

The importance and values of curriculum's content of the Albanian language for the fifth grade (primary school)

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Abstract

The region of Gjakova has an early tradition in the field of education and culture. In other words, it has powerful intellectual capabilities. Main aim of this paper is to elaborate the beginning of the teaching of Albanian for the fifth grade of the primary school. Its mission is also to enrich pupils' experiences and interests on learning Albanian language and literature. This subject develops fundamental abilities of pupils and opens the paths of their knowledge in order to be successful in all fields of the curriculum. As a result of this, learning Albanian language urges pupils to respect human heritage, while through language, are established and transmitted core messages and notions to understand themselves and social world. It has also a strong influence in the wide individual's development regarding emotional, intellectual, physical and social aspects.

Keywords: Curriculum, learning, native language, school, Albanian language, Gjakova.

Introduction

Same as in other civilized countries, the fact of learning mother tongue has been and also should be a strong priority for all ages and education levels. Thus, learning mother tongue is not a "temporary fashion". I think that this should not remain as a feeling and being written only in paper. This requires a commitment and implementation by the highest education, social and democratic institutions supported by the government.

In order to provide clearer responses, it is required to liven up the teacher's method and working style. It is also required to make a lot of efforts in order to have a pedagogical and scientific modernization of teaching methods (even though, after 1999s, there are conducted numerous trainings on the methodology of pedagogical work). Therefore, along many changes that are being made on syllabuses and books, there should be done a greater work on increasing didactic materials, adding gradually the modern techniques of learning in order to find more effective and efficient ways for reaching significant progress and a better linguistic establishment for pupils. This should be reached along all schools of the country.

When we mention didactic materials, we do not imply just some illustrative teaching means which are prepared by the teachers or which can be produced at respective enterprises. Learning material basis should be studied deeper as a whole system of demonstrative, illustrative, comprehensive, dynamic, audio-visual, individual and distributive means for the pupils, and other necessary materials produced by teachers. This material basis ought to be beyond the limits of illustrations and should make pupils to be much more interested and sensitive toward Albanian language. It also ought to make them able not only to observe, but to have a right attitude towards linguistic occurrences.

Albanian language subject for the fifth grade (primary school)

Albanian language mission is to enrich pupils' experiences and interests in the use of language and literature. Albanian Language and Literature develops the necessary skills of the pupils and expands their knowledge so that they can be successful in all areas of the curriculum. Through language are created and forwarded messages and fundamental notions about the meaning of themselves and the social world and the powerful influence that it plays in the development of the individual in emotional, intellectual, physical as well as in the social aspect".¹ Albanian language learning directs pupils to respect the cultural heritage of humanity. The course of Albanian language, in terms of its contents and principles, develops four activities (speaking, listening, reading and writing) and at the same time is closely linked to other subjects, such as mathematics, handicrafts, history, civic education, arts, and music. "Especially at this age of digitalization and internet development, it is essential for teachers to work and cooperate as much as possible in the accomplishment of inter-subject integration".² All this can be achieved through the diverse activities with pupils in the classroom and through the collaboration of teachers, by ensuring proper textbooks, time of accomplishment etc. A great attention, through language learning lines, pays also reading and understanding skills. Accomplishment of teaching reading through language activities presents great opportunities for pupils to use language accurately in appropriate contexts of communication. "On the content of the Albanian language course are synthetically included its principal tasks in school, such as pupils with a certain amount of knowledge in the field of phonetics, lexicology, word formation, grammar and some main knowledge for the role of language to life, about its development, as well as its history and practical acquisition of the standardized language (Osmani, 1983, 246). Based on the compiled curriculums of the Albanian language subject and its textbooks, we will have citizens who will accurately speak and write Albanian language. The curriculums' objectives are as follows:

A pupil should be able to acquire:

- Fiction and non-fiction texts;
- Variable and invariable words, types of the sentences.

A pupil should be able to understand:

- Fiction and non-fiction texts;
- Variable and invariable words, prior and second parts of the sentences, composed sentences and speech.

A pupil should be able to implement:

- Linguistic, phonetics and grammatical acquired knowledge;
- Knowledge on writing models;
- Knowledge on fiction and non-fiction text models.

A pupil should be able to analyze:

- Fiction and non-fiction texts;
- Clauses and composed sentences.

¹ Curriculum/Syllabus, MEST (2005). Pristina.

² Curriculum/Syllabus, MEST (2005). Pristina.

Values, attitudes and formation

- Independent thinking about what they listen, express, read and write;
- Culture on personal behavior- attitudes, behavior, tolerance and understanding;
- Communication, willpower, cooperation, mutual support, etc.³

To achieve the best possible results in the acquisition of the learning goals and objectives of the Albanian language, by considering the interests and needs of pupils, teachers need to choose the appropriate methods and techniques in accordance with the conditions under which learning takes place in the classroom.

The review of Piaget and Vygotsky's theory about cognitive development

Piaget was the first psychologist who made a systematic study about cognitive development. Piaget showed that children are simply less thoughtful than adults. They think in surprising ways compared to adults. Piaget believed that there is a qualitative and quantitative difference in the intelligence of young children compared to elder children and adults.

There is a quantitative difference, since adults possess more knowledge about the world and there is a qualitative difference because children do not use the same logic in their thinking as adults. Based on the Piaget's theory, children are born with a very simple mental integrated structure (inherited and evolved) in which all learning and knowledge is based on. The processes of thinking change slowly, from birth to maturity. Therefore, according to Piaget's thought, this represents the effort that we do constantly to know the environment where we live. (Imajli, 2012, 237). Cognitive development is, therefore, something more than knowledge or collection of new facts. Piaget portrays children as active and motivated pupils who, through numerous interactions with their physical and social environments, build a more complex understanding of the world around them. He believed that cognitive development goes through four stages, such are: sensorimotor, pre-operational, concrete operational and formal operational (Imajli, 2012, 237).

