

THE HARMONIZATION OF DIDACTIC-METHODICAL EQUIPMENT OF A SCHOOL TEXT THE HUMAN AND NATURE 5 WITH EXPECTED OBJECTIVES OF ACHIEVEMENT WITH ITS STANDARDS

PhD Candidate Ruzhdi Kadrija
Gjakova - KOSOVO
European University of Tirana, Tirana – ALBANIA

ABSTRACT

The didactic-methodical equipment of school text The Human and Nature, consist of illustrations, photographs, questions, exercises and other educational activities. This is in a function for better comprehension for educational activities and knowledge by this school text. In this work activity we're going to treat The Harmonization of didactic-methodical equipment. The Ministry of education for this school subject has permanently planed the educational objectives in mastery of the whole content. By the principle these objectives and educational standards must also the school texts of contemporary teaching. While uncompleted of these standards and pedagogical negative requirement by the school texts their didactic-methodical has consequences and impacts in the organization of teaching and environmental education of students. The investigation and analyze objective of this study work we have the didactic-methodical of school text The human and nature for fifth grade. The measure of harmonization step of this equipment we're analyzed and published the teaching objectives of the program for this educational school subject and also by other questions and exercises of didactic-methodical equipment of the school text The human and nature 5. We have also published the teaching objectives which attend to understand this educational substance. After these objectives of subject programme The human and nature 5 by own school text that we're doing on analyze we have separated by the levels of Benjamin Bloom hierarchy. For the whole analyze and investigation of this study work by several questionnaires we're also taken some opinions of different students, teachers and parents their children are studying in this text. By the analyze and didactic-comparison of school text The human and nature 5 equipment with its expected objectives and standards of achievement for this school subject we investigated interesting and very important specifications we're going to show by the percentages, tables and the different graphics.

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

INTRODUCTION

The school subject “ The human and nature in Kosovo is taught from third grade until fifth grade of Primary school with its integrated subject In a sequence of it is processed elementary knowledge of Biology, Chemistry, Physics and Geography. In this study work the object of investigation and analyze we've got the didactic-methodical of a school text The human and nature 5. By this investigation we intend to measure the harmonization step of this equipment with educational objectives to this school subject. The educational process is planned and organized activity in a systematic way. Toward successful educative process and the main administrative head institutions of education in official way have unified the teaching objectives and standards of education that must achieve for subject particular levels of education.

As we noticed the didactic equipment of school text “The human and nature 5 isn’t harmonized in a right way with educational objectives and expected for this school subject. This didactic equipment like it stands in a kind of lower level of educational objectives. That was harmonized in a right straighten knowledge matter and philosophical approach, of a school text as a part of it. So the material substance which is treated in this text and its didactic equipment has devoted a huge importance achievement of comprehension of knowledge. In other side has left less space to realize the educational objectives for higher levels. By this aspect we can say that didactic-methodical equipment of this text has reached to be harmonized with program objectives and standards. The objectives of the program as a pedagogical request and as obligatory for school texts for better balance the educational objectives of levels which can be reached in educative process. They have predicted an education and active the whole set of knowledge. In this study work we should compare the educational requests which are the most contemporary for the subject program “The human and nature 5 with better and much more traditional of didactic-methodical equipment we analyzed above.

The Aim and Study Objectives

The aim of this investigations is an observation of harmonization step of didactic-methodical equipment in a school text “The human and nature 5” with all expected objectives and standards. Whereas as objectives of this investigations are:

- By the percentages to present the step of harmonization of didactic-methodical equipment of school text The human and nature 5 and other educational objectives for this subject.
- To analyze some of consequences of non-harmonization noted above for organization of quality education in a environmental and health aspect.

The questions of investigation and the methodology of study

The questions of investigation of this study work are:

- Is harmonized the didactic-methodical equipment such in a right levels for the text: The human and nature 5 with educational objectives and program with expected standards for this school subject?
- What are the consequences of non-harmonization with illustrations and other questions of this equipment and expected achievements of the whole content of this school subject?

For the investigation of this study work we took and we did the analysis of educational objectives of the program the human and nature 5. Those to be compared we separated by the levels of taxonomy of Benjamin Bloom. For better investigation and analyze of this study work by the questionnaire took the opinions of students, teachers and parents. The opinions of these three groups and subjects’ questionnaire for function of this didactic equipment we’re going to present during the treat of this theme by percentages and other different graphics.

Analyze, and feature interpretation

The text “ The human and nature has a rich didactic-methodical equipment. The equipment of this text consist of drawings, photos and illustrations by the words which are new are learnt for teaching topic and by word fillings they are absent in unfilled sentences. A sort of equipment of this text is also the part: expected results in which are dedicated to the teachers for word formation as well, paying attention what should a student achieve in this educational

content. So those aren't set like question sentences or like requests straightened up to the students.

