and 1886. He returned to Albania and came back to the United States in 1892. In *The Albanians in America,* Constantine Demo records the names of 16 other Albanians who either came with Kole or arrived soon after. They came from Katundi, located in southern Albania.
Albanians are the most recent group of Europeans to immigrate to the United States and their numbers have remained small. Prior to World War I, Albanians migrated to America because of poor economic conditions, political concerns, or to escape military conscription in the Turkish army. Many Albanians (between 20,000 and 30,000) who fled Albania for political reasons returned to Albania between 1919 and 1925. ‘’Many of these same Albanians re-migrated to the United States, intending to remain permanently in America. Another wave immigrated after Albania came under Communist control in 1944. After the fall of communism, Albanians began entering the United States in increasing numbers between 1990 and 1991.’’ (Jurgens, James. Albanian Americans). There are no accurate immigration statistics on the most recent immigration.
Early Albanian immigrants settled around Boston and then moved to other parts of Massachusetts where unskilled factory labor was plentiful. Prior to 1920, most of the Albanians who migrated to the United States

were Orthodox Tosks from the city of Korce in southern Albania. Most were young males who either migrated for economic gain or were seeking political asylum and did not intend to remain permanently in the United States. They lived in community barracks or *konaks,* where they could live cheaply and send money home. The *konak* gradually gave way to more permanent family dwellings as more women and children joined Albanian men in the United States. Early Massachusetts settlements were established in Worcester, Natick, Southbridge, Cambridge, and Lowell. The 1990 census reveals that the largest number of Albanians live in New York City with a high concentration in the Bronx, followed by Massachusetts, Michigan, New Jersey, Illinois, California, Ohio, and Pennsylvania. Settlements of Albanians can be found in Chicago, Los Angeles, Denver, Detroit, New Orleans, Miami, Pittsburgh, and Washington, D.C.

Current studies that fully record the experiences and the contributions of Albanian Americans in the United States do not exist. Albanian neighborhoods have tended to resist assimilation in the United States. The communities in New York and Massachusetts have tended to be restricted and interaction with other groups has been infrequent. Other groups of Albanians in the Midwest may have assimilated more quickly. In 1935, a newspaper reported that the Albanians were "not a clannish people . . . [they] associate freely with other nationalities, do business with them, partake of their common culture, and participate in a typically middle class way to the general life of the city" (Arch Farmer, "All the World Sends Sons to Become Americans," *Chicago Sunday Tribune,* July 28, 1935).

Conclusion

There are great possibilities to exist the multi-logical process which sends to disagreements and long debates. Long arguments raised in debates lead to the solution about multiculturalism. Americans have to think more about the things they have in common with other people belonging to the ethnic groups but they never do at least disagree with multiculturalism. The citizenship has to be seen in a plural and multi-logical way and not reduced to legal rights, but what most multiculturalists emphasize is the citizenship.

Americans should accept that multiculturalism in reality is not a threat for their society and identity and it has to be accepted as a state project. In the United States, where the federal state has a lesser role in the multicultural project, the incorporation of ethno-religious diversity has been about country-making, making a claim upon the national identity.

The importance of multiculturalism is great if Americans would be able to understand it well.
Multiculturalism is used to put aside fundamental disagreements and argue if the logic of nationalism and multiculturalism are incompatible. So, many Americans have to think of multiculturalism as antithetical rather than as a reformer of national identity. Another essential point is that it is not good to say that strong identities are a good thing as multiculturalism and minority identities are not so different, but they need to be the complement of a framework of dynamic national ceremonies and rituals which give expression to the national identity.
Minority identities are capable of exerting an emotional pull for the individuals for whom they are important, while the multicultural citizenship requires a comparable counterbalancing emotional pull if it is to be equally attractive to the same individuals. After all, every public culture must operate through shared values, which are embodied in its institutions and practices, but to be effective such values cannot be uniform or one-dimensional and they need new circumstances and consensus to be built up. Only in this way, multiculturalism would not be a threat or an obstacle for the national identity. If Americans continue keeping alive the prospect of a dynamic. Internally differentiated multiculturalism within the context of democratic citizenship, then they should recognize that multiculturalism is not the cause of present discontents but part of the solution.

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TEKNOLOGJIA – RISIA E DIDAKTIKËS MODERNE

Teknologjia është përdorur gjerësisht në jetën tonë të përditshme dhe e gjejmë veten në mes të teknologjisë së lartë në çdo aspekt të jetës. Kur teknologjia nuk është në dispozicion ndihemi të humbur dhe të shkëputur nga pjesa tjetër e botës. Ne jetojmë në një epokë në të cilën teknologjia është gjithashtu shumë e dobishme në didaktikë. Është bërë pjesë integrale e mësimdhënies moderne duke filluar nga prezantimet në PowerPoint si dhe duke ofruar leksione në një kompjuter personal në një ditë normale të shkollës. Një aspekt tjetër i teknologjisë është përdorimi i fjalorëve online. Në ditët e sotme përdorimi i këtyre fjalorëve është më i lirë, që do të thotë se atyre nuk i duhet t'i blejnë ato, por në të njëjtën kohë nuk i duhet të mbajnë fjalorë të mëdhenj dhe të rëndë. Atyre i nevojitet vetëm për një telefon celular me lidhje Wi-Fi dhe mund të gjejnë jo vetëm përkthime të përdorura nga një gjuhë në tjetrën, por edhe sinonime në gjuhën e kërkuar. Në veçanti teknologjia është shumë e nevojshme në lëndët shkencore në mënyrë që studentët t'i kuptojnë më mirë. Vihet re një mungesë të pajisjeve teknologjike në shkollat shqiptare. Përfshirja e më shumë pajisjeve teknologjike duhet të konsiderohet një domosdoshmëri e madhe në shkollat dhe universitetet shqiptare për mësimdhënien e tyre.

Fjalët kyçe: didaktik, teknologji, gjuhë, Wi-Fi, shkollë, pajisje, lidhje.

TECHNOLOGY – THE NOVELTY OF MODERN DIDACTIC

Abstract

Technology is broadly used in our everyday lives and we find ourselves in the middle of high tech in every aspect of life. When technology is not available we feel lost and disconnected from the rest of the world. We live in an era in which technology is also very useful in didactic. It has become an integral part of modern teaching starting from PowerPoint presentations as well as providing lectures in a personal computer in a normal school day. Another aspect of technology is the use of online dictionaries. Nowadays the use such dictionaries is cheaper which means

that they don't have to buy them but at the same time they don't have to carry huge and heavy dictionaries. They just need a mobile phone with Wi-Fi connection and they can find not only use translations from one language into another but also synonyms in the required language. In particular technology is very necessary in scientific subjects so that the students can understand them better. It is noticed a great lack of technologic devices in Albanian schools. It must be considered a great necessity for Albanian schools and universities to include more technologic devices in their teaching.

Keywords: didactic, technology, language, Wi-Fi, school, device, connection.

Technology – The Novelty of Modern Didactic

The word technology can be found every day in our daily life. Associated to that of course we can add Wi-Fi, high-tech, etc. If we don't have access to internet in our mobile, we will feel lost or as if a close friend let us down. In a certain way we have all become techies due to the interesting things we can find by means of internet. We have become experts of communication through internet taking advantage of applications provided free of charge and of course the social media are the most widely spread starting from teenagers to elderly people who possess a mobile phone or a lap top. It is so much used that we forget that we are just wasting precious time which can never come back. Without noticing people can become addicted to the new "drug" called technology. This addiction can be really dangerous and even though we receive daily warnings of it, we still use it. It has become like the oxygen to our lungs. If in the past people used to have watches in their wrists, now they don't. Mobile is the one which substitutes it.Nowadays with the internet provision it ended up to be just an ornament in the drawer. According to their profession, people buy the right mobile and upload the programs they want from internet to make their life easier. It can be used for notification, agenda, alarm clock, tape recorder, camera etc.

Children are also "touched" by such multifunctional addition. Parents give their children their mobile so that they don't cry without paying attention to the dangerousness they are exposing their children. A *YouTube* film or a cartoon can be salvation for the parents to do something productive without being interrupted by their children. Even the warnings, in particular for the children,heard by the parents go in a deaf ear. The children are affected the most in this aspect because they becomeanti-social and they don't want to have friends. Lack of collaboration in schools and the inability of children to make friends are considered of the most crucial issues that the teachers must pay attention.

Internet is one of the sources of such inability. Such children prefer the most to play a game on the mobile than going out to play football. Another bad influence of internet is also obesity. Children tend to eat junk or fast food if the food is not controlled by the parents and be inactive in front of a computer game.

Internet can be used even for more specific things such as translations into different languages. We often find ourselves stuck in certain words in a foreign language and we cannot carry the huge dictionaries. The mobile with internet access can replace them. You can even check if the translation you have done is correct or not. It is in fact a great facility because you can use it at the spot you need it and you can look up the word in lots of dictionaries. It is also a great value-for-money because we don't have to buy expensive dictionaries. In internet you find different professional dictionaries which provide the expert explanation of the specific word.

But how is technology related to modern didactic? The modern didactic is intertwined with technology as it plays an important role in the children's education.

Nowadays information technology has a multipurpose impact in teaching and learning.

Technology has affected so much, that according to predictions, in the future it can completely change the learning/teaching process, respectively it can change the ratio of the factors that determine the education process and these are: student, subject, teaching methodology, teachers and parents[6].

Good knowledge of Information and Technology can provide professors and students with new opportunities in everyday didactic life. In the era where innovation (from cinema, television, Internet and computer) becomes such a present element in the everyday life of people, it is inevitable an attempt to confront the world of Education.

Although very different approaches:

- the school, with its tradition and attention in the past, emphasizes the role of reason, is based on objectives and duration, aiming at the formation of a citizen and an integrated man (Gonnet, 2001);
- technology, on the other hand, is presented as a source that addresses the actuality that raises emotions and pleasure, increasing subjectivity;

[6] http://www.portalishkollor.al

Over the years, special attention has been given to the benefits and opportunities arising from the use of ICT resources, leading the School to redesign its role by adapting to our time[7].

It is noticed that technology is one of the new subjects at elementary school but the computers used are out of date and it is applied in just one class. This is not enough for the children. They must have the full information how to make an internet search and use internet wisely. Technology is the novelty of the modern didactic. Just a few schools in Albania apply the use of computer in each class that is in private schools. The children are taught how to get precious information and make use of different computer programs as well as make projects by means of computers and internet. It includes PowerPoint presentations which are very attractive and interesting of providing certain information, graphics, tables used in Microsoft Excel etc. Children not only become computer experts but also learn how to select the most important information and provide it nicely with photos, accompanied with beautiful colors making learning much stimulating and exciting for the students.

E-learning is the new way of involving technology with learning. In order to use e-learning you must have a computer in front of you and of course internet connection. As an English teacher from my experience in Albania it sounds okay to have an online course communicating with the tutor by email. But at the same time it sounds strange to record an English lesson in our case by video or to have an online student which is watching you from internet. In fact it happened to me. I was invited to have an interview in response to my application for an English teacher. In Albania I think that it is just one company carrying out such an activity. As such a thing sounded weird I rejected it. But their idea made sense. Such teaching was intended for people who liked distance education. The English lesson may be recorded in Albania but the intended student was in Italy or far from Tirana. Such students couldn't travel and wanted to watch that English lesson through their computer. They were supposed to pay for the service may be more than being present in an English class. At the same time they can do something else. It is the best solution for shy people who try to avoid contact with other people as well as for disabled people who want to get an education. It is also a good solution for the housewives who want to learn something without leaving their house. At the same time they are getting their lectures, they take care of their children.

A survey conducted in 2013 with 196 teachers from different universities in Lithuania included 76 teachers (38,8 %) with no experience in distance

[7] http://al.eipass.com

education activities, 31 teacher (15,8 %) with a modest experience of up to 1 year in TEL (Technology Enhanced Learning) and 89 teachers (45,4 %) with experience in TEL for over one year. The age of the responding teachers varied between 26 to 70 years old (average 43,78 years, standard deviation 10,64). The majority of the responding university teachers were women (133 lecturers, 67,9%).

With regard to the appreciation of TEL by teachers, the lecturers answer that the advantages of TEL are the following:

- Convenience in time (62 answers),
- Convenience in place (53 answers),
- Independence (28 answers),
- Variety of learning materials (22 answers).

In case this is applied in Albania, the three options of answer will be true. For sure, it is convenient in time. As I mentioned above, you save time and you don't have to travel to reach the course. It is convenient in place because you don't have to move from one place to another.By means of internet you can access e-books which offer a great variety of materials important for the learning process.

The disadvantages of TEL according to the university lecturers were:

- Lack of social contact (38 answers),
- Learning is more time-consuming (12 answers),
- Problems of applying technologies (8 answers).[8]

The lack of social contact is one of the negative aspects of e-learning. You don't have the chance to know new people. You just have your tutor in front of you in the computer screen. Learning is more time-consuming because you have to learn using your PC which needs recharging and you cannot use it everywhere you go. The problems of applying technologies are another negative aspect. This is because the technology you use can have problems, may be problems with the internet connection or PC problems which make the lecturing difficult for the tutor and for the student. There are encountered also some other difficulties such as creating, preparing and uploading of the material is time-consuming.For the teachers it is required that they put in a little extra effort that is required in the traditional methods of teaching.

Another problem to be considered in Albania is that the tutors or lecturers need some special training which they don't have. This is due to the fact that it is not just the teaching methodologies but also much more energy-

[8] Elena Trepule et al. / Procedia - Social and Behavioral Sciences 191 (2015), 848 – 852

consuming and much more ability to make the student more concentrated in the lecture.
In Albania this is not yet developed and even though it is considered a good idea, it is very difficult to be achieved. This is due to the fact that we don't have capacities in equipment and facilities for such special learning.
In the world is not new. E-learning industry could be traced back to the 1980s and even well before that when distance learning was conducted in form of televised courses.
In the world it started as a good education tool for employees who wanted to have a special training in a certain field. With the introduction of internet, it became much more common even for students. An advantage for the students is considered that it is cheaper than the traditional learning. You spend less money and you can choose your special course without thinking how when to take it. You just need a comfortable chair and table so that you have all the comfort you need.Easy access to materials, flexible space, time and pace of study and immediate feedback are some of the advantages that make language learning a fun thing to go.
Even for the tutors it is much easier to have an online teaching job than being office based. The tutors can have it as a part-time job.
The presence of intuitive features in most E-learning tools offers a variety of formats such as videos, slideshows, word documents and PDFs. Conducting webinars for live online classes and communicating with professors via chat and message forums is also an option available to users.YouTube, Skype, Twitter, Smart-boards, Blogs and Podcasting are some of the successful tools that have changed the way language is taught.
Inspite of its own strengths, traditional learning is proving to be expensive which has created more room for the rapid growth of E-learning given the fact that its much faster, cheaper and potentially better as an alternative.E-learning technologies are widely available for course content and also to employees in big corporations.The Human Resource Departments have effectively utilized the presence of E-learning tools.[9]

Conclusion

Technology is very much incorporated in everything that we do nowadays even in Albania which is not so much developed as the rest of the world. Even though it has its own negative aspects like everything in the world, it has great advantages. In Albania technology used in didactic

[9]https://www.linkedin.com/pulse/importance-e-learning-education-namisango-daniel

is still new, it must be developed through online courses, e-learning which will bring Albania closer to developed countries. It will also be beneficial to everyone who needs special qualifications and doesn't have money and time to attend the course in person.

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THE ROLE OF THE TEACHER IN IMPLEMENTING NEW STUDENT CENTERED TEACHING TECHNIQUES, WHILE FORMING THE COMPETENCES IN THE FIELD OF PHYSICAL EDUCATION, SPORTS AND HEALTH

In the focus of this study is the treatment of an early approach which emphasizes the importance of developing the physical ability in early childhood to improve the physical and coordinative abilities, personal and intrapersonal ones, as a condition for the engagement in lifelong physical activities.

The program of the preschool education, The Curricular Framework of the Preschool Education, in the field of Physical Education, sports and health, plans the implementation of the physical activities that enable achieving the competences of this field.

The methods used by the teachers in early childhood have been object of academic debates in relation to the traditional methods, which organize the lesson based on strict rules and competitive structures that exhaust and overload the children, and the student centered methods which are based on the social, emotional, cultural, developing needs of the child himself.

The professionals of early childhood development believe that the role of the game and spontaneity is crucial in the cognitive, social, emotional and psychomotor learning process.

The methods that put the child in the center, their individual and age needs, facilitate the learning process, support different teaching styles, ensure comprehension in achieving success, facing challenges and improving self efficiency. Through these strategies the teacher achieves the aims of the physical education by allowing the child to discover and develop the abilities, inclinations, desires according to their possibility and pace.

Key words: physical education, field competencies, student centered methods, teacher training, cooperation, preschool education.

Introduction

Physical education in the preschool system is relatively little practiced by the teachers because it is rather technical and very difficult to implement. Therefore this represents an educational deficiency for the children. This deficiency in motile experience damages their development not only in the physical level but also in the affective, intellectual and social level (Michaud, 1992).
In order for the future teacher to be able to implement physical education with their children they need to fulfill three conditions.

- First they need to have a well defined identity.
  Thus physical education cannot be reduced to a simple psychomotor development nor as a simple hygienic relaxation or as a pre sport initiation. Its aim is to give students the possibility to create a real physical culture that will enable them to build, apply and efficiently administrate a real project of physical life by developing at the same time their health potential safely. Shephard, 1997).
- Secondly, the teacher must ensure that the physical education enable a real interdisciplinary connection between the child's body experience (which is for him a constant source of understanding) and his attempts to express (formulate, communicate and assess) his own motile answers.

The teachers need to constantly seek this relationship between the body experience and linguistic aptitude because it encourages children to achieve efficient motile, stable and conscious answers.

- Thirdly, teachers need to demonstrate that the abilities acquired by the pupils have a triple utility (Jorgoni, 2005).
  - ✓ In the physical development plan (improves the functioning of the cardio respiratory system);
  - ✓ In the socialization plan it builds concrete relationships based on rules, acquaintance with the collective life and realization of concrete activities;
  - ✓ In the education plan it alternates the kindergarten activities through concrete attempts of learning and assessing the knowledge gained.

Methodology

The study was realized as a cooperation between the lecturers and students in the subject "Motor Development and Learning" in the Study Program "Preschool education teacher", third year with the teachers of the kindergarten Nr 1, Korçë.

The aim of this cooperation is that the kindergarten institution serves as an exercising school, as a laboratory of children's life as emphasized by Djui. The students, alongside the theory in the auditorium, form also the proper didactic embodiment. The study lasted for a period of two months (December-January 2016). During this time the students did the seminars in this kindergarten. In this activity 2 lecturers, 6 teachers and 27 students of the third year took part. Preschool education.

The aim of the study is to highlight the role of the teacher in the students centered activities with the purpose of achieving learning results. To achieve this aim training with the teachers were organized to get acquainted with the field standards, the interactive methods with the child at its center and creating and using the didactic tools.

The activities were realized in three groups of 4, 5 and 6 years old children appropriate with the characteristics of the age development in three main phases:

1. Discovery (reading, understanding, familiarization with the scheme);
2. "Training" (building and exercising the respective scheme);
3. Analysis of the activity (physical, motor, coordinative, emotional… development).

The method used was the observation method. Observation cards were created which were completed by the students during the realization of the activities. During the study some difficulties were encountered. The presence of a certain number of students in class initially affected the attitude and participation of the children in the game. In the absence of a proper physical environment the class was transformed in a mini gym which hindered in some ways the normal development of the activity.

Discussion of the teaching activity

The study conducted about the teaching activity was based on the demands of the preschool education program and according to the standards of the curricular framework of the Preschool Education in the field of health, physical welfare and motor development of the children aged 3-6. It aimed the achievement of these teaching objectives:

Through the game the children:

- Read and understand more easily the scheme of the teaching activity;
- Familiarize themselves with the elements of the motile scheme;
- Understand the motile activities which they are going to perform in the motile scheme;
- Interact and aid each other to achieve results;
- Get motivated for their comprehensive inclusion for the achievement of the different motile schemes;
- Assess their own and their friends' achievements according to the thesaurus accumulated.

For the realization of these objectives the teacher organized the activity based on several phases: discovery phase, training phase and balance phase.

The discovery phase aims the encouragement of the motile sources to the pupil. Thus they get self informed about the aim of a motile scheme presented in a model. The tables, schemes, models the teacher uses are a concrete reflection of the sessions that occur in the class of field. These visual tools are necessary for the following reasons:

- They serve pupils as reference points (spatial, time, chronological), which aid them to understand the tasks proposed by the teachers;
- Facilitate the pupil's understanding whom sees things more concretely;
- Aid the teacher to assess the pupils' answers. It gives the teacher clues for the necessary changes during teaching in every session;
- Aid the enactment of real life situations about which the pupil needs to talk and read to be able to make it.

Confronting the pupil with a given situation requires that the pupils choose themselves, according to their level, "the way to solve the problem". They are faced with various difficulties, "issues" that they will have to deal with to move on. The teacher considers the spontaneous choices given by the pupils as accurate date for further structuring of learning situations in the coming phases.

Training phase. In this phase the pupils apply all the solutions found in the discovery phase. The moment the teacher realizes the choice of the pupils is the right one she is clear about the further organization of the teaching classes to achieve the teaching objectives.

The next phase called drawing the conclusions (or balance phase) generally takes the form of a review of what was achieved in the

discovery and training phase. It helps the pupils to assess their achievements and to react for a possible improvement and correction.
At the end of the activity the pupils demonstrated development of the physical coordinative ability, personal, intrapersonal and inclusion in lifelong physical activities which were expressed as learning competencies:

- The ability to use the big and small hand muscles;
- The eye-hand coordination, manipulation with different objects;
- Physical activities, movement, walking.

Conclusions

Through the discussion of the observations gathered by the students, the lecturer and teachers drew some important conclusions:

- During the realization of the teaching activity the teachers demonstrated managing, leading, facilitating, motivating, communicative and physical abilities
- The children developed the linguistic ability, enriched their vocabulary with the terminology of the field (naming the motile activities and the tools used);
- They demonstrated the cognitive ability, developed their perception and imagination through talking about the body activities.
- The communication with each other and with the teachers developed the understanding of the norms, rules of the game and their application.
- Through the game the children developed feelings, emotions, attitudes that emerged while helping, cooperating and having empathy for each other.

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CLASSROOM ACTIVITIES ORIENTED TOWARDS COOPERATIVE LEARNING IN PRIMARY EDUCATION

Abstract

The teaching and learning process are in the function of each other as they have the same purpose: acquiring knowledge from students.
The purpose of this study is to highlight the role of classroom activities in order to increase the learning skills. This means that the development of a range of co-operating techniques has a positive impact on improving cognitive skills of students.
Learning in co-operation increases students' learning, leadership and social skills. Thus, learning in collaboration offers many benefits: it improves students' learning of social knowledge and skills; to the teachers as it is a help in leading and guiding the class (Musa, 2014, p. 278).
Moreover, group work increases self-confidence in learners and they learn to evaluate not only just their mates' response but also theirs. This is because the activities developed in the classroom through the groups create an active learning environment and the attention of students passes from themselves to the "success of the group".
Studies in the field of education, communication, teaching methodology, etc., show that some activities have a significant impact on the stimulation and development of students' critical thinking. This gives students the opportunity to learn in productive ways. Gardner, therefore, thinks that learning productively means thinking about what you learn, applying it to other situations, using it as a basis for further learning and continuing to learn independently (Gardner, 1993).

Key words: classroom activities, group work, co-operative learning, active learning.

1. Teacher's responsibilities in implementing the strategies which and learning

Learning is a complex proceses, which needs time in order to be accomplished properly. It includes: classroom management,

learning,group work,assessments add data storage, coordination with the supporting staff, with parents etc. In other words,the above elements are implied as factors which influence in the the learning process.

When we speak about learning strategies we refer to the array of methods teachers use in the classroom, aiming the acquisition of new knowledge. Said differently it is the teacher who should teach the students how to learn. In fact this is an unwritten rule which does not seem to be applied much in the different levels of "Albanian Education System". As a result, most of the students have been little exercised to acquire these learning strategies(will…… cit vlusai 2014).In absence of these strategies the stutends discover by themselves "the technique" of learning by heart and repeating. Studies have shown that still there are teachers who think that learning by heart in the same as learning. This explains why many of the studens gasp learning by heart. They do not know what else to do (there pg.48).

Studies carried out in the last two decades in the field of education recommend more and more the usage of several techniques and strategies. Thus, many teachers are considering changing their techniques they use in the promises of their classrooms. It is through them that the teachers expect their students to doubt, analyze, create,solve, interpret and argue the facts (Musai, 2014 pg. 277).

In order to reach this stage, money researchers think that the expectatous and the relation between students and teachers should have been defined beforehand. This, the children need support in the classroom and it is the teachers who enables this. This is of great empotance if we take account of the fact that the majority of the techniques and strategis refer to classroom co-operation and interaction. Leaning through these techniques of co-operation creats favourable conditions to develop each student's full potential. And later on, favourable conditions to ocguine new knowledge are created as well.

The moress of teaching and learning, un doubtfully calls for close co-operation between teachers and students. What is more students co-operate and outeract with each-other, too. Recent research has shown that in particular situation, stundents acquire more from cooperating with their friends than from the teacher's explanation.

For this reason, the teachers are addiessed certain duties and responsibilities, aiming to create an environment which favorizes learning and assists students. Joan Dean, an experienced teacher and researcher in the field of education, thinks that the way a teacher organizes the teaching process, the class and the relations within the class , depend a lot on the vision this teacher has for the education process in general and for the classroom in particular(Dean 2005).

More specifically, an effective teacher:

- sets clean and precise learning objectives for the students
- adjust the aims and objectives with the potencial of the students and the characteristics of their grouop-age
- spends time with each student, to the extend that it is enough to imteate the learning process
- has rising expectation towards each student
- adjust comerstation and speech to the student's level
- structures hid weak and communicates the specific subject objection to the students
- formulates intermediate and adruced questions aiming to trigger critical thinking
- contimually informs students about their achievementsin particular subjects as well their attitude
- acceptally proces the students who have achieved in several fields
- takes notes of individual achievement and progress for each student , as progress is really essential in the learning process\
- organizes, ana nges and makes attractive the classroom promises.
- reflect on his weak and on his students weak by componing the objective and the achievements in a team or scholasfic year.

Other researchers agree on the responsebilities the teacher has to succesofully accomplish the learning process. This, Jaap Icheerens, professor of educatin in "Teente" university in the Nethyernlands, thinks tha a numer of factors such as the ability of each student to learn ; the syllabus and its structures to learn; classroom atmosphere; expectations on students achievements; coorperate learning and teaching; objective-oviented assessment; content coherence; clear explanations; well – thought discussions and arguments; defining priorities.

And ovientateom of lessons ; suffixeut ponssibilities for procface aud implementation; defining respective biomework for each student ; concretestrategies for classroom learning and so on , influence on classroom interacten and the efficericey of learning process. (Dean,200 pg. 92)

According to him, if the above written are implemeuted properl and correctly,then,from facfors which condition learning they become incentivers which aid and take learning forward.

2. Importance of group role in learning process

Group role involes an array of technique which have in center the interaction and co-operatin among the students and between the teacher and the students,.According to Joan Dean , the advantages of group work in the classroom are the following.(Dean, 2000)

- It generates a great number of ideas.

Group work involles a specific role to each group member in conying out a project or activity succenfully.This, the ideas would not only be multiple but they would also be better thoughtby the students.

- Students learn from each –other through the spoke language as will as though their interaction.

Most of the project and tasks conied out as group work , have in common the discussion and the annurs in the end. This implies that students are in constat communication with each –other as well as with members ofother groups. These experiences improve the speaking ability and ensicli their vocabulary on certain subjects.

- Students recognize the value of personal experience and become aware of new knowledge ocquisition.

Though communication either with each-other or with their teachers ,students develop their ability to expres Hilmsllirs, to lead or to discover different abilities they have etc. Jyste matually conyong out projects or tasks in group makes them aware about the progress they have made aot the abilities they have discovered on themselves. Also, knowledge acquisition is easier as the learning process becomes systematic and organized.

- Self-estem is increased and students again the abilities to divade their ideas critically.

Most students hesitate to ansure ,despite the fact that they have the right answer. They mostly prefer to write rather than say what they think. This is due to low self-esteem and because they worry about other's opinions. When groups are small (3-6 students) .They can expres themselves freely and have greater chances of improving their answers. This increases self-esteem and their ability to show ideas and attitudes with others.

Joan Dean, when speaking of the advantages of using group work, does not put this strategy in the face of learning individually of students. The term "preference" uses more in terms of the role and the positive effect that their use in the classroom.

- Consciously develop the difference between an exploring conversation and a linguistics presentation.

Though group interaction,the students have the possibility to clearly distinguish between a conefee cornerstation in the classroom and a linguistic presentation in certain subjects. This implets that they gain the ability to use the vocabulary which they acquired while interacting and co- operating in groups.

- Students get a sense of responsibility and the process encourages self-discipline.

Conclusions

* Research in the field of education,communication,methodology etc has shown that some activities have visual influence in encouragoing and developing critical thinking in students.
* When we refere to learning strategies imply the away of ways and methods teachers dictate in the classroom aiming new knowledge acquisition. In other words,it is the teacher who should show students how to learn.
* Group-work involves a number of techniques which have in center the interaction and co-operation among students and between students and teachers.
* An effective teacher clearly and accurately sets the learning objectives for the students.
* He adapts the objectives with the students learning potencial and characteristics of their age-group.
* He spends time with each student, to the extend that it is enough to intiate the learning process.

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ASSESSMENT STRATEGIES FOR STUDENT IN PRIMARY EDUCATION

Abstract

Student assessment is one of the essential elements in teaching and learning processes. Successful realization requires some rigorous follow-up basic steps and criteria. The concept of assessment itself includes control and measurement. Likewise, the types of assessment are different, based on the criteria and the goals of the measurements. In this way, control involves the process of gathering information on students' knowledge, skills and attitudes. While measurement is expressed quantitatively and matches the setting of a symbol of a number on students' responses (Musai, 2014).

The main division of the assessment is: formation and summary assessment (ibid. P.361). Different nativeand foreign researchers think that the assessment process is one of the core activities of teachers in classrooms and outside. They extend their studies in different perspectives. Thus, the researcher James Popham raises the question: If the role of teachers as educators is to lead the pupils towards completion, then why do they test the students? (Popham, 2010). According to him, the measurement of students' knowledge is a necessity and, moreover, in the conditions when as a form of assessment for students, testing is used.

The mission of teachers as educator and central figure in learning is constantly in support of knowledge improvement. Here, correction makes sense as a result of controlling knowledge. Through corrections, learning improves and knowledge is added to become sustainable over the years.

Keywords: Assessment, assessment strategy, primary education, knowledge acquisition.

1. Teachers' attitude towards the assessment process.

The assessment process is one of the most important processes in education. In order to obtain accurate assessments and controls, it is needed to answer some basic questions. The researchers recommend that

these questions will create appropriate conditions to check and continually improve the assessment.

Questions such as: What is assessment? Who is the purpose of the assessment? Many scholars have been tempted to answer the question: For whom the assessment is made? Thus (Colin, Doreen, Margaret, & Steve, 1991), some researchers have used them as part of a practical activity for groups and teachers that study assessment issues.

Their answers are an indicator of the age in which we currently live. This era, according to them, shows that testing, control and all means through which knowledge is expected to be controlled become effective and help the learning and teaching process. This is because of the encouragement, reformation and structuring of knowledge that need to be recognized. However, different scholars have different opinions about the value of the assessment process in different educational cycles.

Researchers of the field of communication and education through their studies claim that testing and assessment as knowledge measurement processes are most effective in the higher education cycles and less effective in the primary cycle. This is due to the argument that knowledge is in the process of gathering and we cannot have a final assessment.

Other researchers like Colin, etc. think that assessment can be effective, possible and visible even in primary education. The only condition according to them is the correct construction of instruments to be built that will measure and evaluate learning.

Moreover, educational experiences at home and in the world have shown that assessing and controlling the level of knowledge acquisition are obvious indicators of the areas in which students are oriented.

To return to the three questions posed at the top of the paper, teachers' answers to them have been extensive, as can be seen below. Regarding the first question as to what the assessment is, a variety of responses from teachers has been obtained (ibid. 2). According to them, assessment and all forms of knowledge control are thus understood by teachers:

"I keep control of children while I control",

"Assessment is a continuous process that focuses on our entire life in school"

"Assessment is a central issue of national importance",

"I feel like it is a big stick that hangs over our heads, and our students',

"Assessment makes it possible to diagnose strengths and weaknesses",

"Assessment helps in the advancement of children in science subjects such as Math, English and Reading to see who needs more help," etc.
This shows that the teacher's attitude to the controls, tests and all kinds of classroom assessments are different. This is because the attention paid to those activities developed in the classroom is as different as it is varied. For this reason it is difficult for researchers to give a single definition of assessment.
Other later studies have highlighted the fact that today's education needs to involve students in the creation of their knowledge, to contextualize the learning and content experience and to cultivate in the minds of students critical thinking in perspective (Gordon &Rajagopalan, 2016).
Thus, according to the authors above, we have to look at the education system as a collection enterprise of evidence (results from tests, controls etc). But to do so, we must be convinced that this assessment should be valid. This means that it must be worth for the purposes, the needs that the pupils will have, and for the gathered evidence.
These proofs consist of the resources that are needed and they define the goals (Gordon &Rajagopalan, 2016). According to Gordon and Rajagopalanthis creates a number of problems. The first problem is the identification and measurement of the performance, which become suitable indicators for these phenomena. The second problem is the assessment criteria. They must be consistent with the context and based on general criteria. The ways in which students can be assessed are different. Thus, based on their opinions the assessment is to be understood as:
1. The investigationof students' knowledge, skills and readiness for the lesson;
2. The control their understanding the concepts and new procedures;
3. The control of how much students have benefited;
4. The test over the ability to control knowledge in order to be able to demonstrate their knowledge and self-control;
5. The control of how new teaching is consolidated;
6. the investigation of the ability to transfer learning to other life contexts (adaptation to context, etc.) (Gordon &Rajagopalan, 2016).
Thus, the overall thought of teachers regarding the assessment is focused solely in the classroom and school environment. Their framework, even though different, does not go far beyond the concepts and the basics of assessment. Assessment has a sense, scope and action field that is many times wider than the above definitions. According to the researchers

above, teachers in any educational cycle should be apart from these types of superficial assessment attitudes and be trained to enable the alternation of knowledge with the dispute, the life experience and especially the characteristics of a citizen's behavior as a part of an emancipated society.

2. Some principles and divisions of assessment.

Assessment should be seen as an integral and useful part of the teaching and learning process. It should serve as a catalyst that facilitates curriculum issues with students' achievements and skills. In this context, the teaching methods should be consistent above all with the characteristics of students' age.

This means that each stage of the learning and teaching process is followed with rigor, as they serve as a chain link that realizes the sole purpose: learning and encouraging students' creativity. Assessment of student learning should include the full range of learning and the activities with which it is engaged. These include not only the assessment of the objectives of the curriculum, but also the development of attitudes, beliefs, judgments, etc.

Robert Mislevy, one of the researchers in the field of assessment, offers a broad understanding of the goals that the assessment process has. In 2012, he proposes that the assessment should be closely related to such element as the practice, the impact upon which the assessment is made, the necessity of the argument in measurement and the measurement of the amount of information obtained, etc.

Firstly, it describes assessment as a practice and closely related to a socio-cultural perspective. This is understood in practice as a recurring and organized activity in which people interact with people and other situations. Assessment processes themselves require and need long-term or short-term goals that are influenced by the context in which they are developed. However, the social world cannot be disconnected from this chain as it gives the form and meaning of all variables in each rating system.

Secondly, the assessment relates to the impact it has on the process of those who are being evaluated. This means that the different views of the participating students should be taken into account in the assessment process.

The way students react to the same assessment strategies suggests that this element should be taken into consideration. According to the researchers, these are indicators of the fact that the assessment should be more comprehensive. This is especially true in building tools and measuring instruments of knowledge. They should take into account any priorities they can anticipate and reach through assessment.

Thirdly, researches have come to assessment as a concrete measure of scientific or social knowledge. The instrument in this case is neither a physical tool nor a tool that will concisely allocate something.
At no point the attention must be drawn from the initial aim, which is the measurement of characterizing types in order to improve learning by identifying the existing characteristics. The reasoning here implies the main meaning and it becomes the leader of any means or measuring instrument. In this way, assessment models are created and the latter give way to their adaptation to the needs and characteristics of the students' age.
Fourth, assessment is seen as a proving argument. Learning in the school environment according to the authors provides the argument or reasoning. According to them, this initially means a kind of exploration of the extent to which students have reached. But assessment should not be seen as a process that appears at the conclusion of another process.
Assessment should be seen as the beginning of any new process. So the opinions of the authors find the approval. They think that it can be easy for teachers to understand the student's level of achievement in certain disciplines but it does not turn out to be such when their ability to adapt to concrete situationsare measured.
Contextualization is another skill that can not be derived from assessment alone. Other components, such as teaching methods, the type of discipline, the coherence of the development of activities, the time available, greatly affect the positive result of an assessment (Gordon &Rajagopalan, 2016, p. 93).
Other scholars consider that from the specific purpose of the assessment can be defined even its actions and conclusions. Thus, the four main types of assessment in the classroom are:
Classification assessment. This means categorizing students. They become more distinct among them for the level of knowledge they have been able to obtain.
Diagnostic assessment. In this case, this type of assessment identifies and highlights problems that students may have about different issues. By getting acquainted with them, the teacher is able to rebuild the scheme to improve learning.
Informative assessment. The teacher can often recapture information without realizing that it has been appropriately acquired. Through assessment, he is able to monitor the progress of all students.

Summary assessment. Each course and each lesson in each subject clearly defines the objectives that are expected to be achieved by students. Assessment is precisely the process that reveals the level of achievement of these objectives (Musai, 2014, p. 361).

But what are some of the key assessment activities in the classroom? It should first be emphasized that the teacher should have the main goals, the types of assessment and the selection of those types that will use in the assessment. Some of the main activities are:

Conventional classroom activity control, which accompanies the teacher's decisions on learning development and information that students give to facilitate learning. This control should be active.

Planned assignments for merged assessment with the classroom work. The difference between the usual activities and planned tasks does not constitute any apparent segregation. It is important for the teacher to adhere to defined criteria, as he develops activities according to the needs of the class. This includes the announcement that the teacher makes to students about the manner of assessment and the time of its development.

Homework. Their importance consists in promoting and developing the student's organizational skills. Likewise through homework, students are acquainted with the difficulties they may encounter in certain subjects or on certain issues. At this point, it is worth the help of a teacher who should not offer ready-made models but lead them through examples of situational explanations.

Parents in this case become important partners in the learning process. The opposite happens when "difficult student's" tasks are solved by parents. This hampers student's ability and the normal development of knowledge built by students. For this reason, teachers consider the issue of homework important, but they take their estimates with reservations.

Tests built by the teacher. From studies conducted in the field of assessment, it has been concluded that school tests cause anxiety and stress in the school. In order to avoid and control anxiety by testing it is recommended to keep in mind:

- "The more learned to be a student with tests, the more tested, the less likely it is to fall a victim of extreme anxiety by testing.
- The more scattered during the learning year are the tests, the better they contribute to the student's focus on testing and, consequently, to experience even lower levels of anxiety.
- Helping students to have realistic goals and aims that they aspire to adapt to the real opportunities, contributes to lower levels of anxiety, stress and fear.

- Helping students to respond to test items at moderate rates, either by hastening or staying in the country, contributes to experiencing less anxiety.
- Rarely, avoiding extreme anxiety is achieved by removing the time limits for responding to the test. The student with limited time to respond to the test is better than the responder under the pressure of flying time (Musai, 2014, pp. 364-365).

While the largest types of assessment are divided into three main groups:

1. The type that uses the comparison (with other students, with defined standards, with skills or with progress).
2. The type that uses the symbols (in letters, notepads, with other symbols, passer, failer).
3. Type that uses expression and synthesis notes (word assessment, through summary habits and notes).

Conclusions

- Primary education, but not only has to face with assessment issues.
- The main goal is to measure the level of students'knowledge, in the face of the main objectives and goals of a particular subject.
- Collecting as many students' assessments as possible creates a clear picture of the preparation and frequency of the use of the tools and instruments through which the assessment takes place.
- Likewise, through the assessment, teachers provide detailed information about the information that students have constructed in order to ensure their timely correction.
- Further advancement of students seems to be an expected result of using appropriate and coherent assessments.
- For the assessment to be effective and valid, it is necessary to prepare and familiarize the level of knowledge that the teacher asks about the students, the age and characteristics of their psycho-social development.Bibliograpy

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SUBJECT TEACHING WITH CONTEMPORARY METHODS INFLUENCES IN CREATIVE LEARNING

Introduction

Teaching resembles to a long journey full of challenges. It is an obligation of everybody to contribute with whatever it can to support a decent progress of thinking patterns of the pupils. (Austbel 216).

