

HARMONIZATION OF DIDACTIC-METHODICAL EQUIPMENT OF A SCHOOL TEXT THE HUMAN AND NATURE 3 WITH OBJECTIVES AND EXPECTED STANDARDS OF ACCOMPLISHMENT

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ABSTRACT

Didactic-methodical equipment of textbook The Human and Nature 3 is a part of un textual of this school text, questions and other exercises which are in function of comprehension and better understanding of this educational exercises. So it consists of photos, illustrations, questions and other educational exercises. We for this investigation analyzed carefully this equipment of this textbook and its notebook and we found interesting book. Studying and analyze of these textbooks we're noticed that this textbook has a rich didactic-methodical equipment. As much was noticed it is harmonized with information gives the text prospectively and mostly with the content that is treated in it. Anyway we can't say that it is harmonized with the objectives of the programme for this school subject with expected realized standards in teaching instructions and health education and environmental issues. This analysis and study object we based in the well-known classification of teaching objectives taxonomy of Benjamin Bloom. The programme objectives in this school subject expressed as standard requests to achievement for third grade are in the highest level compared with questions, exercises and illustrations of school texts The human and Nature this grade and age of students. The educational objectives search from school texts that teaching instruction to be a contemporary approach and in the same time much more active in the environmental education and health education of students. The teaching programme of this subject sees the schoolchild as an active builder of knowledge and positions by this segment of education. The didactic-methodical equipment and educational content of these textbooks seem to have lower standards respectively are mainly focused in low objectives like knowing and comprehension of textual issues. These discoveries in this work activity were going to presentation also with tables and graphics.

Keywords: Textbooks, School curricula, Didactic-methodical equipment, Contemporary teaching, Learning objectives.

INTRODUCTION

Teaching instructions is a process and activity which intends educator effecting development of students. Like this is planned and realized in systematic way. Toward the success of this process very useful and very important, The Ministry of Education precise and makes extra plan programmes for particular subjects and dedicated for all the levels of education. In these plan programmes is specified teaching content that would be treated with students including main objectives and standards. These instructions and pedagogical official standards should be put and based in the textbooks and teacher's workbooks for their everyday work. In this work activity the investigation as on analyze we have in response harmonization didactical-methodical of this textbook The human and Natures with expected objectives and standards. The school subject The human and Nature in Kosovo is being taught from 3rd grade to 5th of

primary school.¹ It consists four teaching whole sets with elementary knowledge from Biology, Chemistry, Physics and Geography. The authors of this textbook haven't harmonized the equipment in a such degree by expected standards of achievement. The photos, illustrations and other teaching exercises as a part of this equipment in this text are much more in informatics style.

Like this during teaching and start teaching can be crossed away without come eating and make open discussion between students in class. In this text are very little presented illustrations and educational exercises which create analyze and logical judgement of different situations of environmental life of our own country. We as investigators by contemporary teaching instruction constantly insist must be connected with everyday life. The student to be in the first sight for establishment of their knowledge, to be active in formation to develop positive attitude for our healthy environmental. Features of this investigation for un harmonization of didactical-methodical equipment of this textbook. The Human and Natures 3 with its expected objectives and standards in this work activity we're going to make the presentation percentages, tables and different graphics.

Aim and objectives of study

The main purpose of this study is a level observe of harmonization of subject didactic-methodical of the textbook of The Human and Nature 3 with its objectives and standards expected. Bat the main objectives of this investigation are:

- To present with tables and graphics the discrepancies between didactic-methodical subjects of the school text Human and Nature 3 with special objectives for this school subject.
- To analyze and treat the consequences of un harmonization in the quality of teaching.

Investigation questions and the methodology of activity work

The investigation questions of this work activity are:

- Is it harmonized the subject in a such right level The Human and Nature 3 with its objectives and with expected standards of this school subject?
- What are some of consequences of this un harmonization of illustrations, photographs, questions and other educational programmed objectives to be subject and for perfect environmental education?

