



Albanian Language in the Comprehensive Dimension of Education

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Abstract

Albanian language is taught to Albanian schools all over the country, in Kosovo and it is taught and spoken outside the borders of Kosovo where there are Albanian, in the territory between Skopje, Gostivar, Tetovo and Dibra, in Presevo, in Bujanovac and in Medvedja, in Kraja, in Ulcinj with circles up to Bar and Chameria. Through immigration Albanian language is taught in countries where there are Albanian immigrants in Italy, USA, Germany etc. This paper seeks to make an analysis of Albanian language in the comprehensive dimension of education. Teaching and learning in the subject of Albanian language in schools encounters various difficulties. This paper will address these problems and strategies that teachers use to overcome the difficulties in this subject. Increasing the quality of teaching is related to all the factors and actors that influence Albanian teaching. These factors are always evolving and the main requirement is the proper functioning of these factors, cooperation between them, selection and adaptation according to the level, requirements and goals that are required to be achieved and that must be such as to be feasible and objective. This paper aims to present the main problems of teaching and learning in the subject of Albanian language in lower secondary education. The paper will focus on the following objectives: First, to identify the real situation of teaching and learning the subject of Albanian language. Second, the paper will also present some suggestions for the process of teaching and learning the Albanian language. The paper is important because it first presents an issue which needs a broader study than this paper. Nowadays, there are more and more problems that children have in the subject of Albanian language and therefore it would be recommended that these problems be traced to their origin.

Keywords: Albanian language, teaching, learning, comprehensive dimension, education

1. Introduction

Teaching is a process where a number of factors intertwine and interact. As an evolving process, the factors that influence this process are always changing: some factors change the role and place they occupy in this process, other factors arise depending on developments in the field of science, technology, in the social, economic aspect, psychological etc. The aim of teaching is to increase quality, a permanent goal of education, as 'quality' in this respect is always a quest, a 'product' that is always evolving by adapting to the demands of society and the changes it goes through (Eleonora Villegas-Reimes, 2003).

The main purpose of teaching is the formation of the individual, in this case the formation of primary school students. A comprehensive training that responds to the development of society at all levels: technical-scientific, social, economic, etc. To achieve this goal, a number of reforms have been carried out in the field of education, after the 1990s and onwards. These reforms focus on precisely the factors that affect the increase of quality in teaching. In the close teacher-text-student relationship, in the history of education the focus has been on various elements: earlier in the text, then the active role was left to the teacher, and finally the student has been placed at the center of the teaching process (Dee et Al , 2003). Student-centered teaching aims to train individuals ready to face the developments and demands of the society in which we live, of an open society, of a continuously evolving society that moves at a fast pace, but also in the education of human values and the creation of generations that carry and transmit moral, ethical, historical, national, social values, etc.

1.1 Research questions

The paper focuses on the following research questions:

- What are the difficulties encountered by primary school students in primary education in the subject of Albanian language?
- What is the role of the teacher and how does he / she influence overcoming these difficulties?
- How important is mother tongue teaching in our schools?

2. Literature Review

2.1 Teaching and learning the Albanian language in our schools

The Albanian language is developed in the nine-year cycle in our schools and in gymnasiums with language proficiency throughout the country. In fact, the subject of the Albanian language has been somewhat reduced because for some time it was developed together with the subject of literature. In everyday life people use a form of discourse, which is determined by many circumstances of the family and their formation. For this reason children who then become students are taught in their mother tongue, which is not always standard. Therefore the language subject in school is needed. According to Professor Zymer Mehani (2016) if we look at the current situation in schools from the point of view of standard language, there is no doubt that there is some excessive neglect of language discipline. If we look at the use of Albanian, both in writing and spoken language, remove some problems related to special phonetic features (lack of palatal q, gj; varieties of pronounced ë pronunciation;), but not in the use of the group of vowels ua, of words with rotation, of the use of the stressed ë in certain conditions, - these features of standard Albanian, based on Tosk Albanian, in other fields - as in morphology and in word formation and in the main issues of sentence construction, - the standard of Albanian is mainly mastered to a good degree by the new generations. The standard language is taught in school. This is true of any other language around us. All state and public activities are conducted in the standard language (Hasan Mujaj, 2012).

