

## **The use of methods, where and how to use them. Methodological aspect. The concept of the reflective and expert teacher**

**Dr. Mirela Taçi-Saraçi and Dr. Ermelinda Kashah**

"E'qrem Çabej" University, Gjirokastra, Albania

Email: [ekashahu@gmail.com](mailto:ekashahu@gmail.com)

[mirelagjirokaster@yahoo.com](mailto:mirelagjirokaster@yahoo.com)

---

doi: <https://doi.org/10.37745/bjmas.2022.0178>

Published May 2, 2023

---

**Citation:** Taçi-Saraçi M. and Kashah E. (2023) The use of methods, where and how to use them. Methodological aspect. The concept of the reflective and expert teacher, *British Journal of Multidisciplinary and Advanced Studies: English Lang., Teaching, Literature, Linguistics & Communication*, 4(2),79-89,

**ABSTRACT:** *The methodological aspect is related to the importance of the study of didactics which is a main field of the science of pedagogy which studies the theoretical bases of the teaching process. Didactic thought is as old as pedagogical thought itself. Since that time, it has developed without interruption, where learning as well as education had its own specificity, whether in the theoretical, axiological or practical sense. Of particular importance and actuality are those that express the demands of the time in the field of teaching methods, such as the active acquisition of knowledge and its sustainability, the development of creative thinking and the education of independent work skills in pupils and students. The transmission and acquisition of a certain volume of knowledge in the form of concepts, laws, social phenomena, where on the basis of this selection and according to an advanced and contemporary conceptual apparatus, the didactic equivalents of scientific knowledge are determined.*

**KEYWORDS:** *Didactics, method, teacher*

---

### **INTRODUCTION**

The analytical alignment of several teaching methods: conversation, historical report, speech, discussion, explanation, role play, etc. The conversation method, although it is a traditional method, continues to successfully resist the forms of teaching recommended in the nineties for the subject of literature. Conversation, in the linguistic sense, means the free exchange of ideas between two or more people on matters of daily life or work: it means conversation between two or more people or an assembly between them: it means a speech held before a group of people on a certain topic: it means dealing with a problem with questions and answers or with an exchange of ideas between the participants. This conception of conversation makes it possible to build the lesson on the basis of a dialogue. Of all the contexts that the word implies from a linguistic point

of view for didactics, the best way is to mean an exchange of thoughts (conversation) during the lesson on a special topic. This conversation is carried out between the teacher and the students through a system of questions and answers. Often the answers can be alternative; they can be unclear or incomplete. The teacher is asked to accept a considerable amount of answers, which in the present day's language of didactic science, is called brainstorming. The technique of using the brainstorming method is based on:

- a. the time of its development which varies 5-10 minutes.
- b. the considerable amount of answers given by the students.

When the teacher conducts the brainstorming, he should not use the position of the critic for the students' answers.

- c. the form of expressing one's opinion freely, without shyness and fear of making a mistake and the teacher makes a negative assessment.

The teacher can make a general assessment, but cannot criticize or assess the student negatively for the wrong opinion. The teacher must insist that each opinion is argued on the sufficient measure.

Through the conversation method, knowledge is announced by relying on the previous knowledge that the students have, the knowledge that the text has served, the knowledge acquired through the independent work that the students have done at home or in the classroom. The teacher, even in the use of this method, is the one who has the main role, he aims to turn this method into a method of problematic nature that means he seeks to analyze the question, why?, for all social and historical phenomena. So the conversation does not have a dry, monotonous, rigid character, emotionless, black and white colours, etc.

When using the conversation method, the teacher should keep in mind the following have advantages:

- Sources of historical and literary information
- Good question construction. The questions should not be long, be related to each other, have a simple character, be based on the basic material of the text and the knowledge that the students have. Questions should not have a high degree of abstraction.
- The knowledge the students have.
- Degree of difficulty of concepts, laws, vocabulary, etc.
- Amount of new (unknown) material to be exposed in one lesson class.
- The teacher must also take into account the age of the students, which cannot accept knowledge of a high scientific level, conversation loaded with many concepts, difficult terminology, etc.
- The teacher must be clear that the conversation requires setting a clear learning goal and a well-chosen structure.

- The teacher must create a background and climate as optimal as possible, before discussing the topic or posing the question with which the conversation will begin.

The structure of a lesson during which the basic method is that of conversation is considered simple for methodists.

A methodical structure while using the conversational method can be.

a) The preparatory phase, during which:

- The goal of the lesson is defined.
- Objectives are defined.
- The conversation plan (structure) is drawn up.
- The problem situation plan is drawn up.
- Drafting questions and possible answers, etc.

b) The conversation development phase.

- The teacher presents the goal, objectives and roles of each interlocutor.
- The teacher lays out the problem situation, which goes through several stages:

Preparation of the problem situation; solving the problem situation; drawing final conclusions. Any of the stages are presented below in the chronology and structure of the third stage of the conversation.