The harmonization of didactic-methodical principals on the side of these textbooks with programme objectives and with expected standards in our study work we're investigated by the analysis of this equipment of school text The Human and Nature 3. By the programme of this subject for the third grade we have taken all educational objectives with the most important attention with students of this class. These objectives we're classified by the levels of Bloom taxonomy. Also by this classification we're taken and ranged the objectives of this school text and its workbook which is a following textbook of base book students use for exercises and revising the subject. The objectives by these two textbooks of this subject have been taken from questions and other exercises and in the sometime from expected results of the textbook. Then objectives of this textbook of the programme have been compared only to

¹ In this paper object of research and analyses were curriculums in the school subject Man and Nature for the grade III of the textbooks for the primary school Man and Nature grade III, Rasim Bejtullahu, M. Bicaj, R. Rustemi, Libri shkollor, Prishtinë, 2006.

see and to study the levels of harmonization. This investigation we have also realized by different interviews with teachers of this subject and by a questionnaire giving ideas and opinions of teachers, parents for treatment.

Analyze, interpretations of features

The school subject The Human and Nature for 3rd grade is taught by the textbook: The Human and Nature and workbook. In this school text is treated the substance following with dedicated didactic-methodical subject, but the workbook students need for strengthening and implementation of its knowledge, with all activities and different exercises linked with educational units.

The photographs consist of the unity with the textbook that can be filled with it and in the most cases the photos have much more importance than text.² Photos and other drawing illustrations of this textbook as a part of didactic-methodical subject also consist of textual parts to express the content of illustration. All in all in this educational textbook these photos and illustrations are knowledge character, figurative concretization of text part. What we as investigations want to see in these illustrations around harmonization with programme objectives and expected standards is the level, intention or aspirations in the highest level that we need to achieve them in active and critical mastery of the educational substance to be done. The objectives of official programme in teaching and contemporary teaching attend the students start and teaching by the examination and sifting of information and active conduct with theory and practical reality.

The equipment didactical-methodical and educational content is presented in front of students like a student hears the subject for the first time. So this equipment and this textbook in general do not mean that a student should have pre knowledge causal pre experience before. The differences and higher social and economic developments in one side and high standard of telecommunication without doubt reflect in the experience and intellectual development of our students in our school. The students respectively the students nowadays have enough information and varied knowledge taken by different sources compared with the same age students ten years ago. Based on these general results and experiences we think that didactic-methodical equipment both with educational content of this school text should be treated and analyze in higher and better education objectives not forgetting the age and possibilities of mental, developing skills of our students. What catch our eye during the analyze and what teachers and parents been questionnaire respectively teachers how is possible some of photos and educational illustrations could have been endearment, influential and attractive if can be used the contrast and other elements to make a beautiful photo and impression.

By the analyze of these photos and illustrations easily we get an impression that most varied topics are in function off understanding that are evident in the school text. The objectives of pre teaching and teaching in general field of knowledge. There aren't many photos and illustrations in these textbooks that need any judgment or any appreciation to put the student in front of situations where he must think and take responsibilities to agree or disagree by the situations and different positions. So this didactical equipment of this textbook we think consists with permanent objectives of this textbook bat not completely with objectives of this school subject and with expected of achievement. The questions, exercises, arguments and other activities are taught inside or in and of content, are important parts of didactical-

² Milan Grubiq, (1984), The Methodology of Teaching Nature and Biology Knowledge, Prishtinë, p. 163.