The main goal will always be one: to make students aware that there is a standard norm for public needs, that without mastering it we lack the foundation and we would have useless communication difficulties between us (Hasan Mujaj, 2012). But to know that there are also variants, which constitute neither mistakes nor sins, on the contrary, having knowledge about them, will facilitate our communication with all compatriots anywhere in the world and we will have a key to use everything that is written in the Albanian language over the centuries.

2.2 Primary education system. Objectives and expected results for students.

The pre-university education system is based on the positive tradition of Albanian education, operates in implementation and in accordance with the Constitution of the Republic of Albania and the Albanian legislation in force and is developed in respect of the common values of contemporary education systems.

Our pre-university education system consists of (IZHA, 2014):

- Preschool education, which includes the education of children aged 3-6 years, in kindergartens or 5-6 year olds in preparatory classes.
- Primary education, which extends from the first grade to the sixth grade.
- Lower secondary education, which extends from the seventh grade to the ninth grade.
- Higher secondary education, which includes the tenth, eleventh and twelfth grade.

This level includes gymnasium, oriented secondary education and vocational secondary education, which, in some branches, extends to the thirteenth grade. Our education system aims to train students to be able to live and contribute actively to society. democratic, able to cope and adapt to a diverse and ever-changing world in all areas of life, knowledge and work (IZHA, 2014).

2.3 Development of Albanian language subject in our schools

Linguistic development is mental development and at the same time psychological development. That is why the problem of language formation of the new generation is important not only for today, but also for the future. Relying on theories of language learning and teaching can significantly contribute to improving the quality of language learning. Policies need to be formulated once the literature has been understood so that it can be translated into practice. However, theories of

language teaching and learning developed in central contexts, with little influence from the main theories of language learning and learning, developed in peripheral contexts, present obstacles both in the expansion and development of these theories and the application of them in non-central locations. A theory is good (or bad) based on the data on which it is based. Most of the dominant theoretical frameworks have been developed in the West with data collected in these contexts. These theories are often adopted and promoted in the rest of the world, where local practices (data) may or may not support them.

2.4 Teaching the Albanian language through creativity

Defining creativity by creating definitions traces the shift in meaning of 'create' from the religious ideas of divine creation from nothing to the advertising notions of concept creation. It also examines the complex history and extraordinary dexterity of the mind of terms such as: imagination, invention, inspiration and originality.

Creative practices, cultural processes are a critical anthology of materials, chosen to promote clear thinking about everything from the changing constructions of 'literature' and 'sketching' to artificial intelligence and genetic makeup.

Scholars in the field of education have recently expanded the general understanding of creativity in such a way by linking it to many ideas about thinking, learning and imagination. In this context they acknowledge that creativity is not simply a process that necessarily leads to great ideas, but sees it as a broader and more applicable process in relation to practical solutions to everyday problems and then their application to situations. of real life.

To foster creativity, teachers should encourage students to think indirectly and make connections between things that are not normally related. They need to be able to reinterpret and apply their learning in new contexts, look at things from different angles, and experiment with alternative approaches to problem solving.

Developing language programs based on teaching methodologies imported from developed countries is an unsuitable solution for teachers, who face a number of specific problems in their classrooms. The communication method, which has been widely used around the world, is an example. The use of the communicative method has been questioned for some time because it has "a kind of naive ethnocentrism driven by the thought that what is good for Europe or the US should be good for others as well" (Chick, K. J., 1996). "When faced with a variety of methodologies and materials imported from Western contexts and promoted by international organizations, educational institutions and advisors, experts, policymakers, researchers and teachers need to determine what is and is not appropriate to use in classroom and within broad educational contexts. In many cases, policies developed on the basis of Western theories do not produce the desired effect because teachers do not see the importance of ideas and usually either reject or adapt them to meet the needs of their classrooms. Effective teachers adapt the practices given to them through policy and curriculum to serve the needs of their students. Teachers may not have the necessary expertise, training, time, or resources, they may reject and ignore policies and materials altogether.