Societies which consider education as primary, enrol to better development steps. Looking to the future, pointing to a society oriented by knowledge and ability, every society has to challenge ever ending changes. Enormous progress in all fields has directed focus and goal of economical-social roadmap all over the world. This change in focus has changed also traditional models of employment, teaching, etc. This way, a challenge to adapt to these new developments is upfront for every society. To conclude, education is the backbone for this development. This is supported by always on challenges to adapt to new curricula.
Current developments in education has put the pupil in the centre of the teaching concept. All these methods aim to enhance critical thinking thus providing space and possibility for creation of certain individuals with specific competences. These require the association of knowledge, agilities and proper adaptation in a context of a specific situation and base abilities to explore and act. Development of competencies in every pupil is achieved mainly by interaction of his self with knowledge gaining environment. Merging to knowledge gaining situations, pupils are able to evolve their competences and to use them more accurately. With them, pupils gain experience which can be used during all their life.

Key words: teaching, knowledge gaining, teaching methods, inclusiveness, collaboration.

Goals

- To prove by facts the improve of pupil level by using decent methods of the new curricula
- To prove that new decent methods, having in centre the pupil, make them more active, explorer and capable to win over new challenges

- To present teachers' opinions for the role and efficacy of the new methods being applied during teaching lessons.
- To present teachers' opinions for the competences that they gain by studding different subjects
- To give conclusions and to suggest recommendation for possible changes in respect to their applications

Methodology

Teaching and contemporary knowledge gaining permanently influence discovery and evaluation of pupils' best abilities also help in improving their competences.

To examine the efficacy of contemporary teaching methods in respect to continuous and stable knowledge gaining.

How do teachers and pupils report related to these new contemporary teaching methods?

Do these new contemporary methods bring clear distinct differences?

This study will include methods research in terms of quality and quantity. These methods will include organisation of interviews and conduct of surveys with teachers and pupils.

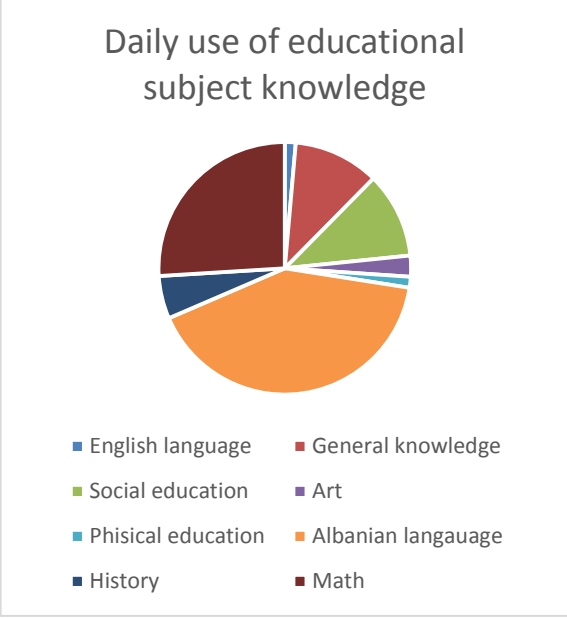
Secondary data will be based on previous studies related to this subject also will be based on annually results

The study

Based on a study on educational programmes conducted in United States of America, (Westheimer and Kahne) are described three main concepts of a "good" civilian, as follows: personal responsibility, commitment and orientation from justice. They believe that pedagogical decisions that we made during the design and competition of educational curricula are based on our inner values, and thus have important consequences in the direction where the society is evolving to (Westheimer and Kahne, 2004). This is the main reason why the design and application of elementary education curricula requires special attention, because society is developed based on these curricula.

The application of new methods as part of new curricula induces changes in each individual when digesting knowledge. Teaches during their daily work, in order to achieve competences for their pupils mainly use contemporary and interactive methods during knowledge gaining. The techniques of group working help a lot in achievement of goals, but also increases the cooperation potential in other subjects. The survey results

inform that pupils apply mostly Albanian language during their daily needs, followed by math.
Active knowledge gaining brings the need of processes for higher level of thinking. Pupils prefer a good planned strategy in order to build their competence for specific subject. All active methods, compared to basic methods, induce direct and indirect thinking in pupils.
From my personal experience, I have noticed that pupils are interested to give their opinions and their already gained information during the teaching session. Giving proper space to this need, a contemporary teaching environment is available. Thus, teaching should be oriented and looking toward future.
In a context of globalisation of society, it is an immediate task the adaptation and compatibility of current education system with upcoming required changes. One of the main objectives of this task is the medication of the teacher role in class, thus requiring a reconsideration of current teaching methods by evolving the teacher position form that of speaker toward the role of guide or guru.



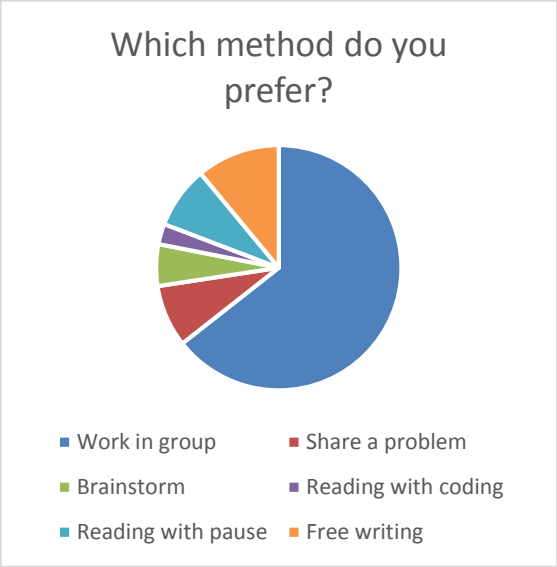
Reading the graph is evident that 41.1% of pupils use the knowledg gained from Albanian language subject in their daily needs.

Daily use of educational subject knowledge				
Subject	Frequency	Percent	Valid Percent	Cumulative Percent

English language	1	1,4	1,4	1,4
General knowledge	8	11,0	11,0	12,3
Social education	8	11,0	11,0	23,3
Art	2	2,7	2,7	26,0
Physical education	1	1,4	1,4	27,4
Albanian language	30	41,1	41,1	68,5
History	4	5,5	5,5	74,0
Math	19	26,0	26,0	100,0
Total	73	100,0	100,0	

Second ranked, with a 26% is the math subject knowledge. This percentage reflects the daily need of pupils to use numbers and calculations during shopping and other expenses or incomes in family. For a small fraction of pupils they said that they used math to solve daily problematic situations. This indicates the future trend to change the curricula in order to improve the competences in all available fields of knowledge.

Pupils during different processes of knowledge gaining, apply mostly in daily life the association of different methods.



Based upon survey results, is evident that pupils not only use more the work in group, but also they feel better than using other methods. Pupils also favor the method of free writing.

Combination of collaboration methods that increase creative ability and the independence in thought are important and enjoyable by pupils.

Method	Frequency	Percentage	Valid percentage	Aggregated percentage
Work in group	47	64,4	64,4	64,4
Share a problem	6	8,2	8,2	72,6
Brainstorm	4	5,5	5,5	78,1
Reading with coding	2	2,7	2,7	80,8
Reading with pause	6	8,2	8,2	89,0
Free writing	8	11,0	11,0	100,0
Total	73	100,0	100,0	

Knowledge gaining in a collaboration environment offers greater possibilities to digest the subject information. Pupils of all levels

collaborate according to their specific roles in order to argument responses and solutions, solve different problems, etc. During this process pupils not only help each other in solving problems, but also evaluate and control their work. The setup of these collaborative environment makes easer pupils' digestion of information but also makes them more responsible for their actions that can be of any kind and apply any method.
Lastly, digestion of education material in a creative way, independence in thought and action, is achieved and supported by the following quotes:

"Less teaching, more animation"
"More methods, more inclusiveness"

Conclusions
Achievement of perfection in schools raises a perfect society. Is an obligation and responsibility of everybody to action within our possibilities to achieve this goal.
Even though learning in a collective and collaborative manner, or in group is a new development in effective teaching, it has origins from year 1920. This method creates an environment not only promoter but also competitive in class. Easily raises a positive interactive feeling between group members working together to achieve common goals. Using these methods pupils:

- Achieve better results than working individually
- Better engage in learning and are motivated
- Social life improves

Aristotle give rise to its own though school: "Going around nature tour" (He used to teach pupils during an exploring tour, a method this providing self-absorption of competences in knowledge.) Thus, we should not forget that theory and practice are two important components of teaching and of knowledge gaining.
"The teacher plays the role of the director and event organiser, while the pupil is inclusive in the overall process".

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TENDENCAT E FUNDIT DIXHITALE NË MËSIMDHËNIEN E GJUHËS ANGLEZE

Abstrakt
Qëllimi i këtij artikulli është të evidentoje tendencat dixhitalizuese te shekullit te XX në mësimdhenien e gjuhës angleze. Se fundmi këto tendenca janë përqafuar edhe nga mësuesit tane të gjuhës angleze. Mmësimdhënie e anglishtes si process, ndikuar kjo edhe nga uria qe shfaqin studentët tanë për ta përvetësuar atë, është në ndryshim të përhershëm. Në këtë kontekst, të ashtëquajturit studentë-dixhital të së sotmes e prekin, ndiejne dhe eksplorojnë botën nën asistencen e paisjeve teknologjike. Sa më sipër ndikon edhe në tansformimin e modeleve tradicionale dhe ekzistuese të mësimdhenies. Mësuesve në ditët e sotme u ofrohen mundësi të paimagjinuara deri më sot për të ristrukturuar metodat mësimdhënese dhe për ti bërë ato sa me tërheqëse, të afta për të rritur pjesëmarrjen në klasë si dhe për të rritur motivimin e studenteve. Për t'ia arritur këtij synimi është parë me vend futja dhe përdorimi, gjatë procesit të mësimdhënies të anglishtes të paisjeve dixhitale ose elektronike, të tilla si: dërrasa interaktive, kompjutera, televizor ose radio. Përdorimi i këtyre aparaturave ka dhene rezultate positive duke bërë të mundur, deri diku, arritjen e pritshmerive, por nga ana tjeter ka patur edhe pika të dobëta të cilat kanë rezultuar jo të kënaqshme.

Keywords: *web-based learning, computer influence, learning skills motivation, students' participation, recent teaching tendencies* .

RECENT DIGITAL TEACHING TRENDS OF ENGLISH LANGUAGE

Abstract
This article highly focuses on the 21st century digital teaching trends which are recently embraced by the Albanian teachers of English language. It is quite obvious, that the process of teaching English is continuously changing as our students are as hungry as ever to be guided,

coached and mentored. In this context the so-called digital students experience the world through technology which places pressure on the traditional models of language teaching. We as teachers nowadays are presented with amazing opportunities to redesign the way we teach English in order to catch students' attention, to raise the class participation and to boost students' motivation. In so doing, teachers began to make use of what are classified as digital classroom devices, more concretely, interactive boards, computers, TV and audio sets, etc. their introduction and usage during the English teaching process has resulted successful in reaching the above expectations, but it has certain pitfalls or disadvantages to be considered and minimized.

Keywords: *web-based learning, computer influence, learning skills motivation, students' participation, recent teaching tendencies*

Outline of English language importance

Linguistically speaking language is the basic mean of communication that serves immense purposes. Especially, when it comes to global communication no other language than English better serves this purpose. English language was primarily the mother tongue of the inhabitants throughout the British Island. Nowadays it is considered to be the global lingua franca as it is either the official language or one of the official languages spoken in almost 60 sovereign states. According to the recent estimations English language is the most spoken language around the world as 1 out of 5 speak or understand it. As so, it is considered to be the only valid language spoken or understood by almost everyone all around the world. Recently, English has become the leading language of international discourse and the lingua franca in many regions and in professional context such as: science, navigation, low, education etc. English gives us access to business communication, the world of knowledge and also to the world of entertainment. Moreover, most of the researches and studies in any given scientific field are found in English. University programs and subjects are compiled in English as to make them accessible worldwide. Internet sites, as well, are set up in or have the option of being translated into English.

The above assumptions support the fact that there is a rapid growing interest in teaching and learning English language. If, for once, we question parents (even Albanian ones) about their aspirations concerning their children's knowledge on English language their answer will be 'Speaking English with confidence". It is quite obvious that we want our children to read English well, to have a wide vocabulary, to have a firm understanding of its grammar, and to speak fluent English. But on the

other side we are aware that the mastering of the above forth skills is a hard-won or a hard nut to crack. That is why it is advised or recommended to begin English training, learning and teaching at a considerable early age for the following reasons:
It is the most favourable period for linguistic development in order to form a solid basis for further linguistic education.
An early start provides maximum learning time for English as a foreign language.
From an early age children are exposed to the cultures of the country where the target language is spoken. They grow up tolerant and sympathetic to other people.
Learning a foreign language at an early age stimulates children's ability to use their mother tongue better.
Learning a language improves children's memory, thinking, perception and imagination.
Foreign language acquisition is highly dependent on the teacher's ability to perfectly match learners' needs and interests with the most updated teaching approaches or trends. The above statement will be also the central issue we are going to wrestle with in the following paragraphs of the paper we intend to introduce.

Teaching English nowadays

It is widely accepted that the today children live an interactive life as they are growing at ease with the digital devices such as: computers, i-phones, tablets, etc, that are becoming handy tools at home and school as well. In this context there is a great debate concerning the influence of technology in the life of our youngsters which prominently emphasizes the ways childhood is transformed by the technology.
As so Alliance of Childhood (2004) describes technology as responsible for irreversible changes in human biology. Buckingham (2000) and Postman (1982,1994) refer to technology as responsible for causing the disappearance of childhood. Whereas the American Academy of Pediatrics Council on Communication and Media recognizes the fact that high quality interactive media can have benefits on children improving social skills and even schooling and educational competence.
Back to what we have stated above the living families of today are living through the digital era. Interactive devices play a fundamental role in children growing up and their education as well. Researchers as well as teachers in general being faced with such overwhelming reality have

realized that technology is the only mean to draw children attention and to boost their motivation. As so they began to revolutionarize their teaching approaches in order to meet students' desires and expectations. In contrast to the traditional teaching methods which were highly teacher-centered: teachers deliver knowledge and children reproduce it) nowadays teachers tend to implement new teaching trends or approaches which are student-centered. These recent tendencies have been successfully embarrassed and highly practiced by teachers of foreign languages, especially those teaching English. Teachers have to be cautious to make learning English everyone's cup of tea. At an individual level, learning and teaching English can be effective if it best matches learners needs and interests . It demands to be kept into account what content to be taught, how much and to whom. Beginning from the last wh- questioning pronoun "to whom", we have already stated above that learning English at an early age is very productive and has also social and individual benefits. Taking into account the fact that children are the ones to be taught English we have to organize the teaching classes as entertaining and enjoyable activities because nowadays it is proposed teaching children though playing.

Another way in which technology is positively associated with learning is the link between technology and motivation. Le Loup and Ponterio (1669) and Schwartz (1995) both stress that today learners are likely to be far more visually oriented than those of the previous generation. Hence the interactive nature of modern technology makes it far more attractive to learners who have grown up with videos, hand-held games and other multimedia. They think that even very attractive text-based materials are unlikely to attract or capture learners' interest because they are not interactive. Hoven (1992) and Gaspar(1998) also stress that when technology brings the real world into the classroom, learning seems more relevant and is more likely to engage learners feelings. Looking at the literature on the integration of technology, it is evident that experiential, goal-oriented real-world activities, and not pedagogical activities are those that generate the greatest of enthusiasm.

At this point of the article it is quite obvious that trends that were popular in the past have vanished today and they have been substituted by other revolutionary ones. In this context English language teaching has tremendously changed over the last decade and it has undergone numerous changes and innovations.

One of the great challenges to teachers is to create an environment that makes learning fun, engaging, and productive since an emotionally-engaged student is one that benefits from learning process. The teachers'

task is to explore and implement the most beneficial applications of technology in English language teaching.

The beneficial application of technology in the classroom

While teaching a foreign language, teachers have to make sure that the teaching techniques ensure the following.

- Linguistic intelligence is revealed through specially designed grammar and vocabulary activities which are first presented by the teacher and afterword students have to work on the.
- Visual intelligence is developed when learners do exercise supported by pictures, flesh-cards, stickers, videos or photos.
-Musical-rhythmical intelligence is activated when learners listen to or imitate intonation and rhythm, sing songs or recite verses.
- Logical-mathematical intelligence is based on solving puzzles or doing odd one out tasks.
- Bodily –kinesthetic intelligence it is highly related with the physical activities such as role playing, games, making posters and doing projects.
- Interpersonal intelligence it refers to learners' involvement in such activities as pair and group works, games and team activity.
- Intrapersonal intelligence refers to silent individual work and self-reflection.

In order to promote all the above teaching techniques teachers nowadays have seccumbed to the usage of computer-based technology as it is an excellent example based on the theme "Learning to learn", involving strategies of learning, thinking, planning and self-monitoring. So more and more attention is given to the extreme and rapid development of ICT as it plays a primary goal in foreign language acquisition as it raises motivation, facilitates learners' cognitive abilities and help teachers in creating a favoring psychological atmosphere in the classroom.

More concretely, a considerable body of research emphasize the utility of computers how they influence and assist learners writing, reading, speaking and listening skills.

For example, when writing on a computer, learners focus more on form. It encourages distance and give learners the possibility to consider themselves as readers. They enter more fully into the communicative nature of their writing as they begin to develop the need to tailor their language. Furthermore it helps learners to develop a sense of criticism to the form and context, helps them to correct and change their work, it encourages them to consider writing as a recursive process which includes pre-writing, drafting and revision.

Next, newer language laboratories linked to computers allow learners to practice minimal pairs, to work on the gist and to engage in some listening activities. Additionally, there are other possibilities for practicing listening that depend on the multimedia capacity of a computer linked to the internet.

On the other hand, learners can assess communicative material on the internet to improve their communicative competence. Several data show that oral proficiency can be enhanced if learners make use of certain communicative activities such as e-mails, video-conferences, video-projected material or interactive boards in order to improve English language fluency and confidence.

In this context, Hoven (1992) goes further in proposing that technology can enhance any expect of language learning as it allows learners and teachers to do old things in new ways. More importantly, many creative activities that would have been formerly beyond the reach of the foreign language classroom, now can be realized thanks to technology.

In conclusion web-based learning is one of the fastest growing areas in education. It is widely accepted that advances in information technology provide opportunities to create well-designed, learner-centered, interactive, efficient and flexible learning environment. On the other hand learners have access to a large among of learning material and well-trained language instructors at anytime and anywhere. The audio-visual impact of modern technology tools made English language learning easier than ever before.

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Procesi i të lexuarit në gjuhë të huaj- Si të bëhesh një lexues ekspert

Kur flasim për leximin në gjuhë të huaj, shumë gjëra varen nga koncepti se çfarë kuptojmë me procesin e të lexuarit. Disiplina të ndryshme mësimore apo tradita, e shohin këtë proses në këndvështrime të ndryshme.

Në këtë artikull ne do të diskutojmë se çfarë kuptojmë me procesin e të lexuarit në lidhje me aftësitë e tjera. Po ashtu, do të thellohemi mbi këtë diskutim me synim që të identifikojmë llojet e teknikave të të lexuarit të cilat përputhen me rolin dhe synimet e nxënësit të gjuhës së huaj. Ne do të argumentojmë se roli i lexuesit i lejon nxënësit që studiojnë një gjuhë të huaj të shtojnë burimet e përdorura kur lexojnë në një gjuhë të huaj. Kjo aftësi duhet të ketë një dimension të përcaktuar kulturor në faktin që lexuesi është një ekspert në diçka që mbart vlera shoqërore. Ne do të përpiqemi ti kthejmë përgjigje pyetjeve të ndryshme si: kush e gjykon se sa i nevojshëm dhe i vlefshëm është procesi i të lexuarit përveç vetë lexuesit dhe sa i kënaqshëm është rezultati i kësaj aftësie?

Ka tre mënyra të përgjithshme të të parit të rolit të tekstit me të cilin do merremi, të lexuesit dhe synimit të të lexuarit të cilat do të donim ti parashtronim: e para pretendon se teksti mund të copëzohet në pjesë për të ndihmuar në veçanti lexuesin nxënës, e dyta pretendon se nxënësi mund të vlerësohet për aftësitë e tij/saj të të lexuarit në bazë të disa niveleve të parapërcaktuara, dhe e fundit, ku roli kryesor i nxënësit është ai i procesorit të informacionit dhe ku qëllimi kryesor i të lexuarit është marrja e informacionit.

Fjalët kyç: proces, lexim, aftësi, produktiv, informacion, kuptueshmëri.

THE PROCESS OF TEACHING READING IN A FOREIGN LANGUAGE
HOW TO BECOME AND EXPERT READER

Abstract
In talking of reading in a foreign language, much depends on what we understand by the reading process. Different academic disciplines or traditions view reading in distinctly different ways.
In this article we will discuss what we understand by the process of reading in relation to the other skills. We will then build on this discussion to identify kinds of reading techniques which match the roles and goals of the foreign language learner. We will argue that the role of the reader allows foreign language learners to intensify the resources they bring to reading in a foreign language. This skill appears to have a culturally determined dimension in that the reader is an expert in something that is socially valued. We will try to answer to questions such as: who judges other than the reader herself/himself how effective or efficient the process of reading is and how satisfactory the outcome of the activity is? There are three common ways of seeing the role of the text we will deal, the reader and reading goals or purposes which we would like to question here: one is that texts can usefully be broken down into constituent parts to aid the apprentice reader in particular, second that learners can be evaluated in terms of fairly fixed levels of reading ability, and finally that the principal role of the reader is information processor and the main eventual goal of reading is comprehension.

Key Words: process, reading, skills, efficient, information, comprehension.

To most learners the notion of expertise suggests skill, knowledge, and training, often with a period of apprenticeship. In addition it appears to have a culturally determined dimension in that one is an expert in something that is socially valued. Finally, the term ‘expertise’ connotes an outcome or product which is visible and can be judged or evaluated. Expertise seems to involve skilled, conscious physical activity. This, on the face of it, sits uneasily with a usually private, silent activity like reading. It may be for this reason that we talk less of someone, other than a child, being a ‘good’ reader, – let alone an ‘expert’ one – although we readily refer to a good writer, speaker or listener.
This is especially so with listening, because it is judged by the receiver. In the case of the reading expert we might want to ask: who judges other than the reader herself/himself how effective or efficient the process is, and how satisfactory the outcome is?

Can we argue that reading is a skill like riding a bike or driving a car which can be broken down into discrete steps in the learning process? If so, when does it become automatic? We do not think of when and how we drive or how we ride a bike. Automaticity is a further feature which is linked to notion of an expert reader.

Some see a divergence between experts and beginers. Scholars (*Dreyfus dhe Dreyfus, 1980*) talk of the development of beginner to expert through a series of stages. If we relate this to an activity like reading, we might imagine stages of reading that one passes through, with new skills building on and dependent on the acquisition of earlier ones. This kind of sequence was challenged when Lunzer and Gardner (*Lunzer and Gardner, 1979*) found two features linked to effective reading: flexibility and reflectiveness. Findings into the manner in which expert teachers 'read' a classroom situation highlight flexibility as one significant feature and selectivity of attention as a second feature. These are both attributes possessed by effective, experienced readers. In short it can be argued that the process of becoming a reader is not describable in terms of incremental skills.

From the start, effective reading involves essentially the same principles at early as at advanced levels of reading: drawing on a wide range of textual clues to make meaning from text with experienced readers becoming more expert at knowing what to read, and in what manner.

If we accept this, we may want to challenge not only the notion of progressive, readily identifiable steps in developing reading skills, but also the view that the final outcome of this process is the achievement of some kind of 'full' competence as a reader. Inevitably, just as total comprehension of a text is never attainable, reader competence and skill is not describable in finite and unvarying terms. Experienced readers, like writers (*Bereiter and Scardamalia, 2006*) feel continually challenged, critically and cognitively. The process of becoming a writer or reader is open ended. At the same time, an outcome of automaticity as a demonstration of the highest degree of expertise is dubious. Skilled readers will not be hesitating at the decoding level of text processing. They can be said to have automatised basic competencies such as the ability to match grapheme to phoneme, in the case of alphabetic languages.

However, they will continue to struggle with textual difficulties or incompatibilities, in many ways highly conscious of the process.

If beginner learners are assigned a position in relation to the 'expert', the same dichotomy is apparent in contrasts between the 'expert' native readers of English as opposed to the beginner foreign language learner. In other words, there exists the assumption that the model or norm is the

native speaker. In the case of reading, it is readily acknowledged that many native speakers of a language are not proficient readers and writers, especially for academic purposes. In the case of reading, it is readily acknowledged that many native speakers of a language are not proficient readers and writers, especially for academic purposes. More arguable is whether, assuming parity of educational level, foreign language readers are to be assigned a deficit status when compared with L1 readers who, simply because they have strong intuitive knowledge of the language system, will necessarily have greater reading expertise.

We shall argue below that some conceptualisations of reading will inevitably favour the English native reader, whereas others give space for English as foreign language readers to assert a distinctive identity – even to claim advantages over the English native reader.

Views of reading

In talking of expert readers much depends on what we understand by the reading process. Different academic disciplines or traditions view reading in distinctly different ways. Psychological accounts, which have tended to dominate the field, theorise the process as *Luke* (*Luke, 1996*) puts it, by 'reference to internal states' rather than external social circumstances. On the other hand, Brian Street and his associates under the auspices of what has come to be known as the *New Literacy Studies* (*Street, 1984, Barton, 1994, Baynham, 1995*), describe literacy as social practices which are acquired in naturalistic settings. In particular, *Street* (*1984*) contrasts what he calls 'autonomous' with 'ideological' conceptualisations of literacy. While an autonomous view sees reading and writing as skills learned largely through schooling, with universally shared characteristics, the ideological position sees literacy as culturally situated and variable in the forms it takes. If we take a broadly ideological view of literacy, literacy can be seen – even within educational settings – as 'repertoires of practices' rather than as a unitary undifferentiated skill.

Moreover, reading is not just a sociocultural activity but, more specifically, a *sociolinguistic* process. A key sociolinguistic principle is the need to see any kind of language activity, to include reading here, as being necessarily variable. That is, language varies, pragmatically and semantically, according to the context in which it is used. At the same

time language users demonstrate variable language behaviour as they respond to varying contextual conditions. With this in mind, we shall argue several common ways of seeing reading – what we have called here some *reading myths*, on the grounds that they do not attend sufficiently to these sociolinguistic aspects of reading behaviour.

The role of the text

There are three common ways of seeing the role of the text, 1- the reader, 2- reading goals or purposes which we would like to question here: a) one is that texts can usefully be broken down into constituent parts to aid the apprentice reader in particular, b) second that learners can be evaluated in terms of fairly fixed levels of reading ability, and c) finally that the principal role of the reader is information processor and 3- the main eventual goal of reading is comprehension. Here we take each of them in turn:

1) One popular view is that texts consist primarily of words and that the learner reader moves from reading words, to linking those words within sentences, ultimately progressing to the reading of whole texts. This kind of progression is certainly suggested by the British National Literacy Strategy which categorises the proposed activities of the Literacy Hour under word, sentence and text based activities (*DfES, 2000*) presented in columns or 'lists' in that order, as one reads from left to right. And, although it is possible to contextualise the word and sentence work within text focused work, in practice teachers tend to teach them separately, initially prioritising smaller units such as phonemes, thereby lending support to the incremental view of the reading process, by which an aspiring reader moves from smaller to larger units of meaning, from phonemes to whole texts. Many reading specialists continue to take a predominantly word recognition view of early reading. On this view, reading expertise is best demonstrated through the success with which words are decoded and/or understood. Adams for instance says: 'the ability to read words quickly, accurately and effortlessly is critical to skillful reading comprehension' (*Adams, 1990*). *DeFries (1987),* argues that one cannot talk about 'reading words' in advance of any discussion of what a word is. For instance, is 'look up' in 'she looked up the word in the dictionary' best seen as two 'words' or, as linguists would argue, a single lexical item, whose meaning is not equivalent to the sum of its parts? Secondly we need to consider the crucial role of *context*. What is evident here is the key principle of the need to attend to context. Occasionally a reader may not be able even to decode without such contextualisation, especially in the case of homographs such as the word 'minute' in 'she carried a minute dog'. We see that, although words

clearly constitute texts in a physical sense, the reading process cannot be seen as reading words in any straightforward way. The whole is not merely the sum of its parts.

2) Even as educated adults we have all noticed failures or breakdown in skill. Reading is context dependent and socially mediated. One can observe in readers' on-line processing of text, not the consistency generally assumed by reading tests, or the widely accepted notion of 'reading age' but a variability of recognition, with words 'known' in some contexts but not others. In a study of reading variability (*Wallace, 1987*) we looked at the manner in which either the text or the teacher could impact on the reading event. In the case of textual features, complex reference could be observed to defeat learners so that 'simple' words such as *one* resisted decoding although it was clear that the learner's general decoding knowledge would readily permit them to 'read' the word in predictable contexts. Indeed *DeFries* observes much the same in the miscue analysis he conducts to verify his claim that the lexicosyntactic environment plays a crucial role in readability for learner readers. And yet, in spite of this readily observable variability, reading competence still tends to be viewed as a given, as something which is fixed at any one point in time.

3) A dominant view of the reader continues to be that of comprehender or information processor, typified in definitions such as: 'Reading is an information processing skill comprising a number of cognitive subskills that enable us to acquire purely visual information from a page and convert it into meaning' (*Underwood and Batt, 1996*). In classroom contexts learners may be required to reproduce this information as evidence of understanding, often as answers to comprehension questions. We believe there are problems with this view at the macro and micro level. First, at a macro level, we do not necessarily read texts for information.

The role of the reader

The reader role as a code breaker, involves a reader drawing on text in a range of ways. One role which is especially relevant, although not exclusive to, the foreign language reader is that of 'user of text for language learning'. A major reason why the foreign language learner reads is to learn more about English itself.

The more fluently and widely the foreign language reader reads, the more exposure to the key structures and vocabulary of the foreign language he

or she gains. Reading offers more language input than can usually be provided orally, especially in foreign language learning contexts. As well as providing *quantity* of input there is also a need to offer learners access to vocabulary and structures which tend to occur only in particular kinds of writing. For this reason access to a wide range of print genres is crucial; it is possible, even in material specially written for the classroom, to aim for authenticity of genre, by making a text recognisable as an advertisement, story, a poem or a business letter (*Wallace, 1992*). At the same time attention can be drawn to the way in which textual and discourse features typify certain genres.

Michael Halliday notes that print provides 'a resource for asking questions about text, that it makes the grammar more visible' (*Halliday, 1985*). For very early foreign language learners in particular access to written text offers a metalinguistic and metacognitive tool in that the more fully structured language of written text allows them not just to notice features of the language, made more visible in print, but to match up their own current language use against the standard features of the text.

How to evaluate a reader

If we agree the value of the role of the reader as language learner, what kind of evidence might be drawn on to assess how effective the reader is in this role? One common practice, which uses the text as language learning vehicle, is to ask students to notice grammatical items through activities like: 'underline all the past tenses in a text'. A difficulty with this kind of activity observed very recently in one classroom is that it does not reveal any understanding of the relationship between form and meaning, merely recognition of form.

Alternatives are to invite attention to form/meaning in various ways.

Beginner learners might be encouraged to develop a metalanguage system as a tool to give them access to the role of linguistic features as embedded within texts, not as isolated or decontextualised language forms. For advanced learners there are a number of proposals for inductive grammar activities which encourage learners to notice the manner in which grammatical choice contributes to overall textual meaning.

Foreign language readers may want and need to respond to texts in more diverse and complex ways than in their roles as language learners. They draw on background knowledge and are aware of the overall purpose of texts in contexts of use other than the classroom and beyond their role as language learners.

Studies in pragmatics and speech philosophy have long challenged a conduit model of communication, preferring to talk of an ongoing

negotiation of meaning between speakers and listeners or readers and writers. Another way of evaluating a skillful reader is by asking him/her to 'think aloud' through texts.

Conclusions

We have argued that usual ways of judging a foreign language reader may not do full credit to the resources or needs with which most foreign language readers come to the reading. Accuracy of decoding or skill in answering comprehension questions may not adequately reflect the full range of roles which foreign language readers wish to assume as readers of English. Fluency too may not always indicate effective text processing: the hesitant reader, even as a beginner, may not be the unskilled one but one who is more aware and alert to textual ambiguity. Reading, like writing, is a thinking process evidenced and supported less by automaticity than by enhanced reflectiveness.

Furthermore, if one sees reading as interpretation, and, more particularly critical interpretation, then the native speaker loses the advantages which a comprehension view of reading provides. The notion of criticality cannot be linked to innate linguistic competence but is socially situated and educationally learned. It is achieved with difficulty, and effort. Above all, it is variable, closely tied to sociolinguistic context. In seeing reading expertise in this manner we believe that the foreign language reader, as an outsider to the reading interaction between writer and envisaged reader, can be seen, not as aspiring towards the native speaker competence but as an expert in his/her own right.

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PËRQASJE SHPREHJESH FRAZEOLOGJIKE ME EMRA FRUTASH DHE PERIMESH NË SHQIP DHE ANGLISHT

Abstrakt
Qëllimi i këtij punimi është të bëjmë një përqasje të shprehjeve të ndryshme frazeologjike që burojnë nga emrat e ndryshëm të frutave dhe perimeve që janë pjesë e fjalorit bazë të shqipes dhe anglishtes, duke trajtuar çeshtje të tilla si, a ka apo jo paralele frazeologjike midis dy gjuhëve dhe si përkthehen shprehjet e ndryshme.
Shtysën për këtë punim e morëm nga fakti se një masë relativisht e lartë e këtyre fjalëve përdoren në shprehje frazeologjike, pra kanë ngarkesë kulturore.
Një konkluzion i nxjerrë nga ky punim është se midis këtyre dy gjuhëve paralelet frazeologjike janë aq të pakta në numër saqë janë të papërfillshme. Pra, zhvillimet origjinale frazeologjike në të dy këta popuj kanë të bëjnë me këndveshtrimet e ndryshme që të dy popujt kanë për botën përreth.
Mospërputhja semantike midis tyre krijon probleme në përkthimin e këtyre shprehjeve nga njera gjuhë tek tjetra. Kjo mospërputhje është edhe me e theksuar sidomos ne ato raste kur njësitë frazeologjike kanë përbërje leksikore të njëjtë, çka çon në miq të rremë semantikë, si p.sh., *I nxjerr gështenjat (nga zjarri) me duart e të tjerëve (e botës)* e bën një punë duke përdorur si mashë a si vegël të tjerët dhe *pull the \someone's chestnuts out of the fire* – te shpetosh nje person ose nje situate nga veshtiresia ose shkaterrim i sigurt, vecanerisht duke vendosur vetveten ne rrezik.

Fjalë çelës: Perqasje frazeologjike, paralele frazeologjike, shprehje frazeologjike, botekuptim, miq te rreme.

A COMPARISON OF PHRASEOLOGICAL EXPRESSIONS WITH NAMES OF FRUITS AND VEGETABLES IN ALBANIAN AND ENGLISH

Abstract

The purpose of this paper is to make a comparison between the various phraseological expressions that originate from the different names of fruits and vegetables that are part of the basic vocabulary of English and Albanian languages, addressing such issues as whether or not there are parallel phraseological expressions between the two languages and how are different expressions translated.

What motivated us to write this paper is the fact that a relatively high number of these words are used in phraseological expressions, so they are culturally loaded.

A conclusion that we come to at the end of this paper is that between these two languages the parallel phraseological expressions are so few in number that they are insignificant. So, the original phraseological developments in both these peoples have to do with the different views that both these peoples have about the surrounding world.

The semantic discrepancies between them create problems in translating these expressions from one language to another. This dicrepancy is even more pronounced, especially in those cases in which the phraseological units have the same lexical composition, which leads to false friends, for example, "*I nxjerr gështenjat (nga zjarri) me duart e të tjerëve (e botës)* meaning someone does a job by using others as a tool and *pull the \someone's chestnuts out of the fire* - to save a person or a situation from certain disaster, especially by putting one's self at risk.

Key words: Phraseological comparison, parallel phraseological expressions, phraseological expressions, false friends, worldview.

Introduction

Phraseological expressions are a very important part of the language of a people. Regardless of the various definitions given to them by different scholars, one thing they have in common is the fact that they are a group of words whose meaning is not a simple sum word of their component words. Instead, they can only be understood if one is part of the society where they are born and used, i.e. only if one possesses the right information to decode the meaning of the component words and

transform them from individual literal words into a coherent sum of words on the basis of common cultural references.

As we know, language assures the continuity and longevity of culture and of the nation that speaks a language, and based on this phraseological expressions are the best indicator of mastering a foreign language. They add color to the language and make it more vibrant and vivid.

Any language, no matter how big or small, despite the fact that the people who speak it are geographically in one place or live beyond one countries political borders, have as part of their spiritual culture unique phraseological expressions in which are fixated customs, historical events, traditions, its own national culture as well as the worldview of this linguistic community. As we know, relationships among different peoples resemble those of communicating vessels where cultural exchanges leave their own mark on the very medium that enables this exchange, the language. Consequently, some phraseological phrases have an "international passport" because of the common historical-cultural bed, they are adopted by the big nations and become part of the universal expressions which makes it easy for them to be used interculturally relatively without problems

Aim

Fruits and vegetables occupy an important place both in the sphere of commerce and in that of cuisine of various peoples. They are traded on a daily basis affecting every segment of society from the ancient times up to the present day. This fact explains their inclusion in the so-called basic vocabulary of the languages under discussion. Keeping in mind the fact that "The dictionary is a very sensitive indicator of the culture of a nation" ANNA WIERZBICKA (1997: p, iii) the comparison of phraseological expressions amounts to a comparative cultural undertaking. Phraseological expressions include the names of fruits and vegetables that are part of peoples' everyday activities, such as *molla-apple, fiku-fig, rrushi-grapes, dardha-pear, arra-walnut, domate-tomato, geshtenja-chestnut,* etc. and normally not fruits that are not part of the tradition, such as, *mango-mango, avokado-avocado,* etc.

The essence of our paper is to see whether or not there are parallel phraseological expressions with the names of fruits and vegetables between Albanian and English languages. As our motivation to write this paper served the fact that parallel phraseological expressions between the two languages can be found in different dictionaries despite the fact that

the two languages are part of the large Indo-European family of languages and they feature linguistic differences of different kinds.
Given the fact that "the meanings of words from different languages do not coincide ... and that they reflect and merge to the ways of life and thinking characteristic for a particular society .... serve as invaluable keys to culture" ANNA WIERZBICKA (1997: p, 4) and the phraseological expressions part of which these words are display a low level of coincidence. According to Sapir, "Languages vary greatly in the nature of their vocabulary ... These changes go beyond the names of cultural objects. They are also implemented to mental world" ANNA WIERZBICKA (1997: p, 4). As we previously mentioned, despite the geographical distance between the two peoples, a large part of these words are used in phraseological expressions in the two peoples, i.e., they are culturally loaded. The method we have used is the extraction of phraseological expressions containing fruits and vegetables words from explanatory and phraseological vocabularies of both languages and their semantic comparison. First of all, we want to clarify that phraseological expressions with names of fruits and vegetables are those expressions where at least one ingredient is a name of fruit or vegetable.

The data and procedure

The lexical field of fruits and vegetables we talk about in this paper contains over 60 words: respectively 39 fruit words and 25 vegetable words in Albanian and as much in English. Most of them are used in the construction of phraseological expressions, such as *dardha-pear, domate-tomato, fiku-fig, molla-apple, gështenja-chestnut, limon-lemon, ulliri-olive, trangulli-cucumber,* etc,. Some of them are not used in phraseological expressions in any language. Such are 3 fruits and 4 vegetables names, such as, shega -pomegranate, lajthia-hazelnut, lisi-oak, fasule-beans, barbunja-green beans, thjerreza-lentils, patellxhan-eggplant, kivi-kiwi, since they are not characteristic of the agriculture or gastronomy of these countries.
In Albanian, there are about 80 phraseological expressions containing fruit names and 60 with vegetable names, while in English there are about 227 phraseological expressions containing fruit names and about 200 with vegetable names. Thus, it is obvious that the "phraseological scales" tilt in the favour of the English language and this for objective reason.
The words used in more phraseological expressions in the Albanian language are *bathët- broad beans* in such expressions as: *Bathë e mbirë në udhë; I humbi batha; I ndaj bathët; Siç duken (siç tregojnë) bathët; S'i ka bathët mirë (të mbara); Ishin bathë të numeruara; lakra- cabbage* in such expressions as: *E bëri lakër; U bë lakër; Grin lakër (sallatë);*

Lëng ndër lakra; I ndau (i qëroi) lakrat (llogaritë, hesapet) me dikë; E zuri (e kapi, e gjeti) ndër lakra; U bë si lakër e bujtur; I ka rënë shiu në lakra; Është hapur si vaji në lakra (në ujë); Ia nxori (ia qiti) lakrat në shesh; dardha-pear in such expressions as: k*a rënë në dardhë; I doli dardhë diçka; do t'i dalin dardhat dikujt; është rrëzuar (një herë) nga dardha dikush; kërkon dardha (thana, thanëza, rrush) në shënëndre (në dimër), arra-walnut* in such expresions as: a*rrë fyçkë; arrë në gojë; i marr (i ha) arrat dikujt; s'i mban goja arra dikujt; të thyen arrën në dorë.* The words used in more phraseological expressions in the English language are *corn-misri* in such expressions as: *corn in Egypt; earn your corn; all this wind shakes no corn; put your sickle in another man's corn; no corn/wheat without its chaff; acknowledge the corn; a horse will see the corn but not the fence; like corn under a millstone;* and *beans-fasulet* in such expressions as: *not know beans about; not have a bean; give someone beans; to be full of beans; keep all the beans in the sack; he won't give a bean for a pea; hunger makes hard beans sweet; white as a bean; every bean has its black; spill the beans; find the bean in the cake.* The word most commonly used in phraseological expressions in the Albanian language is *lakra -cabbage* used in 17 expressions, whereas the English language is the word *apple-molla* which is used in over 60 expressions.

