

Pedagogical apparatus of a textbook. Text and methodical work with it, class time and forms of its organization

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doi: <https://doi.org/10.37745/bjmas.2022.0176>

Published May 2, 2023

Citation: Kashah E. (2023) Pedagogical apparatus of a textbook. Text and methodical work with it, class time and forms of its organization, *British Journal of Multidisciplinary and Advanced Studies: English Lang., Teaching, Literature, Linguistics & Communication*, 4(2), 68-78,

ABSTRACT: *Pedagogy is a science that deals with the study of principles and methods, according to which the instructive-educational process (teaching) is developed, namely it is a science that deals with the study of education and training in the broader plan (in educational institutions, sports, etc.), as well as the methods used for this purpose. Otherwise, it is a teaching subject, namely a book, a text that provides general or special knowledge from pedagogy, which provides knowledge about the methods and principles of pedagogy work. Didactics studies the structuring of learning content, the flow of the cognitive process, the main factors of learning, didactic laws, types and systems of learning, learning planning, learning excursions, principles, methods, learning forms and instruments, the learning plan and program. The history of pedagogy (and education) deals with the study of the presentation and development of education, education and pedagogical thought in the past of human society, starting from the most distant past to its most recent past. School pedagogy is primarily related to pedagogical sciences, especially didactics, general pedagogy, comparative pedagogy, etc. A teacher is a Pedagogy professional who has the ability to educate his/her students and guide them in various subjects.*

KEYWORDS: pedagogy, learning, text, methodical work, class time

INTRODUCTION

The student of all levels nowadays receives knowledge through many sources such as; electronic media, work in the preschool system (kindergarten) and the nine-year school system (in both cycles), through family education, the work of educators and teachers, reading extracurricular books, etc. But, among all this flow of information, there are three main sources: the textbook, the media and the teacher, among which the text has the primary role, although it needs the teacher's word. Many researchers are committed to giving the definition of the text, of which Q.

Xhelili singled out Richandeau, who states: "The textbook is a printed and structured material, intended to be used in an organized process of teaching, learning and training of students".

Albanian researchers; Dhamo, Beqja, Dedja, Selimollari, Gani, Qirjazi, Dërguti, Musai, Gjini, Xhelili, Thëngjilli, Muka, Terpo, Kaso, Kuri, Gjini, etc., have described the text as the main work tool through which the student becomes familiar with and owns the new material. Through the literature text, students acquire knowledge about historical and literary facts, about concepts, about laws and legislations, about the development trends of our national history and literature. The student is also able to tell the story, to describe it with clear notes, to discuss problems, facts, events, concepts, figures and the most significant literary moments etc.

The basic parts of the text structure are the historical and literary themes that are developed in every lesson. Thus, the didactic shaping of the topics also makes possible the didactic shaping of the teaching text itself¹. The presentation of the new topic to the students is done by creating the scientific situation, which means pre-preparing the students for the new knowledge they will receive in the new topic. The pre-preparation is a function of the topic, its degree of difficulty, the amount of new material, the opportunity students have to collect, recognize and identify the elements of the new topic, etc., in this context we can provide a few examples:

- When we have to explain topics about the Scanderbeg era, or the life of a certain writer, students can be given the task of either writing down episodes from the movie "Scanderbeg" or collecting and interpreting tableaux centred on the figure of Skanderbeg, or on the life where a certain writer was born and worked. Therefore, we have a subject in literature that we call:

"History of literature".

This preparatory phase is related to the student's awareness of "hidden", "secrets", the curiosity of knowing new literary facts, stimulates the student's eagerness or motivates the student's level of interest in the new lesson. It creates conviction about the significance of knowledge, for the acquisition of the new topic that will be explained and makes the student aware of concentration and attention in the lesson.

Textbook designers and classroom researchers have come to the conclusion that new knowledge is logical insight or systems of facts and generalizations learned in a stable manner. For this reason, the text is built by harmonizing the scientific theoretical parts with the literary-historical parts. The language used is simple and unloaded with concepts of high degree of difficulty for students. The use of a language as simple, clear, appropriate to the age, the scientific level that

¹ Didactics. University of Tirana. Faculty of History and Philology, University book publishing house, Tirana, 1986. pg. 105

this age accepts, with a historical terminology that corresponds to the acceptable level, for students of the primary cycle, etc.