- The teacher asks the questions for debate.
- The answer (completed by the students and concluded by the teacher).

The method of historical reporting means the case when the teacher tells the students a real event, while from the didactic point of view it represents the vivid and systematic presentation of the events. This presentation is done through the teacher's speech. But this method is not static, rigid, or hermetically sealed and does not accept the combination with other didactic elements. Nowadays, the teacher at certain moments, during the development of the story (a variant of which is also reporting), addresses the students with questions that are directly related to the part that the teacher is reporting.

The teacher's speech, through which the implementation of this method passes, should be clear, with a sweet tone that attracts students, arouses emotion and increases their curiosity, makes it possible to stimulate imagination and interest in the content of the historical-literary story, given through the reporting method. The development time of the historical report should be 5-10 minutes. This is due to the psycho-didactic features of students in the primary cycle. A long story, with many historical events and phenomena, tires the students. Extending the reporting time loses the interest and thread of the event, for which the teacher has chosen the reporting method. **Review**

Another helpful behaviour is teacher's review. This has to do with the teacher's statements, prompting students to work out an answer, their own or another student's. Deep review can take the form of a general question, or it can elicit clarity about a particular answer, to ask for information about an answer, or redirect the student's response in a more productive direction (Gage, 1976). Review is often used to raise the discussion to higher levels of thinking.

In general, student scores are higher when elicitation, search, or redirection occurs in cycles. This, in a systematic way, directs the discussion to a higher and complex level, where mutual relations between phenomena, generalizations or problem solutions are observed (Dillon, 1995). In this way, the teacher can start the lesson with a simple factual question, then highlight the clarity of the students' answer, ask for new information, or reformulate an answer, and thus move to a higher level of questions.

Researchers in the field of didactics are of the opinion that the reporting method is presented in the following main forms:

a. Illustrative reporting supports special subjects and creates clear artistic forms, expresses feelings, thoughts, actions, emotions and wishes. Illustrative reporting makes it possible to create clear images, develops imagination, encourages active and creative thinking, helps to analyze the essence of events and phenomena, etc.

b. Narrative-descriptive report which means the presentation of the event and the historical phenomenon through concrete presentation with pictures. This type of reporting makes it possible to give special episodes of historical events and phenomena, but it has no artistic form and is less emotional. Descriptive reporting is a verbal method of learning. During the demonstration of this method, the teacher accompanies his speech with the presentation of figurative tools. In these cases, the teacher takes care to advertise the didactic tool at the right time and accompany it with a short explanatory word.

c. Brief reporting means giving the historical material as briefly as possible without going into other features and details. The use of this type does not allow the combination with concrete figurative means.

3.3 The speech is part of the teaching methods. It is used by the teacher, in order to make an oral presentation of facts, principles, laws, ideas, etc., using a limited number of didactic tools. While using this method, students listen carefully and can mark any historical moment, which is either dictated by the teacher, or they choose during his speech. The main role in this method is played by the lecturer who is the designer, organizer and person who conducts the lecture. This type of method is not suitable for primary school students. During the teaching process often, due to the advantages this method has, teachers of this cycle use it based on the teaching process. Not using this method massively in this cycle does not mean that it is not allowed to be used. Teachers should not abuse this fact, because other methods are more

recommended and more fruitful for this school level. The researchers point out that this method, even in high school, is applied in a limited way. The teacher can use this method in cases where he/she:

- Develops a type of introductory lesson.
- During the processing of the teaching topic, etc. However, this method is not recommended for the elementary cycle, because:
  - It does not stimulate the student, but leaves him/her passive, in a waiting position.
  - Students do not participate in the research of the material.
  - Students lose interest in listening. Their age does not allow them to listen for a long time.
  - After a period of time has passed since the start of the lecture, students can also create disciplinary problems.

3.4. The method of problem discussion (discussion that solves the problem), is based on the addressing of the question, but it is different from the method of conversation and brainstorming (the storm of thoughts). The difference consists in the polemic that develops between the teacher and the student.

In the didactic literature, the discussion method is also treated as the problem-solving discussion method and the problem-based method of problem-based learning. The use of these terms is conditioned by the creation of the problem situation and the encouragement of the students to solve this situation. The problem situation is resolved through discussion. This is the reason why the term discussion method is also used.

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 goal, duration of the discussion and insist on drawing conclusions from the discussion.

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 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.

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 the text

or different historical sources have. The teacher, while drafting the questions, should take into account that the students' answers take into consideration some terms, some sources of information, etc.

The advantages of using the discussion method in the elementary cycle are:

- The student shows a greater interest in learning.
- When he/she 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 skills and the flaws and weaknesses both for individual students and for the whole class are better evidenced.
- The method of discussion or 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 personality.
- 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 group, etc.