In our study we noticed that some words are used in phraseological expressions in one language, but not in the other. More concretely, are used in Albanian, but not in English, the words *borzilok-basil*, *gorrice-dwarf pear*, *thane-european cornel*, *bathe-broad bean*, *mel-millet*, whereas are used in English but not in Albanian the word *pea-bizele*, *cocoa-kakao*, *cauliflower-lulelaker*, *potato-patate*, *spinach-spinaq*, *pineapple-ananas*, *coconut-arre kokosi*, *almond-bajame*, *banana-banane*, *bilberry-qershingel*, *quince-ftua*, *sloe-kullumbri*, *acorn-lende lisi*, *blackberry-manaferra*, *raspberry-mjeder*, *cherry-qershi*, *ginger-xhenxhefil*. Thus, there are phraseological expressions with *gorrice-dwarf pear*, such as, *U bë gorricë (dikush); M'u bë gorricë (ushqimi); Më doli gorricë (diçka); Gorrica fice (pikla); Nuk i ha ato gorrica; Shet gorrica (dikush),* but there are no expressions with *dwarf pear-gorricë* in English. Also in English there are expressions with *peas-bizele*, such as, *have / on the (Darling) pea; every pea helps to fill the sack; he will not give a bean for a pea; getting peas above sticks; tearing up the pea patch; thick as peas in a shell; not care / give / worth a pea / bean*; but there are no expresions with *bizele-peas* in Albanian.

The number of words studied is the same in both languages, but English has about three times as much phraseological expressions as Albanian does. We would like to explain something here that there are some phraseological expressions that do not make use of the fruit names but of respective tree names, such as, *Si fiku (me) arrën (si arra me palën)- i përshtaten shumë njëri –tjetrit; E shkund arrën në korrik (prill) –nuk ka durim fare; sit under my vine and fig-tree- Be safe at home, after the years of wandering, a settled home* in Albanian would be translated as *të jetosh i sigurt në shtepinë tënde pas vitesh udhëtimi.*

From the semantic comparison that we conducted it can be said that there are so few parallel phraseological expressions that they are almost insignificant. Such expressions are, *Gjethe (fletë) fiku - fig-leaf,* in Albanian and in English, which in fact is part of the wider parallel phraseological expressions, the same expression is found in German also *-feigenblatt, deckmantel, vorwand,* or *Dardha nën dardhë bie - the apple will not fall far from the apple tree; S'prishet dasma për një limon (për një qepë)- don't spoil the ship for a halfp'orth of tar; ndaj egjren nga gruri- winnow/separate the wheat from the chaff,* which, although are modelled in the same way conceptually, have different lexical components, i.e. in Albanian the word used is *egjer-tare* in English the word used is *chaff,* ose *dasma-wedding* and *limon-lemon* in English *ship* and *tar*.

The difference in the phraseological expressions under consideration lies also in the different linguistic structures that are more pronounced in one language but which are absent or rare in the other language. Thus, something which is found in both languages but which is more pronounced in English is the construction of many phraseological expressions using comparison which is linguistically expressed with the conjunction *like* or *as* whereas in Albanian *si*.

Thus, we mention: *blue as a bilberry; sour/yellow as a quince; green as a gooseberry; bitter as sloes; like a ripe plum (or ripe plums); disgraces are like cherries, one draws another; cool as a cucumber; hot as ginger; like a pea on a drum; like a three-halfpenny chick in a wheat-stubble; like corn under a millstone; look/stand like an image of rye-dough,* in Albanian we mention, *si fiku me arrën; si pjergulla në fik të bardhë; si kokërr molle; si rrushi e koshi; shkoi (u vra) si qeni në rrush; humbi si fasulja në vegsh; ra si pula ne grurë; kakaris si pula pa grurë; është hapur si vaji në lakra; sikur qeni qepën të hajë!* Thus, in this respect English is superior.

Another fact is the use of an ellipsis in the organization of phraseological expressions in English. In many expressions the verb *to be* is missing which means that the idea transmitted by the entire sentence is

condensed. Such are expressions: *the rough end of the pineapple; strawberries to a donkey; apples and oranges; the persimmon above your huckleberry; thick as acorns in the fall; every hog his own apple; no cherry without its pip; leaves enough, but few grapes; thick as peas in a shell; no corn/wheat without its chaff.*

Another difference is the use of third person personal pronoun in impersonal constructions, such as, "*she's apples"* literal translation in Shqip would be "*ajo eshte molle"* (but the noun "molle" is in indefinite plural), whereas the meaning of the expression is "everything is ok".

Another difference is the fact that English makes wide use of the full or bare infinitive, such as. : *have other oats to thresh; not care/give/worth an onion; chew/eat/swallow the leek; acknowledge the corn; not know beans about; find the bean in the cake; swallow the apple/olive; extract sunbeams from cucumbers; swallow a watermelon seed; belt the grape; blow a raspberry; have a plum in your mouth; get on someone's quince; have other pears to pull; to have one foot on the banana peel, etc,.*

Despite the abovementioned differences the two languages also have similarities, such as, the verbal value that characterizes the majority of the expressions amounting to over 80% of the cases in Albanian but somewhat less in English, because as we said English also makes of the ellipsis, such as., *Ka rënë në dardhë d i k u s h; Është rrëzuar (një herë) nga dardha dikush; është qen i rrahur; I ka rënë pjergulla në fik; I nxjerr gështenjat (nga zjarri) me duart e të tjerëve (e botës); Fëmijët (djemtë) hanë kumbulla (thana), pleqve u mpihen dhëmbët; Nuk hahet as me limon dikush; S'prishet dasma për një limon (për një qepë); the answer's a lemon; make your pudding according to your plums; shake down the persimmons, etc,.*

Here we would like to emphasise the fact that even though in both languages there are phraseological expressions that use the same words, most of their meanings do not correspond. This helps to highlight the problem of translation of phraseological expressions that must necessarily be addressed find solutions outside the field of phraseology. Given the fact that the parallel phraseological expressions parallels are very scarce, to the point of being irrelevant, they have to be translated using other words or via paraphrase. This difficulty is even more pronounced in those cases where the expressions have the same lexical composition that leads to the trap of false friends which according to Dobrovol'skij (2005: p, 109), are ''two or more expressions that evoke almost identical or very similar mental images but show significant

differences in the actual meaning'', such as., *I nxjerr gështenjat (nga zjarri) me duart e të tjerëve (e botës)* do a job by using others as a tool and *pull the \someone's chestnuts out of the fire* – to save a person or a situation from certain disaster, especially by putting one's self at risk.
Finally, we say that even though the two peoples speak languages that belong to the same linguistic family, English as the language dominating the international arena of science, technology and economy is dominant, while the Albanian is in a "defensive" position from the word flux and English terms. In spite of this, it recognizes the originality of each people in the relationship they create with the reality surrounding them. This makes the phraseological expressions of these two languages unique. As Herder, Johann Gottfried, (1966 [1772]: p, 154) says "Each [language] in its own way is both lavish and lacking, but, to be sure, each in its own way". Thus, each language carries out an different analysis of the outside world and in turn gives this analysis a diferent sound form.

Conclusions

Fruits and vegetables have been an inseparable part of the peoples, their daily lives, their culinary tradition, their trade and necessarily are culturally loaded in the two languages also. And we we saw there are many phraseological expressions in both languages with fruit and vegetables names.
Phraseological expressions with fruits and vegetables names carry the seal of authenticity in each language. They are unique creations of each language and transmit the popular wisdom accumulated generation after generation in their interaction with the outside world and reality. Parallel phraseological expressions between the two languages are so few that they are inconsequential.
Since the parallel phraseological expressions are very few, their translation should be addressed outside the field of phraseology, i.e. using paraphrase.
In a final analysis we can say that both languages under scrutiny make extensive use of simile and metaphor in constructing their phraseological expressions.

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ANALIZË KRAHASUESE E SHPREHJEVE FRAZEOLOGJIKE TË SHQIPES DHE ANGLISHTES
SYNTATIC STUCTURE APPROCH TO ENGLISH AND ALBANIAN PHRASEOLOGICAL UNITS

Introduction

Phraseological units are ways how people manifest to treat and change language. Phraseological units or idioms are phrases people use every day. Most of them don't understand or are unconscious for their usage. It is very critical to notice that phraseological units are not chosen by a single person and suddenly a new trend appears.

In our short article we would like to bring a small contribution as far as syntactic structure of phraseological units is concern, compared to those of English language, as a language spoken worldwide.

We will try to present and analyze in this paper some special characteristics of Albanian and English phraseological units. Fortunately, Albanian and English language is rich in them. In our scientific research one of our duties is the point of similarities and differences, since English and Albanian language has different morphological character because Albanian language is more synthetic while English is more analytical. This has its influence in other linguistics level based in lexical connection. As a result the object of this present paper is this problem, an approach of the lexical connections as a result of linguistic contact between these languages.

The aim of this study is that using dictionaries, Albanian and foreign books, magazines, newspapers, different websites on internet, etc, we make a syntactic structure approach to Albanian and English phraseological units and reflect on them, underlining their importance and benefits in spoken and written language. As a conclusion, we start with a theoretical abstract definition and conclude in a concrete, objective, concentrative idea, as a challenge of global development.

The concept of phraseology in linguistics and the history of its development

In linguistics phraseology is the study of fixed units or phrases where the meaning of each individual word is different from the meaning of the sum of the words that make up this phrase.

The phraseology is a scientific approach of language that has been developed in XX. It has started when the notion of Charles Bally started in Russian phraseology in 1930 and 1940 and this phenomenon was more developed in Soviet Union and other countries of Eastern Europe. In the end of year 1960 this phenomena appeared in linguistics in Eastern Germany and in a sporadic way in English Linguistics. Meanwhile in Britain and countries of Western Europe phraseology has been developed these 20 last years.

According to the Albanian dictionary 2006, the term phraseology has two meanings: 1) the entirety of fixed units or phrases of a language for example the units in Albanian language "hap syte"-"open the eyes" has the meaning see or look that is reproduced and used as a single word like the word shiko in Albanian. The same logic is in English with the phrase "kick the bucket"-to die.

The second meaning for this term is 2) a special and separate discipline of lexicology that study these word units. Sometimes as synonyms of this term are used phraseology or phraseological units.

Based on Jani Thomai, Noah Webster, T.C Cooper, Michael Berman phraseological units have these characteristics:

Are fixed and ready-made units
Are invariable or unchangeable
Have a fixed word order
Can't omit or add any word or phrasewithin it.
Have a single grammatical function
Have a literal or metaphoric meaning
Are separated or non-separated phrases
Have a contextual translation

The origin of phraseological units comes not from the present but from the past. Then phraseological units broaden more from the geographic, cultural and linguistic point of view. However, there are even other sources for phraseological units since we know that English has become an international language and a speaker of English understands in a specific context whata phraseological unit means. What is more phraseological units of English language are present as ready-made translation borrowed fromunconscious speakers who don't know that the phrasesthey are using have not their origin from their country. Media, policy, tourism helps to spread these phraseological units and scientists have the need to dedicate more attentionto the ways how this phenomenon is spread in this global communication.

The diversity of Albanian and English phraseological units might be of a big extension estimatedfrom the historic development of language. The knowledge about the sources of these phrases will help us to understand what they really mean. Elements of different sources of phraseological units are from: bible, myths, fairytales, parts of the body or animals, colors, sports, games, numbers, historic events, agriculture, astronomy, fishing, cooking, etc.

Features of Phraseological Units

The two main features which may be taken as criteria for distinguishing PhUs are generally said to be stability and semantic unity. These two characteristics are closely interconnected: the global signification associated with the group leads to its repetition, its frequent use leading to stability. However, this is a brief review of the features mentioned in the previous paragraph:

I. FREQUENCY

Corpas Pastor considers frequency as one of the most important aspects of a PhU. The frequency of use depend on the frequency of appearance of a certain PhU in the language. Then the speaker of a language uses this phrase in different context and in this moment it becomes a fixed combination. «The higher the frequency of use of this combination, the higher its opportunities to consolidate itself as fixed combination" (Corpas Pastor 1996:22).

II. INSTITUTIONALIZATION

It can be considered as the moment of implementation of the neologist expressions into the language. This process occurs thanks to the repetition, the usage and the frequency of appearance. In fact the repetition of a PhU can lead to its institutionalization. Zuluaga defined the process of repetition as "reproduction" or "repetition with no shape alteration"4.

III. FIXITY

Zuluaga points out that certain expressions have the specificity of being reproduced in the language as already made expressions (1975:225). These expressions have a precise shape because of the repetition of high frequency of use made by a certain linguistic community, and in his opinion, their degree of fixity is arbitrary and it is not equal for all speakers. M. Seco explains these already made expressions as prefabricated expressions, used as a chunk and having, in the language, a value established by the frequency of use (Seco 2005). It seems possible to conclude that fixity depends on the level of institutionalization a certain expression has achieved and vice versa.

IV. VARIATION

If, as previously mentioned, fixity is arbitrary; this means that many PhUs allow for a certain degree of variation. There are two main types of variations:
a. variants: which are the synonyms and the structural variants 6.
b. modifications: are those components of the PhUs which acquire a new meaning as a consequence of the global meaning of the PhU.

V. IDIOMATICITY

The term idiomaticity, or rather the adjective idiomatic, is usually included in dictionaries with at least the following two meanings:
a. "use of language that sounds natural to native speakers of that language" (Sinclair, 1995: 833 and hereafter idiomatic / idiomaticity).
b. "given to or marked by the use of idioms" (Onions, 1964: 952) and hereafter phraseologically idiomatic / phraseological idiomaticity).
It is interesting to consider this initial distinction between the two meanings of the adjective idiomatic. Indeed, given that PhUs are characteristically lexicalized (Gläser, 1998) and institutionalized (Moon, 1998) – i.e. recognized and accepted as lexical items of a particular language (Bauer, 1983: 48) – they may also be regarded as idiomatic in the first sense mentioned above: natural and peculiar to a given language. Despite being different concepts, phraseological idiomaticity and idiomaticity seem to be very much related, even if whether this is a cause-effect relationship still needs to be assessed. As will be dealt later on, idioms are regarded as a prototype within PhUs (Gläser 1998), but the main issue one comes up with, when trying to define an «idiom», is identifying the property (or properties) which will satisfactorily include all the idioms in a language while excluding all the non-idioms. At this respect, it seems relevant to mention the publication, in 1978 of the dictionary of English idioms «Idioms of the English language and their use», by J. Seidl and W. Mc Mordie. The authors of this dictionary considered that an idiom was «some quantity of words which, under condition of their joint consideration, mean something absolutely another in comparison with the individual word meanings, forming an idiom» (J.Seidl and W. McMordie 1978). In this way, one of properties of PhUs, later named idiomaticity, had been formulated. Idiomatic specificity, also called idiomaticity, means that the global meaning of the PhU it is not deductable from the sum of the isolated meanings of each of its constituent's elements and, as previously mentioned, it is extensively considered (together with fixity) as one of the main features of PhUs (Fernando &Flavell, 1981). Corpas Pastor confirms that the term

idiomaticity is reserved for defining that particular highest level of lexicalization or specialization. Idiomaticty is also strictly related to the concept of "non-motivation" or "non-composition, and it essentially means the lack of semantic content of the component words. This implies that an idiomatical PhU cannot be understood by analyzing it word by word and by trying to evince its meaning from those of its components. Idiomatical expressions are characterized by the fact that its meaning is not the product of the sum of its components. Words do not combine according to the normal rules of language. Anyway, not all the PhUs are idiomatic, for this reason it is regarded as a potential feature.
The term connotation will be explained in the chapter "culture and language" because, being a key to the stylistic properties of a set expression, calls for further comments.

The syntactic classification of Albanian and English phraseological units according to Jani Thomai and I.V. Arnold

a) From the grammatical and lexical point of view the Albanian and English phraseological units are classified as:
1) Phraseological units with phrase structure
a) Phraseological units functioning as nouns: noun + noun (N+N), eg. luftë bërrylash, llogje kavaje, brez pas brezi, me mish e me shpirt, kokërr qiqër,brain trust-a group of people who serve as advisers, the ins and outs-the details about smth, cat's paw-a person used by another as a tool, Hobson's choice-a free choise, bullet train-a high speed train, latchkey child-an unsupervised child, redbrick university-a little known university, Green Berets-US army special forces.
b) Phraseological units functioning as verbs: verb+noun: to make a call; to take advantage, flip the bird-(to make a very impolite sign),hëngri dajak, e solli kokën, e bën mizën buall, vuri dorë, I doli boja verb+preposition: to give up, to put on/off/out, i ra prapa, i priu para, verb+ verb: pick and choose, cut and thrust (lively discussion or activity), merr dhe jep, fol e qesh, shkel e shko, ec e jak, verb+noun+adjective (V+N+A), eg. shkel në dërrasë të kalbur, to give the bird fired.
c) Phraseological units functioning as adjectives: noun+noun (N+N)bread and butter, dull as lead, airs and graces-extravagant, safe and sound, kockë e lekurë,noun+adjective (N+A), eg. daulle e shpuar, dru I shtrembër, me zemër të ngrirë, me mendje të ngritur, adjective +adjective (A+A) high and dry-leave someone untouched, (as)+A+as+N: as old as the hills-very old, as mad as a hatter-a crazy person, iftohteakull, etc.
d) Phraseological units functioning like adverb: noun+noun (N+N): tooth and nail,bread and cheese (the dearest necessities of life); pike

përpikë(very detailed); adverb+noun (A+N): by heart; by chance; on tiptoe, of course, në pikë të hallit; verb+adverb (V+A), eg. Hiqet zvarrë, bluan hollë, ra poshtë, e pagoi shtrenjtë.
e) Phraseological units functioning like particles: in consequence of, for certain, në vend të…;
f) Phraseological units functioning like connectors: upon my faith, s'ke çi thua!
2) withsentence structurefor instance: ku ha pula gurë, në një vend të shkretë, nga të fryjë era, I beg your pardon; It takes all kinds to make the world; Can the leopard change his spots? oras a proverb"kur të bëhen dy ditë bashkë"-never, "ashtu i do mushka drutë"-mirë ia bëri!" Proverbs are usually metaphorical, e.g. *Too many cooks spoil the broth», while sayings are as a rule non-metaphorical*, e.g. *Where there is a will there is a way*.
We also have some other types of phraseological units functioning like numbers, preposition, interjection and connectors but they make a small number.That is why we don't take them into consideration in this present paper.

Conclusion

As a conclusion we might say that in both languages while having an approach to English and Albanian phraselogical units they have a lot in common and as well some small differences as far as their syntactic structure is concern.
So we notice that from this classification there are some syntacticstructures of these units which have their correspondents in both language and some others don't as shown in the previous examples.
So, we have a) ph.units functioning like nouns denoting an object, a person, a living being, e.g. bullet train, latchkey child, redbrick university, Green Berets.b) ph.units functioning like verb denoting an action, a state, a feeling, e.g. to break the log-jam, to get on somebody's coattails, to be on the beam, to nose out, to make headlines.c) ph.units functioning like adjective denoting a quality, e.g. loose as a goose, dull as lead.d) ph.units functioning like adverb denoting a manner, e.g: with a bump, in the soup, like a dream, like a dog with two tails. e) preposition phraseological units, e.g. in the course of, on the stroke of. f) interjection phraseological units, e.g. «Catch me!», «Well, I never!».

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THE CONTRIBUTION OF SPSS IN TEACHING, RESEARCH ACTIVITY AND UNIVERSITIES

Abstract
The software package SPSS has undergone several modifications and improvements to assist not only researchers from different fields, but also future school teachers and pedagogues in higher education. Apart from the opportunities that SPSS offers to enable statistical processing of the data from the simplest to the more complicated specific processing, SPSS can be used with efficiency even by teachers in schools and higher education.
The implementation of predictive analytic elements in SPSS by IBM, enables administrators in universities to review the data on students, staff, administration, partners and alumni, and relying on these data they can make predictions that will contribute successfully to improve the students performance and the efficiency of the institution.
We will present the specifics of using SPSS in the aforementioned cases with intention to adapt and use even in schools and universities in Albania.

Key words: SPSS, statistical processing, predictive analytics, teaching.

Introduction

SPSS (Statistical Package for the Social Sciences) is equipped with a large set of commands to enable statistical processing, from simple to complex. One of the advantages that characterize SPSS is the ability to easily import data from other sources, in database form, such as excel.
We are interest in emphasizing the contribution of a software package such as SPSS in teaching, research activity and in improving the efficiency of higher education institutions.
In this material we focus in advantages that characterize SPSS in comparison with other softwares and how to use this statistical software in processing and interpreting the data. Predictive analytics elements

together with SPSS are a successful way to improve the performance of the universities and other institutions.
In this material we also suggest several ways of using SPSS in schools and universities in Albania.

SPSS contribution in teaching

We are constantly interested not only teaching statistics to future students and teachers, but also we want them to learn how to use an effective professional statistical package in their profession.
The SPSS software package has undergone continuous improvements to assist not only researchers from different fields, but also future teachers and pedagogues in higher education.
Considering the competition associated with today's job market, any profession chosed by students, whether a career in the academic field or in education, economics, public or private sector, the skills of each individual even the knowledge of certain software is indispensable.
A large part of achieving your goals -professional or personal- is learning new *skills*. Acquiring as many skills as possible and learning softwares is a bonus that accompanies the CV of an applicant.
An issue considered here regards the necessity and the opportunities offered by using SPSS in our everyday work and profession. We should also consider different fields of research and work sectors. First, we focus on education because of the importance of this sector. And the question we ask is: How can the future teachers use SPSS to help their teaching activity?
In the secondary education system in the U.S., one of the strategies used in improving math teaching (this applies to other subjects too!) is the ability for each teacher to create students's database to record elements such as scores, grades, different notes and the data for students that can be qualitative, not just quantitative [2]. These elements can greatly contribute to the student's final assessment, obtaining a set of data and statistics that can definitively improve teaching.
In Albanian education, teachers lack in having an electronic database on students. The presence of a database on the students, contributes positively in an appropriate analyzing of the students performance and to improve teaching practice. The results obtained by creating a database for the students in Western countries, are a good premise to encourage the use in Albania as well. Once such a database is created (we can also use excel for data entry), SPSS can be used more efficiently in processing the data and drawing conclusions.

SPSS contribution to the university performance

Predictive analytics is the branch of the advanced analytics which is used to make predictions about unknown future events. Predictive analytics helps to connect the data with efficient action by drawing reliable conclusions about current conditions and future events. In business, predictive analytics is used to build prediction models to utilize previously encountered elements to identify potential risks and chances of success before they occur. Predictive analytics has been used in other sectors for many years, but higher education seems to be a late adopter.

Predictive analytics help universities make evidence based decisions about a wide variety of issues impacting not only the students life cycle (recruitment and retention) but also other areas as well such as management and the university overall performance. Predictive analytics in higher education is still relatively new, and we know that barriers to successful adoption and deployment can be high. However, there are many reasons to use predictive analytics, including improving recruitment and retention performance, improving the lives of students, maximizing operational efficiencies, and the overall performance of the institution [7].

Implementing analytical elements in SPSS by IBM help administrators in universities to enable the review of all data on students, staff, administration, partners and alumni, and relying on these data to make predictions that will contribute successfully in improving student's performance and the efficiency of the institution. IBM predictive analysis is a combination of IBM technologies with SPSS. These technologies provide a very good basis for analytics and provide users with opportunities to adapt real-time recommendations to maximize results consistently [4].

Administrators at universities take important decisions each day on specific elements such as student admittance management, alumni, collaborations with universities and other institutions etc. It is understandable that they are interested in the measures that need to be taken to achieve the highest efficiency in the aforementioned areas. The availability of data constitutes a potential that, if used appropriately, leads to a fairly high efficiency, as can be seen from the good results obtained from universities that have implemented such strategies.

The IBM Company through the Predictive Analytics for Education (PAE) and SPSS enables to use the data on students, faculties, partners,

alumni etc. to make predictions for the future [6]. A number of analytical applications rely on the available data to make recommendation of a number of measures that can be taken to improve student success and increase the institution's efficiency. From the results obtained at the universities that have used PAE, the efficiency has resulted in increased students performance, better quality student recruitment, support for institutional achievements, positive impact on institution management, and a number of other elements that positively influence the efficiency in the university.
The institutions of higher education in Albania have not start yet to use PAE, however the positive impact that has resulted in the foreign institutions, creates very good premises to enable the use in Albania as well.

SPSS contribution to scientific research

When conducting a scientific research, an important step is to analyze the data and interpret the results. There are a number of softwares and programming languages that enable analyzation of the data, but very few are specific to perform a statistical analyze of the data, especially if you lack in advanced knowledge in statistics.
SPSS is a software package that is characterized by superiority over other softwares due to ease of use and specific elements that enable the statistical processing required by the fields of study.
In a given study, the data collected can be quantitative or qualitative. Depending on the nature of the study or the scientific research and its features, researchers often have to consider quantitative data, qualitative data or a combination of both.
SPSS enables a variety of statistical processing of the data, ranging from the simplest (for example the elements of descriptive statistics), to the more complicated, and the possibility to perform many statistical tests. The accompanying tutorials and materials that are easily accessible make it possible, besides processing the data, using SPSS to present the results, even if you are not a statistician.
Even when dealing with qualitative data, a numerical coding can be used and then we can apply appropriate statistical tests to process the data.

Discussions

In many study programs, acquiring statistical knowledge is part of the student's formation. In order to carry out certain statistical work, students need to have knowledge on statistical packages.
Often, the knowledge on software or statistical packages is implemented within statistical courses. (We can mention the use of excel for

performing statistical processing, implemented in the statistical courses in several study programs)

In many universities, the specifics of using SPSS and the very good qualities that this statistical package offers have created opportunities for its inclusion in the study curriculum.

Among the main reasons why SPSS should be used in data processing in a study or research, we mention: the ease of use, time saving as importing data from specific documents (from SPSS, excel etc.), SPSS enables dealing with missing data, comparing different data sets and applying different statistical tests. SPSS formulas reduce error-feasibility possibilities if written by the applicant. We also mention the presence of commands for specific processing executed in many fields, creation of data tables, graphs, and facilities created for editing or exporting to other documents such as Word. The ability to combine with other softwares or programming languages using the wide range available is another interesting feature of SPSS. There is the presence of a set of samples in SPSS, tutorials, models and examples to use the appropriate statistical test and to interpret the results.

SPSS creates good premises for improving teaching if combined with a strategy such keeping a database for the students and processing these data using SPSS.

Although many researchers use excel to perform a data processing, there are a number of reasons why SPSS is recommended. Therefore, SPSS is a more complete set of statistical tests, we have coding options for certain variables, application of a series of statistical tests on categorical data, and through SPSS we have a better access in descriptive statistic.

Conclusions

SPSS is a statistical package that is characterized by superiority over other softwares for statistical data processing due to ease of use and specific elements that enable statistical processing required by study areas.

We presented three ways in which SPSS can contribute: In teaching, research, and universities.

We have mentioned several priorities that characterize SPSS compared to other softwares, and the possibility of using SPSS in schools and universities in Albania. Based in the good results obtained from other countries, in the future may be considered the use of predictive analytics

together with SPSS to improve the performance of Albanian universities.

Therefore, using a software package such as SPSS can be used to improve teaching practice, university performance, and also to help researchers in processing the data and drawing conclusions.

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METHODS OF TEACHING THE USE OF IONIZING RADIATION IN INTRAORAL DIAGNOSTICS

Abstract
Health care, as an important issue everywhere in the world, takes greater attention in developing countries because of not enough expertise in the practical use of modern diagnosing equipment and because of low possibilities to have them. The increasing number of diagnosing devices and introduction of new technologies with relatively high doses of exposure makes the medical exposures a very sensitive issue. Doctors who diagnose with radiating devices and techniques need special and continuous training regarding the methodologies, measurements and effects ofradiation. This paper presents some teaching methods with regard to intraoral examinations and some measurements done with the method of thermolumenescent dosimetry as illustration. Measurements taken as example during the teaching process are carried out in a dental clinic in Gjirokastra. They are done with the dosimetry system Harshaw 4500 which reads the dosymetric cards TLD-100 exposed in 10 uses of the device. During teaching the physical concepts to an audience, not highly specialized in physics, regarding the use and effects of ionizing radiation, we use didactic materials rich in charts, figures and schemes, by reducing as much as possible the deeply and strictly academic explanations. This is because there is need to find a balance between scientific level and necessary information for audience. On the other hand, the doctors and technicians should talk to patients by informing them regarding the doses and effects of radiation used. Finally we suggest that intraoral diagnostics with ionizing radiation should be used in recommended frequency that does not imply possible damages.

Key words: teaching, ionizing radiation,thermolumenescent dosimetry, dental care

Introduction

Uses of computer techniques are a fundamental element in modern teaching in universities. This is of particular importance at teaching in clasrooms with students of medical sciences because the complexity of this specific knowledge dims the success of teaching/learning process. The use of these techniques provides a better quality of teaching in function of a deeper understanding of interactions inside the physiological systems. The complexity in composition and functionality of vivid organisms puts the students of medical sciences in front of difficulties in understanding the physiological interactions. As an addition to traditional lectures, there is need for modern methodologies of teaching, oriented towards practice.

Too many researches are published, describing the advantages of using the interactive techniques in the clasrooms where the medical personel are trained. In this framework the modern techniques play an important role in understanding the human physiology that leads towards an increasing accuracy in diagnostics.

Very often the teachers are not focused in conceptual learning by students, but they are limited by giving them the knowledge that the teachers have. Even though not intentionally, this causes the students to learn by heart the scientific facts and they do not develop their critical thinking (Lujan & DiCarlo 2006). By having incomplete knowledges of physics, bio-chemistry and other disciplines connected to human physiology, many students of medical sciences have difficulties in understanding the information. The use of modern technologies in physiology teaching offers to the students an additional instrument to analyze the human organism by getting involved in situations that are impossible to be studied in laboratory setups. The laboratory practices that complement the theoretical lectures offer the possibility for an interactive learning (Lujan & DiCarlo 2006).Obviously the laboratory practices are important in providing the students with the skills to collect and evaluate data on interactions in human organism, but they are expensive and take time to be realized.

It is well known the fact that the protective measures facing the ionizing radiation are a complicated problem for health care because this requires the managing of a risk always present.

The causes of exposure towards ionizing radiation are numerous: *natural* exposure; *medical* exposure; *professional* exposure and *public* exposure. Each of them presents a specific problem. The continuous increase of nuclear energy uses, through lot of applications in industry, medicine, agriculture, scientific research and education, presents the imperative need for improving the techniques for detecting the radiation, as well as for evaluating the dose for various purposes.

Teaching the natural sciences offers to the students the opportunity to develop the understanding of concepts and scientific processes and the understanding of most commonly used practices for developing the scientific knowledge.

Principles

Radiation doses taken by natural sources, from many decades now, are object of worldwide studies, aiming the acqurate definition of their values with respect to various regions as well as dhe definition of impact they have on public health.

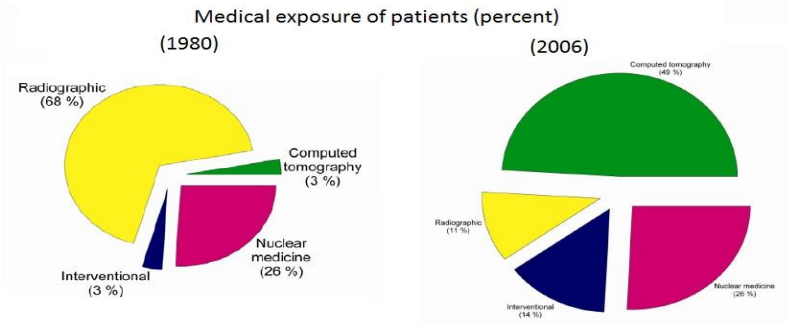

Figure 1. Comparison of medical exposures of patients in 1980 and 2006

Calculating the overall exposure it comes out that the average dose by natural sources is about 2,4mSv/year.

Even though the ionizing radiation is harmful and potentially lethal for living organisms, it offers health benefits in intraoral diagnostics. Medical exposures are the main source of public exposures. Based on data by UNSCEAR the average number of world medical examinations with X rays is 3,5 billion **(UNSCEAR 2010).** Quantitative definition of radiation dose acting on patients serves to evaluate the risk that this dose causes on organism.

Particular application, and maybe with widest use, is dental radiology that, referring to diagnosing levels **(ICRP 1996) (IAEA 2001)**, has a wider spread than diagnosing radiology of other organs.

Dose Reference Levels – DRL – settled by various international organizations for dental radiology may serve to avoid the exess dose that the patient may take, which not only does not contribute on medical

diagnostication, but on the contrary, it increases the health risks. On the other hand these levels serve to gain the optimisation of the process

during dental examination with X rays, with the goal of having images with better quality and the lowest possible dose for the patient. Recently, the dental radiology is expanded by using the panoramex and cefalometric radiography as well.

3. Dosimetry of ionizing radiation used in intraoral diagnostics

As result of processes of interactions of radiation with matter, in this latter there is deposited a part of radiation energy, which is accompanied with different effects of electric (ionization), chemical, biologica nature, etc.

As the radiation energy that remains in matter is the main factor for growing other processes, this energy may serve to define a quantity for measuring the radiation and a special unit for it as well.

Enrance Surface Dose – ESD – is an indicator for absorbed dose by the surface of patient's body (face) in entrance points of radiation with X rays. Its measurement is one of quantitative dosimetric basic ways of measuring the patient dose and the suitable average for optimization and combination with Dose Reference Levels. This serves as well as a basic component for the quality of safety program for departments with X rays. Measurement of the ESD may be realized directly by thermolumenescent dosimeters – TLD – or by ionizing chamvers, and in the diagnosing radiography this dose is proportional with exposure time, tube's voltage, filtration and collimation of rays bundle **(Parry et al. 2002)**.

It is important to highlight during teaching that, getting an image with ionizing radiation is always accompanied with a risk for an eventual risk such as: induction of tumors and genetic damage **(Robb-Nicholson, C. 2009**).

Types and standards of exposure

Basic Standards of Safety for Protection by Radiation define three categories of exposures (IAEA 2014):

Professional exposures

Public exposures

Medical exposures are the exposures of patients aiming diagnostics and therapy, that help the patients during procedures in which there are involved sources of radiation including the examinations for dental radiography.

Dental radiological imaging counts of the fact that various tissues of organisms diminish or absorbe the X rays in various ways, depending on

their composition. Taking the images is done by giving a certain amount of radiation on the patient's head. As every other imaging technique, this one is also evolved, but stochastic or deterministic damages caused by X rays, if not controlled and monitored, are not changed.

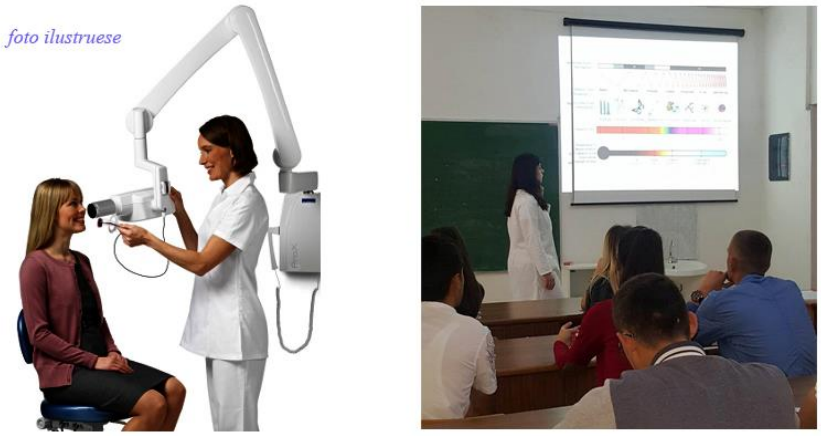

Figure 2. Illustrative photo for intraoral X ray diagnostis; Teaching the dosimetry of ionizing radiations

Monitoring the patient's doses is based on recomandations by ICRP aiming the evaluation and limitation of radiation doses for the patients as well as their comparison with guiding levels of IAEA.
Standards of protection by ionizing radiation are studied by scientists and specialized internationals organizations, especially of International Atomic Energy Agency. Only a few years after creation of IAEA (1957) one of its fundamental documents was published: "Basic Standards of Protection by Radiation" (IAEA 2014).
According to Guide Levels, thw values of entrance doses are: *5mSv* for dental exposure and 50*mSv* for head scanning, etc.
During teaching (training) it is emphasized the fact that application of standards should be seen as a serious and important obligation for every institution and dental clinic that carries out these kind of examinations that use radiation sources.

5. Methods, measurements and results

Protection by radiation ensures the decreasing of radiation doses to limit doses values, by making so the work with radiation sources an almost non dangerous activity.

One of measuring systems developed in recent decades is based in the fact that some materials accumulate the energy of radiation during exposures and emit it as light through their warming. This techniques is known as thermolumenscent dosimetry (TLD).
The TL dosimeters preset some advantages: (a) they are mechanically and chemically very resistant; (b) they own a wide range of dose measurements (from 10^{-6}Gy to 10^{6}Gy) even though their impact in function of deoses is not always linear; (c) they are almost independent by loses of information for long periods of time; (d) they are easy to manipulate.

Figure 3. Dosimetric cards used to evaluate the dose

In order to define the entrance surface doses in dental radiographies there are used during teaching as illustrative example the values measured during dental intraoral examinations. As a guide level for entrance dose for these examinations it is considered 7 mGy (International Atomic Energy Agency) and 4 mSv (Europian Union) (**IAEA 2014**).
Dosimetric cards are used to define the medical exposures meaning they are used for measuring the doses on patients. We have carried out the measurement of Enrance Surface Dose – ESD – (**Shahbazi 2006**) that is widely used as one of the quantitative dosimetric practices to measure the doses on patients and their optimisations through comparison with referring diagnosing levels defined by ANEA and EU (**IAEA 2014**).
Measurement of ESD is carried outh directly by thermolumenescent dosimeters TLD or by ionizing chambers.

Figure 4. Dosimetric system for analizing the data registered by dosimetric cards

During teaching it is described briefly the dosimeter used (TLD-100 Harshaw) for measuring directly the ESD during the process of patient's exposure. Below it is described the measuring procedure which starts with the setup of thermolumenescent dosimeters.
As illustration there are done 10 exposures (table 1) for intraoral examination that is the most spread standard examination and we have found an average value for ESD.
Measurements are taken in a dental X ray equipment with tube's voltage of 70 kV, current 8 mA and exposing time of 0,3 seconds, so the products current-time results 2,4 mAs. (8 mA·0,3 s). Measurements are done in collaboration with radiologist dental doctors.
Measurents are done by putting the thermolumenescent dosimeters over a phantom of water in cubic shape with dimensions 10 x 10 x 10 cm^3. The distance from X ray tube to ESD measuring point is 25 cm and the diameter of the X rays bunch is 6 cm.
With the students there are described the results taken for the entrance surface dose of intraoral examinationation expressed in milisievert through measurements with thermolumenescent dosimeters.

Table 1. Data of measurements for 10 exposures during intraoral X ray examinations

No.	1	2	3	4	5	6	7	8	9	10
ESD (mSv)	2,86	2,86	2,86	2,86	2,86	2,86	2,86	2,86	2,86	2,86

It is emphasized in the auditorium that the results of measurements should conclude with accurate error evaluation. By the measured values of ESD it is calculated an average of 2,80mSv with a sdandard deviation of 0,16mSvor a relative error of 5 %. (0,16/2,80)100% .
In the above mentioned example, the found values of ESD for dental intraoral graphy are below the reference levels for this kind of examinations. These reference levels set by specialized organizations are 7 mSv (International Atomic Energy Agency) and 4 mSv (Europian Union).

