



## What strategy, teaching and learning tactics and methods mean, Check as a methodical link and its various forms

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**Abstract:** During the teaching and learning process, a clear strategy, a series of methods and techniques are used which must meet some didactic requirements, in order to make possible: The grounding of a student with interests, who is active, creative, capable to express himself freely, to have civic courage, to cope with the tasks and challenges of the time. While dealing with the theoretical problems of the educational and learning process, we come across the term teaching strategy. With the term teaching strategy, we will understand the definition and detailing of the activity that the teacher will carry out concretely in the lesson based on the requirements of the method. If we were to define it, we would say: "**Strategy is the concrete view of the method or methods applied in a lesson class**".

In addition to the term strategy, in the teaching-educational process we often come across the term teaching technique. For the student in general, and for the primary cycle student, in particular, the family, school and society are interested in the best possible progress. For this progress to be as good as possible, the teacher and the competent bodies exercise daily or periodic check. Equipping students with historical knowledge is both easy and difficult to check. In the check process, the curriculum, the governing bodies of education, which involve educational directorates, school directorates, and the teacher, play a role.

Keywords: strategy, technique, teaching

Teaching and learning methods have always been part of pedagogical and psychological studies since the process of educating generations and individuals began. By the word 'method' we will understand the means, forms, ways that the teacher employs in a lesson to achieve the basic objective. Method is the set of ways and means used to study or explain something. The word method comes from Greek and it means; *method = path, aspect, direction, way, attitude, etc.* Strategy and technique are in themselves part of the method that the teacher chooses for a lesson. For this reason, we must be clear that: The method is determined by the content of the new topic. The chosen strategy must be satisfactory to achieve the objectives. Techniques should be a function of the strategy selected for each lesson. Often, methods, strategies and techniques do not have clear dividing lines, so it is difficult to distinguish and identify them. The success of the

learning process depends on the implementation of methods, strategies and techniques during the lesson. This is the reason why the researchers in the field of didactics, methodologists and various researchers have been intensively engaged in the study of teaching and learning methods, strategies and techniques. They focused on the following discussions:

- The primary problem of these studies has been the role and the teacher-student relationship, placing the teacher in the centre until the end of the eighties. Recently, it has been concluded that we should put the student in the centre.

- The researchers have given valuable conclusions regarding the place of development of the learning process, reaching the conclusion that learning in the classroom and outside it should be harmonized.

- By perfecting the teaching and learning methods, the researchers, after accepting the placement of the student at the centre of the learning process, have also classified the methods, giving priority to the student's activity and learning methods.

All methods have their role and significance; they are valid if used in the right place. It cannot be said that this or that method is good and this or that method is bad. The success of the method depends on several didactic criteria, which are as follows:

- The teacher should not be static only in one method, but during the lesson s/he should use a number of methods in accordance with the topic, the degree of knowledge that the students have, the material-didactic basis, etc.
- Before using the method, the main purpose of the lesson should be well taken into account.
- The teacher must be clear about the age and psychological characteristics of the children of the primary cycle. The primary cycle teacher cannot use the same methods as the history teachers in high schools and in universities.
- The place where the lesson will take place is another didactic criterion.
- Scientific preparation, experience in the teaching process, the composition of the students in the class, are criteria that the teacher should take into account when choosing the method.<sup>1</sup>

During the check of knowledge, concepts and historical events acquired by the student in the learning process, the teacher realizes several goals.

- The teacher aims to identify the extent of acquisition of new knowledge.
- To highlight the character of knowledge acquisition, whether it is active, logical, or a simple mechanical acquisition.
- To identify the abilities, skills and practical habits of the students.

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<sup>1</sup> Seriali i plotë i gjuhës shqipe dhe letërsisë në shkollë, nr 12, Tiranë 1986, konkretisht A.Polovina : “Për disa problem të hartimeve dhe korigjimit së tyre në shkollën e mesme,” I. Leka “ Probleme të rritjes së cilësisë së hartimeve dhe të korigjimit të tyre në shkollën 8 –vjecare, fq.59-63

- To encourage students for a permanent and ever-growing interest.
- To cultivate conscious and permanent work.
- To encourage positive zeal and honest competition among students for a higher level in the acquisition of historical knowledge.
- Through the check, the teacher aims to identify the deficiencies of each student and the class as a whole. The teacher, after identifying the shortcomings and their character, takes measures to repair the created situation.

The check can be:

- a. The check according to lesson topics.
- b. The check according to the forms of presentation of knowledge, 1. in writing. 2. orally.
- c. The check according to the number of students being asked. 1. Individual check. 2. Frontal check. 3. Collective check with tests (This type of check was explained above)

Of all the forms of check, I am focusing on *frontal and individual check*.