3.5. The method of explanation means an action according to which, through the words of the teacher, it becomes possible to clarify the circumstances, causes and consequences of a historical event. The teacher's speech should be clear, simple, as understandable as possible, convincing, etc. At the foundation of the explanation lies familiarity with information, facilitating understanding through the implementation of the action of the events, phenomena and historical concepts that are mentioned, their validation with facts, documents, figures, sketches, etc.

Using the method of explanation in teaching and educational process means: to make it easier for students to understand, to clarify, to give the meaning of something through the word, to elaborate, to make the material in a literature lesson known and understandable. Explanation means delivering historical material in a lesson, not in a in a mechanical way as presented in the text, but in a new structure of presentation and enriching it with abundant historical material. Explanation requires professional skills from the teacher and "iron" logic from the students during the thinking process.

The explanation method, as a teaching method, is an old-time method; it is considered a traditional method. However, it is not static; it has undergone methodological changes over time and at different stages of the history teaching process. Nowadays, explanation does not mean only the clarification of educational issues, but also all teaching methods which are based on the teacher's words. Researchers are of the opinion that the methods during their use do not have a

sharp edge. The methods are diverse and their use depends on the topic of the lesson, the material base the teacher has available, the level of the students, etc.

The methods are not rigid; the use of one does not negate the use of other methods. They alternate during the lesson, intermingle, combine, naturally replace each other, etc<sup>1</sup>.

The method of explanation begins with the teacher's speech, through which the teacher makes it possible for the students to get to know the new historical material, presents the facts, concepts and historical events. We already know several other methods such as reporting and storytelling which have the same function. Therefore, this stage of explanation is also known by these names. The method of explanation can be used in such topics as: the Illyrians and their tribes, the Illyrian-Roman wars, the Albanian feudal principalities, the topics related to the Scanderbeg era and the Albanian Eyalets, the Albanian League of Prizren, the declaration of Independence, etc.

The use of the explanation method aims to:

- To ensure the process of understanding the learning material by the students.
- Make clear the elements of the new material, such as: facts, concepts, causes, results of historical events, consequences, etc.
- The successful use of the explanation method by the teacher requires the successful implementation of some criteria which make the use of the method very clear during the teaching process. The teacher should consider:
  - Clear structure of the material to be explained. This structure makes it possible to realize the connection between facts, events, phenomena, concepts, ideas, laws and historical laws, etc.
  - Using a clear language when explaining the historical material. The teacher is obliged to carefully choose the terms, concepts, content that he conveys to the students during the appropriate work with the students of the class.
- IV. - The use of a clear diction (voice), not monotonous, but melodious, changing in accordance with the subject of the material. Accompany it with movements, actions, facial expressions in accordance with the nature of the material he is commenting on.
- A necessary condition for the success of the explanation method is the fluency of the historical material presented by the teacher. The methods are numerous and diverse at the same time, such as: methodical progress, discussion as a teaching method, critical thinking, Err Structure, etc.

---

<sup>1</sup> Gjokutaj, M, Experience in teaching the literary language. "Curriculum and school", Albanian language and literary reading-1, 2001, p.43

---

Published by the European Centre for Research Training and Development UK

We know that the educational and instructive work of teaching is an organized process that has a certain goal. The goal of teaching, the content (that is, the system of knowledge about literature and skills), forms of organization, methods and ways, are related close to each other.

The question arises: On what criteria should the teacher's work be built?

What are the educational goals of this subject?

Man himself creates, thinks and transforms.

Artistic literature has a figurative-emotional character in the reflection of reality and possesses an extraordinary force. This is also the reason that literature lessons in school provide the students with the truth about man and his social relations. Reflection and knowledge of life in artistic literature, as one of the forms of art, is achieved through a special figurative form. There are figurative and emotional elements in scientific and logical knowledge. Therefore, literature as one of the forms of art is closer to science than any other form of art. Then it goes into the deep understanding of the essence and importance of literary works and even in the elaboration of different views. As a means of moral education, literature in school is closely related to the personal and social life of a person, reflecting all the spiritual wealth and posing diverse problems. Reading and analyzing the literary-artistic works in which different topics are raised also reveals the role of human history. We remember here that we said that literature is related to history. Such works that are studied are powerful artistic means that give the literature teacher the opportunity to deeply instil work education in students.

We can give these examples from different fields, because learning and learning theories are different. This means that the system of knowledge, dexterities and skills for each stage of literary education must be clearly defined. Meaning of beauty in artistic literature leads us to the elaboration of artistic tastes, to the acquisition of the criteria of ideo-artistic assessment, where the ability to define the basic principles develops one's own figurative thinking and the figurative-emotional word takes importance.