To make the topic, concepts, facts, historical terminology, new knowledge, etc. as clear as possible, the text is equipped with the pedagogical apparatus. By the term pedagogical apparatus of the text we mean:

- The text, based on the plan and curriculum, is divided into parts, chapters, special topics, special germs and issues.
- The identification of chapters (heads), titles, issues and germs in large, special and coloured letters.
- Localization with special writing (italic, bold, etc.) or underlining special and important moments of the topics being developed.
- The provision of each topic with the explanatory vocabulary for the new terms or concepts contained in each topic.
- Placing at the end of each topic some questions which include the entire topic. Acquiring knowledge at a satisfactory level can be checked by the student by answering these questions. So, the condition is that by means of monologue answers to the questions, the student does a self-check.
- The pedagogical apparatus of the text also includes the reading parts, various sayings of the central figures of our national history, writers of different periods, various photographs, sketches, maps, tables, etc. Reading sections should not be longer than the new lesson itself. They should be clear, with historical content, short, intended as an auxiliary part of the new subject, etc.
- The text also contains several sections such as: Remember what we said about...Remember what you learned in...etc. The main purpose of placing these rubrics is not only to refresh and make logical connections of the learning material, but also to eliminate repetition, etc.
- In each lesson topic, or at the end of the chapter (head), the text also has corresponding tasks. Setting these tasks is part of the pedagogical apparatus and aims at the systematic and organized check of the student, as well as equipping him/her with application skills. There are several types of tasks based on the answer: Tasks, which connect the historical and literary material that require reproductive, comparative, grounding answers that encourage the student for an independent work of a grounding character, etc.
- Part of the pedagogical apparatus is also the section "Remember". This rubric plays the role of the logical axis of relating the main problems of the material that students acquire from topic to topic.

The text also has some other elements, such as; the cover, which expresses the entire composition of the historical material and the purpose of developing the subject, the shape which

should be as usable as possible, the amount of sheets, the type of paper that should be used for the text, the type of writing², etc.

The lesson, its structure and features

The process of delivering new historical-literary knowledge at school takes place through the lesson, which remains the main form of the teaching process. Although the lesson remains the main form of the teaching structure, it constantly undergoes changes in structure, form and content, based on the experience of the teaching process of our country and the experience of the models that we benefit from other countries.

The duration of the lesson is different at different levels of Albanian education; it varies in 45', 60' and 90'. But the lesson time for primary school students. The lesson and the forms of its organization cannot be one hour long. This condition depends on the age of the students, who cannot afford a relatively long time, because the student gets tired, sleepy, loses concentration, has no acquisition skills, etc.

Starting from the eighties, the structure of the lesson has been the subject of many discussions, studies and conclusions. Before the nineties, the most recommended structure in a reading lesson, for example, took several forms:

I) The form when the goal was to provide new material.

- Knowledge check.
- Switch to new topic.
- Presentation of new material.
- Reinforcement of new historical or literary material.
- Assigning homework.

II) The form when the teacher aims to systematize previously acquired knowledge.

- Knowledge check.
- Systematization of acquired knowledge.
- Assigning homework.

III) A traditional or common lesson had this structure.

- Establishing discipline and checking attendance.
- General check (frontal)
- Two students would rise at the blackboard and they were asked about the knowledge of the day's lesson + the repetition lesson.
- Their assessment was done.
- The new topic was developed.
- Working with the text of history and literature.

² Didactics. University of Tirana. Faculty of History and Philology, University book publishing house, Tirana, 1986. pg. 93

- Assigning homework.

Didactic, pedagogical and methodical studies have provided many forms, models and different structures for the development of the lesson. In all types of lesson structures, some common elements of lesson organization are encountered. Some of the most general elements for school lessons are: Motivation, objectives, presentation of new content, didactic materials, practical activity, tasks that the student will perform at home through independent work, etc.

For example: Among the most acceptable structures for a lesson, which the teacher plans in the daily agenda, the history methodologist at the University of Tirana, professor Qazim Xhelili, after referring to a group of American authors, recommends:

- The topic of the lesson is of course different for each lesson and planned in the calendar plan.
- Motivation, which is related to the promotion of students' skills and the mission of that lesson.
- Learning goal and objectives for that lesson or topic.
- The material-didactic basis that will be used for each lesson.
- Check of knowledge acquisition.
- Processing of new teaching material that will be given in each lesson.
- Practical activity during the lesson.
- Working with text.
- Checking the understanding of the new subject.
- Homework planning.

Although the lesson is the main form of the teaching process, it is not the absolute or the only form. Learning takes place not only in the classroom, but also in other environments, such as: in the library, in historical places, in other scientific institutions. The development of learning in these environments is conditioned by the topic that the teacher will develop based on the approved program, on the basis of the lesson plan and planning in the calendar plan, from the beginning of the semester or the year.

