

QUESTION METHODS CONSISTENCY DURING TEACHING PROCESS WITH STUDENTS IN CENTER

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ABSTRACT

In our paper we will focus on foreign language knowledge, phonological elements and lexical grammar that are closely related to the integration of communicative teaching methods. It really means to include all strategies, among which the process of asking constitutes one of the most important objectives of the curricula content using in full optional the adaptation to specific situations and communicative potential as well. The process of asking passes through the comprehension process of the message given and its crystallization. Someone who question, requires and displays simultaneously. **a)** the clarification of previous message **b)** the goal and the future prospectus **c)** the certainty. In Japan during the process of teaching children are not allowed to ask, it is considered offensive for both sides teacher-student! In this context where institutions are as widely different as they are equal on knowledge, let me include a statement of the 44th US President Barack Obama says "*asking and projecting questions is not a sign of weakness but a sign of a strong character!*" For this study reason, the definition of skills or psycho-pedagogical competencies that are present, align these efforts necessarily require their implementation in practice of our international education ,as well as monitoring the values and more over in their further improvement.

Keywords: Methods of questioning; communication skills; essential; receptive; active and passive.