*Frontal check* takes place under the organization and guidance of the teacher. The teacher plans the questions in the daily plan; s/he addresses the question to the whole class. After observing the whole class and visually identifying the students who are willing to answer, s/he chooses one of them among the students. In determining the student who will answer, the teacher must take into account that the students are all involved in the answer, within the class or in the following two classes. After determining one of the students to answer, the teacher must ensure discipline and, if the question requires work in a notebook or with concretization tools, then s/he makes sure that the students do the same thing as the student who answers. The teacher allows other students to complete or generalize the question. S/he takes care to record the students who provide some correct answers and, at the end of the check, s/he should draw the conclusions of this check. The conclusions of the check can also end with marks for the students who the teacher has identified as the most active and who have provided correct answers.<sup>2</sup>

*Individual check* is the check that the teacher makes for individual students during the lesson. The questions are usually of a theoretical nature and require an answer based on the knowledge acquired in previous history lessons. The teacher, after having planned the questions in the daily plan, addresses the question to the whole class, but s/he asks for the answer from one student. The teacher can also plan the names of the students who will answer in a lesson. But in these cases, the teacher must avoid periodicity, so that the students do not follow the queue and reduce the work of learning historical knowledge. The teacher, even when s/he activates one or two students, asks for their answers and the opinion of one or more students in the class. Especially when the students are raised; the teacher must ensure discipline and let the students understand that they must participate in the lesson. To accomplish this, the teacher either gives the students a class work or reminds them that some of them will also be asked about their

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<sup>2</sup> Hamit Beqja. Rreth disa kontraditave në metodat e edukimit dhe mësimet, Tiranë, 1994, fq.18

answer. In this way, s/he encourages the positive zeal of the students, which is achieved through open competition.

### **Assessment and its pedagogical role**

During the last decades, an open debate has developed about the role and place of assessment in the teaching-educational process. The dozens of specialists, researchers in the field of didactics, psychologists and teachers who have participated in this professional debate, have provided us with an increasing number of papers related to the forms, methods and importance of assessment in the teaching process. The check in the language aspect means carefully reviewing the work done, to verify the acquisition of facts, concepts and historical knowledge.

The assessment, in the technical aspect, is understood as a rubric during which the teacher must recognize the qualities of the students and give an opinion about the real value they have.<sup>3</sup>

Assessment, as a didactic element, is necessary for all subjects, but each of them has its own specifics that stem from:

- the nature and features of the content of the subject, in our case from the nature and features of the subject of the history of the Albanian people.
- the methods, strategies and techniques that the subject of history employs in the teaching and learning process.
- the goal and objectives of the lesson in the subject of history.

The features of the assessment in the subject of history are:

1. Development and enrichment of new historical knowledge.
2. Limitation of subject material to reproduce historical material, which you cannot experiment with.
3. Through the check, historical knowledge is systematized, acquired and enriched.

The check and assessment activity is an integral part of the learning process. Assessment is considered an important didactic element. Professor Qazim Xhelili, addressing the educational purpose of assessment, emphasizes:

- To help students in the processing, categorization and coding of new historical knowledge, to help systematize them in the memory of each student.
- To help students operate with new knowledge, do independent work and use it in any situation.
- To reinforce and integrate concepts, laws, legalities, historical facts, events, dates, etc. in the students' memory.

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<sup>3</sup> Teacher's resources, geography, history of the World. Houghton Mifflin Company, Boston, USA 1990, fq.62-64

- Through the check, the level of each student is identified; the opportunity is created for the repair of defects, weaknesses and gaps, the differences created in the student and between students during the learning process.

- Assessment strongly influences the motivation of students for individual work, promotes the positive side of competition which, at the ages of the primary cycle, is emphasized and goes as far as selfishness. Therefore, the teacher has the duty to create an atmosphere of work and assessment as fair and impartial as possible.

The new conditions and standards of the teaching process, the use of new methods, strategies and techniques, also require a new conception of the check and assessment process. In our schools nowadays, it is required to give up mechanical reproduction, not to do schematic and verbal check, not to turn check and assessment into fear, pressure and coercive measures to establish discipline in the history lesson. The researcher Bell Hooks, while dealing with the problem of check and assessment, emphasizes that: *“Sure, it's bad faith to pretend that we're all the same because the teacher's the one who ultimately is going to grade. In traditional terms that is the source of power, and judging is something we all do as students and as teachers. That's not really the source of power in the successful classroom. The power of the liberatory classroom is in fact the power of the learning process, the work we do to establish a community.”* in the sense of interest in creating an environment as optimal as possible in order to increase the level of learning effectiveness.<sup>4</sup>

