

Interactive Methods in Teaching Process

Dr. Shpetim Zymberaj

University of Prizren "Ukshin Hoti" Kosovo

Dr. Ilir Krusha

University of Prizren "Ukshin Hoti" Kosovo

Abstract

Teaching methods include the ways, practices, and didactic procedures that teachers use during the learning process. There are several indicators today that prove that change is happening in our schools:

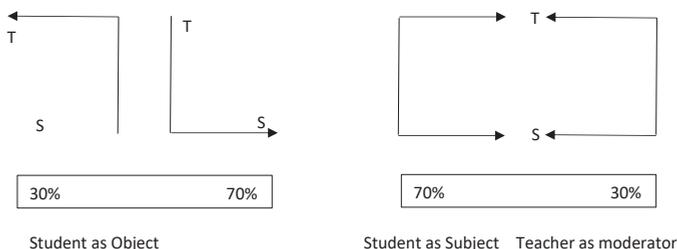
- The teaching methodology has changed. Teachers are using a set of interactive methods.
- Students are familiar with Bloom's Taxonomy. It has helped them develop high-level thinking through critical thinking.
- Students together with teachers are doing research work in teamwork.
- Educators are using texts that are in line with the trends of technological developments.

Keywords: change, teaching, interactivity, methodology, student, process.

Introduction

In all countries worldwide there are constant reforms in the education system. After the war (1998-1999) such reforms happened in our country, Kosovo as well. These reforms can be internal – such as changing the content of a program, and external reforms - changing the overall education system. As the time passes, during the developmental process of education there are natural changes that take place. These changes not only facilitate the teaching process but also take on a reforming character. The essence of change in the first place must lie in the motivating attitude of students for full active learning.

Active learning gives dimensions to the subject. So, students should be treated as subjects and not as objects and this is a support of the values of how to learn. Teaching realized with interactive methods has changed the student-teacher relationship. Below we are giving a model of changing this relationship



The change of this ratio has made the students all active, all engaged, and the center of the teaching process. The social changes that are happening at an unprecedented rate are also conditioning the changes in education. These changes also have their purposes such as: pluralism, neutral education, educational tolerance, etc.

In our schools, we can have a subject on: Education and Tolerance or any secular subject, for example, Ethics.

From another point of view, it is more than necessary to emphasize that teaching is a dynamic process and is dedicated to continuity; from growing developments and demands to bring about change, teaching methods, forms of work, other tools, techniques and strategies that facilitate their teaching and learning process also need to be adapted. Teaching planning based on modern methods is a permanent process. Planning methodologies in the educational process are quite flexible and can be adapted to situations that have large differences in terms of the level of development of learning capacity by students for the new generations of teachers to easily adapt to such changes that are taking place in our society.

The first task of teachers is to organize learning activities which aim at fulfilling the results that lead to the realization of the set objectives dedicated to the success of their students. This teaching activity must be preceded by a proper planning by the teachers.

To achieve successful teaching by the teacher, depending on the nature of the lesson unit, "Teaching planning helps the teacher to think clearly about the methods and strategies he will use during the elaboration of the unit so that students clearly understand the objectives which are foreseen by the curriculum"¹.

A proper preparation of the teacher for the lesson will strongly help in this regard.

"The fact that the whole lesson is well planned, means that the teacher finds it easier to focus on the normal development of activities until the end of the lesson."²

Nowadays, rapid technological discoveries are taking place in many spheres of social life, especially in the field of informatics and communication, therefore the opinion should be supported that, "The main goal of education is to create people who are capable of doing things new, not just to repeat what other generations have done; people who are creative, inventive and innovative.- The second purpose of education is to form minds that can be critical so that they can verify and not try everything that is given to them"³.

In step with modern times the teacher has the right to choose contemporary methods and strategies of teaching planning in accordance with the learning objectives and capacities that students have.

It is necessary to stop here to clarify the semantic side of the word 'method'. The word method is derived from the Greek word "methodos" which means path / way of research and study. Some authors with the word 'method' understand the logical way in which the teacher easily directs students to a new knowledge. Teaching methods are of antiquity, they were born when the need for education arose.

¹Dr. Bardhyl Musaj, General teaching methodology, Tirana,(2001) p.83.

² Dr.Bardhyl Musaj, General teaching methodology, Tirana,(2001) p.83.

³For more: Fister (1995), p.29.

We find them used since the time of ancient Greece. The pedagogues of that time are known, such as: Socrates, Plato, Aristotle, Quintillion, etc. In Greek mythology it is said that "Athens forced Socrates to drink poison"⁴.

So, teaching methods have been applied since ancient times.

Quintilion, instead of corporal punishment for students with bad behavior, asked the teachers of his time to use teaching methods.

During the Middle Ages, the prevailing opinion was that the mere use of a single teaching method (monomethodism) was enough.

Supporters of this opinion in later times were Jon A. Komenski, John Roku, Rousseau, Pstolac, Herbat, etc. Historically, teaching methods have evolved, changed, perfected, and modernized, in accordance with social and economic developments.

Teaching methods should be seen as a key factor for successful teaching. The frequency of using traditional methods in the teaching process has been as follows:

- Monologue methods
- Dialogue (conversational) methods
- Verbal methods
- Demonstration methods
- Experimental laboratory methods
- Text methods
- Comparative methods, etc.