Conclusions

The activity of monitoring of medical exposures is an important field that requires continuous attention for the medical exposures are continuously increasing because of the growing of number of diagnosing equipment that use radiation and because of introduction of new modern equipments with relatively high doses of exposure.
In this paper through an example there are illustrated the principles, methods and tools for evaluation of dose that patients are given to during dental diagnostics with X ray machines. This example is part of theoretical and didactical materials used in our teaching with students of study programs such as Nursery, Biology and Chemistry, Mathematics and Physics. By another our study of some years ago with students of these study programs resulted that the use of modern techniques of teaching has significantly improved dhe level of understanding the radiation-organism interaction and also of the biological and health effects on humans.
Direct involvement of students in the practice of measuring the entrance dose through thermolumenescent method, in the diagnosing machine with X rays, ensures a full training in the practical aspect of future specialists.
Appart of measuring procedures, the comparison of measured values with reference levels is a fundamental moment for reaching conclusions with regard to exposure dose. This is emphasized during the teaching process in auditoriums.
It is underlined also with the students the fact that according to general rules, the effective dose is equal to one tenth of ESD. This means that, if the values of ESD of exposure vary between 0,1mSvand 25 mSv, then, the effective corresponding doses are between 0,01 mSvand 2,5 mSv. By the very low values found for the entrance surface dose (2,80mSv) it results that the effective dose during the examination of patients with X rays is on very low levels (0,28 mSv), hence the health risk by stochastic

effects is very small and the probability to cause damage is also very small.

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APLIKIMI I FUZZY LOGIC PER VLERËSIMIN E STUDENTËVE

Abstrakt

Në këtë punim paraqesim një ide sesi mund të matet vështirësia e një testi me anë të Fuzzy Logic. Hartimi i një testi arritjeje kërkon njohjen jo vetëm të programit, por edhe të teknologjisë më të fundit. Të mësuarit dhe mësimdhënia janë procese komplekse që duhet të marrin në konsideratë karakteristikat dhe aftësitë e çdo studenti në mënyrë që të jenë efektive. Zbatimi i FL në procesin e vlerësimit të studentëve, pritet të përfaqësojë mekanizmat e proceseve të mendimit njerëzor të aftë për të zgjidhur problemin e vlerësimit të studentëve. Teknika matematikore e modelimit fuzzy siguron një zgjidhje në fushën e teknikave të matjes së performancës dhe vlerësimit. Një sistem vlerësimi i rezultateve të testeve të nxënësve duke përdorur fuzzy logic do të jetë në gjendje të mbështesë nevojat e mësuesve, si dhe ata që lidhen me monitorimin e progresit të nxënësve në mënyrë që të mund të mbështesë suksesin e studenteve.

Fjalë kyçe: *Fuzzy Logic, test, funksioni i anëtarësimit, vështirësia*

APPLICATION OF FUZZY LOGIC FOR STUDENTS ASSESSMENT

Abstract

In this paper we present an idea how we can measure the difficulty of a test by Fuzzy Logic. Designing an achievement test requires recognition not only of the program but also of the latest technology. Learning and teaching are complex processes that have to consider each individual student's characteristics and abilities in order to be effective.

Application of fuzzy logic in processing student evaluation,are expected to represent the mechanisms of human thoughtprocesses capable of resolving the problem of evaluation of students.Fuzzy mathematical modeling technique provides a solution in area of performance measurement techniques and its evaluation. With a system of evaluation of student test results by usingfuzzy logic will be able to support the needs of teachers aswell as those related to monitor student progress so that itcan support the success of students.

Keywords: *Fuzzy Logic, test, membership function, difficulty.*

Introduction

It is very important that on the basis of the curriculum, assessment tests of students must include all levels of difficulty.

Over the past decade, the rapid development of computer and Internet technologies has affect a variety of fields of the human's everyday life. Such a field is the education. The ways of teaching and learning have been changed and the e-learning systems and processes have been developed significantly.

The Fuzzy Logic applications in the field of education are quite promising. The integration of this technology with other artificial intelligence techniques is making the traditional learning increasingly adaptable to the needs of students. It is this reality that will increasingly allow quality education without borders and student-centered.

Learning and student's evaluation are complex. They are defined by many factors and are depended on tasks and facts that are uncertain and, usually, unmeasured. One possible approach to deal with this is fuzzy logic, which was introduced by Zadeh (1965) as a methodology for computing with words in order to handle uncertainty.

Fuzzy Logic has the advantage of modeling the qualitative aspects of human knowledge, and decision making as done by human beings by applying the rule base. Modern information management systems enable the recording and the management of data using sophisticated data models and a rich set of management tools. Application of fuzzy logic in the processing of student test evaluation, expected to represent the mechanism of human thinking processes to solve problems of student exams. With a system of evaluation of student exam results by using fuzzy logic will be able to support the needs of teachers as well as those related to monitor student progress so as to support student's success.

Fuzzy set theory was proposed in 1965 by Zadeh to help computers reason with uncertain and ambiguous information. Zadeh proposed fuzzy technology as a means to model the uncertainty of natural language. He reasoned that many difficult problems can be expressed much more easily in terms of linguistic variables. Linguistic variables are words and attributes which are used to describe certain aspects of the real world. One important feature of linguistic variables is the notion of their utility as an expression of data compression. Zadeh describes this as compression granulation. He argues that this is important because it is more general than use of discrete values. This point means that an agent using linguistic variables may be able to deal with more continuous and robust descriptions of reality and problem spaces. Our approach is to design a fuzzy rule base system to control difficultyexams process in the steps below (Fig.1):

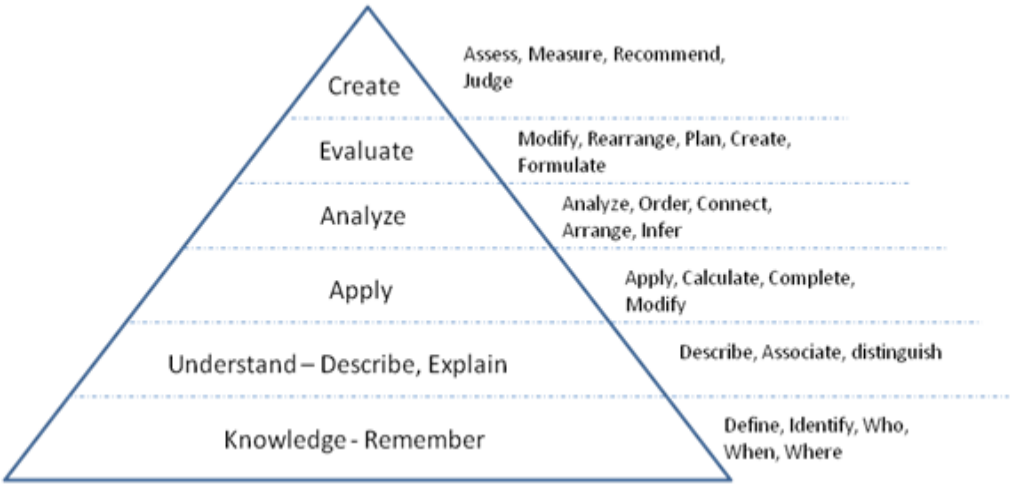


Fig 1

Fuzzy logic is powerful problem solving methodologywith a myriad of applications in embedded control andinformation processing. Fuzzy provides a remarkablysimple way to draw definite conclusions from vague,ambiguous or imprecise information. In a sense, FL resembles human decision making with its abilityto work from approximate data and find precisesolutions.

Application of fuzzy logic inprocessing student evaluation, are expected torepresent the mechanisms of human thought processescapable of resolving the problem of evaluation ofstudents. With a system of evaluation of student test results byusing fuzzy logic will be able to support the needs ofteachers as well as those related to monitor studentprogress so that it can support the success of students.

Fuzzy Logic theory

Definition (Zadeh, 1965) Let X be a nonempty set. A fuzzy set A in X is characterized by its

membership function : $\mu_A : X \to [0,1]$

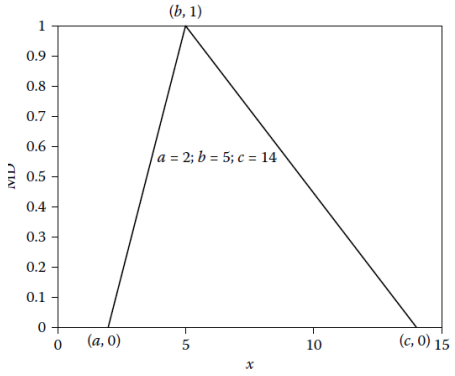
μ(x) is interpreted as the degree of membership of elements in fuzzy set A for each x ϵ X.

Let μ be a fuzzy subset of X; the support of A, denoted supp(A), is the crisp subset of X whose elements all have nonzero membership grades in A.

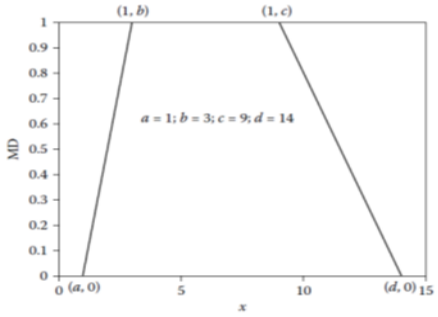
Membership functions are(show in Fig2respectively)

-Triangular

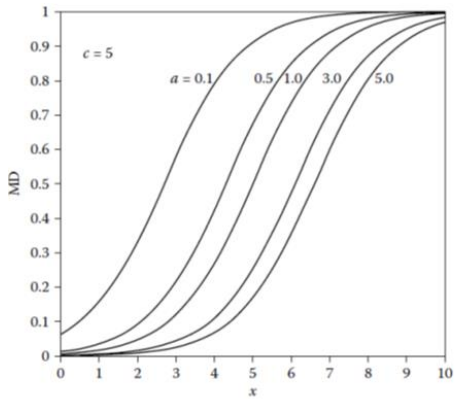
- Trapezoidal
- Sigmoid
- Gaussian



Triangular MF.



Trapezoidal MF.



Sigmoid MF.

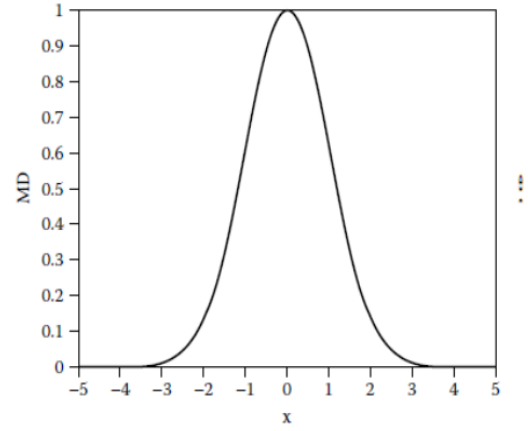


Fig 2. MATLAB fuzzy logic toolbox

MATLAB fuzzy logic toolbox facilitates the development of fuzzy-logic systems using graphical user interface (GUI) tools command. The tool can be used for building Fuzzy Expert Systems, AdaptiveNeuro-Fuzzy Inference Systems (ANFIS).

Graphical User Interface (GUI) Tools

There are five primary GUI tools for building, editing, and observing fuzzy inference systems in the Fuzzy Logic Toolbox:
Fuzzy Inference System (FIS) Editor
Membership Function Editor
Rule Editor
Rule Viewer
Surface Viewer

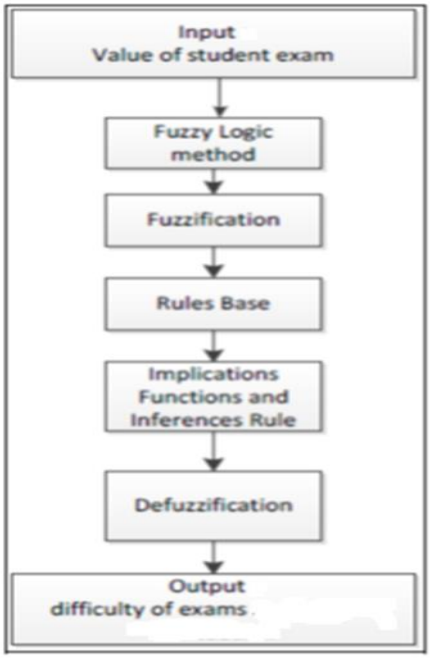
In MATLAB: Fuzzy Logic Toolbox
Two type of inference system
- Mamdani inference method
- Sugeno inference method
Mamdani's fuzzy inference method, the most common methodology

Application
About the level of difficulty is an opportunity toanswer correctly a question at a certain skill level,usually expressed in the form of an index. Difficultylevel of the index is generally expressed as aproportion of the size range from 0.00 to 1.00. Thegreater the difficulty level of the index obtained fromthe calculation, then the easier about it.
Difficulty levels result using the above formuladescribes the level of difficulty about it. The difficultylevel classification problem can be illustrated asfollows:

Value	Criteria
0% - 45%	Difficult
46% - 75%	Medium
76% - 100%	Easy

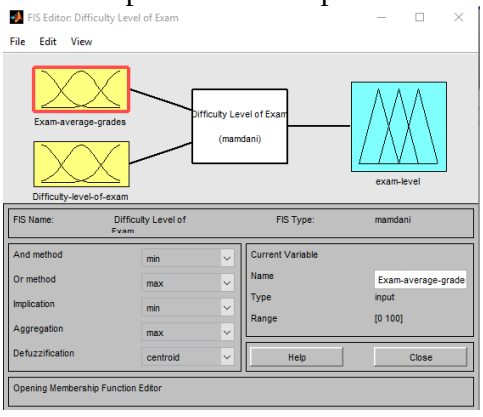
While usability for process oftesting and teaching, among others: introduction of theconcepts needed to re taught, the signs the strengthsand weaknesses of the school curriculum, and weavethe test have data on accuracy.

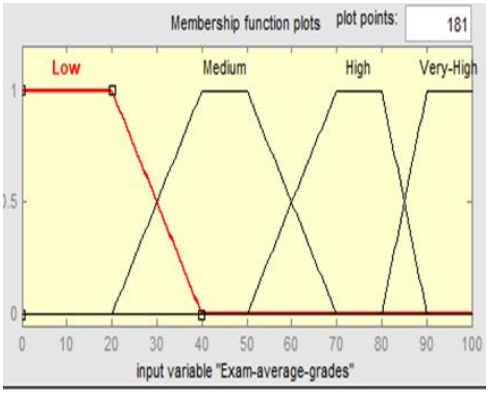
Fuzzy Logic Method
This model comprises of four components fuzzyinference engine, fuzzy rules, fuzzifier, and adefuzzifier. The steps processes are:

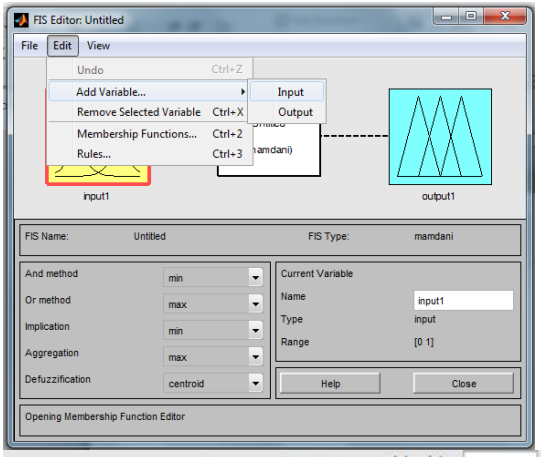


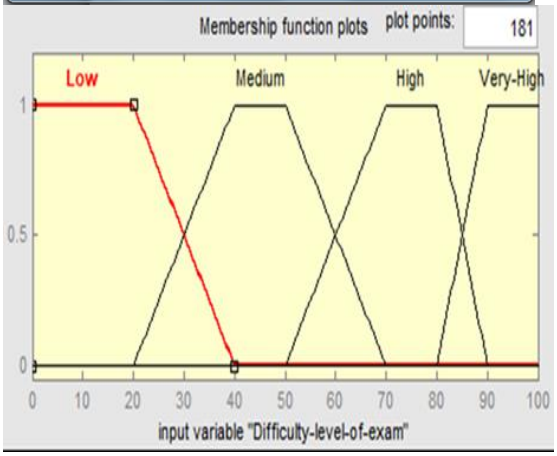
- **In Matlab create FIS**

- Input Membership Function



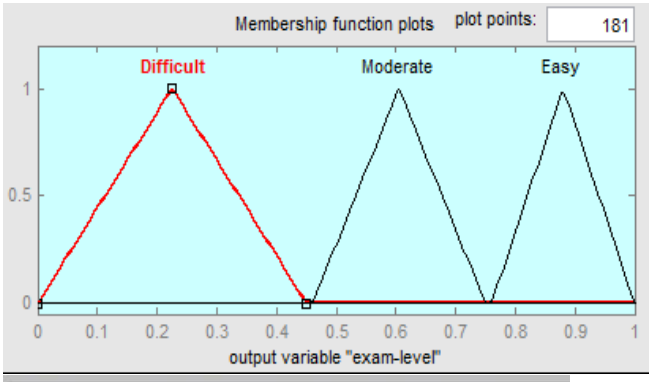






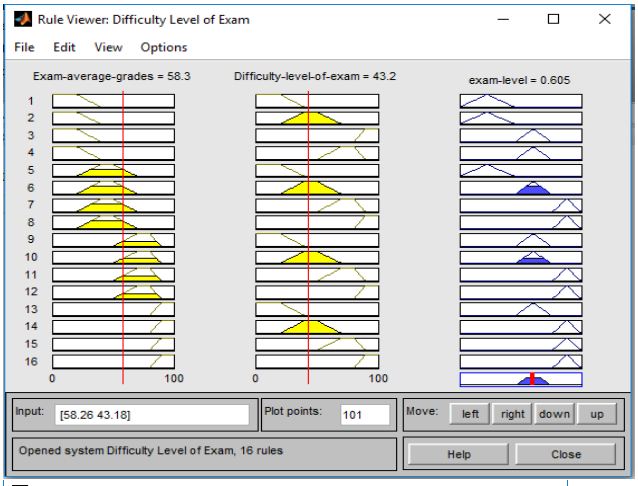
- **Output Membership Function**
- **Rules**

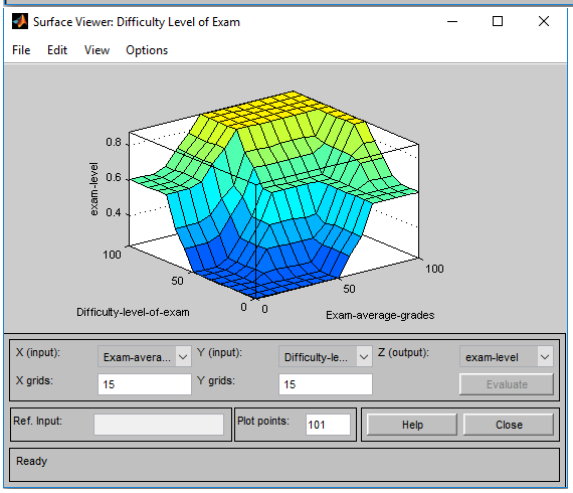
inference



1. If (Exam-average-grades is Low) and (Difficulty-level-of-exam is Low) then (exam-level is Difficult) (1)
2. If (Exam-average-grades is Low) and (Difficulty-level-of-exam is Medium) then (exam-level is Difficult) (1)
3. If (Exam-average-grades is Low) and (Difficulty-level-of-exam is Very-High) then (exam-level is Moderate) (1)
4. If (Exam-average-grades is Low) and (Difficulty-level-of-exam is High) then (exam-level is Moderate) (1)
5. If (Exam-average-grades is Medium) and (Difficulty-level-of-exam is Low) then (exam-level is Difficult) (1)
6. If (Exam-average-grades is Medium) and (Difficulty-level-of-exam is Medium) then (exam-level is Moderate) (1)
7. If (Exam-average-grades is Medium) and (Difficulty-level-of-exam is High) then (exam-level is Easy) (1)
8. If (Exam-average-grades is Medium) and (Difficulty-level-of-exam is Very-High) then (exam-level is Easy) (1)
9. If (Exam-average-grades is High) and (Difficulty-level-of-exam is Low) then (exam-level is Moderate) (1)
10. If (Exam-average-grades is High) and (Difficulty-level-of-exam is Medium) then (exam-level is Moderate) (1)
11. If (Exam-average-grades is High) and (Difficulty-level-of-exam is High) then (exam-level is Easy) (1)
12. If (Exam-average-grades is High) and (Difficulty-level-of-exam is Very-High) then (exam-level is Easy) (1)
13. If (Exam-average-grades is Very-High) and (Difficulty-level-of-exam is Low) then (exam-level is Moderate) (1)
14. If (Exam-average-grades is Very-High) and (Difficulty-level-of-exam is Medium) then (exam-level is Easy) (1)
15. If (Exam-average-grades is Very-High) and (Difficulty-level-of-exam is High) then (exam-level is Easy) (1)
16. If (Exam-average-grades is Very-High) and (Difficulty-level-of-exam is Very-High) then (exam-level is Easy) (1)

- **Rule viewer** **- Surface viewer**





Fuzzy logic is very good when used in evaluating student test making it easier for teachers to assess students according to the level of difficulty of the test. It is also regarded as a good reference for teachers to evaluate the level of the exam is the benefit of thisevaluation

Conclusions

Fuzzy mathematical modeling technique provides a solution in area of performance measurement techniques and its evaluation.Modeling with fuzzy logic can also be applied in comparing the achievements of students in Mature and University. This would give an idea and possibly a more accurate orientation of faculty choices.

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Ibrahim A. Hameed and Claus G. Sorensen Aarhus University, Research Centre Foulum Blichers Allé 20, DK-8830, Tjele, Denmark "Fuzzy Systems in Education, *A More Reliable System for Student Evaluation.*

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MATERIALI MËSIMOR DHE FORMAT E ORGANIZIMIT TË ORËS SË MËSIMIT- DOMOSDOSHMËRI NË FORMIMIN E DIJEVE SHKENCORE NË FIZIKË

Abstrakt

Programet e reja duhet të synojnë në luftimin dhe mënjanimin e atyre mangësive që çojnë drejt të mësuarit mekanik siç janë: mangësitë e një studimi tërësor mbi përshkallëzimet e lëndës së fizikës, dhënia e koncepteve jo të plota, mos harrmonizimi i mirë i tyre, krijimi i mbingarkesave, mangësia e vijimësisë nga cikli në cikël, nga viti në vit, nga teksti në tekst, mos harmonizimi i mirë ndërlëndor, mbizotërimi i pyetjeve që kërkojnë riprodhim ose përshkrim, mbizotërimi i ushtrimeve që janë zbatim mekanik formulash, përdorimi i pakët i mjeteve didaktike etj.

Roli parësor që duhet të luaj shkolla për pregatitjen e specialistëve të ardhshëm me një formim të kualifikuar për futjen dhe përdorimin masiv të teknologjive të reja në mësimdhënie, dhënia e leksioneve problemore duke përdorur gjerësisht ushtrimet dhe problemat formuese për të rritur cilësinë e punëve laboratorike dhe praktikave në diplomim.

Të përsosen format e kontrollit dhe të vlerësimit përfundimtar mbi bazën e konceptimit dhe interpretimit të ligjeve themelore të shkencës dhe zbatimin e tyre në të gjitha fushat.

Të kultivohet të nxënit e studentit për të edukuar shprehitë e punës së pavarur, të punës me librin, dëshirën dhe pasionin për të lexuar duke ju dhënë bazat kryesore të kulturës dhe shkencës.

Harmonizimi i drejtë midis formimit të nxënësve nëpërmjet shkollimit të rregullt dhe plotësimit të tij nëpërmjet aktiviteteve jashtë shkollore duke e rritur rolin e mësuesit në edukimin shkencor dhe atë kulturor.

Çështjet konkrete që shtrohen gjatë proçesit të mësimdhënies duhet të mbështeten në një drejtim korrekt dhe të studiuar për:

a) të gjetur zgjidhjen e drejtë të çështjes
b) të organizuar zbatimin e zgjidhjes së drejtë
c) të organizuar kontrollin e kësaj zgjidhje.

Fjalë kyçe: materiali mësimor, konceptim, interpretim, zbatim, formim.

TEACHING MATERIAL AND METHODS OF ORGANIZING A CLASS, NECESSARY IN THE FORMATION OF SCIENTIFIC KNOWLEDGE IN PHYSICS

Abstract

The new programs should aim at avoiding the deficiencies that lead to a mechanical teaching, such as:
Lack of a comprehensive study on the escalations of physics.
Incomplete concepts and lack of interaction among them.
Work overload.
Another aspect to be avoided is lack of continuity from cycle to cycle, from academic year to academic year, from text to text, with poor overall harmonization of subjects. Finally, dominance of questions that require reproduction or description, prevalence of exercises that are merely a mechanical application of formulas and low use of didactic means, are few aspects that need improvement.
To deliver a proper training, in order to facilitate the introduction and the massive use of new teaching technologies, the primary role that schools should play in the preparation of upcoming specialists is to provide the students with lectures that include extensive exercising and training issues. So, we will increase the quality of laboratory work and other practices in the graduation process.
We should improve to perfection the forms of control and final assessments, based on the conception and interpretation of basic science laws and their implementation in all areas.
Furthermore, we should cultivate teaching of inducing expressions, so the students use them to improve their independent work. We must also add workbook time and inspire the students to study with passion and perseverance, giving them the core fundamentals of culture and science. We should apply the right harmonization for the formation of students. They should be encouraged to study regularly besides outdoor activities. Increasing the role of the teacher in the scientific and cultural education of each student must also be a priority.

Real-life issues that arise during the teaching process, should be based on solid foundation to:
Find the right solutions for each case
Organize the implementation of the right solutions
Organize the estimation of solutions.
Key words: teaching material, conception, interpretation, application, formation.

The most incomprehensible thing about the universe is that it is understandable (Albert Einstein).
What is Physics Anyway?
Physics is a way of thinking about the physical aspects of nature.
Physics is no better than art or biology than poetry or religion, which are also ways of thinking about nature. It is simply different, a human effort that presents ideas discovered by real people engaged in a war on real issues.
Physics has nothing to do with "facts". No, the facts are irrelevant, but physics is much more focused on discovering relationships and models than teaching the facts for their own sake.
Thinking and reasoning is important to factorize knowledge in physics by emphasizing physical relationships and patterns.
Models and relationships in nature develop logic related to different ideas and seek the reasons why they should occur just as they happen. Qualitative, graphic, photographic, or analytical reasoning enables us to form sustainable, measurable, applicable knowledge.
The study sometimes surprises, puzzles and confuses you. But this is normal and is expected.
You err, but fix it quickly if you learn from experience.
Nobody is born knowledgeable, without learning knowledge through practice, repetition and struggle, with ideas, until he "owns" them, applying them to new situations. There is no way to make it easy to learn, especially when learning is worth it, so we have to prepare for the difficult moments that will be presented to us.
But not only! Physics gives you moments of joy and excitement when you discover a powerful idea. Habit will force you to share and try tough solutions. Active participation is much more effective in learning science than passive listening. After class, return for a "pen in the hand" repetition of classroom knowledge. Apply the knowledge learned in

solving the issues of independent work at the end of the topic or chapter being treated.

The real world is messy and complicated.

Our goal is to put aside many of the details of the real world in order to differentiate patterns that occur over and over again. For example, the vibration of the math pendulum, the vibration of a guitar cord, a sound wave and the vibration of atoms in a Crystal, are all very different. Though, not so different. Each is an example of the movement around a position of equilibrium in both ways. If we concentrate on understanding and analyzing a vibrating system body - spring, we will automatically understand the many oscillations in the real world. Physics creates models by which the most apparent, most obvious manifestations are distinguished, without considering those that do not bring quantitative changes to the analysis of the chosen model but allow us to draw very important conclusions by also formulating the laws of nature.

Example: Each of us can become a discoverer of the law of attraction when the teaching material allows such a procedure. If the student has studied the kinematics of uniform circular motion and evaluated the numerical value of the centerline acceleration of the Moon's motion in Earth's orbit through a very simple exercise such as:

Find the moon centering acceleration module, knowing that the distance from Earth's core to Moon's core is 384,000 km and its spin cycle around the Earth is 27,5 days (Fizika 1, Prof. RexhepMejdani, KleanthiQendro, NuriXhepa, F. 64, Botim 1996.);

The result obtained from the solution of this situation as well as the qualitative interpretation and dynamic study of body interaction expressed in the connection between the inertial measures and the accelerations obtained by the bodies during the interaction, regardless of the mode of interaction, formulates the law of the attraction of the universe, seeing itself as a "New Newton", yet, not with the origin of the "apple" fall on his head, but with the analysis of the added problem of the model chosen by us.

The management and control of the problem situation discussed above necessarily requires the teaching material addressed in the school textbook.

Today we are trying to shed some light on a problem that is not only worrying but it seems dark in a satisfying and necessary solution.

Four are the factors and actors in the drama of teaching and learning of accurate knowledge and organized in the science of physics: teaching program (syllabus), textbook, teacher, student.

In the curriculum of the study program for the formation of knowledge in physics, there is an unmotivated quantitative change in the curriculum

that is being conducted today, by estimating the number of hours per week during the three years of study in general upper secondary schools. Correspondingly, they are developing since the 2009 school year and the following amount of hours:
Class 10: 36 weeks x 2 hours / week = 72 hours;
Class 11: 36 weeks x 2 hours / week = 72 hours (Instituti i zhvillimit tëArsimit, Program lëndor klasa 10 dhe 11, Fusha: shkencat e natyrës (Kimi, Fizikë, Biologji), v. 2016.);
Class 12: 1/3 of the subject is Science = 24 hours (Shkenca natyrore (Fizikë, Kimi, Biologji), Klasa XII, MASR, Vendim 28, 17.08.2015);
Total: = 168 hours;
Compared to the development of teaching classes in physics, general secondary schools, four years, until the 2008-2009 school year:
First year 35 weeks x 3 hours / week = 105 hours;
Second year 35 weeks x 3 hours / week = 105 hours;
Third year 35 weeks x 3 hours / week = 105 hours;
Fourth year 32 weeks x 4 hours / week = 128 hours;
Total: = 443 hours (Programimësimorpërshkollat e mesmetëpërgjithshme. Ministria e ArsimittëShqipërisë -v. 1986-2006);
The comment is excessive in the interpretation of the assessment and the necessity of the formation of scientific knowledge, according to the age level in the most important link in the education system, where the continuity of further studies at the University level is projected.
Reducing the amount of hours at 62 percent, reflects a volatile and deficient student formation at the general high school level, which gives low results in further studies to be faced in the studying or applicative fields.
The textbook, as one of the determining factors with the undisputed role in the formation of sustainable knowledge should complement all didactic, methodological and scientific elements.
Between the forms of independent work that are used with the students, book work occupies the main place. What's important, is that we must first learn how to work with the text of physics. The text of physics is the basic tool for acquiring physical knowledge from students and a summary of the scientific knowledge that the teacher should explain to the students. The first skills and work habits with the text of physics are formed in the sixth grade. The teacher tells the students how to divide the lesson material into smaller parts, how to distinguish in these parts

the most important issues, how to work with tables, pictures, drawings, sketches and text graphics, how to extract the necessary information for understanding the lesson, how to use the bottom-up questions about creating a story about new material, how to draw the main conclusions of the lesson etc. But this factor, today in our schools, is one of the most troublesome and possibly with consequences unrecoverable in the scientific formation of students.

http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/

The subtext offered to students today is based on the Cambrige IGCSE curriculum, which does not match the age of students in general secondary education and the level of knowledge provided by the scientific content of the adopted text.

A visual view, shows that the offered texts are suitable for an age of two years lower than the biological age of completion of general secondary education studies.

The view referring to the curriculum and the relevant text clearly shows this shocking fact.

http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/

A detailed analysis was carried out by the authors of this material regarding the structure, the scientific content, the accuracy of the scientific interpretation of physical phenomena, the physical size, the physical laws and their taxation.

(Complete Physics for IGCSE-Student Book, Stephen Pople, 2014, Brian Arnold, Steve Wolley, Penny Jonson, 2009).

From this analysis we conclude that:

The language used in the content of the text leaves much to be desired in the scientific and expressive terms;

The physical meaning of the studied physical units or laws is superficial, often remaining only at the descriptive level for knowledge and understanding of physical occurrence or size, coupled with a numerical mechanical application.

The scientific errors in the altered material are obvious and numerous.

The level of exercises and problems is moderate, being reduced to a mechanical application without a quantitative and qualitative interpretation as a special application in all areas treated.

The textbook content, to a considerable extent, is accompanied by a vertical and horizontal red line with the explanation:

The line located at the bottom of the text means that the material requires an enhanced level of knowledge.

No one knows how to explain where this additional material will be, how extended knowledge of programmed hours will be extended for a more extensive and needed treatment of this material.

Education is organized so that educational policies, curriculum and instructions are interpreted and endorsed by teachers.

Teachers are the human contact points with students.

All other impacts on the quality of education are determined by who the teacher is and what the teacher does.

Teachers have the potential to increase the quality of education by giving life to a curriculum and inspiring students for curiosity and learning toward the main goal.

Also, teachers can degrade the quality of education through error, laziness, inaccuracy or incapacity.
For better or worse, teachers determine the quality of education.
Teaching is not just about intellectual and emotional engagement with others - students, colleagues, or parents - but also intellectual and emotional engagement with oneself, through regular regeneration and renewal of didactic goals and didactic processes during the sacred teaching process.
Teaching is the heart and the head of the teacher that is valued by: the importance of engagement, the pleasure of work, the identity, the importance of collective passion, in schools as learning communities, discreetly displayed and interacting, making up a whole process of allowing a teacher to stay passionate regarding the teaching process.
For the teacher, teaching is a creative and adventurous profession and passion is not an option.
It is essential for high quality teaching.
Teachers feel a personal mission ... to learn as much as they can about the world, others, about themselves, and to help others do the same.
Teachers are now potentially the single most important asset in achieving the vision of a democratic society.
They need, more than ever before, to be more than just transmitters of knowledge.
They should play a more complex role in realizing students' creativity, intellectual curiosity, emotional health, and active citizenship.
More than ever before, teachers are the key to: raising or decreasing student self-esteem, achievements and visions to learn through engagement, the formation of knowledge and skills that will impact the learning process, in order to help students: how to learn to succeed.
Are there today teachers in auditoriums at the required and indispensable academic level?!
Regretfully we can accept that there are not. The fact that teachers today accept what is served as an alternative, without debate and without professional discussion about all the elements that must fill a textbook in their hands and the students, shows that the problem is even worse in achieving student learning outcomes.
We cannot fail to give our ideas from teaching experience and what we can cultivate in our work on the need to organize the learning process for learning consolidation.
Choosing and solving the puzzles is a complete learning experience with a step-by-step strategy with a commentary, conceptual approach, and realistic implementation. The examples should be comprehensive to cover step by step all the physical concepts, types of problems and the

mathematical techniques used. They show how concepts can be used to understand the physical world.
Knowledge comes from experience. Learn the rules and then play better.
Physics is a beautiful one. It is similar to majesty. It stems from being consolidated and gives answers to everything!
Mind is not a vessel to be filled but a fire to be kindled. Plutarch!

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TEACHING METHODS FOR PRODUCING STRUCTURED & HIERARCHICAL KNOWLEDGE IN PHYSICS

Abstract
The methodology of teaching physics, select the forms and ways of transmitting the scientific knowledge to the student. Nowadays, teaching physics it's a science with properly defined rules and laws. This reality brings the need for a reconsideration of the traditional ways of teaching, as well as the research and application of new teaching methods. One of the most used and experimented teaching methods, regarding the elaboration, argumentation and application of the knowledge and expressions of the subject of physics, is working in groups. This is a quality way of raising the effectiveness of teaching, compared to other traditional teaching methods. The application of these methods needs high quality knowledge of scientific content from the teacher and the experimenting of a lecture, which has to include a well-organized strategy, in order to analyze in group form, every problematic situation that comes up, interconnected with the specific laws, that stand on the basis of a physical phenomenon. Following a similar teaching strategy, with the aforementioned goals, doesn't have space for tradition: "The lecturer only teaches, the student only listens to", but stimulates the debate and the active participation of the student, incites the critical thinking process and the information processing.

Key words: teaching, traditional methods, teaching strategy, collaborative works.

Introduction
Studies in the field of Physics, hold the first place in a total of scientific studies. But, why focus on learning Physics?
…we want to transform the actual teaching method of Physics. As good as it is so far, from art to science, including and using scientific teaching methods.
…we want to help our students develop long-run learning abilities.
…benefits from Physics, include a practical approach in problem solution, clear argumentation and communication of complex ideas.
…Physics is a very good example of learning a complex subject, and it helps students, through Physics Learning, to gain adaptable expertise with a wide range of professional skills (Redish E.F, Sayre E. (2009)).

…Physics gives you the pleasure that comes from being able to understand its latest discoveries.

Over the last decades, renowned physicists have engaged in research aimed at:

- Increasing conceptual understanding in Physics
- Provide a greater approach to the organization of knowledge
- Experiences that form the conceptual understanding
- How do students monitor the study process?
- How do students change from each other?
- How to Get Expertise in Physics

Consequently, all components of Physics teaching, including lectures, laboratory and problem solving activities, are nowadays recommended to be designed to promote student expertise.

Bloom & Morzano Taxonomy

The hierarchical classification of learning outcomes, introduced for the first time by Bloom in 1956, is called Bloom Taxonomy. Then (2001), this taxonomy was upgraded by Morzano, but still named Bloom.

New taxonomy is a new classification of educational objectives, aimed at relocating academic education, from the era of knowledge to the era of concepts. The new taxonomy is strongly influenced by the principle of "learning by doing". The original Bloom Taxonomy model (Fig. 1a) is presented below with its Improved Model (Fig. 1b). That the comparison between the two taxonomic models was meaningful in terms of understanding the details / shades of the hierarchical training stages, the models are presented in the original format:

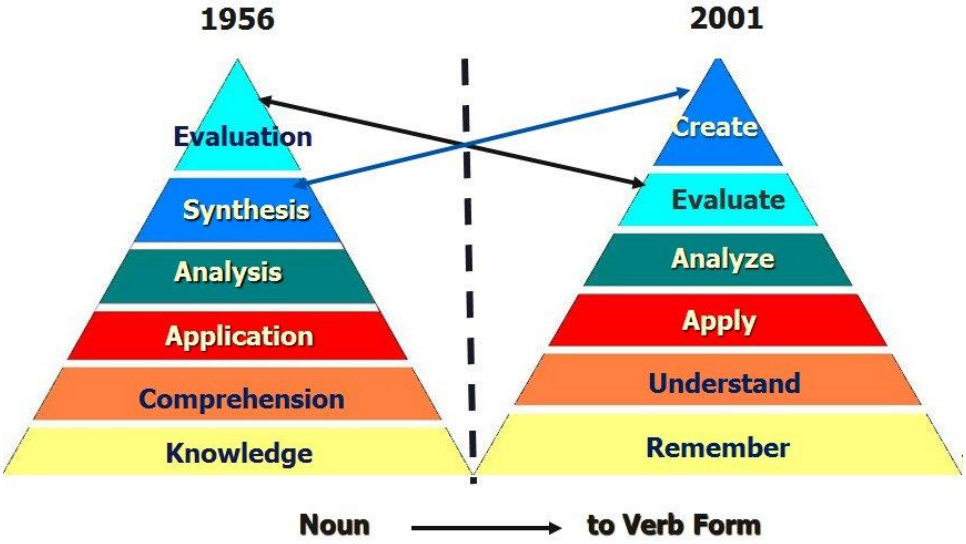

Fig. 1. a) Original Taxonomy b) Revised Taxonomy

It is also to note that, apart from the different nuances that have the respective stages in both cases, the stages of traditional formation in the respective pyramid (left) are represented by "names", which imply the descriptive aspect of the training in this formation, while contemporary ones - with "verb" (acting aspect).

The difference lies also at the top of the pyramids of formation; creative skills, in other words, expertise, is the ultimate outcome in contemporary coaching (Marzano, R.J. & Kendall, J.S. (2007)).

Traditional methods versus Intermediate Methods

One of the many arguments that leads to the necessity of contemporary methods of physics are the approaches to what the students do and what the students do not do under the traditional teaching of Physics.

What do students do in terms of traditional teaching?

Focus on the purpose of determining the response.

Build an abstract image of the problem, based mainly on the superficial features of the situation.

Use the concepts in a limited way.

Use analysis tools to determine a pathway solution, mainly engaged in equations.

Try to use the Physics that is known, instead of the unknown.

What do students do not do under traditional teaching, but what should they do?

Analyze situations in terms of concepts.

Interpreting mathematical formalisms.