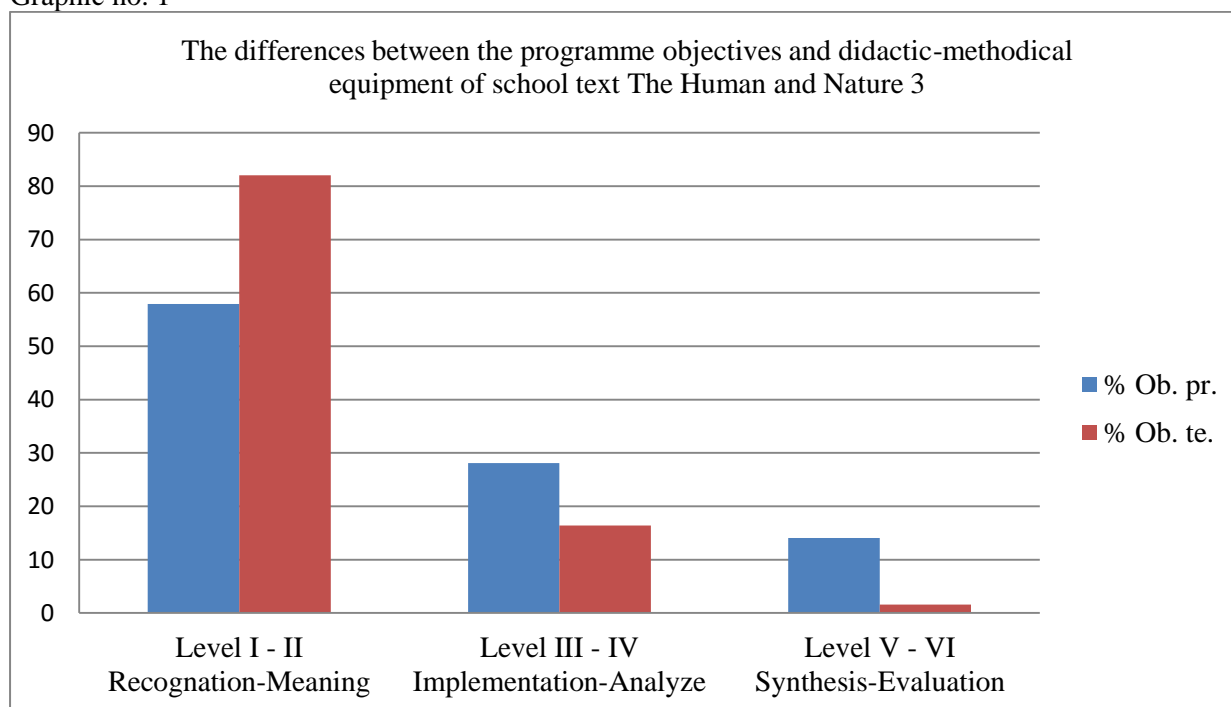
methodical equipment of this textbook and make the students in the permanent activity to understand better by these textbooks. To compare the harmonization of didactical-methodic apparatus devise of this textbook with educational objectives and with the programme consisting with expected standards of achievement we're giving specifications below. We're also giving the objectives of the programme to the subject The Human and Nature 3 with the objectives taken from basic questions and exercises which are parts of this didactical equipment. Here the six levels of taxonomy for the only reason to simply we had grouped into 3 groups:

Table no.1

Comparative appearance of subject objectives The Human and Nature 3 with those didactical-methodical equipment					
Level I – II	Recognition-Meaning	Objectives of programme		Textual objectives	
		N. ob. pr.	%	N. ob. te.	%
		33	57.89	105	82.03
Level III – IV	Implementation-Analyze	16	28.07	21	16.40
Level V – VI	Synthesis-Evaluation	8	14.03	2	1.56
Objectives in total		57	99.99	128	99.99

The differences of objectives didactic-methodical equipment to the school text The Human and Nature 3 given on the table above better can be recognized by the graphic:

Graphic no. 1



The features given by the table and graphic above testify the difference and mismatch between expected results of the text which for the students extend as a question in the end of units and results or standards at the programme expected to be realized to assimilate all the contents by students. By these percentages is confirmed that intentions of programme objectives to expected level are higher and balanced compared with objectives didactic-methodical equipment of the textbook The Human and Nature 3 that mainly is concentrated in lower levels of pre teaching and teaching.