The lesson, from the didactic point of view, is a lesson like all other lessons that take place at school. It has elements in common with the lessons that are developed for other subjects, mainly with the subjects of social sciences. But it differs from all the subjects for the features, for the distinguishing elements, for the originality that originate from the character of the subject. Some of the features of the lesson are:

- The class has the privilege of diversity, of innovation, it is unique and attractive, and it keeps the student in the tension of curiosity and the unexpected for the conclusion of the event or the historical and literary phenomenon.

- The literature lesson is different from the lessons in other subjects, because it uses a material and didactic basis different from other subjects. In the literature lesson we can use:
 - ✓ *Written sources*, such as: archival documents, parts of scientific, historical, literary, folkloric, mythological, linguistic publications, etc.
 - ✓ *Audiovisual means* or electronic equipments, such as: videos, slides, radio commentary, movies with a historical character, for example, the movie "Scanderbeg", computer equipment, diskettes, CDs, etc.,
 - ✓ *Institutions*, such as: museums, churches, mosques and tekkes, which have been declared cultural monuments, administrative centres such as the parliament, the prime minister's office, the city hall, etc.
 - ✓ *Illustrative tools* such as albums, photos, maps, sketches, plans, etc.,
 - ✓ *Various ceremonies* such as official holidays, local or national holidays, traditional Albanian rites and ceremonies, etc.
 - ✓
- The lesson uses several forms and methods of teaching and learning, which encourage passion, will and desire for document research, collection of episodes about the events that occurred in the area where the school was established, etc.
 - In the literature class, debate and scientific discussion can be successfully carried out, creative, reproductive, imaginative thinking, observation, fantasy, imaginary thinking, imitation, etc. can be encouraged.
 - In the literature lesson, the teacher has the advantage of using the knowledge, achievements and conclusions of other subjects, of Albanian and social sciences, which he/she does not receive in a mechanical way.
 - The subject of literature, with its properties, creates the possibility of creating harmonious teacher-student relationships. Learning literature is not a schematic lesson, a cliché, without creative sense, but it creates diversity, space, and breathing, gives the student the opportunity to be an object and a subject, to be active, while the teacher is an actor, director and class manager.
 - The literature lesson gives the teacher and the student the opportunity to be busy with intensive, creative and logical work, which is reflected in several diverse forms.

In didactic and methodical literature, the lesson is generally considered sacred. Someone considers it, rightly, diverse and unrepeatable. There are also other labels, which start from the purpose, tasks and objectives that the lesson accomplishes. The lesson time in all categories of schools and their type is developed in an organized manner. The main role in the development of the lesson is played by the teacher, who is the architect, the organizer, the manager, the main

actor of this scene of knowledge and who, with his work, has earned the right to turn the role of the teacher into a profession³.

Learning types and didactic criteria for each type

The lesson in literature is considered the main form of the learning process, because, in general, learning takes place in the classroom, but the learning process can also take place outside the classroom, as in various events. But wherever the lesson takes place, it must use a certain type of lesson. This didactic requirement is related to the learning process, the place where it will take place, the purpose and objectives that the teacher sets for each lesson. For the successful realization of the lesson, taking in consideration the didactic tasks, researchers have identified several types of learning, which include both the teaching process and the learning process.

They are:

- a) *Type of introductory lesson.*
- b) *Type of lesson for explaining new material.*
- c) *Type of repetition learning.*
- d) *Type of combined learning.*
- e) *The type of teaching for the check of the knowledge acquired by the students during the teaching and learning process.*

In the literature of the nineties, this classification of teaching types was given in history or literature class.

- *Type of lesson for studying new teaching material.*
- *Type of introductory lesson.*
- *Generalized repetition type of learning.*
- *Learning type for check.*
- *Type of combined learning.*

The analysis of each type and the didactic criteria for each type are:

Type of introductory lesson.

It is appropriate to use at the beginning of the school, semester and chapter. The use of this type is conditioned by the nature of the subject, which students of class IV develop for the first time with the unknowns that the development of the subject holds with the way of conceptualizing the subject both on the part of the teacher and the students. During this class, the teacher introduces the students to the subject, the program, the number of classes per week, the set of problems to be dealt with the subject or the chapter, the basic text with which the students will work for this subject, etc.