Looking for and weighing alternative solutions.
Formulate a strategy / scheme before solving problems.
Compare the problem to well-known situations and monitor and reflect on problem solving itself.
Contemporary Methods of Physics teaching, as we will see below, are interactive, cooperative methods, while traditional ones refer to the student as an individual. As such, those methods differ qualitatively from one another.
The results of didactic research in Physics, based on the Recognition Processes, have highlighted the specific nature of the expertise. Bloom's and Marzano's taxonomy, seen above, which are based on learning by doing, are ultimately inspired by the need of expertise and have formed its aspects.
Thus, the fundamental change that a physics student differs from an expert, which is the ultimate goal of physical training, lies in "the way of acting" and the "knowledge structure", ie in the way of building useful knowledge (more than in their quantity) (Zajchowski R., Martin J. (1993)).
Based on the foregoing, the scholars explicitly enlightened the specific aspects of the change of the Physics Student (the final product of the traditional method) by the Physics Expert (the final product of contemporary methods) (Gerace W. J. (1992).

Tab. 2 Physics student vs. Physics Expert

Actions	Physics student	Physics expert
Reasons with	Laws	Models
Acts with	Symbols	Real situations
Solves	Defined problems	Real & Complex problems
Produces	Fixed concepts	Structured, negotiable and visionary knowledge
Knowledge		
Type	Discrete	Interconnected
Structure	Chronologic	Hierarchical
Presentation	Few, with few ideas	Multiple, with many ideas
Memory	Short-term	Long-term

Depending on this goal and assessments related to the formation of students in physics (exams / examination theses), it is recommended to be designed in the function of expertise (Stiggins R.J. (2002)).

Methods of teaching

The method that ignites interactive learning. Taking lessons at a glance means transferring the knowledge from the teacher to the student and using them from the knowledge acquired. Scholars argue, that many classic classical teaching methods today do not have the proper effectiveness to promote physical expertise (Gerace W., Beatty I. (2005). To this end, education in physics, referring to numerous studies, during the years 85'-90 'experienced a paradigm shift (method) (Johnson D.W., Johnson R.T., Smith K.A. (1991).

The old paradigm was based on individual ideas and competition; the new paradigm contains collaboration, that is interactive learning. The old paradigm centered on the role of teachers in front of students, as an essential role; the new paradigm provides for learning through collaboration, where students exchange ideas, discuss, debate and solve problems. This new form of learning is known under the name of "collaborative / cooperative learning". According to this method, the teacher serves as an explanatory questioning, advising and controlling role.

Practical Realization: As a lecturer, instead of asking the students to retrieve the information explained by us, we help them assimilate this information through learning by questions. This is accomplished with the help of the concept test (Mazur E. (1997)). Thus, following the preliminary study of the Kinematic chapter, questions of the following type (concept test) are presented for discussion:

Example 1: A body moves along a traversed trajectory as shown in Figure 2. Centrally - focused acceleration has the highest value in (Prifti I., Prifti A. (2001)):

a) A b) B **c)** C d) kudo njëlloj

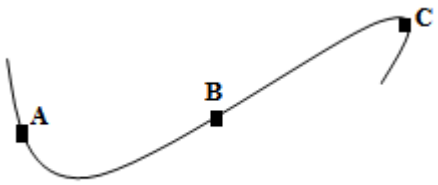

Fig. 2. Trajectory of body

Example 2: For the free fall, highlight the correct answer (Prifti I., Prifti A. (2001)):
a) The trajectory of the body movement is always a straight line
b) It's always a curved line
c)Depends on the angle between the initial velocity vector $\overrightarrow{V_o}$ and the gravitational vector $\overrightarrow{G}$
d) None of the previous assertions is true.
This is the most appropriate stage for applying Peer's technique (Mazur E. (1997)) which includes students and the lecturer in the cycle below as shown in Figure 3:

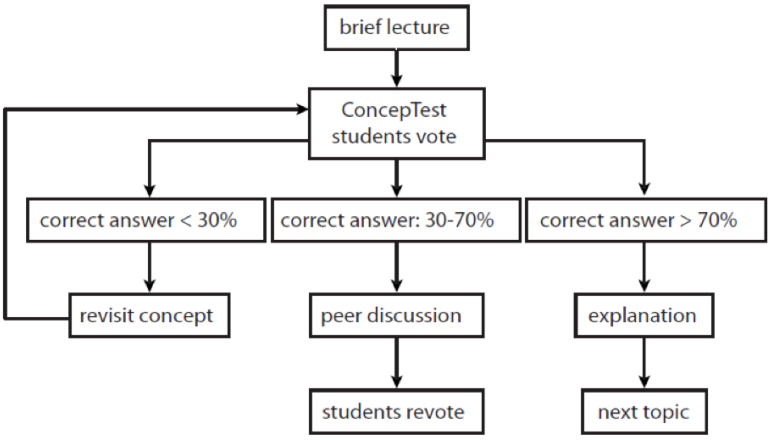

Fig. 3. Peer Instructions cycle

This method has these advantages:
Engages students in making the lecture more interesting
The lecturer, through feedback, becomes aware of what the class does or doesn't know.
Provides very good information about the knowledge dissemination of the students.
Allows that if a student knows something, then the whole class learns it.
Provides considerable opportunities for student engagement in discussions, argumentations and epistemology (how to decide which answer is right and in what circumstances the answer stands).

Problem solving scheme

Solving a problem in Physics is usually included in three phases with general values:

• Developing a strategy
• Executing the strategy
• Final Response Check (Styer, D. (2002))

Solving problems cannot be independent from the concepts and principles taught. It is important when solving problems, to formulate the kind of knowledge to the student, so that he can apply it in a new context. To achieve this goal, the lecturer himself pursues a model procedure for solving a particular problem. Schematically detailed is the scheme / solution strategy (Dede M., Vila F. (1989)) of a problem in Physics, is given below:

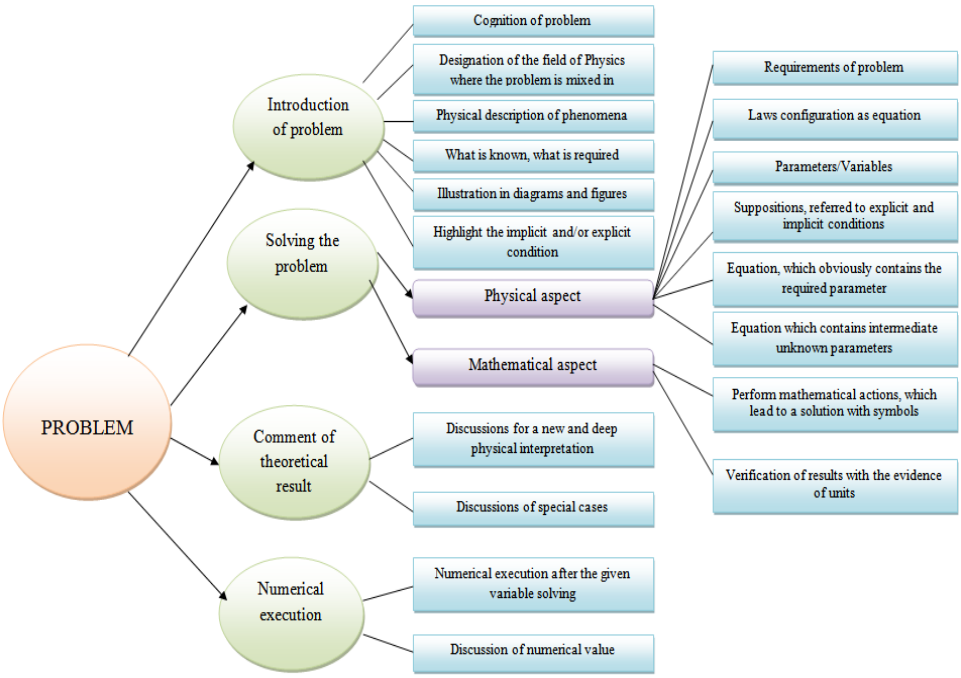

Fig. 4. Problem solving scheme

The advantages of using the scheme are:

• The solution scheme is an explicit way of the logical organization of the steps, both necessary and subsequent steps to solve the problem.
• It does not leave room for formal and solid lists of problem solving rules.
• Helps in the hierarchical structuring of knowledge for the students.

• Helps expanding the perceived boundaries of the problem.

Conclusions and Recommendations

Perspectives vary sharply; this leads to the fact that the teaching issues in Physics strongly rely on proven scientific methods. Interactive work is the most efficient model in Physics to improve the less gifted students in their conceptual deepening in Physics and then to develop the special skills of the best students. Intermediate work develops a wide and successful communication between pedagogue and student, where students should be seen as active partners. Problem solving is the primary goal of conceptual learning. This solution is facilitated through scientific strategies / schemes of the solutions. It is useful to compile the tasks and assessments of student formation in the form of complex problems (course assignments, theses in written form, laboratory work), which are consistent with contemporary principles of conceptual learning and pave the way for expertise in Physics . Their solution is made comfortable through the use of strategies / schemes. The publication of the department's teaching experiences is a contemporary approach in favor of teaching effectiveness.

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NJË PËRQASJE E RE NË MËSIMDHËNIEN E "MATEMATIKËS ELEMENTARE"

Abstrakt

Aktualisht matematika në arsimin parauniversitar merret kryesisht me manipulimin e simboleve të matematikës pa iu veshur atyre ndonjë kuptim të veçantë. Kjo lloj përqasjeje i step më vonë studentët kur ata përballen me simbolika me të ndërlikuara apo me vërtetimin e teoremave dhe përçon tek ata idenë e njohur se matematika është një lëndë e vështirë. "Matematika Elementare", që zhvillohet në vit të parë me studentët e degëve Matematikë- Informatikë dhe Matematikë- Fizikë, është një lëndë që trajton një shumëllojshmëri tematikash dhe konceptesh abstrakte të pahasura më parë nga studentët. Kjo e bën atë një lëndë aspak "elementare", përkundër asaj që sugjeron emri i saj.
Qëllimi i këtij punimi është që të sugjerojë dy përqasje të reja për ta bërë mësimin sa më të kuptueshëm dhe argëtues për studentët.
Së pari, mësimi i matematikës në përgjithësi, dhe i "Matematikës Elementare" në veçanti, kërkon që studentët të mësojnë një gjuhë të re. Është thelbësore që studentët të mësojnë gjuhën e matematikës, dhe kjo mund të arrihet duke e trajtuar mësimin e saj si mësimin e një gjuhë të huaj. Së dyti, studenti që ka mësuar gjuhën e matematikës duhet të mësojë ta përdorë atë në vërtetime. Në vend që vërtetimi të shikohet si një përballje me një kundërshtar të padukshëm mund të shikohet një seri pohimesh matematikore bindëse.
Kombinimi i këtyre dy strategjive mund të rezultojë efikas për nxitjen dhe angazhimin e studentëve në mësimin e matematikës elementare.
Fjalë kyç: matematikë elementare, mësimdhënie, strategji, gjuhë, vërtetim.

A NEW APPROACH TO TEACHING "ELEMENTARY MATHEMATICS"

Abstract
At present, mathematics in pre-university education deals mainly with the manipulation of math symbols without attaching them any particular meaning. This approach holds students back when they face more

complicated symbolism or proof of the theorems and conveys to them the notion that mathematics is a difficult subject. "Elementary Mathematics", which takes place in the first year with students of Mathematics- Informatics and Mathematics- Physics, is a subject that addresses a variety of abstract topics and concepts that are not previously encountered by students. This makes the subject not an "elementary" one, in spite of what its name suggests. The purpose of this paper is to suggest two new approaches to make the lesson understandable and fun for students.
First, teaching mathematics in general, and "Elementary Mathematics" in particular, requires students to learn a new language. It is essential that students learn the language of mathematics, and this can be achieved by treating it as teaching a foreign language. Secondly, a student who has learned math language should learn to use it in proofs. Rather than seeing the proof as a confrontation with an invisible adversary, it can be seen as a series of persuasive mathematical statements.
The combination of these two strategies can be effective in encouraging and committing students in "Elementary Mathematics" lessons.
Key words: elementary mathematics, teaching, strategies, language, proof.

Introduction

In pre-university education mathematics teaching relies on a way of thinking based on conceptual images. The adaptation of such a way of reasoning works very well for most of the pre-university math if combined with the ability to follow the procedures. The use of well-thought-out examples is of particular importance because the manipulation of mathematical symbols and images leads the student to the construction of important mathematical concepts.
The transition from high school math to university math requires adapting a new way of thinking. Unlike dictionary definitions, which are merely descriptions, mathematical definitions are precise in defining the extension of the concept and can be manipulated. In addition to mastering specific examples that are consistent with definitions, formal mathematics requires the use of the results from definitions and previously proofed theorems. These novelties initially hold students back and make learning math difficult.
"Elementary Mathematics" is a subject that takes place with the first year students of the Mathematics-Informatics and Mathematics-Physics study programs. Its program summarizes a variety of topics such as: combinatory, recursions, the basic principles of mathematics, inequalities, complex numbers, the solution of third and fourth degree equations, trigonometry, calculating sums and products, and the solution

of systems of linear equations with elementary methods. The aim of the course is to recall concepts previously taught and to enrich this knowledge with concepts that are completely unknown to students by giving them the possibility of practical implementation of this knowledge in the exercises and problems. Consequently, this is not an elementary subject despite the name.

Facing myself with the task to explain this subject, I have found myself in the dilemma of how students can be helped to better master basic concepts and how to make teaching more fun. The consultation with the literature and the experiences of other European and American universities shows that there are two approaches that result successful in teaching "Elementary Mathematics".

The first step to advancing in math should be getting familiar with its language. Therefore, the first approach consists of dealing with mathematics as a foreign language and thus using the same techniques used in teaching other foreign languages. In this context, during the lesson a special attention should be paid to the formulation of mathematic statements and reasoning in mathematical language. The purpose of this approach is for students to be able to understand, speak, write and read in the language of mathematics and its symbols.

The next step is to face proofs. Proofs are inherent in mathematics and students should be able to formulate accurate mathematical statements to proof a theorem. Since the first year students are inexperienced with proofs, it is good that proofs can focus on a persuasive use of the mathematical language. In other words, they can be explained by clearly formulated and understandable statements that persuade the auditor rather than they be treated as a confrontation with an invisible opponent using statements that are non obvious and require the students analysis.

There is no doubt that "Elementary Mathematics" is a difficult subject. This is mainly because conceptual images learned by students sometimes conflict with the formal definitions they learn in this subject, especially when they are introduced with the notion of infinity. However, professionals experiences show that coupling the methods described in this paper facilitates the transmission of new knowledge to students.

Mathematics language

What do René Descartes and François Viète have in common, besides being both French?

Viète introduced at the end of the 16th century the idea of representing known and unknown numbers by letters, though perhaps he was not the first to do so. Whilst Descartes decades later created the convention of

representing unknowns in equations with x, y and z, and known values by a, b, and c. This was a better idea than Viète's idea to use consonants for known values and vowels for unknowns.

What does this have to do with teaching "Elementary Mathematics"? It serves to illustrate one of the aspects that confuse students more. It should be borne in mind that mathematics in general, and "Elementary Mathematics" in particular, requires that students learn a new language. To succeed in math, students need to learn the basics of it, starting with its particular symbolism and terminology. The above rules for variables and parameters are an example of a language rule that needs to be learned.

If we agree that there is an analogy between mathematics and foreign languages, we can treat teaching "Elementary Mathematics" as teaching a new foreign language. In this way we have the opportunity to adapt the methods used in teaching other foreign languages. The main purpose of teaching foreign languages is developing these four basic skills: reading, writing, speaking and listening. All four of these skills are equally important because they help achieving the ultimate goal that is to make the student able to use the new language. If a student is very good at reading German but is unable to communicate in this language, can we say that he/she knows the language well?

On the other hand, we notice that first year students have not previously worked to develop their expressive skills and have not paid special attention to any of the four basic skills. But in order to progress in "Elementary Mathematics" it is important that they master all of the above mentioned aspects.

In this regard, the following can help:

Have students write definitions

Ask students to retell what they have written

When using definitions or during proofs, require that students complete writing a mathematical statement.

Ask students to translate a statement from Albanian into math language, etc.

Another exercise might be to ask students to choose the correct statement between some mathematical statements, which at first may appear to be identical.

For example: Which of the following statements is a correct formulation of the Well- Ordering Principle:

$\forall A \subseteq N, A \neq \Phi,\ \forall n \in A, \exists m \in A$such as: $m \leq n$
$\forall A \subseteq N, A \neq \Phi,\ \exists m \in A$ such as $\forall n \in A, m \leq n$
The language of mathematics is filled with symbols and terms that students need to learn. Concepts can be difficult, but the difficulty increases with the use of some special symbols. Therefore, an approach that focuses on math language can be effective in teaching "Elementary Mathematics".

The rhetoric in proofs

The first step to advancing in mathematics is to know its language. But "Elementary Mathematics" is more than just a new language. Proofs are an inherent part of this course. Notice that it is easy for students to become facile in mathematical language without understanding proofs at all. But the purpose of learning mathematics language is for students to use it to proof theorems. So language teaching should not be separated from teaching proofs.

This can be accomplished by addressing proofs as a series of comprehensible and convincing statements translated from Albanian to the language of mathematics. This is a type of rhetoric. According to Aristotle, rhetoric is the faculty of observing in any given case the available means of persuasion.

It is clear that the core of mathematics is the precision that must be used while reasoning about statements. For example, suppose that one has proofed statement (A) implies statement (B). Then if we know that (A) is true, we are sure that so is (B). This is nothing more than a simple a way of reasoning. But when explaining theorems and their proofs in "Elementary Mathematics", students are required to learn and understand many types of reasoning and proof methods. Also, since first year students are inexperienced with proofs, they get confused when they hear during the lesson expressions such as: "let ...", "for each element ...", "for any given element ..." etc. All of this makes proofs seem to students like a fight with an imaginary opponent, who we are trying to convince with deep, long arguments that are not easy to spring to mind.

Instead, proofs can take the form of a collaboration with the auditorium where each student gives his modest contribution. For this purpose:

1. At the beginning of the proof give students a summary of the reasoning that will be used for the proof .
2. Then at certain moments give students parts of the proof and ask them to fill in what is missing. This can help students engage in the lesson, understand the reasoning, and increase their self-confidence.

3. Initially, mathematical induction or contradiction can be used for proofs, as they are almost program-like proof methods with well-defined steps that help students understand the assumption and conclusion of the theorem and the logic of proofing an implication in general.
4. After explaining, work backwards from the end of the proof to see how the proof rules could allow one to achieve the goal of proofing the theorem.

Combining learning the language of mathematics with the explanation of certifications can make it easier for students to understand the lesson and make it more fun.

Conclusions

The new and abstract concepts in "Elementary Mathematics" as well as the strict new standards of mathematics at university make it difficult to learn this subject. “Elementary Mathematics" cannot change this as its program only focuses on covering multiple topics within a limited timeframe of 15 weeks. However, the intuition and experience of mathematicians who have developed and explained this subject has shown that there are ways to make teaching "Elementary Mathematics" as successful as possible. First of all, mastering the language of mathematics is an important aspect of math teaching. One way to achieve this would be to treat its teaching in the same way as teaching a new language. Whereas providing a cooperative environment with persuasive arguments and questions that encourage students feedback would be a good way to help them understand proofs and make new ones.

These approaches help students proceed from the conceptual image-based reasoning, they have learned in high school, to a new knowledge that is very important to understand math in University.

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ELEMENTËT BAZË TË MËSIMDHËNIES AKTIVE DHE NXËNIES AKTIVE

Abstrakt
Si mundet kërkimi shkencor të sigurojë një model të një mësimdhënieje produktive. Metoda për ti bërë seancat tona të mësimit më produktive. Mënyra për të inkurajuar pjesëmarrjen e studentëve në orët e mësimit. Përparësitë e mësimit të përbashkët. Shembuj të praktikave laboratorike produktive.
Ne duhet të zhvillojmë mënyra për të angazhuar studentët në procesin e të menduarit, të pyeturit dhe zgjidhjes së problemeve. Ekzistojnë disa mënyra që ndihmojnë studentët për të bërë kalimin nga dëgjues pasivë në pjesëmarrës aktivë në nxënien e tyre.
Në leksione, seksione diskutimi, laboratore apo takime individuale, pyetjet janë pjesë e rëndësishme e drejtimit të nxënies së studentëve. Kur studentët bëjnë pyetje, ata shpeshherë janë duke kërkuar një mënyrë të shpejtë të të nxënit duke gjetur përgjigjen e drejtë nga një person kompetent.
Demonstrimet mund të jenë shumë produktive për të ilustruar konceptet në klasë. Ato mund ti bëjnë studentët të mendojnë për veten e tyre dhe janë veçanërisht ndihmuese nëse demonstrimi përmban një befasi, sfidon një supozim ose ilustron një tjetër përmbledhje, mendim ose mekanizëm.
Diskutimi i përqëndruar është një mënyrë produktive për shumë studentë në të zhvilluarin e skeletit të tyre konceptual dhe për të mësuar teknikat e zgjidhes së problemeve ndërkohë që janë duke u transmetuar idetë e tyre studentëve të tjerë dhe mësuesit.
Është vështirë të mendohet mësimi i shkencës pa kryerjen e laboratoreve ose fushën e punës. Laboratoret janë gjetje të mrekullueshme për të shpjeguar dhe mësuar shkencë. Ata i pajisin studentët me aftësi për të menduar, diskutuar dhe për të zgjidhur probleme reale.

Fjalë kyç: diskutim, pyetje, nxënie aktive, zgjidhje problemesh, njohuri, praktika laboratorike.

THE BASIC ELEMENTS OF ACTIVE TEACHING AND ACTIVE LEARNING

Abstract

How can science inquiry provide a model of effective teaching.Methods for making our class sessions more effective. Ways to encourage student participation in our classes. Advantages of collaborative learning. Examples of effective laboratory practices.

We have to developed ways to engage students in the process of thinking, questioning, and problem solving.There are several ways to help students make the transition from passive listeners to active participants in their own learning.

In lecture, discussion sections, laboratories, or individual encounters, questioning is an important part of guiding students' learning. When students ask questions, they are often seeking to shortcut the learning process by getting the right answer from an authority figure.

Demonstrations can be very effective for illustrating concepts in class. They can provoke students to think for themselves and are especially helpful if the demonstration has a surprise, challenges an assumption, or illustrates an otherwise abstract concept or mechanism.

Focused discussion is an effective way for many students to develop their conceptual frameworks and to learn problem solving skills as they try out their own ideas on other students and the instructor.

It is hard to imagine learning about science, without doing laboratory or field work. Laboratories are wonderful settings for teaching and learning science. They provide students with opportunities to think about, discuss, and solve real problems.

Key words: discussion, questions, active learning, problem solving, knowledge, laboratory practices.

Introduction

Teaching and learning should be inseparable, in that learning is a criterion and product of effective teaching. In essence, learning is the goal of teaching. Someone has not taught unless someone else has learned. After a few years of teaching, many faculty realize that students learn too little of what they teach. Science teaching requires attention to both the content of the course and the process of moving students from their initial state of knowledge and understanding to the desired level. In fact, teaching is part of a whole that comprises the teacher, the learner, the disciplinary content, the teaching/learning process, and the

evaluation of both the teacher and the learner. Although there are many ways to teach effectively, all require that the teacher have knowledge of three things: 1. the material being taught; 2. the best instructional strategies to teach the material; and 3.how students learn. What is the most effective way to teach students? The answer depends on what students are expected to learn. Student-centered discussions lead to better retention, better transfer of knowledge to other situations, better motivation for further learning, and better problem solving ability (McKeachie, 1994). Active participation by students helps them construct a better framework from which to generalize their knowledge. As said an ancient Chinese proverb: Tell me, I forget. Show me, I remember. Involve me, I understand! Focus of the science education is not to memorize words but to understand their meaning and thus acquire new terms. This is the beginning of creating the conceptual knowledge (Blasbag&Arroio, 2012).

Teaching Styles

How often do all of us ask ourselves: What do I want students to learn from this course? What are they actually learning? What mix of factual information and conceptual understanding best serves my students' needs? How do I decide which teaching methods work best for my students? How do I measure student learning? This article will help you find answers to such questions.

Asking Questions

Questioning is the processes of arriving at an answer and assessing the validity of an answer, that are usually more important, particularly if the student can apply these processes to the next question. Both of these processes are obscured if the teacher simply gives the requested answer. In fact, posing questions can be an effective teaching technique. Here are some tips for the effective use of questions:

Wait long enough to indicate that you expect students to think before answering. Some students know that if they are silent the professor will give the answer (Rowe, 1974).

Solicit the answer from a volunteer or a selected student.

Solicit alternative answers or elaboration to provide material for comparison, contrast, and assessment.

Direct the ensuing discussion to the comparison, evaluation, and extension of the offered answers rather than simple validation or refutation of right and wrong answers.

Pose a second or follow-up question to continue the exploration.

Solicit additional responses from the same students with a leading question or follow-up observation.

A professor's questions should build confidence rather than induce fear. One technique is to encourage the student to propose several different answers to the question. The student can then be encouraged to step outside the answers and begin to develop the skills necessary to assess the answers. Some questions seek facts and simply measure student recall; others demand higher reasoning skills such as elaborating on or explaining a concept, comparing and contrasting several possibilities, speculating about an outcome, and speculating about cause and effect. The type of question asked and the response given to students' initial answers are crucial to the types of reasoning processes the students are encouraged to use.

Demonstration

Demonstrations can be very effective for illustrating concepts in class, but can result in passive learning without careful attention to engaging students. Demonstrations that use everyday objects are especially effective and require little preparation on the part of faculty. Students' interest is peaked if they are asked to make predictions and vote on the most probable outcome. We should consider a number of issues when planning a demonstration (O'Brien, 1990):

What concepts do you want the demonstration to illustrate?

Which of the many demonstrations on the selected topic will generate the greatest enhancement in student learning?

What prior knowledge should be reviewed before the demonstration?

What design would be most effective, given the materials at hand and the target audience?

Which steps in the demonstration procedure should be carried out ahead of time?What questions will be appropriate to motivate and direct student observation and thought processes before, during, and after the demonstration?

What follow-up questions can be used to test and stretch students' understanding of the new concept?

If the classroom or lecture hall is large, consider whether students in the back will be able to see your demonstration. Look into videotaping the demonstration and projecting the image on a larger screen so that all of your students can see.

Discussion

Small groups enables instructors to generate classroom discussion and promote peer-to-peer learning to help students develop critical-thinking

skills. Instructors can take advantage of real-time analytic to find out where students are struggling and adjust their instructional strategy. [2]
Classes in which students must participate in discussion force them to go beyond merely plugging numbers into formulas or memorizing terms. They must learn to explain in their own words what they are thinking and doing. Students are more motivated to prepare for a class in which they are expected to participate actively.
To lead an effective discussion, the teacher must be a good facilitator, by ensuring that key points are covered and monitoring the group dynamics. Guidance is needed to keep the discussion from becoming disorganized or irrelevant. When students do not spontaneously engage in a discussion, they may be unprepared or they may be reluctant to speak or to be assertive. Some may be more comfortable making comparisons than absolute statements, and others may be more comfortable with narrative descriptions than with quantitative analysis. You might try various strategies to engage your students in meaningful discussion by posing questions that measure different levels of understanding (knowledge, application, analysis, and comprehension).
Probably the best overall advice is to be bold but flexible and willing to adjust your strategies to fit the character of your class. If you want to experiment with using discussions in your class, here are some things to consider:
Decide on the goals of your class discussion. What is it that you want the students to get from each class session? Concepts? Problem solving skills? Decision-making skills? The ability to make connections to other disciplines or to technology? Broader perspective? Keep in mind that the goals may change as you progress through the material during the semester.
Explain to the students how discussions will be structured. Make clear what you expect them to do before coming to each class session: read the chapter, think about the questions at the end of the chapter, seriously try to do the first five problems, etc. Let students see you take attendance.
Do not allow a few students to dominate the discussion. Some students will naturally respond more quickly, but they must be encouraged to let others have a chance. Be sure that all students participate at an acceptable level. In extreme cases you may have to speak outside of class to an aggressive or an excessively reticent student.

Look for opportunities for you or your students to bring to class mini-demonstrations illustrating important points of the day's topic. This is a very effective way to stimulate discussion [3].

Problem solving
Solving a physics problem usually breaks down into three stages:
Strategy design
Classify the problem by its method of solution.
Summarize the situation with a diagram.
Keep the goal in sight (perhaps by writing it down).
Execution tactics
Work with symbols.
Keep packets of related variables together.
Be neat and organized.
Keep it simple.
Answer checking
Dimensionally consistent?
Numerically reasonable (including sign)?
Algebraically possible? (Example: no imaginary or infinite answers).
Functionally reasonable? (Example: greater range with greater initial speed).
Check special cases and symmetry.
Report numbers with units specified and with reasonable significant figures [1].

Laboratories

Experimentation underlies all scientific knowledge and understanding. Laboratories are wonderful settings for teaching and learning science. They provide students with opportunities to think about, discuss, and solve real problems. Developing and teaching an effective laboratory requires as much skill, creativity, and hard work as proposing and executing a first-rate research project.

Despite the importance of experimentation in science, introductory labs fail to convey the excitement of discovery to the majority of our students. They generally give introductory science labs low marks, often describing them as boring or a waste of time. What is wrong? It is clear that many introductory laboratory programs are suffering from neglect. Typically, students work their way through a list of step-by-step instructions, trying to reproduce expected results and wondering how to get the right answer. While this approach has little do with science, it is common practice because it is efficient. Laboratories are costly and time consuming, and predictable, "cookbook" labs allow departments to offer their lab courses to large numbers of students.

Improving undergraduate laboratory instruction has become a priority in many institutions, driven, in part, by the exciting program being developed at a wide range of institutions. Some labs encourage critical and quantitative thinking, some emphasize demonstration of principles or development of lab techniques, and some help students deepen their understanding of fundamental concepts (Hake, 1992). Where possible, the lab should be coincident with the lecture or discussion. Before you begin to develop a laboratory program, it is important to think about its goals. Here are a number of possibilities:
Develop intuition and deepen understanding of concepts.
Apply concepts learned in class to new situations.
Experience basic phenomena.
Develop critical, quantitative thinking.
Develop experimental and data analysis skills.
Learn to use scientific apparatus.
Learn to estimate statistical errors and recognize systematic errors.
Develop reporting skills (written and oral).
Practice collaborative problem solving.
Exercise curiosity and creativity by designing a procedure to test a hypothesis.
Better appreciate the role of experimentation in science.
Test important laws and rules [4].

Conclusions

To have an active teaching and an active learning we have:
To encourage the student to ask questions and to propose several diferent answers.
To demonstrate and discuss in an effective way.
To develop students' problem-solving skills in a systematic manner.
To develop experimental and data analysis skills.

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THE INTEGRATED LEARNING AND TEACHING PROCESS

Abstract
In our society there are jobs that require a lot of responsability, one of them is teaching. Teaching is an inadequate process, it is also very important and responsible activity. There are thoughts that teaching is art, science, or both together. If teaching is art it requires inspiration, intuition, talent, and creativity and few of them can be taught. If it is science, teaching requires knowledge and skills that can be taught. We can say that successful teaching has these two sides. Therefore, in the book of honorable Professor BardhylMusai, it is highlighted this phrase: "Good teaching has within the elements of the work of the artist and the scholar."
Under this light, this paper is oriented towards teaching and learning as very important components of the teaching process, where the learner is the center who is to be led, facilitated and supported by the teacher in knowledge building, skill building, creation of attitudes and values. Both components of the teaching process should interact, intertwine and exchange reciprocally around a part that is “played” by students and directed by the teacher. The dimensions of methodological skills or teaching methodologies are numerous and have been developed in accordance with curriculum requirements and student formation in different time frames.

Integrated Teaching and Learning
Integrated teaching and learning is dictated by curricula but not only by that. This methodological dimension aims to form students with knowledge and skills for nature and society by looking at the constituent elements of the main areas of integrated knowledge as they exist in reality. But this dimension should not be linked necessarily only to integrated curricula. Integrated teaching and learning should be developed in all subject curricula by addressing their concepts and knowledge integrated with those of other subject curricula. Handling of concepts, knowledge or curricular elements of fields and subjects integrated with concepts and knowledge from other fields helps effective learning, which in this case develops by looking at the knowledge about it and in mutual interaction. This approach enables students to acquire knowledge, skills, attitudes, and values that exist in nature or in society as a single entity, regardless of their treatment in curriculum areas and in special subjects, which is done for study purposes.

Involvement

Involvement is a methodological dimension that develops in the conditions where all the students in the classroom, regardless of the differences they have with each other, feel themselves fully part of the development of the activities and achievement of the learning objectives through the implementation of strategies and techniques varied by the teacher. Pupils are better off in an environment where they feel involved, appreciated for the contribution they offer, where they are listened with respect by the teacher and the students in the classroom. Therefore, the dimension of involvement in teaching and learning, increases the efficiency of the classroom, students express their opinions freely and openly. Involving includes all students' participation in teaching activities such as group work, couple work, role play, presentations, discussions, debates, etc. where they express their individuality and develop skills or competencies in the areas of curriculum and special subjects.

Teaching and active learning

Teaching and learning means learning by practice, where students are confronted with situations and find answers, or solutions, by using their previous experiences or knowledge. In this dimension, the teacher is a student partner and should inspire students and have the desire to find solutions to problems. This aims to provide students with competences for problem solving in different areas of life. Educational activities such as observations, demonstrations, dilemma experiments, feedback, etc. in different curricular areas would be a solid basis in the development of active learning or learning by acting.

Discussion and debate

Actually discussion and debate can be considered as two methodological dimensions, as they do not express the same thing, despite the same essence of them. During the discussion the teacher puts the students in the form of a round table, where everyone is invited to bring thoughts, ideas about a carefully selected topic. Here students are encouraged to be more productive and their ideas lead to a common solution or agreement for a particular problem. During the debate, the teacher puts students in front of each other, usually in groups. The groups face "with pros and cons arguments on a subject that is resolved to be the subject of debate. Students acquire knowledge and skills to build arguments,

present them, listen to and respect the arguments against coming from groups in front of them.

Also, students are taught the ethics of communicating counter-arguments, so indispensable for their ability to form life.

Development of critical thinking

One of the goals of critical thinking, insists in increasing the level of student thinking. This methodological dimension should encourage teachers to support learners to handle certain ideas, thoughts, beliefs and values and to stay in touch with them. Students should also be supported to form skills, to analyze and evaluate different sources of information, judging on different ideas and views. Pupils also form the ability to transmit arguments by considering different perspectives, as well as defending their arguments, or presenting the views of others with which they may agree or not.

Development of research skills

In the new curriculum, the development of research skills among students constitutes a very important methodological dimension in all curriculum areas. During the application of simple research, which can be designed by students in collaboration with the teacher, the level of student learning benefits is presented at a very high level. Motivating students, enhancing their self-confidence, is a solid element for effective teaching and learning. Research such as historical data research, dialect or rare language research, weather-related observations at certain times, environmental pollution, etc. are some examples where teachers can develop students' research skills.

Integration of ICT Information and Communication Technology

In terms of increasing access to information and communication technology, it is entirely possible for this methodological dimension to play its role in effective teaching and learning. ICT helps students to apply knowledge and skills from different curricular areas to new forms and present them in varied forms. Nowadays, ICT should be seen as an integrated methodological tool that helps students with knowledge and skills in different curriculum areas rather than as an appendix to the learning process without creating a sustainable connection with the teaching material being dealt with. We can say that the methodological dimensions for effective teaching and learning are numerous. It is important that teachers should constantly be in the role of the innovator of the learning process, experimenting and evaluating different methodological dimensions that can be applied in the curriculum areas or subject areas related to the interests and needs of students.

When a teacher is effective?

Better teaching is the one in which objectives are met, the learner is activated, interaction promoted, use of higher level questions, where the learner is at the center of teaching, critical and creative thinking skills are developed, reflection is made and the student is trained to worked independently.
Thus, teaching is a process that is planned, directed, organized by the teacher according to the learning styles and with the active participation of students, acquiring knowledge, using methods, interactive techniques, developing skills, habits, and complete creating the personality of a student.
When a teacher is effective?
The more effective the teacher, the more successful the student!
A teacher is effective when:
• There are positive expectations for student success.
• He is a very good manager in the classroom.
• Knows how to help students when they need help.
The more schools and families have joined as partners in the education of young people, the greater the chances of children to succeed.

Contemporary Teaching and Future Challenges
We need to prepare our students for tomorrow's world. We live in a competitive global economy where people work for big companies that are everywhere in the world. If we want a student to succeed in the world, we need to think globally and have to prepare our students to think the same. Attention, longevity, attitude, enthusiasm, and appreciation are the primary forces for a teacher. An Effective Teacher Knows Teacher-Student Relationships. Effective teachers know that they can't motivate a student to study if the student realizes that the teacher doesn't care.
Five Important Concepts That Increase Positive Expectations:
1. Call each student by name in a friendly way by respecting them.
2. Now, Please - kindly and respectfully try to give a message that says "I'm paying attention".
3. Say, thank you! - When you say "thank you", you are admitted if someone does something and you are not ordered.

4. Smile-A smile is the most effective way to create a positive environment to disarm an angry man and convey the message: “ Don’t be afraid of me, I'm here to help you."
5. Love! - The effective teacher offers more than one product, they offer the way of serving as well. The most sincere forms of service come from hearing, love, and caring.
Modern teaching overcomes reproductive learning and creates conditions for active learning and thinking development. So it's about quality teaching. Within such a context we can highlight some features.

Characteristics of a well-managed classroom

1. Students are involved with their work, especially when the teacher provides clear guidance.
2. Students know what is expected of them and are generally successful.
3. The teacher is ready, the class is ready and the materials are ready.
4. Classroom climate should be calm and enjoyable.

Discipline with a plan

If you don’t have a plan, then you will fail.

The effective teacher is a proactive teacher, he or she has a proactive plan to prevent problems encountered.

Problem No. 1 in the classroom is not discipline, but lack of procedures and routines. Lack of a plan does not lead a class to academic success.

Plans and Discipline have clear rules and guidelines for consequences and rewards. Learners need to know the rules, consequences, and rewards of more than one changing teacher, or make new rules tailored to the moment.

Know how to create lessons to help students reach where they want to.

• Teaching refers to how well a student can demonstrate that the concept was understood, assimilated, or achieved high-level skills as determined by the teacher.

• Students' success in classroom subjects depends on how well a teacher prepares classrooms and controls them for mastery such as short tests at the end of class.

Do not forget:

A teacher delivers knowledge and skills if he builds a loving relationship and creates a safe place and an organized classroom.

An effective teacher accepts responsibility and actively directs the student to the teaching.

Teachers need to teach their students how much to expect to learn from the program books.

An effective teacher is a student learning with students. An effective teacher writes goals that tell students what should be accomplished. The

objectives help students predict, focus, and understand the purpose of a lesson.
Using six levels of Blum's taxonomy is a good way to write goals. They are written on the board at the beginning of the lesson.
-An effective teacher uses different teaching methods, strategies, resources, and types of learning that are appropriate for their learning.
Different style of learning use (auditory, visual, kinesthetic) will help to meet the different needs of students. -An effective teacher uses clear teaching procedures such as demonstrative, modeling, explanatory, questioning.
- A motivated learner offers abundant opportunities for students to engage in practice independently. In order to become effective learners, students should first be acquainted with the effective ways to deal with new tasks.
- An effective teacher learns closely during monitoring, student progress and provides recruitment practice, where appropriate.
An essential feature of effective teaching is the emphasis on practicing until it reaches the point of mastery.
-An effective teacher encourages by helping others in learning together.
-An effective teacher reviews and comments on previous learning at regular intervals.
Results of an Effective Teacher
Effective teachers can attract more advanced learners compared to those less successful teachers.
Teacher makes a big difference in student performance - 40% more than any other factor.
Pupils with some effective teachers year after year (one after the other) achieve goals at satisfactory levels while those with poor teachers, year after year, lose important groundwork in the learning level.
The teacher's quality calculates for less than 90% of the variation in student achievement.
The only major factor in student achievement is the efficiency of the teacher.
As the teacher's efficiency increases, the weaker students are the first to benefit.
An updated didactics for successful teaching
In the process of contemporary teaching, besides other changes, the role of the student has changed, which is not as it has been in traditional

teaching in the quality of listeners and passive learners of learning contents. Now the student is in the quality of the subject and is the most important factor that is present since the planning of the teaching work, the forms, the methods and the techniques, the objectives and the fulfillment, the leadership and the direction of the teaching activity. In contemporary teaching the student is active, he understands what he learns, validates and practices the knowledge he has learned. The student is encouraged to think critically.

During the course, students create, discuss, discuss, solve, investigate, criticize, analyze, judge. Learning mastery refers to how well the student can demonstrate that the concept was understood, or assimilated, or achieved high-level skills as determined by the teacher.

The students' success in the classroom depends on how well the teacher designs the lessons and controls them for mastery such as mini tests at the end of the lesson. A teacher gives knowledge and skills if he builds a loving relationship and creates a safe place and a well-organized classroom.