1. Sensorimotor stage is when cognitive functions are mainly based on the behavior and perceptions.
2. Operational stage when the symbolic thought and language become dominant but the reasoning is "illogical" by adult standards.
3. Action phase is when logic skills and reason are developed, but are limited to specific objects and events.
4. Formal action stage is when it involves abstract and hypothetical thinking. Almost all contemporary theorists recognize the value of methods Piaget, his views about the construction of knowledge and the appearance of qualitative differences in cognitive development.

The Piaget's work has exerted great influence on how teachers see pupils' cognitive development. Vygotsky proposed that adults encourage children's cognitive development. According to his viewpoints, the cognitive development occurs interacting with adults or peers. He also states that at any given point in a child's development there are certain problems and they are on the verge of being able to

³ Curriculum/Syllabus, MEST (2005). Pristina.

solve problems themselves (Musai, 1999, 53). Contemporary theorists have developed the theory of Vygotsky in some respects, for instance, some suggest that adults can help children to benefit from their experience by building common understandings, participation and cognitive learning. Others recommend that adults should engage children and adolescents, initially by providing enough scaffolding to be able to perform those tasks successfully.

Challenge, commitment and social interaction are central to both theories of Piaget and Vygotsky. According to Bruner, cognitive structures are matured by the age, as a result of which the child can think and organize materials in increasingly complex way. Cognitive development stages are not linear; they can occur at the same time. Both Piaget and Bruner focus on active learning, active research and findings, inductive reasoning, internal motivation, and connection of previously learned concepts and teaching new information.

While Chomsky sees children's language development as a specific aspect of knowledge, he stressed that "language is the mirror of the mind and argued that the possession of language is possible since children are born with an innate knowledge" (Musai, 1999, 53). Thus, the capacity for language is a biological heritage and linguistic specificities are activated mainly through the interaction of the child with the environment. Cognitive development is an important aspect of child development in general. Children grow and change in many ways throughout their school years. So they are developed the physically, emotionally, and cognitively. This statement outlines some key developments at children skills for thinking and learning and suggests ways that parents and guardians can support their children during growth in these areas.

Studies about cognitive development of pupils

Many psychologists believe that learning in school is a familiar fashion. The theory of cognitive development of pupils categorizes characteristics at different stages of their growth. The cognitive development of pupils is very important for us as teachers to take decisions on teaching and management situations. The main notion of cognitive development is that children develop skills in sequence more or less predictable. All children are not developed to the same degree, they all go through all the usual stages of cognitive, physical, social and personal modes. As it might be understood, physical development is dealing with changes in the body. Personal development is the term generally used for individual differences in personality. The social development refers to differences in how an individual relates to or depends on others. Cognitive development refers to changes in thinking (Musai, 1999, 34). Understanding the cognitive development of pupils allows us to fairly choose instructional programs, activities and scaffolding so that pupils are challenged, but not frustrated.

Cognitive development theorists generally agree that children are not passive recipients of knowledge, but on the contrary, they are active in obtaining information also "all agree that the development follows the relatively logical progression" (Musai, 1999, 53). The cognitive development of the child builds prior knowledge, and this reminds us as teachers what we must do our best in order to build those prior knowledges to the pupils. We need to expose our pupils to a vast array of experiences

and ideas so that they serve as the foundation for more experiences and ideas. Regarding the fact of studying literature of cognitive development, it is said that low levels of cognitive development in early childhood influence at school and throughout life.

Since 1967, there has been an explosion of research on how primary school children develop thinking and learning. So Bruce McCandless & Hilda Fahd (2012) in their research on cognitive development, dealing with preschool age children and those of the first grade, have sought to find the impact of activities which took place in the garden as: math, reading, etc. than helped those in the first grade to develop the skills of attention and how the brain grows and changes. Barac & Bailystock (2012) have examined the effect of bilingualism on a variety of aspects of cognitive development of children between the ages 4 and 8 year-old. This research has shown that children who inherit two languages have more advanced ability to solve problems that perceptual information than children who are in the same field of development and speak one language.

Studying the development of children-pupils is important to us as teachers, because we will be responsible for every stage of their development and every year in our classrooms. The more we learn about their development, the more we could understand the adaptation of teaching. Discussions of educational programs designed to teach children how to think, has been a strong and sustainable element. In the context of such programs, there has been an emphasis on processes metacognition. In a research that was carried out with 29 children by Flavel, Beach & Chinsky (1996), they found that they are capable of carrying out a strategy of memory, but unable to use it spontaneously. The findings of the study conducted by Whitebeard (1983), offer metacognition content about interaction with other cognitive factors related to the strategies and performance. In this study it says that the memory must be a strong factor and present in this light.

Donaldson (1978), and his associates showed that understanding and performance in a task is sensitive to relations with existing knowledge. Within a psychological research, Pressley (1987), has presented the model "a good user of strategies" that research helps integrate a series of features including strategies, metacognition, motivation and knowledge which were highlighted in research related to resolving problems of children and adults. According to the Siegler (1978), effective development for solving problems is seen as more dependent on the way in which the problem is encoded by children. The development of increased sophisticated strategies has been a tough topic in solving problems in literature. The Segler's study (1978) is important for solving problems because it is an early example in an attempt to determine the performance of the strategies used within a particular context. This is based on a methodology where pupils' strategies are drawn from the pattern of their responses.

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