The questions, exercises and other arguments of the school text *The Human and Nature 3* are get the impression are much more in the function of mechanical repetition. So these intend the objectives of low levels and they are a kind of proof the school texts practically can't avoid from theoretical overloaded from didactical totality used a long time ago. The objectives and expected results from three fields of the programme developing and education of schoolchildren we consider them they're contemporary, real, and conformity with family intentions and society for the their tomorrow children. The objectives of the school text *The Human and Nature 3* and it's didactical-methodical equipment is much more informative and memorable than investigatory by aspect cause-consequence.

There are many factors they lead us to think that this school text together with didactical-methodical equipment has inside it many elements of old school text where the teachers asked students to remember of facts and useless information for critical thinking and creativity of school children.

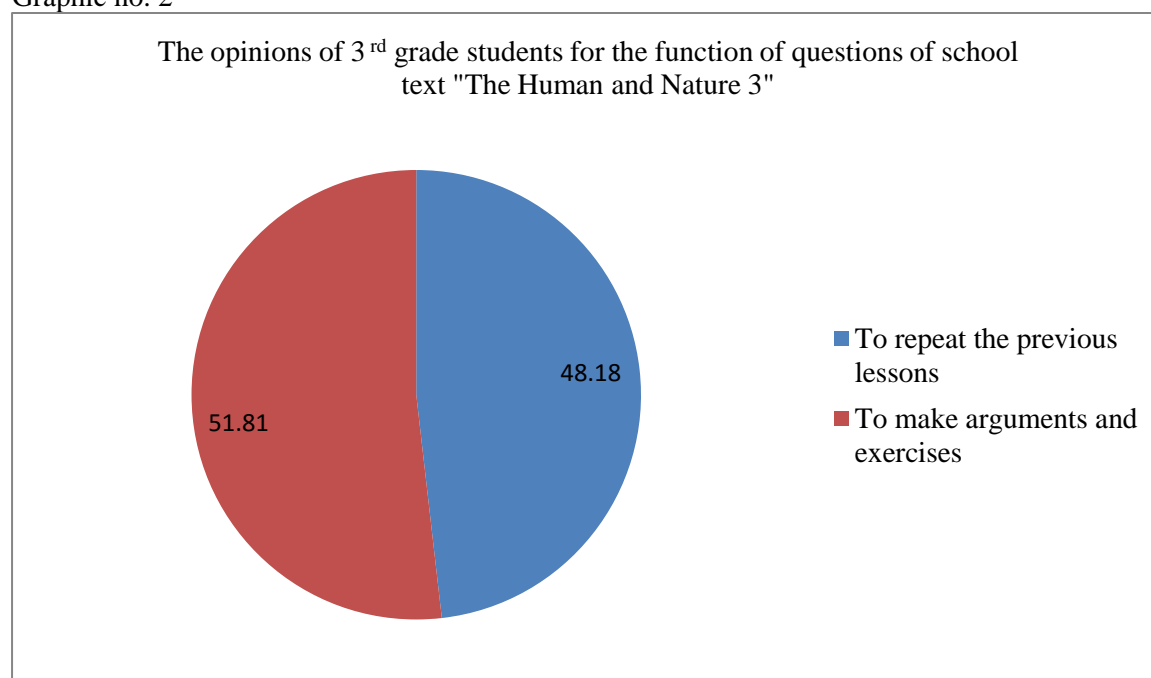
For the character of question *The Human and nature 3* we investigated and asked 220 students of 3rd grade and their opinions are given below:

Table no. 2

Opinions of 3 rd grade school children for the question and other exercises of the school text “ The Human and Nature 3”				
The questions	The questions and other exercises of the school text <i>The Human and Nature 3</i> being enquire from your side:		No. of st.	%
Opinions	A	Lets repeat knowledgeable lessons	106	48.18
	B	Lets do arguments and other exercises	114	51.81
The total number investigated students			220	99.99

The opinions of students 3rd grade given on above table for the function of question and exercises of textbook “*The Human and Nature 3*” by the graphic seem to be:

Graphic no. 2



The opinions of students given by the table and graphic above introduce the function and aim (purpose) of didactic-methodical equipment of this school text. On these opinions sure is reflected the methodology of teaching and other conditions those could be realized. As we see the percentage of students declared have been for repeating and memorable function of questions and exercises in the school text “The Human and Nature 3” is very high. Another part of didactical-methodical equipment of this text are given exercises in the end of each lesson and the students should write on their notebooks the new vocabulary and words around that topic. Another activity also has repeated character. So the students in reduced-half sentences taken from the text should write the missed words. These exercises and activities follow every knowledge unit of the school text The Human and Nature 3.

Unharmonization consequences of didactical-methodical equipment of school text The Human and Nature 3 with its objectives and expected standards of achievement

By the investigations of this didactic work we noticed that didactic-methodical equipment of this school text isn't fully harmonized as well with the objectives and standards of achievement. As a consequence of this unharmonization can easily appear another negative implications in pre teaching and teaching and also in the health education including environmental knowledge. The questions and exercises don't put up the student in front of the situations and other cases in the environmental points. When the students aren't active and concentrated in the process of teaching they aren't interested and concentrated what is being taught in the class. In these cases and situations as a consequence of hard teaching and traditional and educational profits of students are minimal. A kind of teaching you don't ask from students interaction activity and engagement and total mastery in the level of analyze, implementation and evaluation goes in risking to make passive generations in the middle of change in the dangerous environmental by human being. The consequences of this unharmonization make different oscillations and empty space in the accomplishment of educational objectives in the same time cultural behavior for the space where they live as a value and as a health of whole human society. Our reality seems that the environmental as a property every day is much more devastated by the human factor and it needs generations with high qualities of education. While the didactic-methodical equipment we investigated and the content of itself that we had as an object of investigation and analyze doesn't need to provide the developing these very wanted qualities for society purposes and for conscientious positive changes of our environment. Educational activities of students and the quality of teaching could be in a higher level if this equipment enquire and take change the students in proofs and experiments. The proofs and experiments are in fact pre teaching in active aspect work in interactive groups as a intellectual and emotional productive permanently and always. The proof is the most certain in accepting the knowledge for nature and society. The proof is also an artificial development of phenomenon and lawfulness which we can notice whenever we like. The proof is the best conversation with the nature.³ The didactic-methodical equipment The Human and Nature 3 to accept it by mechanical way damage the forming relationships and strong connections in a human way of students. When the students don't attempt in the exercises and other interactive projects they are detached from educational and life experience of same age friends. These circumstances and factors very important and useful we think should have much more in consideration by the authors of this school text we analyzed and which covers a very important area of educative forming the students of this age.

³ Gjorgje Lekiq, (1974), The Methodology of Social and Nature Knowledge, Pristina, p. 40.

CONCLUSIONS AND RECOMMENDATIONS

As conclusions of this mastery work we exposed:

- The didactical-methodical equipment of this school text *The Human and Nature 3* isn't well harmonized with expected objectives and standards of achievement of this school subject.
- The didactical-methodical content of this school we had an investigational and analyze mainly concentrated into two first levels and the lowest of teaching objectives of the programme and as a consequence have the lowest standards.
- This unharmonization noted above is a line of premise to be realized one formal and traditional superficial and mechanical pre teaching and as emptiness can be made for quality education of students.

Recommendations of this investigation appear:

- For the authors of textbooks who they composite the new textbooks to harmonize education objectives of textbooks and didactic-methodical equipment with expected standards and with strategy and philosophy in contemporary education.
- For teachers in their pedagogical practice who harmonize the objectives with a high mastery skill and all the time to exploit different techniques in the best fit and in the function of active and interactive teaching.
- For the Ministry of Education by inspections and group-experts for each school subjects to build contemporary competences and objectives and to cooperate with text-authors, with education community and other factors in education focus to be harmonized and realized in our schools.

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