Conclusions

School is the place where the learning process delivers pleasure, or at least, is considered a positive experience. If active, creative and critical learning become meaningful and important then students will be more enthusiastic and the lesson time will not be tedious at all. When students get used to such a discussion, they will be eager to freely express their thoughts and listen to the ideas of others. When students are at this level, classroom leadership becomes easier for the teacher. An effective teacher accepts responsibility and actively directs the student to the teaching. He is a student learning with other students. Effective learning in one class depends first and mostly on the ability of the teacher to keep alive the interest of the students. Thus, in order to have effective teaching and learning, the scientific skills of teachers should be combined with their methodological skills.

Remember: An effective teacher is the greatest asset of a school!

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GARAT MATEMATIKE SI PJESË E PROCESIT MËSIMOR

Në ditët e sotme, kur në arsimin parauniversitar i vihet rëndësi, gjithmonë e më shumë zhvillimit të kompetencave të nxënësve sesa objektivave të të nxënit,natyrshëm lind nevoja për integrimin në procesin mësimor të metodologjive inovative që stimulojnë gjithëpërfshirjen e nxënësve në orën e mësimit, zhvillimin e kompetencave jo vetëm lëndore por dhe ato të të mësuarit gjatë gjithë jetës. Një metodë e zbatueshme në lëndën e matematikës dhe që mund të integrohet si pjesë e kurrikulës dhe e procesit didaktik është dhe gara matematike. Kjo metodë ndonëse shumë ndryshe nga metoda klasike e mësimdhënies të matematikës mund t'i bashkangjitet asaj për të ndihmuar nxënësit jo vetëm në absorbimin më të lehtë të njohurive të reja por dhe në zhvillimin e kompetencave në përputhje me kërkesat e kurrikulës së re.

1. Puna në grup

Një nga kompetencat shumë të rëndësishme që gara matematike kërkon të përmirësojë është aftësia e të punuarit në grup, diçka kjo që nuk është mësuar në asnjë nivel të shkollimit. Mësuesit i lind nevoja të ndërtojë çdo kompetencë, që nga ato të nevojshme në klasat e para fillore, deri në aftësitë komplekse sociale si marrja e përgjegjësisë në grup. Puna në grup favorizon aftësi sociale si dëgjimi i të tjerëve, aftësia për të shpehur idetë personale dhe për t'i mbrojtur ato, aftësia për të menaxhuar momente tensioni, për të ndihmuar e mbështetur shokët e klasës më të dobët, marrjen e përgjegjësive në lidhje me arritjen apo gabimin. Të gjitha këto sa më lart, janë pjesë e rëndësishme dhe madje thelbësore në formimin e një njeriu. Eshtë detyrë e mësuesit promovimi i metodave formuese që ndihmojnë në ndërtimin dhe përforcimin e kësisoj kompetencash. (Telatin. 2010)

Ndoshta është pikërisht kjo një nga arsyet pse do të nevojitej të integroheshin "Garat Matematike" si një instrument didaktik i zbatueshëm në orën e mësimit të matematikës. Por të shohim si fillim si është e ndërtuar një garë matematike. Ajo përbëhet nga një ose një grup problemash që i jepen klasës të ndarë në grupe ose disa klasave të ndryshme në garë ndërmjet tyre. Në mënyrë alternative, probleme të ndryshme mund t'u jepen grupeve të ndryshme. Një nga detyrat e

mësuesit është pikërisht ndarja në grupe e klasës. Ndarja në grupe mund të lihet dhe në përgjegjësinë e vetë nxënesve por kjo rrezikon që ata të grupohen sipas simpative personale pa menduar si të bëhet grupi më efektiv për garën në fjalë. Një tjetër karakteristikë e garës matematike është koha e kufizuar, dhe në përfundim të saj i gjithë grupi duhet të japë një përgjigje të vetme, me spjegime për metodën e zgjidhjes dhe arsyetimin e përgjigjes. Gjatë zhvillimit të garës mësuesi ka një rol vëzhguesi dhe nuk mund të ndërhyjë në punën e grupeve, madje ai dhe mund të mos jetë i pranishëm në klasë.

2. Ambienti i të nxënit

Konteksti i krijuar nga gara matematike me rregullat e saja "strikte" krijon një ambient të nxëni shumë favorizues ndaj pjesmarrjes aktive të nxënësve në procesin edukues dhe në absorbimin e argumentit të trajtuar në problema. Me "ambjent i të nxënit", një term shumë i përdorur së fundmi në shkencat e edukimit, nënkuptojmë jo vetëm vendin fizik ku ndodh mësimdhënia por dhe kontekstin socio-psikologjik i krijuar nga ndërveprimi mes nxënësve, objekti i mësimit dhe mësuesit.

Në fakt, në garat matematike nuk ka një kalim të njohurisë në mënyrë vertikale nga mësuesi tek nxenësi, por ka një qasje të drejtpërdrejtë të nxënësit tek njohuria matematikore. Puna në grup fillon nga të kuptuarit personal të çdo nxënësi, nga mënyra personale e zgjidhjes dhe mbërrin në një zgjidhje përfundimtare të problemit nga ana e grupit që nuk është më një zgjidhje individuale. Përballja me njohurinë e re nuk është më vetjake, por sociale, përderisa është grupi që jep një zgjidhje të vetme. Kjo bën të mundur që nxënësi të mos friksohet nga një vlerësim i ulët nga ana e mësuesit e si rrjedhojë të ketë kurajon për të dhënë mendim e tij për sa i përket problemit në fjalë. Problemat e zgjedhur për garat matematike janë të tilla që çdo nxënës dhe ndër më të dobtit mund të gjejë rolin e vet e të ndihmojë në punën kolektive të grupit. Nëse një nxënës nuk do mund të jepte asnjë kontribut në zgjidhjen e problemit ai do dekurajohej e do humbiste interesin jo vetëm ndaj garës por dhe ndaj matematikës në përgjithësi (Surányi, 2001) . Nga ana tjetër kompleksiteti i problemit është mjaft i rëndë për një nxënës të vetëm, sado i aftë dhe i shpejtë qoftë.

Një arsye tjetër pse ambienti i të nxënit gjatë garave bëhet më stimulues për pjesmarrjen aktive të nxënësve është roli që mësuesi merr. Pra, fakti që mësuesi nuk është më ai që vlerëson por thjesht një vëzhgues. Tipologjia e problemeve të propozuara është e tillë që të ngjallë interesin dhe kuriozitetin e nxënësve, diçka që mësuesi do të shfrytëzojë në një moment të dytë për të sjellë koncepte matematikore që lidhen me argumentin e problemeve të garës. Shpesh gara shihet nga

nxënësit si një sfidë, dhe kjo bën të mundur që zgjidhja e problemeve të jetë për shumë prej tyre dhe një kënaqësi.

3. Procesi didaktik, pro-didaktik

Pavarësisht që ambienti i të nxënit është një faktor shumë i rëndësishëm i të nxënit, kënaqësia nuk mund të përbëjë një objektiv apo një objekt të të nxënit. Ndaj lind natyrshëm pyetja nëse gara matematike është në të vërtetë një proces didaktik apo jo. Shpesh nxënësit shohin këto gara jo si pjesë e mësimit por si një lojë ku duhet përdorur matematica, po jo për këtë gara nuk përbën një proces mësimor. Në fakt duke cituar Gabrielle Lolli:

" *Kjo lloj matematike është serioze dhe plot ligjshmëri, aq sa mbi të mund të ndërtohet një proces didaktik nga më të llogjikshmit, që ka shumë mbështetës në kohë dhe kontekste të ndryshme… Lojrat nuk duken ndryshe nga ushtrimet tradicionale përveçse nga fakti që në përgjithësi, ata janë më shumë llogjikë dhe linguistikë dhe më pak numerikë, dhe ky argument është i gjithi pro tyre. Ndryshimi në lidhje me ushtrimet është që zbavitin, dhe kjo nuk është pak për një orë matematike… Në rradhë të parë ato përbëjnë një sfidë, dhe së dyti, zgjidhja zakonisht përmban një element surprizues. E veçanta qëndron në faktin që problemi mund të mos ketë një zgjidhje, ose që zgjidhja mund të jetë krejtësisht e kundërta e asaj që mund të pritet në një moment të parë. Ky aspekt përafron lojrat matematikore me nje tjetër fenomen të rëndësishëm që është ai i paradokseve"*(Lolli, 1998)

Pra mund të themi se gara matematike është e krahasueshme me një situatë të mirëfilltë didaktike e karakterizuar nga një klimë favorizuese për kreativitetin, intuitën, në kërkim të një zgjidhjeje pa pasur një algoritëm të parapërcaktuar ose një skemë zgjidhjeje. Për këtë arsye nëse kërkesat matematike të dhëna gjatë garave lejojnë efektivisht nxënien e njohurive të reja atëhere ato mund të quhen me të drejtë situata ose pjesë të procesit didaktik, edhe pse shpesh ato shihen si situata pro-didaktike, pra si instrumenta ndihmëse që mësuesi përdor në situata klasike të mësimdhënies (Tièche Christinat. 2001)

4. Krahasimi me modelin klasik të mësimdhënies

Në modelin klasik të mësimdhënies një situatë didaktike krijohet kur në ambientin e të nxënit formohet "Trekëndëshi Didaktik" që përfshin mësuesin, nxënësit dhe njohurinë matematikore. Në garën matematike të tre këto elementë të modelit trekëndor janë të pranishëm por të lidhur nga një kontratë didaktike të ndryshme nga ajo klasikja edhe pse të krahasueshme me të. Me kontratë didaktike do të kuptojmë

bashkësinë e "rregullave" të pashkruara që diktojnë veprimin dhe kundërveprimin mes nxënësve, mesuesit dhe të nxënit dhe që përbëjnë pjesën social-psikologjike të ambientit të të nxënit.

4.1. Lidhja nxënës-njohuri

Si u përmend dhe më lart në garat matematike ndryshon lidhja mes nxënësit dhe njohurisë që ai pritet të përftojë. Kjo lidhje nuk është më "individuale" por një lidhje "sociale" e gjithë grupit. Për më tepër problemi i shtuar është i tillë që për nxënësit nuk mjaftojnë vetëm njohuritë e marra më parë dhe adaptimi i tyre në problem si një algoritëm i mirëpërcaktuar që lejon zgjidhjen e një ushtrimi të zakonshëm. Në situatën e garës nxënësit duhet të bëjnë një punë të rëndësishme njohëse të problemit që të mund t'i atribuojnë atij karakteristika që do i lejonin të përdornin një skemë zgjidhjeje apo një teoremë. Kjo nuk është një punë e lehtë pasi problemat që paraqiten në gara nuk janë lehtësisht të zgjidhshme për analogji dhe kanë nevojë për transformime, ndërtime, strategji e proçedura jo analoge me ato të studiuara më parë nga nxënësit.

4.2. Problemat e garave matematike

Problemat e paraqitur në gara ndryshojnë nga ata të përdorur në një orë normale mësimi jo vetëm për mënyrën e zgjidhjes por shpesh dhe për rezultatin. Shpesh ndodh që këto problema të mos kenë një zgjidhje ose të kenë më shumë se një. Pra dhe këtu dallojmë nga kontrata klasike didaktike ku problemat kanë një zgjidhje të vetme të mirëpërcaktueshme dhe ku supozohet se nxënësi mund ta zgjidhë. Këto tipe ushtrimesh në garat matematike ndihmojnë vërtet në krijimin e kompetencave matematike sepse përmes tyre nxënësi mëson të konsiderojë dhe mundësinë që një problem nuk ka zgjidhje ose që ka më shumë se një. Në raste të tjera mund të ftohen nxënësit dhe për të dhënë dhe zgjidhje të pjesshme problemit, për të nisur një arsyetim të saktë ndonëse nuk arrihet rezultati, sepse këto raste zakonisht nuk vlerësohen nga mësuesit në detyrat klasike të matematikës.

Një aspekt tjetër i rëndësishëm i problemave të propozueshëm në garat matematike është dhe fakti që çdo përgjigje duhet arsyetuar. Pra ka një detyrim sqarimi ndaj procedurës të ndjekur nga nxënësi dhe ndaj përgjigjes përfundimtare që ai jep. Por, ky sqarim i detyrueshëm është i një tipi të hapur për opinione të ndryshme pasi çdo grup do të raportojë punën dhe arritjen e vet sipas nivelit njohës dhe argumentues që ai ka ndaj problemit që ka hasur. Ndonëse të argumentosh nuk do të thotë të vërtetosh, kërkesa e një arsyetimi dhe justifikimi i përgjigjes mundet që në disa raste të hapë rrugën një procesi vërtetimi.

Një nga detyrat kryesore të mësuesit del të jetë zgjedhja e kujdesshme e problemave në mënyrë të tillë që ata të jenë me interes nga

fusha e matematikës, pra me pak fjalë që të mund të krijojnë lidhje me programin kurrikular në vijim për atë klasë. Problemat duhet të jenë interesantë dhe tërheqës për nxënësit, por njëkohësisht dhe të një shkalle vështirësie në përputhje me nivelin e zhvillimit të nxënësve. Ata duhet njëkohësisht të ofrojnë mundësi të ndryshme zgjidhjesh. Gjuha e formulimit të tyre duhet të jetë e qartë dhe jo ambigue, dhe në të njëjtën kohë duhet të jetë e përshtatur me gjuhën e nxënësve; një thyerje kjo e qartë, nga formulimet stereotipike të ushtrimeve tradicionale(Tièche Christinat. 2001). Është detyrë po aq e rëndësishme e mësuesit të bëjë një analizë të problemave të propozuar, si analizën "a priori" si atë "a posteriori". Me analizë "a priori" nënkuptojmë përcaktimin e fushës konceptuale të problemit, njohuritë bazë që nxënësit duhet të zotërojnë që të mund të zgjidhin problemin por dhe disa metoda të ndryshme me të cilat mund të arrihet rezultati i saktë. Analiza "a posteriori" analizon arsyetimet e nxënësve, konceptet matematikorë të përdorur, gabimet më të shpeshta etj. Analiza "a posteriori" ndihmon dhe mësuesin të kuptojë sa e dobishme ishte trajtimi i atij argumenti nëpërmjet garës matematike dhe zgjedhja e problemit të trajtuar.

4.3. Mësuesi

Në rastin e garës matematike ndryshon rrënjësisht roli i një prej tre kulmeve të "trekëndshit didaktik", atij të mësuesit.Ai nuk ka më rolin e mësimdhënies klasike ku duhet të japë përkufizime, pohime e shembuj, dhe të kërkojë përsëritjen e procesit nga nxënësit derisa ai të bindet që konceptet janë absorbuar (Surányi, 2001). Mësuesi merr dy pozicione të ndyshme gjatë garës. Në fillim, gjatë zgjidhjes së problemit nga ana e nxënësve e më pas kur mësuesi bën analizën "a posteriori" të problemit apo kur e përdor atë për qëllimet tij didaktike duke u nisur nga zgjidhjet e nxënësve.

Në pjesën e parë, mund dhe të mos jetë prezent në klasën ku zhvillohet gara, ose nëse është prezent ai duhet të marrë vetëm rolin e vëzhguesit e të mos ndërhyjë në ambientin e të nxënit gjatë garës, ndaj mos sigurojë dot lidhjen didaktike nxënës-mësues. Mësuesi nuk duhet të drejtojë nxënësit drejt takimit me dijen matematike, as me sygjerime dhe as me pyetje në lidhje me problemin. Ky është një dallim i qartë me ç'ndodh në një situatë didaktike standarte ku mësuesi ndjehet "moralisht" dhe "institucionalisht" i detyruar të ndihmojë nxënësit e vet. Normalisht nxënësit gjatë një gare nuk do të bëjnë pyetje, madje do ndjehen të kënaqur të bëjnë diçka pa ndërhyrjen e "të rriturve", sepse do

shohin garen si një sfidë e kjo i bën të ndjehen më të përgjegjshëm dhe të rritur (Telatin, 2010).

Krejtësisht i ndryshëm, dhe akoma më i rëndësishëm është roli i mësuesit pas zhvillimit të garës. Ai mund, madje duhet, të rimarrë ushtrimet e garës dhe metodat e ndryshme të zgjedhura nga nxënësit për zgjidhjen e problemit e t'i përdorë ato gjatë procesit mësimor. Në të kundërt këto gara do ishin jo të dobishme në mësimdhënien e matematikës. Së pari, nuk është e thënë që të punohet me çdo ushtim me të njëjtin intesitet. Mësuesi duhet t'u japë rëndësi problemeve dhe metodave zgjidhëse që hyjnë në programin e tij didaktik. Në rastet kur mësuesi sheh mundësinë e përdorimit të një problemi ose metode zgjidhjeje më vonë gjatë vitit shkollor, sepse nuk hyn në programin e tij të ditës, ai mund ta vendosë atë në pritje për ta përdorur në spjegimin e atij koncepti specifik.

Gjatë ritrajtimit të problemave të paraqitur në garë mësuesi mund të veprojë në dy mënyra. Nëse grupe të ndryshme kanë zgjidhur probleme të ndryshme atëhere mund të jenë vetë nxënësit e grupit që paraqesin problemin por dhe zgjidhjen e tyre nxënësve të grupeve të tjera. Kjo lejon zhvillimin e një mësimi interaktiv mes nxënësve ku ka përfshirje maksimale të anëtarve të një grupi por mund të lerë më pak aktivë nxënësit e grupeve të tjerë. Një metodë e dytë do ishtë rileximi i problemit me të gjithë klasën, ku të gjithë mund të ndërhyjnë dhe ku mësuesi drejton diskutimin duke bërë pyetje ose rikujtime të dijeve të marra më parë. Kështu mësohen dhe rregullat elementare të debatit shkencor ku çdokush diskuton dhe mbron zgjidhjet e tij.

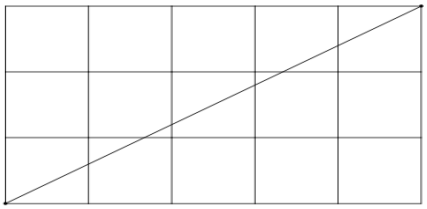
Vënia në dukje e zgjidhjeve të ndryshme bën të mundur që nxënësi të kuptojë se një problem mund të zgjidhet në metoda të ndryshme, të gjitha të sakta. Kjo ndihmon atë të krijojë ndërgjegjësimin se askush nuk është "pronar i të vërtetës" dhe e bën nxënësin më tolerant ndaj kujt shpreh mendime të ndryshme nga të tijat (Telatin. 2010). Është e rëndësishme të shihen dhe zgjidhjet e gabuara dhe arsyet e këtyre gabimeve. Kjo i lejon nxënësit të venë në dyshim idetë e tyre të gabuar, konceptet e keqinterpretuara apo dhe me thjesht të kuptojnë gabimet gjatë veprimeve matematikore. Diskutimet e zgjidhjeve të ndryshme ndihmojnë dhe mësuesin të kuptojë se sa mirë nxënësit e tij kanë bërë të tyret konceptet e mësuara deri në atë moment, të përmirësohen konceptet jo të absorbuara prej tyre, apo dhe se çfarë maturimi është i nevojshëm tek nxënësit për t'u përballur me sukses me disa koncepte të reja të caktuara.

5. Problem

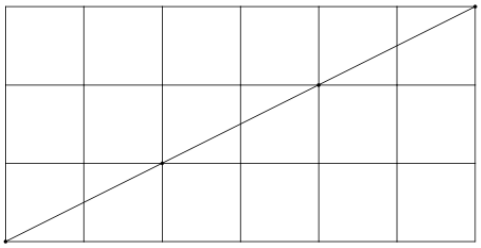
Në vijim po japim një shembull të një problemi që mund të propozohet në një garë matematike duke u përpjekur të bëjmë dhe analizën "a priori" të problemit.

Në fletën me kuti, vizato një drejtkëndësh me një brinjë prej 5 e tjetrën prej 3 kutish. Hiq diagonalen e këtij drejkëndëshi. Vihet re se diagonalja nuk kalon nga asnjë prej cepave të kutive (veç kulmeve të drejtkëndëshit vetë). Do të quajmë këta drejtkëndësh "simpatikë".

Nëse drejkëndëshin e merr me brinjë 6 dhe 3 kuti vihet re se diagonalja kalon dhe nga dy cepa kutisht të tjera veç kulmeve të drejkëndëshit. Do të quajmë këta drejkëndësha "antipatikë"



Drejtkëndësh 5x3 Simpatik



Drejtkëndësh 6x3 Antipatik

Pyetje:

1) Janë "simpatikë" apo "antipatikë"
   a. Një katror me brinjë 4
   b. Një drejtkëndësh 6x4
   c. Një drejtkëndësh 4x7
   d. Një drejtkëndësh 6x8

2) Mund të jepni një shembull dy numrash, a dhe b, mjaftueshëm të mëdhenj (më të mëdhenj se 100) për të cilët të jemi të sigurt se drejkëndshësi axb është "simpatik"?
3) Në rastin e drejtkëndëshave "antipatikë", ka rëndësi në sa segmente ndahet diagonalja. Nëse ndahet në tre pjesë (si në rasti 6x3 më lart) do ta quajme këtë numer "koeficient antipatie". A mund të thoni se si ky "koeficient antipatie" varet nga brinjët e drejkëndëshit?

5.1. Analiza "a priori"

Ky problem është një problem që mund të ofrohet në një klasë të gjashtë ose të shtatë. Fusha matematikore që trajton është aritmetika dhe teoria e numrave pavarësisht se në dukje është një problem gjeometrik.

5.2. Analizë e detyrës dhe tekstit

Normalisht, problemi është stimulues për nxënësit jo vetëm sepse zbulojnë një veti të re të figurave gjeometrike nëpërmjet aritmetikës por dhe për gjuhën e përdorur në tekst. Termat "simpatik", "antipatik" dhe "koeficient antipatie" e bëjnë ushtrimin shumë ndryshe nga kërkesat formale të ushtrimeve standard.

Njohuritë bazë të dobishme për zgjidhjen e këtij problemi janë plotpjestueshmëria e numrave të plotë dhe në veçanti kuptimi i pjestuesit më të madh të përbashkët. Ky problem i garës mund të jetë i dobishëm për futjen e konceptit të numrave të thjeshtë ndërmjet tyre. Nxënësit duhet të kuptojnë se fakti që diagonalja kalon nga kulmet e kutive varet vetëm nga brinjët e drejtkëndëshit. Sjellja e shembujve te pika e parë do të ndihmojë ata të kuptojnë që janë drejtkëndësha "antipatikë" jo vetëm ata me brinjë shumëfisha të njëra-tjetrës por që kjo ndodh dhe në gjithë rastet kur $pmmp(a,b) \neq 1$. Së fundmi, gjetja e një rregulle të përgjithshme për të përcaktuar nëse një drejtkëndësh është "antipatik" dhe kontrolli i këtij rezultati përmes shembujve të mëtejshëm dhe arsyetimi i këtij rezultati është detyra e grupit të nxënësve në garë.

Nga një analizë "a posteriori" do të mund të përfitonim mes të tjerash informacione të dobishme mbi nivelin e absorbimit të njohurive si pmmp dhe numrave të thjeshtë midis tyre nga ana e nxënësve.

Konkluzione

Duke marrë shkas dhe nga shembulli i sjellë, do doja të konkludoja se sipas meje gara matematike është një metodë e mirëfilltë mësimdhënieje me një kontekst dhe ambjent të nxëni motivues pës nxënësin. Ajo stimulon pjesmarrjen aktive të çdo nxënësi dhe punën në grup, dhe formon tek ta kompetanca jo lehtësisht të fitueshme në ambientin klasik të të nxënit. Nga ana tjetër garat matematike janë një instrument i dobishëm për mësuesin jo vetëm për të realizuar në mënyrë efektive programin e tij mësimor, por dhe për të patur një vlerësim të vazhdimësisë të gjithë klasës dhe jo individualisht të nxënësve. Mendoj

se futja e tyre në kurikulën e matematikës si pjesë e procesit mësimor do të rriste efektishmërinë e trasmetimit të dijeve matematikore tek nxënësit dhe formimin më të mirë të disa kompetencave të pritshme tek ta.

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EVALUATION IN HEALTH PROMOTION

Abstract
The assessment process in health promotion is not an easy process. Evaluation in health promotion identifies the values and criteria that should be used to achieve success.
There are many factors that increase the requirements for evaluating it's practices. Interventions in health promotion often involve various types of activities, a long time, and some partners who may each have their own purposes. Health promotion is still seen as an integral part of health services, where the dominant assessment model is quantitative research. Only through the assessment of different strategies promotional staff can make informed choices about the method they should choose during their work. Process evaluation uses in a variety of qualitative and rational quantitative methods. Examples of these methods are interviews, notes, observations, research and analysis of documents. These methods tell us a lot about the specific programs and factors responsible for their success or failure, but they can not predict what can happen if these programs are repeated in other areas.
Key words: Evaluation, Promotion, Method, Criteria, Effectiveness

Objectives
• The paper aims at analyzing the process of assessment and promotion of health, the theoretical and conceptual basis of this process as a continuing professional challenge, the related elements and the factors that influence it.
• Building a research base and investigation to demonstrate which intervention in health promotion has been successful in achieving the objectives

Methodology
Conducting a recession of writings, works on the topic of assessment and health promotion.
Conduct analysis of collected data and information.
Presenting conclusions and a series of recommendations regarding the issues addressed in this paper.

Evaluation in the Health Promotion

The assessment process in health promotion is a difficult and complex process. Interventions in health promotion often involve various types of activities, a long time, and some partners who may each have their own purposes. Health promotion is still seen as an integral part of health services, where the dominant assessment model is quantitative research. Health promotion is not just about health or behavioral results, but it is largely based on criteria as empowerment, equality, participation and cooperation in a wide range of activities and environments.

Definition of assessment

Evaluation is a complicated process. It uses resources that may be used differently during program planning and implementation. Health promotion is a process that consists in strengthening the role of individuals and the community in improving their health control.

The evaluation process needs to evaluate the results, determine if the objectives are achieved and find out whether the method used is appropriate and efficient. So, the assessment in health promotion identifies the values and criteria that should be used to achieve success.

Throughout the assessment, it has two basic elements (Peberdy1997):

• Identification and placement of criteria (values and purpose)

• Collecting information that can make it possible to estimate their extent.

It has various criteria that can be used to judge the values of interventions in health promotion;

• Effectiveness - how purposes and objectives have been achieved;

• Adaptation - linking needs interference;

• Acceptability - if it's done in an acceptable manner

• Efficiency - if time, money, and resources are spent well, have benefited;

• Equality - Equal Opportunities for Equal Need

According to Charles HADJI: The assessment is the act by which we formulate a judgment on the "value" of a particular object (individual, situation, action, project, etc.) by confronting two types of data that are placed in the ratio between them:

• Data relating to the real object to be evaluated

• Data relating to the ideal, with what is expected or projects that have to do with the same object.

Only through the assessment of different strategies promotional staff can make informed choices about the method they should choose during their

work. Evaluation is a necessary component to reflect on work done and increase job satisfaction. Health promotion is not a technical strategy but

a complex way of interfering in people's lives at different levels. The basic question of whether such activity is justified does not concern only health promoters or managers and donors, but should involve the entire community. Evaluation is a way of opening the debate and guaranteeing that everyone's voice is heard.

Evidence-Based Practices Evaluation helps build a research base and investigation to demonstrate which intervention in health promotion has been successful in achieving the objectives. For this reason, the assessment identifies effective health promotion practices that others adopt them. Evidence-Based Practice is a practice developed in clinical medicine where randomized control tests of alternative treatment protocols are used to determine which form of treatment is most effective for humans. In health promotion, it is more difficult to create evidence-based practices. Randomized control tests often are not suitable for interventions in health promotion, where it is impossible to isolate the effects of intervention and where success apart from the target group in the rest of the population is partially measured. However, this does not mean that there is no evidence to base the work on health promotion.

Evaluation of process, impact and results.

At the beginning of the process it is determined what assessment criteria will be used and what objectives will be evaluated. Often a distinction has been made between process evaluation, impact, and results.

The process evaluation is linked to the assessment of the program implementation process. It addresses participants' perceptions and responses to health promotion interventions and identifies factors that support or hinder these activities. So, process evaluation is a useful way to evaluate the acceptability, adaptability and equality of interventions in health promotion.

Process evaluation uses a variety of quality methods, such as interviews, diaries, observation analysis, and research. These methods tell us a lot about the special programs and factors responsible for their success or failure, but they cannot predict what can happen if these programs replicate in other areas. Since the process evaluation does not use "strong" scientific methods, its findings tend to be forgotten more easily. However, assessment of the process is essential in health promotion. We need to understand how interventions in health promotion are interpreted and how the reactions from different population groups are, as well as to understand whether the intervention itself abolishes health or not. This requires the evaluation of the program.

Usually the evaluation of health promotion programs seeks to identify their effects. The effects of an intervention can be assessed by: • Impact – that means immediate effects such as increased knowledge or behavioral changes. • Results - Long-term effects such as lifestyle changes. Impact assessment tends to be the most popular choice as it is easier to accomplish. It can be included as a final stage of the program. For example, a health promotion program for high schools or risk communities may include as a final stage a program review. All students or participants are invited to give their opinion on how they have changed since the program started and how this program could be affect their future behavior.

Evaluating the result is difficult because it involves an assessment of the long-term effects. Using the same example, the evaluation of results would be used to determine if the program had impact on student behavior a year later. One way to determine this would be to compare student behavior (ex. regarding smoking, alcohol, and physical activity) before and after the program. The second way would be to compare two groups: a group that participated in the program and the second group that did not participate. As the result assessment is more complex and costly than the impact assessment. Despite these problems, the assessment of the result is often the preferred method of assessment because it measures the stable changes that have passed the time test. The results using the impact or result data are often expressed numerically, and this increases the reliability. Quantitative or "strong" data is often seen as more concrete than the data used in the process evaluation.

Conclusions

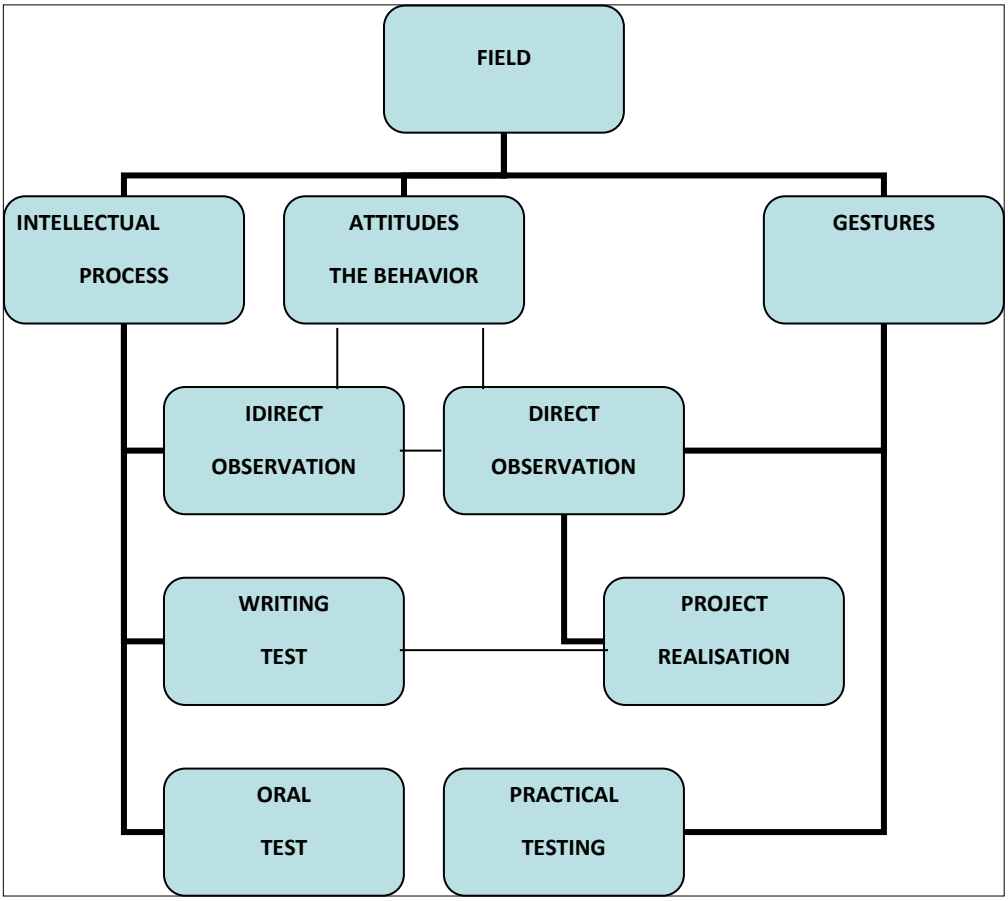
Evaluation contributes to the development of evidence-based health promotion practices, and is therefore an important aspect of the work of the promotion staff. It is a practical activity that feeds theoretical debate about the nature and purpose of health promotion. This debate cannot be limited only to professionals or to those who have financial or managerial authority. It should include the public, those that are the target of health promotion activities. Evaluation can be thought of as a bridge connecting promotional staff to others, including clients, donors, managers, and colleagues.

The objectives facilitate the assessment.

If the objectives are not clearly defined, there can be no talk of efficiency evaluation. Objectives formulation is the starting point for assessing students. Construction of measuring devices cannot be done without

having to base the objectives. The objectives are a permanent and progressive assessment tool. They allow us to plan formation stages in function of time, to anticipate and organize the assessment. Evaluation is not a simple activity and consumes resources that can be spent differently to promote health. The issue of evaluation should be taken into consideration at the outset of the program. If decided to be done, it should be done in the most possible way. If this is not feasible, it is best to be accepted and no prepayment to be evaluated. In such a case, continuous monitoring may be one of the best that can be done. This is acceptable, but there is a difference between routine monitoring of activities through the use of indicators and a full assessment. It is important not to confuse these two and make it clear which assessment is being carried out.

METHODOLOGY OF ASSESSMENT
IN THE FIELD FUNCTION WHICH SHOULD BE ASSESSED



Reflection starting from an example.
You will perform an assessment during which students must perform a certain assignment. To observe the situation strictly, you have defined 10 elements to check, meaning you have set 10 criteria.
The control results are as follows:
8 students have reached 10 criteria in 10 required: group A
4 students have reached 8 criteria in 10 required: group B
3 students have reached 5 criteria in 10 required: group C

What can you say about the results in the framework of a normative (grades or marks) assessment? Under Critical Evaluation Principles, which students have reached the fixed objective?

Under Critical Evaluation Principles, which students have reached the fixed objective? In the framework of normative assessment, you say that the first group is excellent, the second medium and the third is the worst. If you will have B and C results then you will conclude that group B is the best. In the framework of critical evaluation only group A has reached the target, while other groups are reaching someone with more and fewer ones. Building an Instrument for Critical Evaluation What matters to the pedagogue are: Objective and the nature of the lesson.

I. Objective

The first point is to verify the coherence between the pedagogical objective and the learning and training situation achieved. The learning situation puts the target in a particular situation, the pedagogue determines the conditions of achievement and the successful achievement criteria that have been known beforehand and have served as a tutoring for the lesson.

II. The nature of the lesson

The object of assessment is to be analyzed: It is a theoretical, procedural or practical knowledge. For theoretical knowledge, closed questions, multiple choice questions, texts to be filled can be used. For procedural knowledge, solving the problem is mandatory by following the stages according to a certain order. For practical knowledge, it is necessary to build a situation closer to reality, always knowing that it will have an artificial character.

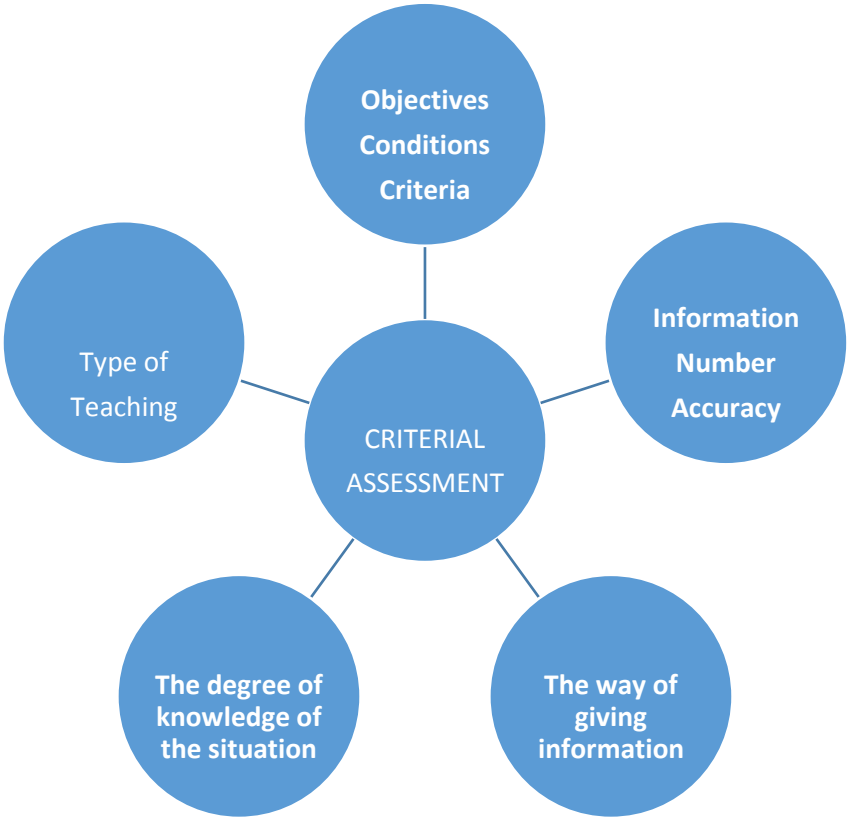
In the end you have to set other parameters like:

Number of information and their accuracy.

The manner of information, in writing, oral, figure, scheme, etc.

The degree of knowledge of the situation and its affective load (familiarity).

If that we make a summary you should consider 5 parameters, 2 are necessary, 3 are free spaces that offer choices. (the following tab).



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MODERN TEACHING TECHNIQUES FOR NURSING STUDENTS

Abstract
Teaching in schools for medicine, nursing and midwifery is known as pre-service education. So students during the university studies attend courses, laboratories, practices provided by medical specialists, before they start working as a health-care provider. After finishing the studies, health workers may need to be trained periodically for refreshing and improving the skills and knowledge previously provided.
Because of the special character that these students will have as a service provider, was born the need for a new and modern approach to teaching this category of students. This article introduces some of the new and effective methods of teaching such as: interactive presentations, case studies, audio-visual presentations and others based on the principles of professional adult learning and have the purpose of training or improving skills / the attitudes of the participants in the course, whether they are students or already active health personnel in the field of work.
The tutor or trainer faces some challenges in the teaching process. The atmosphere in which the participants are educated have an important impact on the quality of their educational experiences. It is the responsability of the clinical trainer and the pedagogue to create a positive educational environment and thus achieve the goal of the course and the education of the students.
Key words: *education, teaching, competencies, presentations, health.*
Motto: *What I hear i forget, what I see I remember, what I do I understand.*

Advanced Learning Techniques

Education is often defined in terms of objective for the future. For example: a student attends school in order to prepare for the role of nurse or midwife. Education provides the student with a variety of knowledge necessary to accomplish this role in the future and from them he / she

will choose those that seem appropriate to a certain situation. But regardless of how effective the information education process is, it can

be overwhelmed if the participants (students) fail to achieve the procedures or activities set out for them. Thus, the education and training process should focus on modeling appropriate attitudes and transferring students' skills, providing the facts that the nurse or midwife needs to accomplish their work.

Advanced professional learning techniques assume that all participants in the course (or training) can learn and perfect their knowledge, attitudes and abilities. It should be remembered that while some students have the ability to acquire new knowledge or skills immediately, while others need more time or alternative methods of learning before they are ready to demonstrate the skills in their application. Individuals differ from each other by the ability to acquire new material but also from learning methods through writing, speaking or visual means. Professional learning takes into account these differences between students and uses a variety of teaching and training methods.

The approach of professional learning enables participants to have a self-directed learning experience. In courses that use the classical method of testing, the trainer (or pedagogue) administers a pre-test and a post-test to identify a student's knowledge gain, often without having to think about how this difference between testing affects the way performing work. On the other hand, the perception of advanced vocational education is based on the continuous evaluation of the participants' learning. Through this concept, the pedagogue or clinical trainer should regularly inform students about their progress in learning new information and techniques and not to carry these assessments for themselves.

Through the approach of the professional learning techniques, the assessment of learning is:

Based on competencies - the assessment is focused on course objectives and emphasizes the acquisition of knowledge, key concepts and attitudes and skills needed to accomplish the work.

Dynamic-trainer or pedagogue should give continuous feedback on how successful students are using new knowledge and, if necessary, adapt the course to meet the learning needs.

Less stressful - because all participants know that they are expected to learn and have full opportunities to discuss with the teacher or trainer on the information they receive.