Given that the title of our paper deals with interactive methods in the teaching process, we do not find it reasonable to dwell on the elaboration of traditional teaching methods. Nowadays, with the perfection of the teaching process and the application of new methods in the teaching process, including new means of concretization, textbooks are changing and are being perfectionated. Thus, in the new texts there are illustrations, explanations, tasks, exercises, etc., "to break the monotony of the text"⁵. Today, at all levels of education, new teaching methods are being applied, that is, teaching with the students at the center of the teaching work, while the teacher there plays the role of a guide and moderator. How is this done?

Students are divided into groups and each group receives its tasks from the teacher. The groups have their own leadership. Thus, while working in groups, students have at their disposal 70% of the time in class for the subject, which is enough to complete what is planned. During this work the students take on the dimensions of the subjects and the teacher is there in the role of guide.

"It is this lesson where there is mutual respect between students and teachers, where positive communication is allowed for sharing ideas and listening to others. It uses positive discipline to support success and to encourage students to strive consistently" Using interactive methods in the classroom by the teacher, enables students to participate actively in the lesson; to be focused, select, and apply knowledge that suits their mental capacities. Thus, they develop the ability to become high-level thinkers and independent learners. Therefore, in the process of interactive learning,

⁴IF. interactivity Foundation, Teaching methods, open discussions, p.3.

⁵ Michael Fullan, Understanding change in education, Tirana, 2001.

⁶ Manual for the teacher-Teaching and learning in non-formal education, Tirana, 2006, p.24.

in addition to traditional methods, interactive methods are also used:

- Kim Methods
- Sheet methods
- Stone methods
- From things to topics
- Project methods
- Swot analysis methods
- Discussion methods
- Joint research methods
- Analysis of common features
- Concept map
- Forecasting in advance terms
- Structured record keeping
- Pyramid diagram
- I know-I want to know-I learned
- Question-answer relationship (QAR), etc.

The Kim method is realized through the aquarium exercise. The activity takes place in the classroom, the students are divided into three groups: Group 1 and group 2 are observation groups. In the end, all three groups of students have the task of extracting the truth of what is required.

Sheet method

The teacher has prepared in advance the group assignments which are written on separate sheets for each group: Thus, the students are motivated to develop the work together.

Stone Method

Students should sit in a circle; the teacher has given the tasks to the students in advance. They have a stone in hand and pass it one by one to each other in the round. The student who has the object (stone) in his hand must answer. The purpose of this method is to activate each student. There are no good students or bad students here, everyone should participate in the learning activity.

From things to topics

The purpose of this method is to activate each student to participate in the activity organized by the teacher and to see how students perceive objects, things, and nature, in different ways. It is a very practical and easily feasible method, for example:



Students should give answers to what the apostrophes see.

The geologist sees the rock composition; The climber sees this as a climbing point; Geographer sees the altitude; The biologist sees the flora and fauna; The solidier sees it as a strategic point.

Geographer
Geologist
Climber
Biologist
Solider

Each student activates his thinking to discover the truth. But, the truth is difficult to achieve in full percentage.

Project method

The realization of this method during the classroom learning process is marked in bold lines:

Subject: Chemistry

Topic: Coal

Students are divided into three groups:

Group I: how did coal get into the earth?

Group II: how coal is extracted from the earth?

Group III: what is coal?

Subject: History

Group I: The way of Alexander the Great

Group II: Admiral Road

Group III: The strategic goal of this road

SWOT analyses method

Using this method sheds light on the state of a school, organization, and institution to see what are the factors that influence its success or failure.

We are marking this in the form of a sketch which would look like the following:

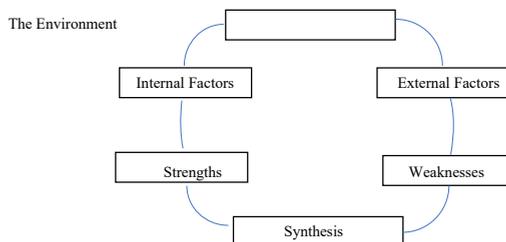


Figure no. 2

Many factors influence the progress of the work of a school and the improvement of the quality of teaching.

Conclusion

Interactive methods have a significant importance both in the teaching process and in the learning process. Among other things, they help students develop long-term learning habits and develop high-level thinking, ie critical thinking.

The use of these methods helps students solve problems and process the information they receive during the learning process. Finally, we can state that the use of interactive methods by the teacher makes the classroom a safe, encouraging, and open environment bringing about a collaborative work climate and an intercommunication between groups of students.

References

1. Dr. Bardhyl Musaj, Educational psychology, Tiranë, 1999.
2. Majkëll Fullan, Understanding change in education, Tiranë, 2001.
3. Reforms in Pre-University Education, Pedagogical Journal, number 1-2, Tiranë 2000.
4. Teacher's manual, Teaching and learning in non-formal education, Tiranë, 2006.
5. Ch. Templer, A. Crawford, W. Soul, S. R. Mathews, J. Makinster, Teaching and learning strategies for thinking classes, Tiranë, 2006.