³ Group of authors, Student-centered teaching, QTKA, 2006, p.20

This lesson belongs almost entirely to the teacher and it passes through his speech. During this lesson, the teacher uses the method of conversation, report, explanation, demonstration, etc. Despite the fact that this is a special class in relation to other classes, the teacher, even during this class, uses a certain methodology which is determined by the objectives of the class itself and the purpose for which it is organized. The general methodical course of this lesson is:

- Presentation of the subject of the lesson.
- Presentation of the curriculum and program for the subject that the students will develop during that academic year.
- Explanation of the teaching material planned by the teacher for this class.
- Recording the main moments through which the lesson will pass during that academic year.
- The presentation of the basic text with which the students will work during that academic year, explains its structure, the pedagogical apparatus, the way of use, etc.
- Explanation of national symbols.
- The relevant tasks planned for the entire literature subject that the students will perform during that academic year.

During the development of this lesson, students are not passive. They are activated by the teacher in order to reach the conclusion that: History and its protagonists are present in the entire life and activity of generations of a nation.

Thus, for example, the teacher asks the students about the figures that the busts displayed in the village, town, district where the school was built or the places where they have seen memorials, tombstones, commemorative plaques with historical objects, street names, represent etc.

The type of lesson for the explanation of the new material is very generally used in the cases: When the historical material is unknown to the students; When the historical material has a varied documentary basis and the teacher needs more time to present it to the students; When the subject is of special importance in the development of our national history, i.e. when we have the topic of the Scanderbeg Era, the Albanian League of Prizren or the Declaration of Independence of Albania, etc., or when a writer has been persecuted.

One of the most suitable structures for this lesson could be:

- Emphasizing the importance of that lesson.
- Carrying out an introductory conversation with the object of refreshing the knowledge related to the new topic that will be explained. This stage makes it possible to create the necessary elements for a higher attention to familiarity with the new topic and the stimulation of students' curiosity. The extension time of this stage is a little longer than when we use it in other classes and the use of brainstorming.

- Explanation of the new subject, the time for which it takes up most of the lesson, about 70% of it.
- Summary and analysis of new knowledge through a short summary lasting about 5 minutes.
- Work with the documentation if there is work with the text.
- Assigning homework.

The teacher, even when planning the lesson in the daily plan, uses an unusual structure. He/she gives more space to the new subject. If the teacher will have as an object the Type of repetition lesson. An old Methodist saying in the classroom states that: "Repetition is the mother of knowledge." Regardless of this, the teacher should not exceed the measure, because there is also an opposite saying for cases of excess. "..., but it is also the father of boredom". However, the repetition of the subject based on the chapters or the teaching logic that the teacher plans in the calendar plan is a must.

The purpose of conducting a repetition lesson is: Clarification, chronological structuring, reinforcement, systematization, completion and consolidation of new knowledge that students have received for a chapter or for a larger unit of knowledge, for example, about a historical era or about a part of history, for example, about the history of the National Renaissance. The planning of the lesson, as in all regular lessons also for the repetition lesson, is not only mandatory, but also a necessity for the teacher. An orientation structure for these history lessons could be:

- Acquaintance with the main topics and issues that will be dealt with in class.
- Placing students in face-to-face situations where one person asks questions and the others participate in the answer, while the teacher makes the conclusion of the answer.
- Creation of chronological tables and assignment of students or groups of students for their completion, completion and check of work by the best students or by the teacher.
- Drawing conclusions and their generalization by the teacher at the end of the lesson.
- The organization of repetition is conceived as a method during which the student learns more than during a lesson, he acquires the historical material faster, easier and better. This acquisition is the result of several factors that influence the learning process during the repetition class, which are:
- During the repetition class, the historical material is presented in a systematic and concise manner.
- The student acquires more knowledge, with less expenditure of energy, time and effort.
- In the repetition class, the material is given chronologically, summarized and for a short time.

The type of learning for the check of knowledge gained by students during the teaching and learning process.

The organization of this type of lesson is necessary because the teacher must know to what extent the new historical-literary material has been acquired as well as build the work for the future, what is the level of the students, what are the problems that are not going well and how to repair them, what are the difficulties encountered by students during the learning process, who are the best and weakest students in order to design an individual work, for groups or individuals of the same level, etc. Through the organization of this type of lesson, the teacher performs self-check and assesses his/her work in that subject for a certain period of time.

The knowledge check is done in every lesson, so, in general, the forms of organization of this type are present in every lesson, but it is necessary for chapters, important topics or at the end of each semester. Based on the necessity of full check and testing the students, the general check is planned, the teacher plans it in the calendar plan. It can be planned by school boards or even by educational directorates.

General check can take several forms:

- a) Oral examination, during which the teacher conducts an individual examination with groups or by organizing competitions.
- b) Written test, during which the students' answer work is generally done individually.
- c) Check through practical tasks.
- d) Check by testing, during which the teacher has done more preparatory work for the writing test, of questions, which in this case are more numerous because the answers are shorter.

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