Learning Principles for Adults Approaches and techniques of professional training are based on eight principles:

Learning productivity depends on students' willingness to learn.
Learning is more effective when it is built on what students already have experience.
Learning is more effective when attendees are aware of what they will learn.
Learning becomes easier if you use a variety of techniques and training methods.
Skills and competency development is developed by practicing initially in controlled enviroment, then improvised situations.
The repetition is a necessary condition for the participants of a power pipe incompatible with a skill.
The more realistic the learning situation is, the more effective the process of learning itself is.
To be effective, should be reflected immediately, positively and non-prejudicial.
Learning a skill passes through three stages:
1. Awareness of the ability: the student sees others to realize the procedure and embraces a conception of what this step is all about to accomplish. As soon as this perception is acquired, the participants try to implement the procedure, with supervision
2. Then the student practices until he becomes competent for the ability acquired.
3. The final step is mastering the skills, which happens only with time-honored practices.
TABLE 1

TYPES OF PRESENTATIONS OF MATERIAL THAT IS REMEMBERED	**PERCENTS**
	After 3 hours **After 3 days**
Verbal lecture (one lecturer)	25% 10-20%
Wrriten (reads)	72% 10%

Seen and verbal (ilustrated lecture)	80%
65%	
Participant (role play, study case, practice)	90%
70%	

Adapted from: *DALE 1969*

Planning the material for a training course

The success of a course does not happen accidentally, but comes as a result of careful planning and preparation. Planning requires time, preparation and knowledge, and often some studies made by the clinical trainer. To design an effective course, the trainer or pedagogue needs to have specific knowledge and experience in order to choose the main achievable objectives and to choose suitable training methods and training materials.

The teacher has the responsability to ensure that the course or training is implemented as it is designed.

The trainer or the pedagogue are equipped with educational packages which contain all the necessary materials for the performance of the course: curricula, guides or block notes and anatomical models and audio-visual or other teaching materials.

The use of standardized education materials helps ensure the sustainability of transferring knowledge and skills and in an objective assessment of the performance of the participants' work.

Creating a positive atmosphere for education

The positive educational atmosphere and the appropriate environment in which the course or exercise takes place are of great importance in the quality of the educational experience. Positive atmosphere maximizes the effectiveness of educational methods and helps students achieve the course objectives.Creating a positive educational atmosphere depends so much on understanding as adults learn. The tutor or trainer should know very clearly whatsoever the students need to know and how much they expect from the course or training.

There are some presentation skills that can be used to make an introduction or lecture more effective, and which can be used in different types of presentations. Some of them are:

Tracking a plan and using notes, including course objectives, input, content, activities (if applicable), audio-visual memory, curriculum and evaluation.
Communication so that it can be understood by all students or participants. Many of them may not be familiar with the terms or jargon about the new theme. The trainer should use familiar words and phrases, explain the new language, and try to communicate with the participants during the presentations. Maintaining and keeping eye contact with students. This technique provides information on reflections on how well-meaning the students of the class are.
Check the volume so that all students hear what they are saying. Volume, tone and nuance of sound should be changed and the use of a monotonous voice should be avoided.
Use jargon, repeat words, phrases or use of gestures should be avoided.
The educator should express enthusiasm for the subject of the course and its importance. Positive behavior and smile are easily transmitted by the lecturer to the audience and facilitate the transmission of knowledge. If the séance involves practical work or is a training course to gain professional skills, the pedagogue must move around the training room and encourage the students. Appropriate audio-visual tools should be used during the presentations.

Make sure to ask simple questions
The teacher should offer positive feedback to the students during the presentations.
The tutor is good at using student names as often as possible.
There should be no lack of humor, the lecturer should show positive use of humor regarding the topics discussed.The beginning of each course or training is a critical moment for its success. Students may be focused elsewhere or have no interest in what is discussed below. The pedagogue has the task of achieve to capture from the beginning the attention and interest of the students through the entrance that takes place at the beginning of the course, preparing the students for the following updates, to make it aware of the expectations that the training has and to help creating a pozitive education atmosphere.
During a clinical training or a course participants may also be boored for various reasons. To avoid this, the lecturer can use a series of introductory techniques. For example:
Presentation and review from time to time of course objectives.

A pedagogue or clinical trainer will recognize whether the students have any previous knowledge about the course content and encourage such contributions by the students. This is accomplished through addressing questions about the issue.
Every time there is a chance, it is desirable to connect to the next subject, which helps students to follow course continuity.
There may be instances when the student has had personal experiences regarding the topic being dealt with in the course. These stories can be heard and mixed together for so long are related to what is being discussed but should be used only when appropriate.
The learning process is facilitated if the course becomes a connection between theoretical knowledge and real life aspects where these knowledge is useful.
Case studies or problem solving activities focus on a particular situation.
Working in small groups usually increases interest for the subject being discussed.
Using appropriate audio-visual tools can be a stimulus during the learning process.
Students' interest usually increases when training or training takes place with tools or instruments.
Another technique is the use of type, role improvisation or real situations. These create great interest because of direct involvement of students.
Students' interest in a matter will increase if they see a link between their course and their work. The pedagogue or trainer should make the link between the objectives, the content and the course work activity that the students may encounter.

Management of question techniques
Asking is intended to encourage students to cope with the course. Addressing questions gives students the ability to think about content and gain a fuller understanding of the concept they have just learned.
Questions are an auxiliary tool to keep people's interest, and this is evident in some special situations such as: a complex subject course with a long duration or when the subject is not as attractive as the lecturer or trainer or the attendees expected.
Can be used to ask at any time to introduce a subject, to increase the effectiveness of the training or to replace the discussion process.

The effective techniques for conducting the questions are:

Direction of questions for the whole group - the advantage here is that those who know the answer will be activated and start responding, but there will always be some students who do the group and others who will not participate.
Direct the question to a particular participant, citing the name before the question is asked - in this case the student becomes aware that the question is addressed to him and will focus, while other students may relax and not focus on the question.
We ask the question, take a break and then lead a special student. In this case the student may be surprised and often we should repeat the question.
You can also use the name of a student while conducting the question, which is a powerful motivation. If a student gives a true answer, this should be repeated so that everyone can hear it and is a positive support for that student.
Providing positive support for the right answers is a way to keep the students interested in the presentation.
When the participant's answer is partially correct, the pedagogue or trainer should evaluate the correct part and then improve the incorrect part by conducting a similar question to the same person or to the other.
When the student's response is incorrect, then the trainer or pedagogue should give a non-critical answer and re-name the question, directing the student to the right answer.
There may be situations when students do not make an effort to respond, then the pedagogue will use the above-mentioned techniques.
There may be a situation when participants ask questions, and then the pedagogue has two options: to answer the question or to answer another question.

Use of audio-visual tools

Audio-visual materials complement the activity of learning by highlighting important points or key steps and tasks. Given the fact that individuals have different styles of learning, the use of a variety of audiovisual tools gives students the opportunity to get information on different ways and reinforce the learning process.
The audiovisual media that can be used are:
• Blackboard - Provides written information with a special pen or chalk. The blackboard is not a very effective tool, but is widely used for

spontaneous discussions, for keeping records, and for sessions on brain storming. Its use has some disadvantages such as: it cannot hold much

material, it takes time to write , it is difficult to write and at the same time to speak to students and there are no permanent information notes.
Advice for the pedagogue using the blackboard: it should be kept clean, use a contrasting pen or pencil with the background of the table, write the text and make the drawing quite visible to students from the last banks, highlight the main titles or unusual words, if during the lesson needs to use a complicated drawing - either makes it ready in front of the table or better use a slide or projector. You should not speak when you are with face to the board and do not block students' view.
Flipchart - is actually a block of paper placed on a 3 foot foot or in a support. Can be used for previously written notes or drawings, but also for spontaneous session.
Slides or slabs - are used together with the design apparatus. A laster is a plastic sheet or acetate transparent sheet on which something is drawn or written. The material should be presented horizontally and not vertically. Two overlapping tiles can be used to indicate complicated information.
The projector is a tool that is easy to use, needs power-saver and is more resistant to voltage fluctuations than other projectors. It can also be used with lighted lights and allows students to take notes. The use of slabs gives the pedagogue time to discuss content with the students.
Using power- point presentations -can be text or images can be prepared using various types of computer programs. This kind of presentation is useful to show the detailed step of a procedure or descriptions of certain devices. A potential risk that appears during power point presentations is that the pedagogue quickly passes the presentation pages. There is a need to allocate enough time to discuss each presentation page and, where appropriate, to ask the students questions about what they are seeing.
Video tapes - are very creative audiovisual media. These can be prepared by a clinical trainer. Videos capture events that a free eye may not look at. By adding a video, you can see details and analyze a certain session of a procedure. Before starting the video, students need to be prepared to see the video clip: a presentation of the target, a video summary, or focus the attention of students on some issues that need to be focused on the show. At the end of video visioning, consideration should be given to the key issues that students should be focused on when displaying the tape.

Case study

The case study is a training method that uses real-world scenarios focusing on a particular topic or issue. This method is used for strengthening or expanding student knowledge. The case study analysis is performed by reading and discussing it in writing or in small groups or separately. The advantage of this teaching method is that it focuses the student's attention on a realistic situation. Study cases can be created by the pedagogue or the participant themselves. The creations that can be used to compile a case study include: clinical experience of a lecturer, medical data, medical journals, reference manuals, clinical or student experience.
Reaction to the case study promotes the development of problem solving skills and encourages students to interact with each other.

Role improvisation
Role improvisation is a teaching techniqe in which students or participants play roles in a situation related to learning objectives. Role improvisation requires students to have proper knowledge about the relevant situation and creates a positive climate and motivation for the students.

Brain storming
Brain storming is a technique that stimulates thought and creativity and is used in a group. Group I is given a theme and then the goal is to build a list of ideas, thoughts or alternatives to solve the matter. In order to be successful, it is necessary for the participants to have some kind of qualification or training regarding the topic on which the séance is focused.

Verification instruments based on competence
One of the most important elements in the process of evaluation and improvement of clinical training is the ability to measure the learning progress and objective performance evaluation satisfactorily. This is achieved through the use of knowledge and skills assessment. When these evaluations are based on the clinical training approach of the trainers or pedagogues, the learning is measured using the following tools:
• Initial appraisal of the knowledge and skills of each group participant in response to the course content.

• Continuous assessment of the perfection of knowledge and skills defined in course objectives.
Knowledge assessment is an important element in defining the success of the training. Evaluation is done by:

The questionnaire before the course (pretext) - has the main purpose to evaluate what the students or the participants know about the content of the course. The results of this test help the pedagogue or clinical trainer identify the subjects or areas that need further emphasis or those that require less time during the lecture. Because the knowledge tested by the pretext is a general knowledge, the form of questions will be *true* or *not true*, which is simple to complete and understand. The questionnaire at the end of the course (posttest) is administered immediately after all the fields have been sewn, it is a facilitator for trainers also for students to evaluate the progress made by students in taking course objectives. The test will contain multiple answer questions, as these questions evaluate a wider range of knowledge, reduce the probability of correct responses and cover a wide range of areas than pretense (with true / false questions) . Studies have shown that an accurate score of 85% or higher indicates an understanding of the knowledge presented in the course. For participants who have achieved less than 85% of the first test, the trainer or pedagogue should review the results with each student and provide instruction on course materials to learn the necessary information. These students must fish posttest to reach the correct value of 85% or higher.
Skills assessment - is performed by measuring performance objectively according to a defined standard. Measure clinical abilities or other observable behaviors according to a standard defined in the teaching lists. The progress made in the skill field is measured according to the scale of performance. There are three levels of performance in getting a new capability:
1. Getting a skill - is the initial stage, requires more practical sessions with demonstrations that are understood as the required steps and assistance and training are performed.
2. Competence skills - is the intermediate stage in learning, the student can perform the steps in the right order but cannot go ahead efficiently step by step.
3. Skill master - represents the final stage in learning a clinical skill. The student of the episodic is accurately and efficiently performing the steps in the right order.
Evaluation is an integral part of the clinical training process. With it, it is possible to determine if the trainer has achived goals of the training or course and identifies aspects of the course that need improvement.

Conducting an effective clinical course requires planning and preliminary work, during the course and after the course. The trainer or the pedagogue must be prepared for and accomplish any planned component. This includes reviewing each component of the course, preparing it and performing it in the classroom. If there are "problematic" participants in the course, the pedagogue must be prepared to know how to manage the situations and lead the course to the end.

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KONTROLLI SHËNDETËSOR BAZË NË GRUPMOSHAT 35 – 70 VJEÇ

Abstract

Check-up is an international term that translated into albanian language means periodic medical check-ups, as a very important part of healthcare.

Performing periodic check is important even if you are not ill, and it is intended to determine your health status. So it serves to see where we are about the vital parameters of the body and how our organism works.

Almost any health disorder that will later generate an illness appears in the checkout results as a breakdown of biochemical balances.

The purpose of this paper is and should be based on FM / HS / Primary Care, through new health and promotional practices, bringing a new hub to service delivery, quality enhancement, and intensive interdisciplinary communication. This new approach is an added value in our health system, aiming to protect the population from health threats, help people live qualitatively longer, and help protect vulnerable societal layers. This approach provides us with the opportunity to focus on its health and preservation, not just its illness and its cure.

The method used is investigative and descriptive. For the purpose of this work, there are cases from the Health Region Center No. 2, Korçë.

Key words: Check-up, analysis, age group, diabetes, hypercholesterol, hypertension.

BASIC HEALTH CONTROL IN THE AGE GROUP OF 35 – 70 YEARS

Abstract

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Key words: Check-up, analysis, age group, diabetes, hypercholesterol, hypertension.

Working Objectives:

• Evidence of non-transmissible chronic diseases

• Every individual, however healthy, at a certain stage of his life (from the middle age) is endangered by diseases such as heart and blood vessels, stroke, diabetes, kidney disease, some forms dementia, depression, etc.

• Health check through a mandatory package for ages 35 to 70, helps reduce the risk of developing these diseases that can be prevented

• It is advisable for all persons not to miss the opportunity to check their health condition

Purpose

• The purpose of this paper is and should be based on Family Doctor / GOH / Primary Care

• This new approach is an added value in our health system

• This approach provides us with the opportunity to focus on its health and preservation and not just its illness and its treatment

Basic health checklists

• Any person between 35 and 70 years of age who is resident in Albania has the right to undergo basic health check free of charge.

• To benefit from this service, please contact your family doctor

• The QS staff ensures that you are well-informed and meet the criteria

• Health control includes blood test, ECG, biochemical parameters of glycemia, cholesterol, bilirubin, transaminases, albuminuria and stress and depression levels as well as the life-style factors evaluation module.
• All test analyzes and responses are analyzed by doctors of Primary Care
• The written answer is prepared and the patient is again presented to the Health Ministry
• This process does not last longer than 2 weeks until the answers are received.

Basic Health Check Package

• Life style factor assessment module
• Measurement module, assessment of physiological parameters
• Measurement module, biochemical parameter evaluation
• Stress and depression rating module

The role of the receiving nurse

• General obligations
• Specific tasks of the receiving nurse in the function of the control package

HEALTH QUESTIONNAIRE

OF PATIENT (PHQ-9)

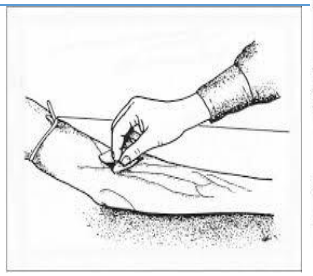
NAME: _____

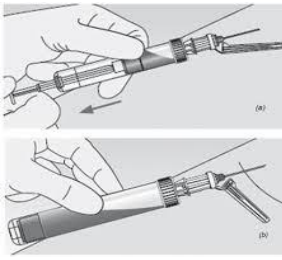
DATE: _____

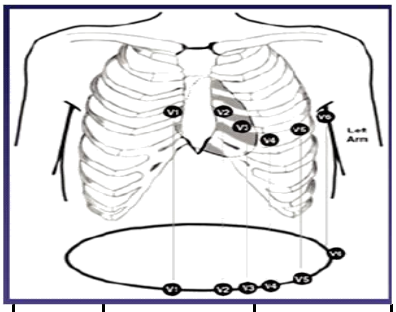
Over the last two weeks, how often have you been worried about the conditions outlined below? Mark with √ answer.

No days	Some days	More	Almost every day

			than half of days	
1. Little interest or pleasure to do things	0	1	2	3
2. Distress, depression (boredom) or hopeless.	0	1	2	3
3. Difficulty sleeping (sleeping or sleeping) sleep after sleep) or sleep on it more than usual.	0	1	2	3
4. You feel tired or have little energy	0	1	2	3
5. You have no appetite or eat more than before	0	1	2	3
6. You sorry for yourself or you think you are	0	1	2	3
7. Focusing on things you do for example, to read the newspaper or to watch TV.	0	1	2	3
8. Moves or speaks slowly that differs from the way you do it and others have it notice, or the opposite is nervous, it is not comfortableand comes around more than usual.				







	0	1	2	3
9. You think it would be better to be dead, or think you're wrong yourself.	0	1	2	3

Interpretation of total points

Laboratory tests
• Taking venous blood for laboratory tests
• Acquiring urine
• Occlusion of occult blood

Electrocardiogram (ECG)
• Graphic presentation of the activity heart electrical and evidenced in a square letter is called electrocardiogram.

Lifestyle factors

The purpose of the test is to identify individuals using alcohol and tobacco and to ensure the effective intervention needed.

Points based on alcohol consumption

	Alcohol	Duhani
Low risk	**0-10**	**0-3**
Moderate risk	**11-26**	**4-26**
High risk	**27+**	**27+**

Basic control and counseling on the quality of nutrition

This control is intended to identify how and when not to eat healthy foods.

Assessment of the quality of nutrition

Point	Interpretation
6	Great. Making proteins and other food items is very good. The client is encouraged to maintain this mode of nutrition if there is an IMT within the rate and when there is a low level of salt, sugar and fats
5	Good nutrition. But there are some nutrition deficiencies depending on the food group that does not use it. It should be advised depending on the deficiencies and be informed about the risks of lack of food ingredients
4	The diet is inadequate in some ways. Stronger and more specific counseling to improve diet according to identified deficiency.
3	Diet is inadequate in most food ingredients. The client is advised and in extreme cases should refer to the specialist docto

Basic control and counseling for physical activity

Physical activity is any body movement produced by skeletal muscles, which requires energy expenditure.

Assessment of physical activity

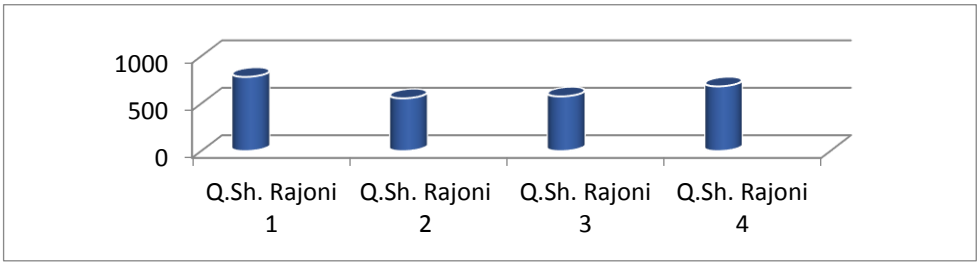
Moderate physical activity	Intensive physical activity	Insufficient physical activity	Sedentarism
It's called activities that are associated with increased breathing and heart rate, easy sweating, but it is still possible to chat comfortably. For example, fast walking.	It's called activities that are associated with a heavy breathing and a significant increase in heart rate, difficulty breathing, increased sweating and is almost impossible to speak. For example, running or football.	Less or four times a week moderate physical activity (30 minutes) or only twice a week intensive activity (20 minutes).	Less or twice a week moderate physical activity (30 minutes) or only once a week of intense physical activity (20 minutes).

Arterial hypertension

Category	Sistolic	Diastolic
Normal	120 - 129	80 – 84
HTA stadi 1	140 - 159	90 – 99
HTA stadi 2	160 - 179	100 – 109
HTA stadi3	≥ 180	≥ 110

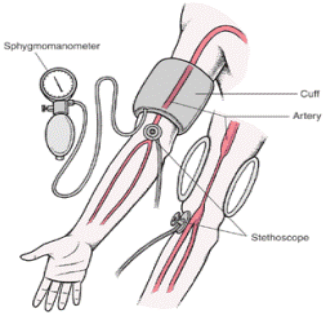
1) The table and graph below show the cases examined in basic health control in 4 Health Regions in the city of Korça

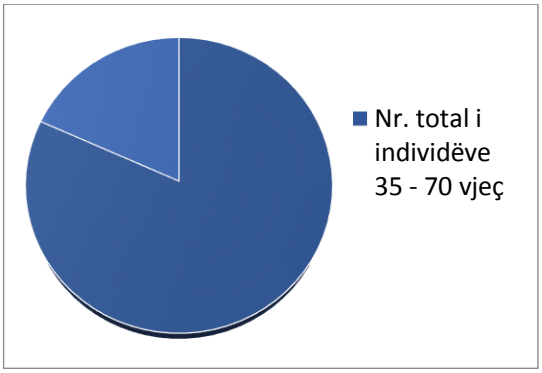
Q.Sh. Rajoni 1	782
Q.Sh. Rajoni 2	556
Q.Sh. Rajoni 3	576
Q.Sh. Rajoni 4	682



2) Number of persons who performed basic health control during January - June 2017

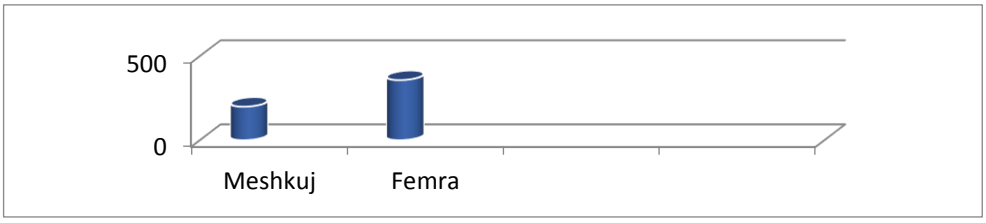
The total number of individuals 35 - 70 years old	2480
Number of individuals who have performed Chek - up	556





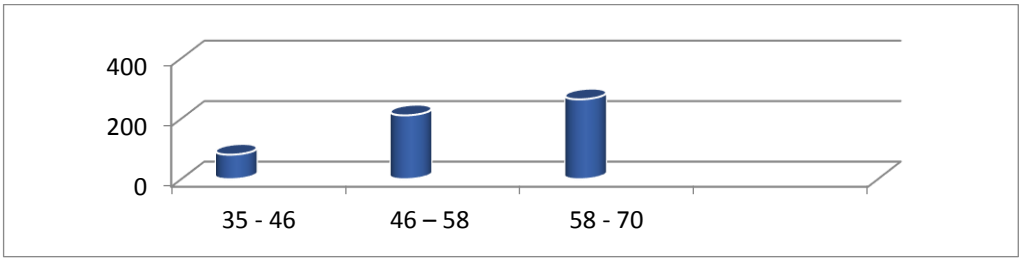
3) Number of male and female persons who have undergone basic health control

Male	Female
199	357



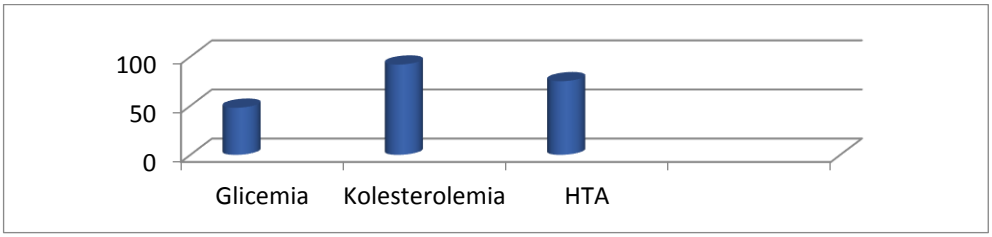
4) Distribution of patients according to 4 age groups

Age groups	Distribution
35 - 46	81
46 – 58	211
58 - 70	264



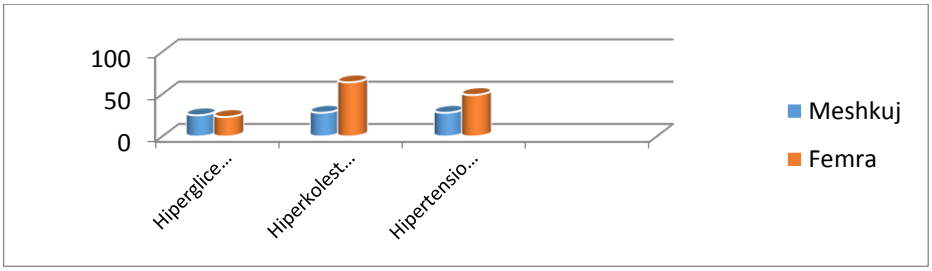
5) Evidence of persons who after the completion of the Check - up have resulted in hypercholesterol, hyperglycemia and arterial hypertension

Hyperglycemi	**48**
Hypercholesterol	**92**
HTA	**75**



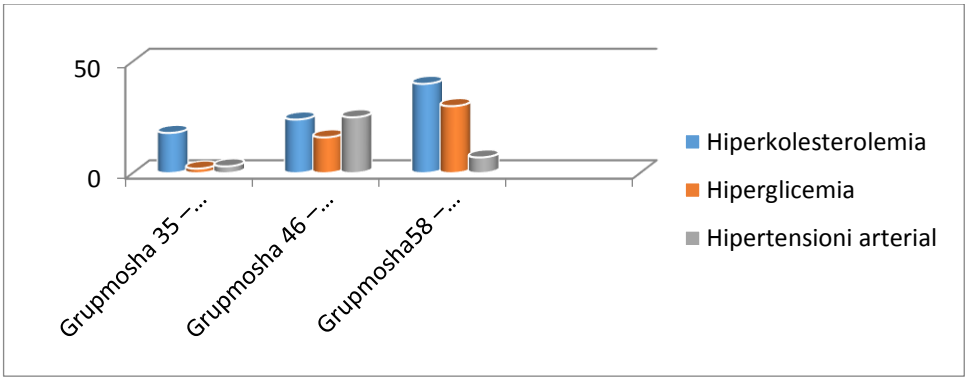
6) The table and graph below show the results for hyperglycemia, hypercholesterolemia and arterial hypertension in female male ratio

	Meshkuj	Femra
Hyperglycemia	25	23
Hypercholesterolemia	28	64
Arterial hypertension	28	49



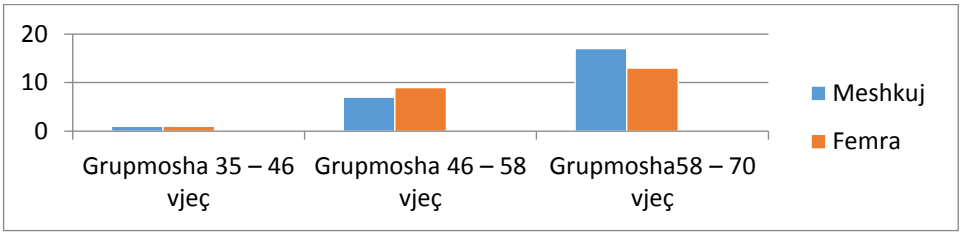
7) The following table shows the indices according to 3 main age groups, and is characterized by hypercholesterol, hyperglycemia and arterial hypertension.

	Hypercholesterol	Hyperglycemia	Arterial hypertension
Age group 35 – 46 vjeç	18	2	3
Age group 46 – 58 vjeç	24	16	25
Age group 58 – 70 vjeç	40	30	7



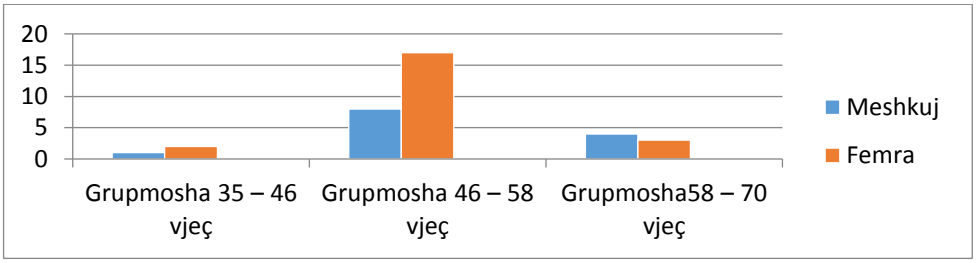
8) The following table and graph show individuals who have resulted in hyperglycemia of the three main age groups in the male-female ratio

	Male	Female
Age group 35 – 46 vjeç	**1**	**1**
Age group 46 – 58 vjeç	**7**	**9**
Age group 58 – 70 vjeç	**17**	**13**



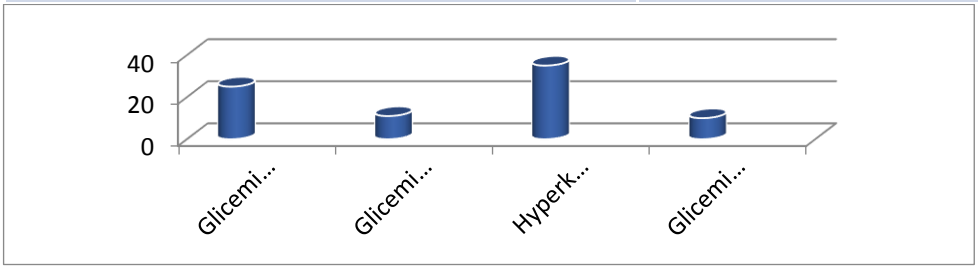
9) The following table and chart show individuals who have resulted in arterial hypertension three main age groups in the male - female ratio.

	Male	Female
Age group 35 – 46 vjeç	1	2
Age group 46 – 58 vjeç	8	17
Age group 58 – 70 vjeç	4	3



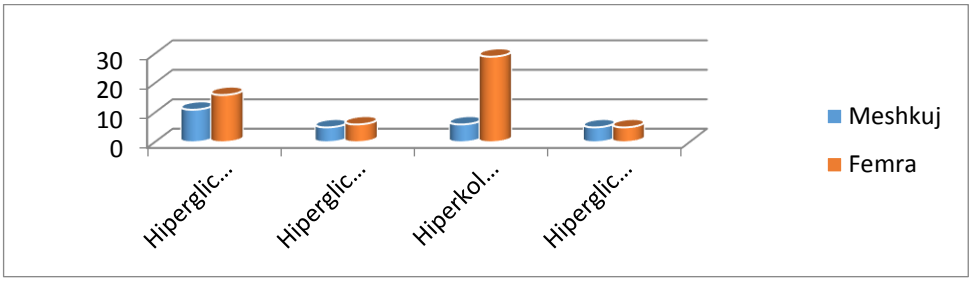
10) Individuals who have been identified more than a deviation from normal glycemia, cholesterol and arterial blood

Hyperglicemi – Hypercholesterol	**25**
Hyperglicemia – HTA	11
Hypercholesterol - HTA	35
Hyperglicemia – hypercholesterol - HTA	10



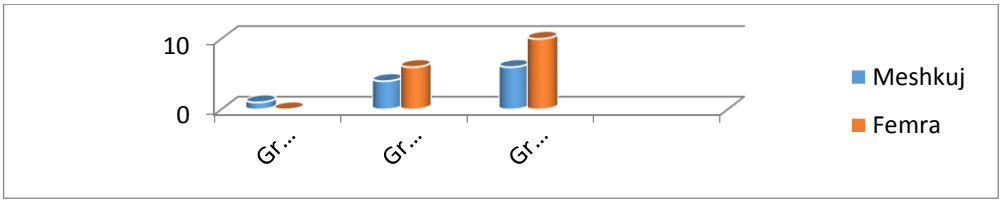
11) The following table and chart show individuals who have resulted in hyperglycemia and hypercholesterolemia, hyperglycemia and arterial hypertension, hypercholesterol and arterial hypertension, and individuals with whom three of these standard deviations were identified in the male to female ratio.

	M	**F**
Hyperglyicemi - Hypercholesterol	11	16
Hyperglycemia - Hyipertension Arterial	5	6
Hypercholesterol - Hypertension Arterial	6	29
Hyperglicemi – Hypercholesterol - Hypertension Arterial	5	5



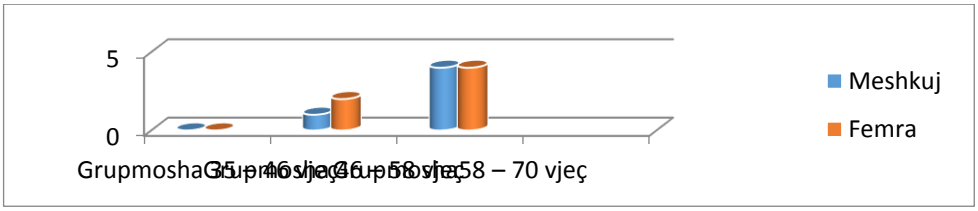
12) The following table and chart show individuals showing Hyperglycemia and Hypercholesterolemia according to 3 main age groups, in male-female ratio

	Male	Female
Age group 35 – 46 vjeç	1	0
Age group 46 – 58 vjeç	4	6
Age group58 – 70 vjeç	6	10



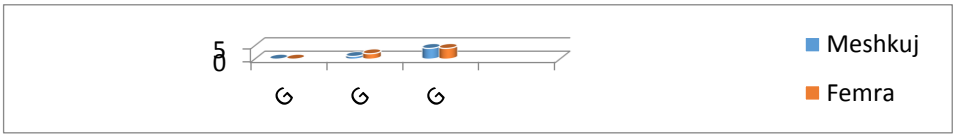
13) The following table and chart show individuals showing Hiperglycaemia and Arterial Hypertension according to 3 main age groups in male-female ratio.

	Male	Female
Age group 35 – 46 vjeç	0	0
Age group 46 – 58 vjeç	1	2
Age group 58 – 70 vjeç	4	4



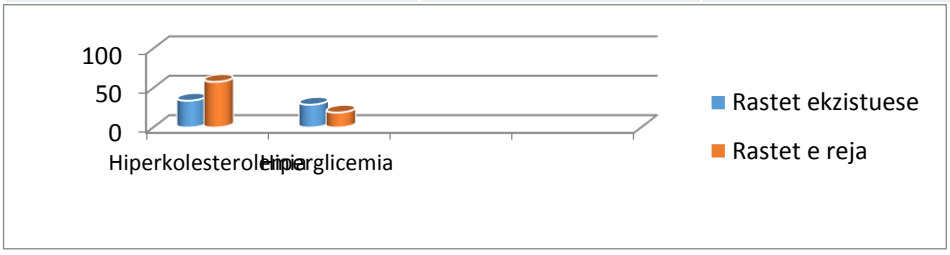
14) The following table and chart show individuals showing Hypercholesterolemia and Arterial Hypertension according to 3 main age groups, in male-female ratio.

	Male	Female
Age group 35 – 46 vjeç	0	0
Age group 46 – 58 vjeç	1	2
Age group 58 – 70 vjeç	4	4



15) The following table and graph show the presence of individuals and new cases of health control, Hypercholesterolemia and Hyperglycemia.

	Existing cases	New cases
Hypercholesterolemia	34	58
Hyperglycemia	29	19



Conclusions

• All citizens aged 35-70 should be well informed about this procedure.

• To benefit from this service, individuals are notified by the family doctor

•Free health checks include blood test, ECG, biochemical parameters of glycemia, cholesterol, bilirubin, transaminases, albuminuria, and stress and depression levels.

• The health checklist includes: The life expectancy factor modulation module, the measurement module, the physiological parameters evaluation, the measurement module, the biochemical parameters evaluation, the stress level and depression rating module, are their goals catch up on time and treat the early symptoms of non-transmissible diseases.

• Response Preparation: The answers to the biochemical analyzes, after being sent to the Health Center no later than 3 days from the selected operator (Laboratory), are attached to each citizen's individual dossier. The doctor analyzes the data of each module and based on algorithms assesses the risk. The doctor compiles the answer. The patient submits himself to the health center to receive the response and to consult with the family doctor.

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Prof. Artan Goda and dr. Leonard Simoni, *Cardiovascular Disease Module*; Prof. Mihal Tase and Dr. Ergita Nelaj, *Hypertension Module.*

Prof. Agron Ylli and dr. Gerond Hysi, *Diabetes Module*.

Prof. Ariel Como and dr. Eugen Sotiri, *Depression Module*.

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Prof. as. dr. Alban Ylli, Dr. Sonela Xinxo, dr. Roland Shuperka and dr. Ervin Toçi, *Healthy Style of Life*

Prof. Llukan Round, Prof. Polikron Pulluqi and Dr. Artenca Çollaku, *Family Medicine Module*.

Ms. Majlinda Hunda, Aurora Gjoshi, Mrs. Anduela Vaso and Ms. Luiza Panci, *Nursing Modules*

For statistical data, cases were reported at Health Center 2 Region, Korça.

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VLERËSIMI I ROLIT TË EKSPERIMENTIT NË DIDAKTIKËN E MËSIMDHËNIES SË KIMISË

PËRMBLEDHJE
Reaksion kimik quhet cdo shndërrim substancash gjatë të cilit formohen ose shkatërrohen lidhjet midis atomeve. Për të kuptuar përse zhvillohen reaksionet, një përdorim shumë të rëndësishëm gjen rruga eksperimentale në studimin e reaksionit kimik. Eksperimenti shihet si një test në kushte të kontrolluara që është bere për të treguar një të vërtetë të njohur , për të shqyrtuar vlefshmërine e një hipotezë ose për të përcaktuar efikasitetin e diçkaje të paprovuar më parë.
Qëllimi i këtij punimi është përmirësimi didaktik në trajtimin e reaksioneve duke zbuluar lidhjet thelbësore dhe të domosdoshme të mësimit në kimi nëpërmjet përdorimit të rrugës eksperimentale për studimin e reaksionit kimik si dhe për të përcaktuar rrugët dhe format e përshtatshme të mësimdhenies që sigurojnë një përvetësim të vetëdijshëm dhe të qëndrueshëm të njohurive shkencore për të arritur rezultatet e të nxënit bazuar në kompetenca. Përgjatë këtij punimi paraqesim modele të punës për mësimdhënien me kompetenca duke u bazuar tek rruga eksperimentale, ku nxënësi të identifikojë problemin nëpërmjet situatës të të nxënit, të përdorë mjetet dhe procedurat e duhura si dhe të përdorë terminologji të pasur shkencore të fushës përkatëse. Me tej duke paraqitur rezultatet, bëhet interpretimi i tyre duke analizuar faktet dhe në fund arrihet në përfundim shkencor mbi arsyet e zhvillimit të reaksionit kimik.
Fjalë Kyçe: Reaksion kimik, eksperiment, mësimdhënie, rezultetet e të nxënit, didaktika.

ASSESSING THE ROLE OF THE EXPERIMENT IN CHEMISTRY TEACHING DIDACTICS

Abstract
The chemical reaction is called the reconversion of each substances which are formed during or destroyed connections between atoms. To understand why reactions take place, a very important way finds the use of experimental study of chemical reaction.The experiment is seen as a test under controlled conditions that is made to demonstrate a known truth, to review the validity of a hypothesis or to determine the efficacy of something previously untried.The purpose of this paper is the didactic improvement in dealing with reactions by discovering the essential and essential links of learning in chemistry through the use of experimental pathway chemical reaction study and to determine the appropriate ways and forms of teaching that ensure a conscious and sustainable acquisition of scientific knowledge to achieve competency-based learning outcomes. Throughout this paper we present working models for the teaching with competences based on experimental way, where students identify the problem situation through learning, to use of appropriate tools and procedures as well as the use of rich scientific terminology corresponding field. Furthermore presenting the results, their interpretation is made by analyzing the facts and finally be reached the scientific conclusion on the reasons for the development of a chemical reaction.

Keywords: Chemical reaction, experiment, teaching, learning results,didactics.

Introduction

Many chemists want to be effective teachers but have little background in psychology or education to build successful practices (Herron, 1996, p. 6). The paper underlines that through a modest contribution and through an experimental concrete subject, it will analyze in depth the issues related to the use of the experimental route to explain the chemical reaction and to identify the factors that influence the parameters of a chemical reaction through experiment as an efficient didactic method that significantly impels the degree of appropriation of the relevant topic being considered. At the same time, we want to give a didactic model of competence-based work teaching (B.Musai, 2003 p. 171) based on the experimental path where the learner identifies the problem through the learning situation, uses the appropriate tools and procedures as well to use the rich scientific terminology of the relevant field. The selection of the study topic relies on the need to analyze the above-mentioned

processes and determine the right place for the experiment in the learning process. Teaching and transferring technology in chemistry disciplines as well as the role of experimental practice as the basis of knowledge and the criterion of truth should be at the center of discussion for improving and deepening the extent of learning the core issues of chemistry.