Therefore, the following features should be taken into account:

- The ability to apply knowledge and literary skills in practice. The right use of figures, ideas and different situations.
- Acquisition of scientific-logical, figurative and emotional speech skills, written and oral.
- Appropriation of a system of concepts on literature

Therefore, the levels of learning literature in our schools are:

Explanatory reading,

Literary reading, etc.



The smoother the methodical progress, the more successful is the teaching of literature. Teaching itself is an art that develops and is constantly perfected. Therefore, the teacher must teach students to appreciate and enjoy literature.

The method of scientific research in education is one of the primary methods, because the method is classified into two large groups:

- a. Views that underestimate the role of education in relation to personality development
- b. Views that overestimate contribution

This method plays a role in the development of the personality where a person has a vital need for an educator because a being is born without the corresponding readiness

Contemporary concepts are different. Today we use many methods: Cluster System, Err method, group work, pair work, etc. Each method has its own advantages and limitations. The method and style must serve the goal, even the methodology of literature as a pedagogical science is closely related to pedagogy. This also serves as a basis for this methodology from which pedagogy gives some principles and consequently the methodology of literature relies on our new pedagogy and at the same time it provides material in the field of observation. Methodical progress cannot be conceived if the observation does not have a systematic and organized character.

One of the methods is conversation, conversation with students, parents, and teachers, as a valuable way for observation, generalization and conclusions in the field of literature and the methodology of literary work. The unity of these methods plays a special role.

#### *Literary reading lesson plan and curriculum*

The literary reading curriculum, as that of the Albanian language, defines by means of explanatory notes the goal of the instructive-educational tasks in accordance with the importance of the subject in the primary and secondary school, the most important teaching methods to be used and provides general instructions for the explanation of pieces of poetry, various folklore fragments. So, the curriculum itself contains the volume of theoretical knowledge that students must acquire, such as: skills in literary reading, recitation, development as well as reading outside the classroom, or in written work.

The teaching of literary reading has the following subdivisions:

- Instructions and exercises to acquire the technique of expressive reading.
- Compulsory reading outside the classroom
- Ideo-artistic analysis of literary fragments
- Classes at the teacher's disposal
- The number of classes is given as a total and the teacher has freedom of action
- Planning the subject

If, for example, we have a six-month plan for the subject of literary reading, as well as for language, it is mainly drawn up based on the curriculum, the program and the texts of literary reading, but this does not exclude the critical use of auxiliary literature or articles of pedagogical press. Some teachers add others to these sections, such as ideological-political education, work on the development of speaking, drafting or written work.

2. Critical thinking. Critical thinking is the in-depth process of thinking, accompanied by attitude and evaluation oriented towards thinking strategies in solving problems. So we have to consider:

To be read:

Differentiated learning

Programmed learning

Systematic character and continuity of learning

Different resources in education

The scientific research method is one of the clearest methods. Thus, answering questions will be the primary activity of students in the classroom, but questions serve different purposes at different times. At the beginning of the lesson, we use the questions to revise the previous lesson. After revision, questions related to the reading are used to develop and build understanding. The questions take a third form during individual work, when students work with worksheets or notebooks. Teachers tend to choose and organize activities, such as questioning, to achieve certain goals and objectives, during the teaching time, in order for the constructed knowledge to gain importance.

## REFERENCES

- Group of authors. "Teaching Manual", Toena, Tirana, 1999.
- Bardhyl Musai. *Construction of multiple choice tests*, Onufri, Elbasan, 1994.
- Literature program for general high schools*, Tirana 1992, Tirana 1996, Tirana 1998.
- Mimoza Gjokutaj, Nexhip Merkuri. *Successful teaching models*, Europrint.
- Lafe, V., Gjokutaj, M, Some conclusions and tasks that emerge from the study "The level of acquisition of the Albanian language in the 8-year school system". Albanian language and literature in school. ISP, Tirana, 1987. no. 16.
- Group of authors, *Models for successful teaching, Techniques for the development of critical thinking*, Ed Merkuri, N., *Interdisciplinary integration – a significant factor for the formation of the student's linguistic culture, Curriculum and school, Albanian language and literary reading - 1*. ISP. Tirana, 2001.
- Merkuri, N., *Problems of students' language training and Albanian language texts*
- Metani, L, Gjokutaj, M, Goci, R., *Conception and organization of work with collective classes*,

ALBA, "Pegi". Tirana. 2001

Lafe, V., "Problems of strengthening the content and acquisition of the Albanian language in the 8-year school system." Albanian language and literature in school. ISP, Tirana, 1986. no. 12.

Lafe, V., Gjokutaj, M, Some conclusions and tasks that emerge from the study "The level of acquisition of the Albanian language in the 8-year school". Albanian language and literature at school. ISP, Tirana, 1987. no. 16.

*Teaching Strategies (A Guide to Effective Instruction)* Orlicg, Harder, Callahan, Cauchak, Pendegrass, Keogh) Eureka, Tirana 1995.