2.5 Some learning activities that promote the reading of the Albanian language

Through research in the field of reading, strategies and techniques have emerged that play a role in the activities we design in reading. Thus in the large family of strategies and techniques that are applied during the reading process we single out techniques such as DRTA, INSERT, Two-part Diary, Save the last word for me, Think / Work in pairs / rock with others, etc. These activities make the brain start learning better and retain most of what it reads. As mentioned above that reading is the key to learning. This process seeks to be achieved and promoted through activities techniques and strategies which offer the student to the text and make him find the courage to explain, analyze information, facts and phenomena conveyed through the literary or non-literary text (Michael Fullan, 2001). These activities that are created from the findings of strategies in the development of the learning process, bring liveliness and full involvement of students in the process of reading and understanding Various activities such as; Save the last word for me, it is a technique that encourages students to think and reflect about their readings and writings. This technique creates opportunities to engage students of all levels in discussions, but first they must read carefully to select interesting passages. Writing skills are developed when asked to write a comment about the selected piece. Students can write arguments for and against the chosen idea.

Through the Think / Work in pairs / rock technique with others, thinking, speaking and writing are intertwined. The realization goes through three stages: In the first stage, the students listen to the question, task or problem given by the teacher and think about it. In the second stage, they write their answers on a piece of paper and discuss them with the bang's friend. In the third stage, from discussions in the couple, it is passed to the discussion in small or large groups and finally it comes out with a single answer. Directed imagination is a technique which stimulates the imagination. Many ideas

written by students are the fruit of their imagination. Imagination illuminates students' experiences.

2.6 Language development curricular lines

The language development program for children includes several important lines of the Albanian language such as: communication, thinking, connecting sounds with letters, writing, as well as handwriting. All these lines aim to equip children with knowledge, skills necessary to meet the demands of this field of education when they enter school, as well as to enable a natural involvement in this process of all children of this age, taking into account their problems, skills, inclinations in such a way, that this program not only fills the gaps of children who have not attended kindergarten regularly, but also improves and stimulates the skills of those who have attended kindergarten regularly.

In this sense this program may seem easy to those children who have always been present in the learning activities in kindergarten, but the treatment, the workload of this field, as well as the way it can be developed concretely in kindergarten, is an opportunity. It is good that all children, both in urban areas and in rural areas, are given an equal chance in terms of requirements and opportunities for a language formation valid for their immediate perspective as students in school (IZHA, 2014).

3. Conclusion and Recommendations

Education and language should be considered as an important component of language education policy. Language policies on this issue throughout history have culminated in the analysis of perspectives on bilingual education and the revival of the mother tongue in general and of minorities in particular and its maintenance.

Assessing the importance of learning the mother tongue, we must emphasize the criteria related to the importance of learning it, in relation to their progress in education. Thus, students are required to build their intellectual skills on existing skills and knowledge gained through the mother tongue. No one can turn off the light that is lit by learning the mother tongue.

- Techniques of using and learning the mother tongue of students allow teachers to bypass the grammatical progression of textbooks and evolve in language and language learning as a whole for language learning as a whole, but in particular mother tongue learning should be guided by some principles that enable language development. Taking into account these principles makes the mother tongue better learned through curricula oriented and guided by well-studied linguistic and methodological principles.

It is necessary to consider who the student is from a psychological point of view, social background, the language is not taught by looking at the individual, how he / she behaves towards the teacher or his / her classmates. Language is more than that. The student has a big world inside him, which he has to express in different ways. The teacher must open and open the world to enable each individual for further intellectual growth.

- Language is learned using the student's innate capacity for language to govern it in creative school activities. For this the teacher should be a good connoisseur of psychology. By stimulating and enlivening the learner's innate capacity for language he can use his creative mental power, leading him towards the formation of a habit.
- Learning all the language skills of students listening, speaking, reading, writing are open communication processes, speaking and writing are productive skills. All four language skills must go hand in hand. They need to be integrated. All people who understand much more can produce. The four language skills or arts that produce language make it functional and put it to use. Listening, speaking, reading, writing, are the main components that realize the curriculum of learning a language. All the principles on the philosophy of language come and go in these so important components, which make language practical and usable.

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