At lower grade levels, students sort by concept symbols rather than cause-and-effect relationships. They are unable to absorb the essence of the problems. It is the teacher's duty to adapt the process of questioning, check and assessment to the psychological characteristics of the students of this school cycle. The teacher must bear in mind that knowledge is acquired in a cyclical and linear form. The development of the discussion requires that, both the teacher and the students, make a preliminary scientific preparation before the discussion begins. The preparation is done carefully with guidance from the teacher, motivating the students and serving them different sources of information. The teacher should make a good lead of the discussion. The discussion must have a clear logical line; the teacher must determine the purpose, duration of the discussion and insist on drawing conclusions from the discussion.<sup>5</sup>

For the success in carrying out the discussion, it is necessary to clearly define the problems to be discussed and construct the questions correctly. The teacher presents the students with the questions, the issues that will be discussed and the sources of information that they will rely on to prepare the discussion. The teacher identifies a group of students who are able to participate in the discussion. This does not mean that other students are excluded from the discussion. The teacher should try to engage as many students as possible in the discussion, but it is known that it is impossible for all students to participate during its development.

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<sup>4</sup> Gjokutaj, M, Përvojë për mësimin e gjuhës letrare. "Kurrikula dhe shkolla", Gjuhë shqipe e lexim letrar-1, 2001, fq.43

<sup>5</sup> Gjokutaj, M., Probleme të sotme të mësimin të gjuhës shqipe në shkollë, Kurrikula dhe shkolla, fq.10

The teacher must take care that the students are not passive, not to narrow the circle of students who participate in the discussion, not to fall into a simple reproduction of the knowledge that the text or different historical sources have. The teacher, while drafting the questions, should take into account that the students' answers take into consideration several topics, several sources of information, etc.

The advantages of using the discussion method in the lower cycle are as follows:

- The student shows a greater interest in learning.
- When s/he participates in the discussion, the student feels more motivated and appreciated.
- The discussion promotes students' thinking and judgment independently.
- The level of knowledge acquisition, the individual student's abilities and the flaws and weaknesses both for individual students and for the whole class are better identified.
- The method of discussion or the discussion that solves the problem places the student in the role of the creator, the implementer and the corrector of the problem being discussed.
- Through this method, the student has the opportunity to show his individual skills and affirm his/her personality.

**2. - The discussion that solves the problem makes it possible for the student to make an interpretation, use the logical scale and abstraction, increase the communication skills in the group, etc. The matching of historical concepts with the psychological features of the age**

The problem of acquiring historical concepts is treated as an active, creative and synthesizing process of thinking. This problem passes from incomplete and non-systematized knowledge to in-depth and systematized knowledge.

In the programs and history texts for the primary cycle grades (IV-V), the entire history of the Albanian society from its raise to our days cannot be summarized. Limiting the amount of knowledge is related to:

- The age of the students, with the concentric and linear nature of the form in which knowledge is acquired at school. By concentric forms we mean the representation of historical knowledge from the lower grade to the higher grade in the form of concentric circles. Whereas, when we say in linear form, we mean the presentation of historical forms in a continuous and gradual manner, following each other. Between the two forms mentioned above, the linear form has priority. The advantage is related to conveying the material in a continuous, uninterrupted way in which the connection of the historical material becomes more organic.

- With the age and psychological features of the age of the students in this cycle.
- With the purpose and tasks for which the subject of history is developed in this cycle, etc.

It is a known fact that the history of Albania is very broad, but in the program of the primary cycle, those historical problems are treated, those facts and events are presented, which are more important. Based on this didactic principle, the facts and events are given, in order to

understand and create a clearer idea about the development of Albanian history. In the history of Albania (as well as in world history), the basis of the narration of events are the facts. The fact is used not only for history as a science, but also for all levels of development of history as a subject. In this context also for the history of the primary cycle.

The increase of the scientific level, giving a large number of concepts, laws and historical laws, providing unnecessary historical knowledge, creating parallelisms, burdening with unnecessary practical tasks, etc., artificially increase the workload of students. Giving this burden is unnecessary and harmful to the students' historical grounding. The teaching material, concepts, laws and historical legalities that are given to the students of this level, must have a generalizing character. The teacher should avoid providing countless facts and concepts. The teacher must give the right proportions between the formative material and concepts, laws and historical laws, always taking into account the age of the students, the space in which the program and the curriculum allow.

Before serving a fact, a concept and a historical law, the teacher makes the balance of the knowledge that the students have acquired and the topics that will be covered in the continuity. The teacher must be clear that concepts are formed after the concrete form of thinking is formed, but often the concept is also related to the abstract level of thinking, actions that students acquire as they grow older. Assimilation of facts, formation of concepts, laws and regulations, without taking into consideration the psychological features of age, is impossible.

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