The paper undertakes to analyze in depth the issues related to the use of the experimental route in explaining the chemical reaction and to identify the factors influencing the parameters of a chemical reaction through experiments, based on the example taken in the discussion where learner to identify the problem through the learning situation, to use the appropriate tools and procedures, and to use the rich scientific terminology of the respective field.

Science is an intellectual and practical activity that involves systematic study of the structure and behavior of the physical and natural world through observations and experiments. Some of the most interesting researches in the field of chemistry education deal with how we learn: how we understand new concepts and micro macro connectivity world. (Martínez at al. 2015, 28). Natural sciences teaching, brings students the opportunity to develop the understanding of the concepts and the scientific processes of man-made practices for the development of scientific knowledge, the contribution of science to society and its applications in everyday life.

The science curriculum helps to develop the competences that serve individuals in the personal, social and economic spheres that are embedded in the local and global issues.

Since the process of learning in natural sciences is based on scientific research, the most important factors for successful learning are the methods, techniques and learning strategies. Their selection and use by teachers is done in the function of developing student competencies, while respecting the different learning styles. In this situation we evaluate the experiment as the didactic key point of the scientific teaching method of chemistry.

To achieve this goal, these forms are organically linked to the influence and understanding of the various phenomena occurring in everyday life that have as their basis the use of a chemical experiment in the classroom. It serves to illustrate and concretize the teaching of the chemical reaction that occurs during the various chemical transformations as a means to awaken in the minds of students the idea of problems that need to be understood and resolved. The objective of this study is also to analyze

the use of experimental theory in explaining of various aspects of chemical reaction in relation to teaching, curriculum and learning, with the ultimate goal of substituting the idea that chemistry is a difficult abstract science to concretise this science .

The importance of the experiment and the scientific method in chemistry:

One of the most important roles of the experiment in chemistry is to gain scientific and empirical knowledge through experimental evidence of hypotheses under modified and systematically controlled conditions. (H.-D. Barke and G. Harsch, 2001, p. 121) By research in chemistry, it is possible to create a scientific basis to guide practice and ensure the credibility of the profession. The scientific method consists in expanding the field of knowledge and facilitating its development as a science. One of the goals of scientific research is the systematic study of phenomena that lead to the discovery and expansion of scientific knowledge.

The chemists study the various phenomena in nature and industrial production, in order to exploit the subjects for life needs and economic interests.

The experiment is seen as a test under controlled conditions that has been done to show a known truth, to examine the validity of a hypothesis or to determine the effectiveness of something untrained previously.The results of the experiment come fom new techniques and procedures.Through chemistry research, a scientific basis is established to guide practice and ensure the credibility of the profession.The scientific method consists in expanding the field of knowledge and facilitating its development as a science. One of the goals of scientific research is the systematic study of phenomena that lead to the discovery and expansion of scientific knowledge.

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Through chemistry research, a scientific basis is established to guide practice and to ensure the credibility of the profession. The scientific methodology consists in expanding the field of recognition and facilitating its development as a science. One of the goals of scientific research is the systematic study of phenomena that lead to the discovery and expansion of scientific knowledge.

Chemistry is theoretical and practical science. What makes practical chemistry is the experiment. Chemistry as an experimental and accurate natural science requires that a chemical phenomenon, process, or substance be studied by experiment.
In other cases chemical knowledge can be gained and proven by researching. So the integration of teaching and research is not just a good idea, but it is basically based on the success that is associated with the survival of the chemical sciences (J.Pienta at al. 2009, p. 3).
Experimentation and research are two very important elements of the scientific method, with which the best results are achieved in the chemistry.
The experiment is the main method of studying any change that subjects undergo.
Didactic methodologists and educational psychologists have defined 'learning' as a process that can be accomplished at several stages:
Memorization
Understanding
Application
Analysis
Evaluation
Creating new ideas
When we encounter this list we should try to think how to move from a lower stage to a higher one.
To move forward in chemistry you first need to understand how to learn and think logically about the properties and behaviour of molecules,to use the course material and be able to explain to others or reproduce the knowledge gained. It begins with an in depth study of the subject and then you have to understand the intermolecular interactions that have undergone chemical reaction.
Chemical reaction is called any transformation of substances during which the bonds between atoms are formed or destroyed.
The experimental pathway plays a very important role in undestanding why chemical reactions happen.

THE METHODOLOGY USED FOR THIS STUDY

For the comprehension of several teaching hours in chemistry, the main didactic was the experimental route method used for explaining the chemical reactions.

This process was realized through the instructions given to some second-year master's students in the Biology and Chemistry branch of the "Fan S. Noli" University of Korça; Faculty of Natural and Human Sciences during the course of their teaching practice in January-February 2017.
Realization of the research using the experiment:
The main method of research in chemistry is the experimental method.
- The experiment is the repetition of the occurrences in controllable conditions. Scientific method is the path followed by the chemist until the discovery. It includes the following steps:
Step 1: Collecting information, which includes perception through the senses (sight, hearing, touch, taste and other) and auxiliary devices, such as microscopy, scales, chemical vessels, reagents, etc. In everyday life we mix salt with water. After mixing it, we observe that the hand with which we hold the cup where the dish is dissolved is cooled. After the digestion a similar mass (homogeneous) is formed, in which no salt or water is distinguished.
Step 2:Creating hypothesis based on the observations.For a particular occurance the chemist creates some hypothesis or suggestions. Each suggestion serves as an ide for the solution of the problem.Not each hypothesis is a solution for the problem. For this reason we create another hypothesis: Is the process of digestion accompanied by termal effects(absorption or release of heat)?
Step 3: In order to verify the sugestions the chemist performs Experiment in the laboratory.In orser for the research to be as accurate as possible the experiment is repeated many times. The hypothesis is based on the experiment. The obtained resultare analyzed, summarized and we reach the conclusion that the process of digestion is associated with energy and absorption or release of heat.
Step 4: After the experiment ,The results are presented, the facts are interpreted and analyzed and the scientific conclusion is reached.

TO UNDERSTAND WHY CHEMICAL REACTIONS HAPPEN, THE FOLLOWING EXPERIMENT WAS CONSIDERED

Half of a one liter baloon is filled with water. Then it is added 10 g of caustic soda. After the soda is digested we add 1 ml of 1% coloring solution (blue methylene). After staying in the sealed balloon, the resulting solution will be dyed . If the soltution is shaked , it will change color to more darker . While if we live it in its palce it will return to the colour that it had before. Why does this reaction happen?

The assumption raised:

Let's suppose the balloon's content is unknown and only observations can explain them.This way underlines the importance of careful observations in experiments.
Liquid in the balloon can be any substance e.g. alcohol,benzen, but not glycerol. Shaking the bowl it is seen that it is not syrupy juice , if the fluid is shaken hard it becomes blue. Why?
It can be assumed that any reaction between fluid and cork can happen. But even if the balloon shakes in such a way that the fluid does not touch the cork, the result will be the same. On the other hand, if the balloon is reversed without oscillation, the cork will touch the fluid but the blue color will not appear.There is no proven hypothesis that the liquid contact with the sides of the container increases as it swings when the balloon is rotated carefully without creating blur, the color again will not appear. It may be thought that the issue is related with the increase in temperature. Thus , the energy that flows to the fliud makes it change colour to blue , while when we stop shaking it the temperature decreases and the fluid returns ti its previous colour. This assumption explains both changes and not just the reaction of changing color to blue. But is this assumption true? It is based on the assumption that the balloon becomes warmer when it is shaken . But the balloon may be also warmed in other ways e.g. just by touching it by hand. However in this case the blue color does not appear . Neither warmoing nor cooling will change the colour.The focus was more on the fluid, but the balloon could have gas as well. During the shake of the contents, fluid and gas can mix and give coloration. This also coincides with the fact that simple rotation and overturning of the balloon without gas mixture does not create coloration. What other tests can be done to verify the potential role of any gas present?
One of the ways to solve the problem is to compare the assumptions with the evidence.If the blue color really appears from the contact between fluid and gas, then what should be seen with a careful preview of the unmoving balloon?

THE SURVEY CARRIED OUT:
If simple contact between the gas and the fluid would be enough for the reaction then the splitting surface had to be colored. And in fact, a thin (sometimes very thin) layer of blue is seen in the upper part of the fluid (See Fig 1.)

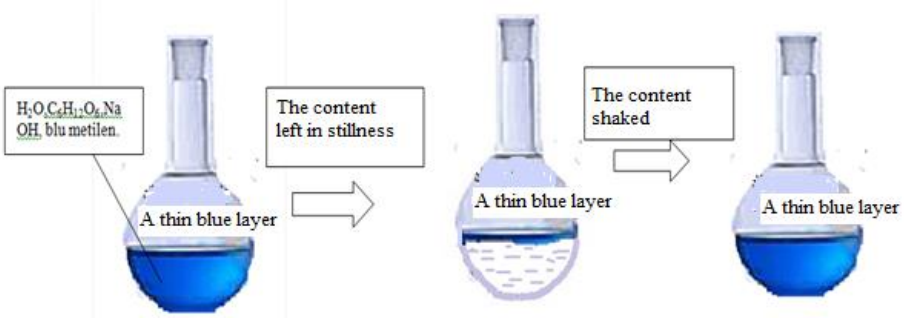

Figure 1:There is always a thin blue layer on the surface of the fluid, even when the mass of the fluid is uncoloured.

If the balloon is overturned carefully the colored layer is broken into special blue belts that mix with the other fluid and get lost. So the assumption was verified. This makes even more credible the opinion that blue color is given by the mixture of fluid with gas.

Does the thin blue layer blend with the rest of the juice and dye it while floating in silence?

In this case, the color must first disappear at the end of the balloon by focusing somewhat in the upper part. This can be verified especially if we get a long balloon and keep it overturned during the whitening. It turns out that the color changes uniformly throughout the fluid. On the other hand, it is not proven that the blue color shows resistance.

If the balloon is opened and the air balloon gas is replaced, we notice that the blue color will be displayed again, but if we use other gas, for example. burning gas, it will not appear. This feature makes our thinking more credible about the role of juice-gas mix. It also shows that not all gases react with the balloon fluid.

We can now write the preliminary chemical equation of our reaction:

Gas + Fluid → Blue Colour

(1)

For chemical reaction, contact between the participating substances is crucial.While molecules are in motion, the word macroscopic contact means "collision" on a molecular scale.So only the colliding molecules can enter the reaction. If they do not collide (the balloon is in silence or without the gas it needs) there is no reaction.

What can be said about the reaction of the disappearance of the colour?It may be simply the inverse reaction of the one who has just been described.In other words: maybe gas comes out of the fluid and then

turns into the initial state? Practically, we considered this problem when we saw the possibility of resistance in our system. Then we noticed that the color disappeared simultaneously throughout the volume of the fluid.

If the change in color is caused by the release of gas inliquid, the appearance would have been different. The color will disappear at the end of the balloon at the beginning and then the whitened area would move relatively slowly to the balloon tip in accordance with the final removal of the gas from the digestion.

An axiom in chemistry is known the statement that says: For unchanged external conditions, the reactions cannot reverse side. It is true that by shaking the air bubbles can mix or digest with the fluid. But in this case there is not a mixture but a solution because there has happened a reaction. This is verified by the change of colour , during the fluid-gas mixture of a new substance with blue colour. In this case, based on the axiom the blue substance can not disappear without the change of external conditions.Generally speaking, we can say that chemical reactions are reversible, but not with the sense that they originally go in one direction (eg in the formation of the blue substance) and then without changing the external conditions they return to the primary state again.

If the gas is only absorbed by the solution but without being released from it, then its pressure in the solvent will decrease. This can be easily verified. For this reason, before the swallowing, the inner part of the cork is slightly wet and then is risen slightly from the balloon's throat.We notice that air enters the bubble balloon through the fluid around the tap. It means gas pressure on the balloon is reduced, indicating gas suction during the reaction.All further tests would prove that one of the components of the air should be (and absorbed) for the reaction. So the reaction of the formation of the blue substance is really expressed by the equation:

Gas (i.e one of the components of air) + Liquid → Blue substance (2)

While, on the other hand, there is an unknown component (referred to as X) that reacts with the blue substance by forming a colorless product: This can be expressed as follows:

Blue substance + X → Colorless substance (3)

In the case we are considering, glucose is labeled with X and the duplication of its concentration really drops the time of the summarizing reaction.

RESULTS AND DISCUSSIONS

At the end of the hours realized by the students who used the above experimental methodology in the classes where they realized their teaching practices, these results were achieved:
It was found that molecular shocks are needed to develop chemical reactions. The number of shocks in seconds, therefore, and the speed of the reaction is proportional to the concentration of the reactive molecules. Reaction rate also affects catalysts and temperatures. The study of the impact of the concentrations of the various reaction elements on its speed gives data on the slowest (restrictive) stage of the process.
Based on data on reaction speed (as well as from other data), assumptions can often be made on a series of simpler reactions that follow each other and ultimately make the summary reaction. In most cases, these stages are relatively simple changes that occur from the blow of two types of molecules. The metabolic reaction consists of a series of simpler reactions that follow each other.
Learning methods are closely related to teaching methods and are under their influence. In essence, the methods used by teachers play an important role in acquiring knowledge and in the active participation of learners in the teaching of chemistry for the study of chemical reactions by using the experiment throughout its components. Chemistry is theoretical and practical science. What makes practical chemistry is the experiment.
Chemistry as an experimental and accurate natural science requires that a chemical phenomenon, process, or substance be studied by experiment. In other cases chemical knowledge can be gained and proven by researching.
Experimentation and research are two very important elements of the scientific approach to achieve the best results in chemistry.
Experiments play an important role in the science of chemistry, they prove the chemical knowledge system, the acquisition of which is given by these indicators:
Understanding the purpose and method of conducting the experiment
Completion of experiments based on acquired skills, explanation.
Through chemistry research, a scientific basis is established to guide practice and ensure the credibility of teaching. The scientific method consists in expanding the field of knowledge and facilitating its development as a science. One of the aims of scientific research is the systematic study of the phenomena that occur in the discovery and expansion of scientific knowledge.

Conclusions

It should identify the purposes of performing experiments to improve teaching and learning.
School teachers should have knowledge of experimentation issues and use this knowledge as a foundation for equipping students with the knowledge, skills and attitudes they need to study the chemical phenomenon.
In the use of the experimental pathway in chemistry, it is necessary to use a wide range of techniques, methods and experimental procedures, somehow dangerous, so the technical regulation of teaching in the teaching environment should be recognized and applied by the students, teachers and heads of school institutions.To this end, the teacher should select and use experimental tools and techniques in accordance with the teaching materials and the concrete conditions for the experiment.
Ultimately, the responsibility for student learning outcomes lies at the local school level and we think that appropriate student progress needs to be well-defined in relation to the creation of this local environment in favor of using the experimental pathway in teaching of chemistry aimed at developing the ability of students to carry out experimental tasks independently.
Measures at the local and central level are very important and often they are promoters of development. It is important for each teacher to take his role as a conductor of knowledge, but also as a leader in the formation of practical skills and practices gained through the use of the experiment, while being coherent with new achievements in the use of experimental route and use them during the teaching.

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CONTEMPORARY TEACHING METHODS CENTERED ON THE STUDENT AND THEIR IMPORTANCE FOR THE CREATION OF PROFESSIONAL SKILLS AND COMPETENCES IN THE ACADEMIC INSTRUCTION

Abstract

Student-centered learning aims to build the teaching and learning process based on the student's direct needs, as well as the skills that the job market seeks or the society expects of its citizens. Practical organization and student-centered teaching planning is realized by keeping in mind the study program, curriculum, student interest and innovation of the development of science and society. It integrates the application of new teaching methods, which aim at wider involvement of students, both in the teaching and learning process. In this way, it directly affects the involvement and motivation of students. The implementation of these teaching methods leads to learning, from classical passive forms, to a conscious involvement. Their use paves the way for a researcher and builder, who directly influences the building of professional competencies and civic attitudes. The implementation of these teaching strategies in practice, shortens the distance between the student and the learning process. Student-centered teaching is a form of teaching, that is well-versed for the needs of students, which stand above everything else. Some of the contemporary student-centered methods are: Brainstorming; Creative thinking; Discussion; Small group work; Puzzle placement; Centered learning; Experimenting; Stimulation; Workload collection; Solving the problem; Detection; Competition; The debate; Demonstration; Projects; Case studies; Role Playing; etc. In this publication, it will be presented through cases, the implementation of these subjects in university teaching, the formation of biology teachers, and will determine the list of professional and civic competencies that students benefit through the use of these methods.

Keywords: teaching method; competence; student-centered learning; active learning; inclusive education

Introduction

Under the current conditions of the rapid development of Albanian society and the rapid growth of information, the traditional student-centered teaching methods could not respond to new developments. To improve student academic achievement in biology, it would be necessary to switch from traditional methods to modern teaching practices that would facilitate teaching for a more thorough study. Brown et al. (1982). Therefore, today, in all educational cycles, modern teaching methods are being applied, which place the student in the center of the process, while the teacher leads the student to seek independently the information and solve any problem, no matter how complicated it is. Student-centered teaching is becoming increasingly widespread, because it attaches greater importance to teaching and learning through interaction. Historically, the methods have evolved, changed, perfected and modernized in accordance with social, economic and political developments.

Contemporary methods serve the development of organizational skills, the assimilation of information through different learning styles, the reinforcement of group assessment and self, for the clarification of values, beliefs and perspectives. (MES, teaching methods in primary education, Teacher Magazine, No. 9 (2567), November 2011, pg 18).

In the complex process of teaching, it is and remains a problem in the future to use the most efficient methods of working with the student. Teaching should be well thought out and well planned. The pedagogue, in his activity, uses a number of strategies, methods and teaching techniques where students interact in different ways of organization. Contemporary methods create an educational environment in which active learning is supported. Also, the use of efficient methods affects the quality of education. Quality in education is closely related to contemporary models or the various methods and techniques we use today in the teaching process to achieve the learning objectives. For this reason, many studies have been undertaken today in the field of education that show that active involvement in the learning process helps in the acquisition of different materials and for a deeper and more accurate understanding of the knowledge and their active use. (MES, teaching methods in primary education, Teacher Magazine, No. 9 (2567), November 2011, pg 18). Teaching is very important in selecting and using methods. The tutor should make the lesson interesting and dynamic, because frequent use of the same methods for lecture development becomes monotonous and students begin to lose interest in

the new knowledge to be taken. The use of appropriate pedagogical and methodological methods influences effective teaching and learning. Traditional teaching is a dictating method without interruption, which is very tedious for both students and pedagogues. (Teaching Discussion, Mihal Druri Didactics, Tirana, 1986 pg. 251). The traditional method has many advantages, which can not be denied. Each method is a means of achieving a goal. Contemporary methods give results in the formation of knowledge society skills. Good teaching is the result of using good teaching methods that evolve over time, and this should lead to the pedagogue having to evolve together with time, and to use new contemporary methods. The tutor will use contemporary teaching techniques. But before, he needs to be trained about the method, to acquire it, and to have very good knowledge about it. Only in this way, at a later moment, he will be a quality trainer for the student. (Teaching Discussion, Mihal Druri Didactics, Tirana, 1986 pg. 251).

Contemporary student-centered teaching strategies that can be used in the learning process are: Brainstorming; Creative media; Small group work; Puzzle; Central learning; experiment; simulation; Workload; Solving the problem; Detection; competition; The debate; demonstration; projects; Case studies; Role Playing; etc..

Discussion

What is important to emphasize in contemporary methods is the discussion. Each pedagogue encourages co-operation and participatory learning. Discussion methods and techniques are of particular importance and are intended to teach students the habits of long-term learning, develop critical thinking, have a major impact on how the student should process information, solve problems, and collaborate with others. All habits, knowledge, and values are related to one another. The more developed the students have in terms of information processing, collaboration, writing and reading, the more they will be able to compose stories where they express their views and attitudes about different concepts or issues. Each of the methods constitutes a means of achieving a goal. Contemporary methods give results in the formation of knowledge society skills. The method, which has a discussion center, raises interest in the student and creates the conditions for their inclusion in the classroom. The tutors are facilitators of the discussion, mentors and lecturers, while the students are listeners and participants.

The teaching objective is that the quality of communication has an impact on the exchange of information. Discussion with the student, in most cases, considers the lecturer as a leader to guide the discussion. The tutor raises questions, gives challenging answers and gives various

comments. At the same time, it also manages the discussion. Discussion is a method in which students chat together about a predetermined topic in order to share and receive information about the subject. (A, Tamo, Th, Karaj Teaching and Learning, Mokra, p. 174).
The method of conducting the method of discussion is related to the selection of the subject that the pedagogue determines, the definition of the objective of the study, the division of the students' tasks that are participants in the discussion, the creation of the environment for the discussion development and the realization of the discussion. The role of students in the group is to help each other to develop their own ideas. Discussions are not debates, during which intellectual appearance is not encouraged. They are successful when each student develops personal knowledge about the topic of discussion. The discussion begins when students ask questions and when a student answers what another student has said. So this method is a mixture of lecturer-student explanations, exchange of views and questions between them. Through the discussions, students' abilities emerge. They are encouraged to think and judge. (B, Dedja, B, Çomo, M, Vuji, P, Gaçe, S, Temo, Sh, Osmani, T, Xhaxho, Biseda, Didaktika, Mihal Duri, Tiranë 1986, f. 245).

Fig 1. Discussion between students

And Pedagogue

Small group work

Working in small groups is intended for all students to take an active part in the lesson, classes should be organized in small groups of students who can work together in harmony, expand their learning ways, work together and share information. Working with small groups is valuable to teaching students to discuss ideas and to help them learn from each other. (J, Zwiers, Development of Thinking Skills in School, CDE Pg 52). Working in a small group can expand learning and create an

atmosphere characterized by the exchange of information. These include activities developed with a limited number of students. This technique is centered on the student, where he engages and develops his communicative skills. (B, Musa, Methodology of Teaching, Albagraf, Tirana, 2003, pg. 180).

Fig 2. Small group work

Simulation

Simulation is the realization of an episode that is as close to real life, but with some dangerous and complicated factors that have been removed from it. Simulation situations aim at developing the student's personal skills. They can be useful to help students discover and understand a variety of elements about discussing life values. Students through these situations pass through a real process of what they are learning. This is the value of the simulation. By taking on roles in simulated activity, it is hoped that students will understand the real situation and the way they should act on it. Simulation varies from roleplay to the fact that scenarios need to be sketched out very carefully during simulation. Each student is assigned a clearly defined role. Students during the simulation situation are not free, but they have to remain loyal to their role and to carry out the work, according to the predetermined boundaries of the roles they have assumed and from the realities of the simulated situation. During simulation, activities are used where students play parts or elements of a process and show how it works. (A, Tamo, E, Rapti, Th, Karaj, Metodat aplikative për zbulimin dhe qartësimin e vlerave të nxënësit, Mësimdhënia dhe të nxënit , Mokra, f. 185).

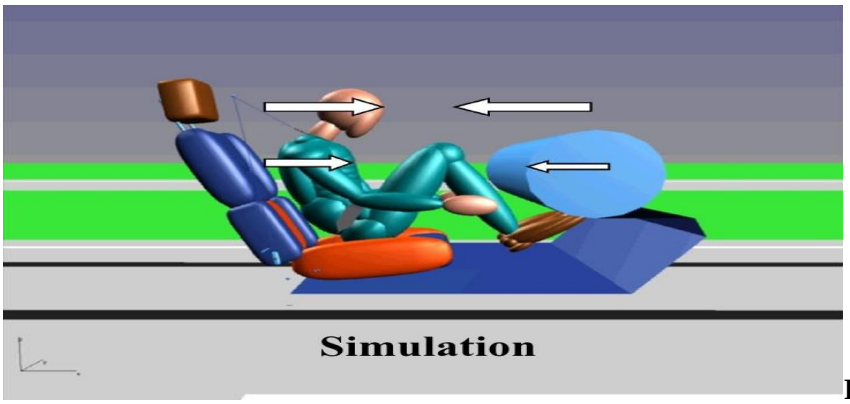

Fig 3. Simulation

Role play

This technique aims to create circumstances and direct events that help to understand the situation and encourage the inspiration of students who are participants in the interpretation.

(QTKA, Student-centered Learning Techniques and Methods, Student-Centered Teaching, Tirana, December 2005, pp. 34). Role playing is a useful technique for finding solutions to conflicts and problems of everyday life. It develops solidarity with others, gaining confidence, enriching communication, and developing hearing skills. The role of technique in the role play, is applied to promote behaviors and reactions gained in real life. Roles are taken from 2 or more students and observers. Students who take roles are instructed by the pedagogue to think about how they will really behave in that situation. Role play is not the repetition of a certain material, but it is a true recitation of the subject. One of the key elements in role-playing technique is the preparation of a scene where the game's participants work. The auditor is very important. The tutor should check the student's actions in scenarios and intervene to facilitate the action when it looks at the slowdown in the process. The role play also exploits other techniques such as self-presentation, monologue, role reversal. Role play serves to interpret and analyze social behaviors and roles in interpersonal relationships. The tutor can use role play techniques as a tool that successfully promotes the student's learning process through discovery. He, trying to simulate a real problem, tries to convey to the learner an understanding of a problematic situation. Role play can be useful:

• To clarify and demonstrate certain attitudes and concepts
• To deepen the understanding of social situations
• To prepare students for different situations in real life
• To plan and test different strategies for problem solving
(B, Musai, Personal, Social and Moral Development, Psychology of Education, Tirana, 1999, pg. 73) ISP, Simulation and role play), Intercultural Education and Human Rights at School, Dita, Tiranë, 2003, pp. 64.) From the analysis, we can say that role play technique is often a dramatization without proof, in which actors try to clarify a situation by playing the roles of participants in that situation

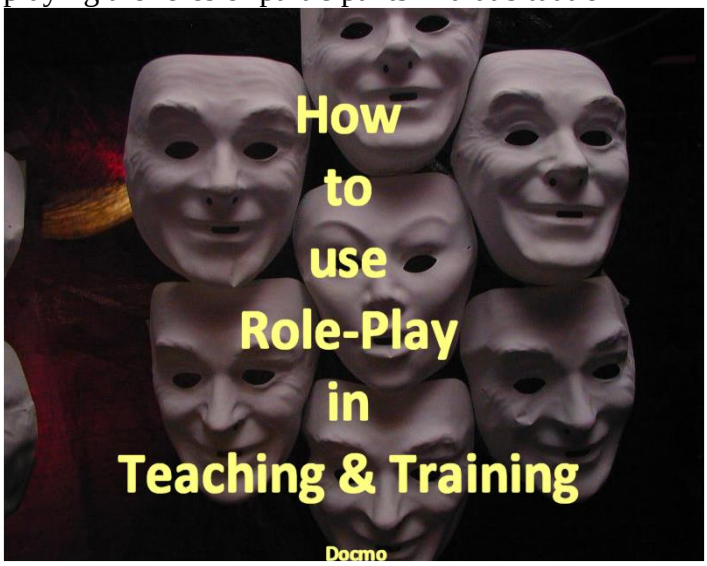

Fig 4. Role play

The experiment

One of the most important contemporary methods is the experiment in biology, which gains scientific knowledge through experimental evidence of hypotheses under modified and systematically controlled conditions. (H. D. Barke and G. Harsch, 2001, p.121). The experiment is seen as a test under controlled conditions, carried out to show a known truth, to examine the validity of a hypothesis, or to determine the effectiveness of something previously untested. Experimental results come from new acts and new procedures. The experiment at the beginning of the lesson attracts students' attention and motivation, provides them with real life situations and gives them a chance to exercise their abilities to solve problems. A laboratory placement is a more favorable environment (rather than lectures) and the working environment in the group encourages students to practice their

interpersonal skills. (J.Pienta at 2009, p. 3). Experimentation and research are two very important elements of the scientific method, with which the best results in biology are achieved. Experiments provide a simple and committed framework for student recognition with the research process.

Fig 5. The experiment

Brainstorming

Brainstorming is a large or small group activity that encourages students to focus on a topic and contribute to the free flow of ideas. The tutor can begin a session of ideas by posing a question or a problem, or by

introducing a topic. Students then express the possible answers, the relevant words and ideas. Brainstorming is a creative team technique with which efforts are made to find a conclusion for a specific problem by collecting a list of ideas spontaneously contributed by its members. The term spread by Alex Faickney Osborn in the book of 1953. Brainstorming is a way to generate ideas within a group.This technique implies a question-answer conversation with students. Giving such thoughts in the beginning can be individual, then passes to a union of ideas in pairs and groups. But responses can also be taken in the frontal form (when the problem is presented to the entire audience). Applying this technique is simple. There is a question that enables students to respond differently. The question should be put in the form that students have no limitation on the alternatives of the answer. This technique can be applied at the evocation stage, to enter the topic. It can also be used at the reflection stage to draw conclusions and ideas for the learning unit.

Fig 6. Brainstorming

Conclusions

Contemporary methods and techniques are of special importance and are intended to teach students the habits of long-term learning and critical thinking. Impact is also on how students process information, solve problems, and collaborate with others. All these, then, the habits, the knowledge and the values, are related to one another. The more developed the students have the skills of information processing, collaboration, writing and reading, the more they will be able to

accomplish writing where they express their views and attitudes about different concepts and problems.
Techniques and methods are:
• Discussion
• debate
• Work with small groups.
• experiment
• Expert groups
• Game in roles
• Simulation
During the study of literature, I have noticed some working structures with groups, which are very interesting. Ways to organize students using these structures are very specific. But the lecturer, to use these structures, must first be trained because they have difficulties in applying. Pedagogues often use techniques such as brainstorming, discussion network, cluster, debate, roleplay, cube, expert groups, and experiments. By means of these methods, the teacher enables the inclusion of all students. Using modern methods, the pedagogue provides the classroom with a secure, collaborative, encouraging, open, regular, and useful environment between students. This is achieved through the use of a wide range of strategies and techniques to promote self-control, self-discipline, responsibility to others and independence of students. It also organizes the exchange of learning experiences between students and members of cooperative groups. The pedagogue realizes an auditor's management, through which it promotes reflections, expressions of interest, setting goals and self-assessment in the performance of high quality work by the students. It also continuously reviews the effectiveness of teaching and its impact on the performance of the students, clarifying the intended achievements, and advising and directing students for the progress of their achievements. The tutor should consistently engage students in appropriate experiences that support their intellectual, social, and personal development. Students during classroom activities gain space and opportunity to play, think, compare, ask questions, transform, perform, and present. All this happens through joint activities with the pedagogue and the student.

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VLERËSIMI I REZULTATEVE TË MONITORIMIT TË MBETJEVE TEK GJEDHI LIDHUR ME SUBSTANCAT E NDALUARA - GRUPI A

Abstrakti

Qëllimi i këtij punimi ishte monitorimi dhe vlerësimi i rezultateve për prezencën eventuale të mbetjeve nga përdorimi i substancave kimike të Grupit A (Stilbenet, Tireostatikët, Steroidet, Acidet Laktonike Rezorcilike, Beta-Agonistët dhe Komponimet e ANEX IV) të cilat janë të ndaluara dhe pautorizuara për përdorim në fushën e mjekësisë veterinare, me qëllim mbrojtjen e shëndetit publik ndaj konsumit potencial të mishit të gjedhit i cili paraprakisht mund të jetë trajtuar nga substancat e lartëpërmendura. Monitorimi është kryer me referencë të Planit Nacional Monitorimit të Mbetjeve, ku nënkupton mbetje të çdo substance, me efekt farmakologjik e metabolik të transmetueshme në prodhimet ushqimore, sipas Udhëzimeve Administrative U.A.nr.26/2005 dhe U.A.nr.06/2016 dhe në përputhje me Direktivat 96/22/EC dhe 96/23/EC. Monitorimi është kryer tek gjedhi në komoditetin-matrix urinë në nivel ferme dhe mishin (muskul/organet) në therrtore, si lokacione të përzgjedhura rastësisht. Periudha e monitorimit përfshin vitin 2016. Gjithsej janë marrë dhe testuar 35 mostra, ku 2 mostra kanë rezultuar të dyshimta për mospërputhje. Mostrimi është kryer duke u zbatuar procedurat standarde operative (PSO e Mostrimit). Testimi i mostrave është kryer në Laboratorin e Ushqimit dhe Veterinarisë në Prishtinë dhe disa në Institutin e Mjekësisë Veterinare në Shkup, sipas metodës analitike ELISA si metodë rapide. Të dhënat e rezultateve tregojnë se duhet të rritet frekuenca e monitorimit dhe numri i mostrave, dhe të zhvillohen metodat e reja dhe validimin e tyre.

Fjalët kyçe: mbetje, Elisa, mostra, urina, mishi

RESULTS ASSESSMENT OF RESIDUES MONITORING IN BOVINE REGARDED THE PROHIBITED SUBSTANCES - GROUP A

Abstract

The aim of this study was monitoring and results assessments for possible presence of residues, on usage chemical substances Group A (Stilbenes, Thyreostatics, Steroides, Resorcylic Lactones Acides, Betha-Agonistes, Componimes ANEX IV) which are strictly banned and unauthorized to use in veterinary medicine field, by purpose to protect the public health in front of potential consumption of meat originating from animals previously treated with above mention substances. National Plan for Residue Monitoring was the reference of monitoring, which means the residue of the substances which have pharmacological effects and their metabolites, and other transmissible on animal products according the Administrative Instructions such A.I.no.26/2005 and A.I.no.06/2016, in compliance whith Directives 96/22/EC and 96/23/EC. Monitoring conducted at bovine, so target commodity matrix were urine in farm level and meat (muscul,organs) in the slaughterhouse, on randomly selected locations. The period of monitoring was within 2016 year. In total were collected and tested 35 samples, out of them 2 samples resulted as suspicious for non compliance. Sampling procedure was carried out using the standard operating procedures (Sampling SOP). The samples tests were performed at the Food and Veterinary Laboratory in Pristina and Veterinary Medicine Institute in Skopje whith ELISA analitical as rapid test. Findings of this research show that it is necessary to increase the frequence of monitoring and number of samples, to developed new methods and their validation.

Key words: Residue, Elisa, Sample, Urine, Meat

I. Introduction

The public health protection through the safe and convenient food is one of the main objectives of the competent authority (Food Law no.03/L-016, RKS).[4]. Farmers who cultivate the cattle in order to artificially increasy the weight of animals, can abusively use the synthetic hormones promoter substances or other similar preparates, which are strictly prohibited for commercial use, but in limited cases some of them can allowed to used for zootechnical and therapeutic purposes (A.I. no.07/2016, RKS).[5]. This publication summarizes the monitoring data for prohibited substances residues (FVA - Report NRMP 2016/RKS).[8]. According to the Europian Food Safety Authority (EFSA) for risk analysis panels, considered that meat originated from treated animals

previously with illegal prohibited growths promotant hormones (GPH) resulted in a high risk for consumer (ref: EFSA Journal (2007) 510,

162).[3]., and (ref:(SCVPH) Reports (EC 1999; 2000; 2002; 2007).[7]. The European Community and aspirant countries to integrate in the community, strictly banned the use of these substances for comercial purposes (Directives 96/22/EC; 96/23/EC; 2003/74/EC).[2]. The competent authorities for food safety regarding to this problem, set barriers to use of these substances by implementing the legislation in force (ref: ec.europa.eu/dgs/health_food-safety).[1]. This is determinded about the measures on monitoring of the certained substances and their residues in live animals and products of animal origin, such as the rules of official sampling monitoring plan, sharing of responsibilities and action plan (A.I no.26/2005).[6a]. Substances prohibited for use in veterinary medicine are part of group A such: A1-STILBENES (*Diethylstilbestrol*); A2-THYREOSTATICS (*Thiouracil*); A3-STEROIDES (*Trenbolon*); A4-RESORCILIC ACID LACTONES (*Zeranol*); A5-β-AGONISTS (*Clenbuterol*); A6-Prohibitet Componimes annex IV defined in A.I. no. 26/2005.[6b].

II. Materials and methods

II.1. Samplimg

For realisation of this monitoring 35 samples were taken. Samples were obtained from approved slaughterhouses and cattle farms. Selected slaughterhouses and farms belong to the entire territory in Kosovo according table 1 and 2. As sample in slaughterhouse was taken muscul tissue (meat) or part of internal organ mainly the liver and kidney. In farm level was taken the urine as matrix. The samples contain two parallel units with the same characteristics of the same animal. All samples were from animals originating from the domestic origin. For laboratory analizes the samples were sent by one unit (muscle or organ and urine), and other parallel units are treated and preserved (referent samples). The sampling was performed according Standard Operating Procedures SOP, for monitoring and control of residues in food. We have implemented on selecting of slaughterhouses, carcases, farms, matrix, sampling equipments, samples transport and storage, laboratory handling. In order to track traceability of the product, the principle of transparency and care, we have performed the sampling by keeping the documents from veterinary certificates, sampling procesverbals, sampling bags whith serial number. The laboratory where tests are

performed is authorized and accredited by validated methods in accordance whith European standards EN - ISO/IEC 17025 / 2005.

Region-RKS	No.samples	Group	Matrix
Pristina-01	5 x 2 unit	A1, A2, A3, A4, A5	Muscul/Organ/Urine
Mitrovica-02	5 x 2 unit	A1, A2, A3, A4, A5	Muscul/Organ/Urine
Peja-03	5 x 2 unit	A1, A2, A3, A4, A5	Muscul/Organ/Urine
Prizren-04	5 x 2 unit	A1, A3, A4, A5, A6	Muscul/Organ/Urine
Ferizaj-05	5 x 2 unit	A1, A3, A4, A5, A6	Muscul/Organ/Urine
Gjilan-06	5 x 2 unit	A1, A3, A4, A5, A6	Muscul/Organ/Urine
Gjakova-07	5 x 2 unit	A1, A2, A3, A4, A6	Muscul/Organ/Urine
Total	35 mostra x 2 njësi		

Tabela 1. Sampling place, number and matrix

II.2. Sample prepared, treated and reading

The method is based on competitive reactions between conjugate and analyte (peroxidase), to bind the antibody on the plate, which had the capacity 96 wells (12 x 8). KIT has microtiter plate, and standard for each parameter. Also KIT contents the standards, Antibody #1 12 ml; conjugated Antibody #2 250 µl, 1xHRP (horseradishperoxidase); antibody diluents 20 ml; 20 x wash solution 28 ml; stop buffer 14 ml; TMB substrate 12 ml (tetramethylbensidine); 10 x PBS (phosphate buffered saline); concentratet extraction buffer 60 g. Equipment used for sample preparation were: reader of the microtiter plate 450 nm, incubator, tissue mixer, vortex, evaporator, nitrogen gas, automatic and multichannel different sizes pipette, ethylacetat, hexane, CaCl. Solvents were prepared according to the protocol. The plates whith 96 wells initially added were added the standards for each parameter 50 µl, from lowest concentration up to highest concentration. After this, added 50 µl of each sample in duplicate into different sample wells, has continued with the addition of antibody #1 and #2, washed the plate between two periods for 3 times with water solution and incubated the plate for 30 min. Finally added TMB substrate 100 µl, incubated the plate again 15 min in room temperature, added the stop buffer to cut the enzymatic reaction. The calculations is made from standard curve constructed by

plotting average the relative absorbance obtained from each referent standards against its concentration ng/ml on logarithmic curve. A special

program with excel, MAX Signal-R, Elisa Analysis Program in Excel was available for evaluation of the results, where is reading of optic density.

III. Results and discussion

The results reading program according detection of optic density, shows that 2 sample tested in A3 susbtance as steroid group in urine matrix and another one A5 as β-Agonists group in muscul matrix resulted non compliance. In A3 detected Boldenone preparate which contain Trenbolone and Testosterone, and in A5 detected Clenbuterol preparate. These have resulted in lower density than the average of other samples. The obtained results translated from system shows that sample A3 is 7.290 µg, and sample A5 is 5.460 µg, where the limits exceeds the suspicious threshold. The sampling place, animals identity and meat origin which contain suspected substances will be auditing subject, when the documentation and the implementation of the food traceability system in the slaughterhouse level are being provided. These results will be presented to the competent authority of food safety in order to take the necessary measures in the farm animals, planning of official controls and the food residue monitoring. Target samples resulted suspicious will be retesting.

Substances Group A	Parameter	Preparat	Matrix	Detection	Level
Steroids A3	Trenbolon	Boldenon	Urine	YES	7.290 µg
β-Agonists	Clenbuterol	-	Muscul	YES	5.460 µg

Table 2. Positive results

IV. Conclusions

In this study phase resulted 2 non suspicious samples. Optic density was lower mean the high level concentration of analytes and vice versa, which resulted in minimal limit (threshold-limit). The possibility of a error on the flushing solution according to the KIT manual is not excluded. This would result in concrete actions, such as residue monitoring in all levels of the food chain, starting from the feed up to the slaughterhouse. The previous results of this study indicate that a great deal of attention should be paid to the control of suppliers and

warehouses with medical and veterinary equipment, as well as to the production veterinarians, farmers, and in general the awareness building of all stakeholders related to the legislation in force.

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