The school text "The human and nature 5 for differentiating with texts of previous in the end of it consists the dictionary where are explained new words taught in this school text. To be proper the didactic-methodical equipment of this school text we can observe that isn't harmonized in such a right way with program objectives and with expected achievement results. This observe we're presenting below supporting in our analysis and opinions of 3 groups of subjects been questionnaire. The drawings and illustration photos of this school text are devoted representatives of textual part respectively to the information we're giving.

This non harmonization of these photos and drawings with program objectives and expected standards is a fact that they don't put the student in front of problematic situations where he would response high forms of thinking like: judgment, comparison, reason and cause the conclusions. Most of these illustrations have designative character achievement and descriptive they fit with low levels of programme objectives but not with high levels of this objectives. We said in the beginning that the questions of this school text aren't filled in a right way. They in general much more concrete real with educational objectives and don't present to the students. When we meet any question they are typically: designate, say, describe etc. And they're rarely found the questions they need response and charge in interaction way for students or reasons analysis, evaluation of facts, different situations in our environmental reality.

"If the educational text doesn't put forward the question to a student, and doesn't put the student in front of questions exercises and different problems that the choice needs attempts exercises and different problems that the choice needs attempts the text book and independent knowledge for educational text." (Abdul Ramaj, 2001, p. 69).

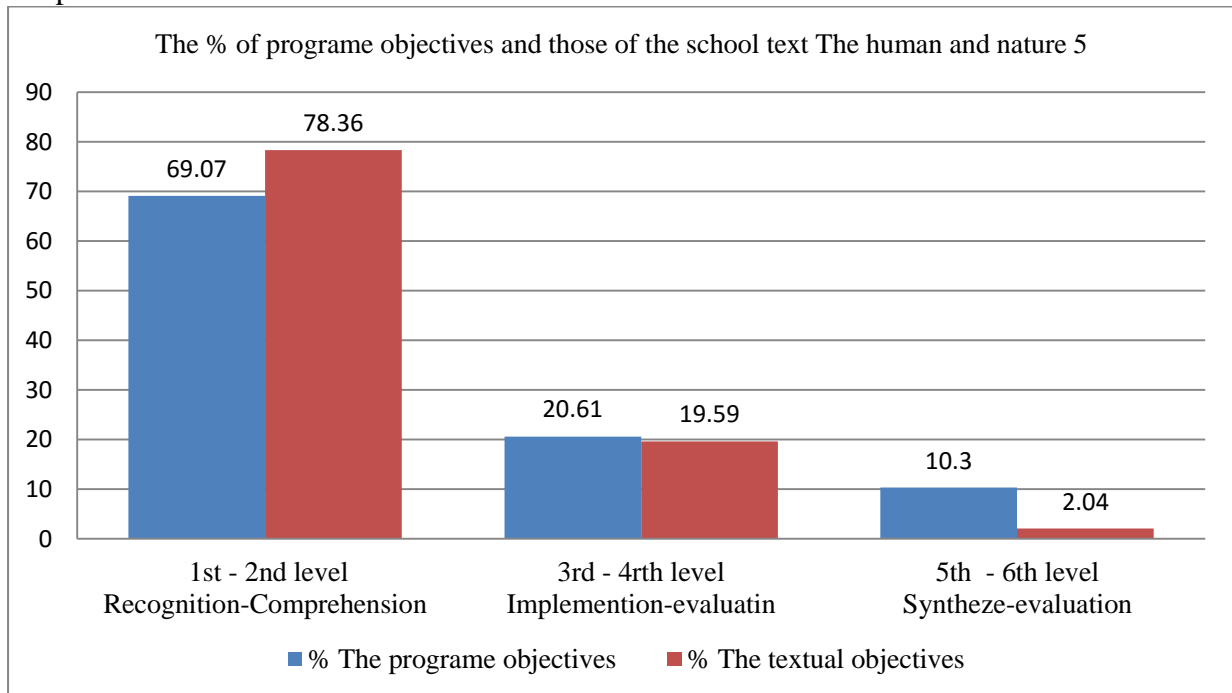
The teachers in their every day work must be engaged with a master skill, these objectives of the school text to be reformed like question or requests to engage the students to give logical answers all about previous achievements. The level of these objectives of didactic equipment of this school text isn't in a soil with the levels of objectives of the program being the case that the previous much more are concentrated in lower levels of teaching. This is easily noticed by comparative appearance of objectives in the program of subject The human and nature 5 to the own text below the table:

Table no. 1

Comparative appearance of objectives educational program with the text The human and nature 5					
1 st – 2 nd level	Implementation- Comprehension	The program objectives		The text objectives	
		No. ob. pro.	%	No. ob. text	%
		67	69.07	192	78.36
3 rd – 4 th level	Implementation-Analyze	20	20.61	48	19.59
5 th – 6 th level	Synthesis-Evaluation	10	10.30	5	2.04
Objectives in total		97	99.99	245	99.99

The differences shown above between educational objectives of program and the school text: The human and nature 5 when we classify by the levels of teaching are better noticed by following graphic:

Graphic no.1



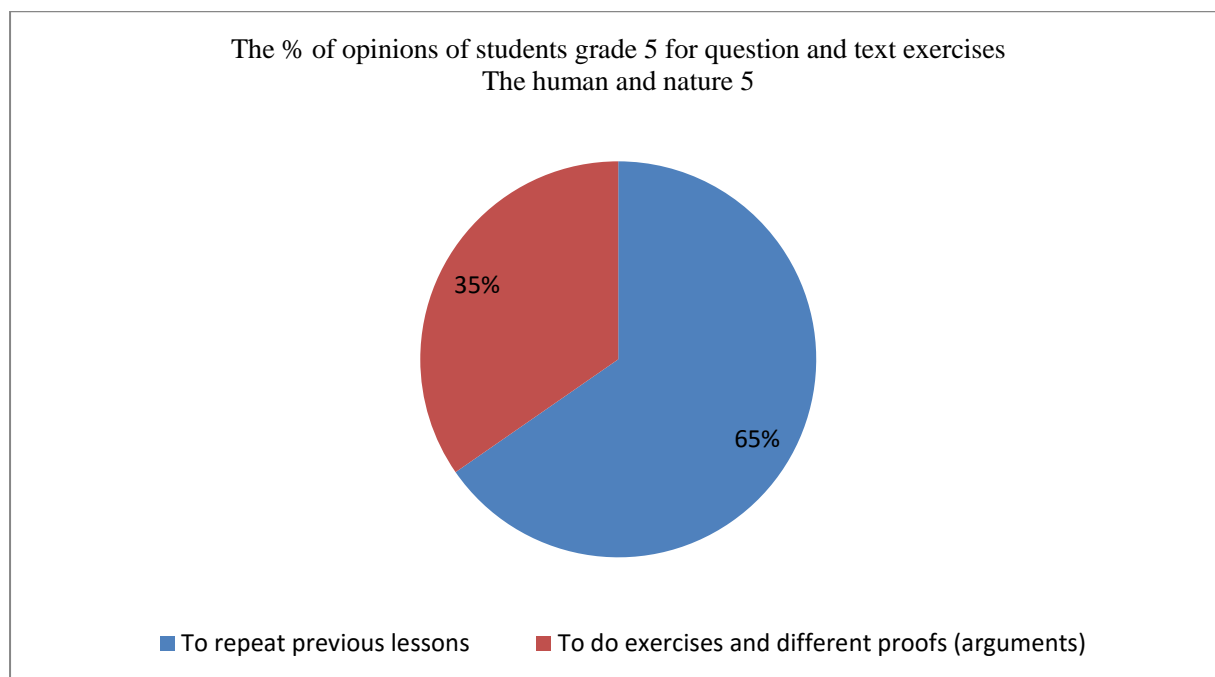
By the table and above graphic is noticed that the levels percentage of educational objectives the program with those of a school text The human and nature 5 are distinctly different. The objectives of programme are much more balanced by the levels and have higher percentage at the high levels of these objectives. While the educative objectives of text being thought by authors as questions or requests straightened to the students by the levels are less balanced a rend focused much more in low levels of Bloom taxonomy. As it is noticed in two first levels and the lowest masteries of knowledge. The percentage of Knowledge of objectives of objectives didactic-methodical equipment of school text The human and nature 5 is higher compared with the programme objectives. In the other side two last levels which are the highest steps of recognition the percentage of equipment of this text barely is noticed. The low level of objectives respectively the questions of the text and their character of repetition have intended the students in our questionnaire. The question and their opinions about this issue were like following:

Table no. 2

Opinions of 5 th grade school children for the questions and other exercises of the school text The human and nature 5			
Questions	The questions and other exercises of school text The human and nature 5 enquire from your side:	No. st.	%
Options	a Lets repeat knowledgable lessons	132	65.34
	b Lets do arguments and other exercises	70	34.65
The total number investigated students		202	99.99

The opinions of students 5th grade given on above table for the function of questions and exercises of text book The human and nature 5 by the graphic seems to be:

Graphic no. 2



Let's intend that the measure of students to 65.34% declared for repetition character of the questions is very high. The repetition of Knowledge of sentences which are unfilled with new words and new models of this feature, present in this didactic equipment don't contribute the development of creation and initiative of students.

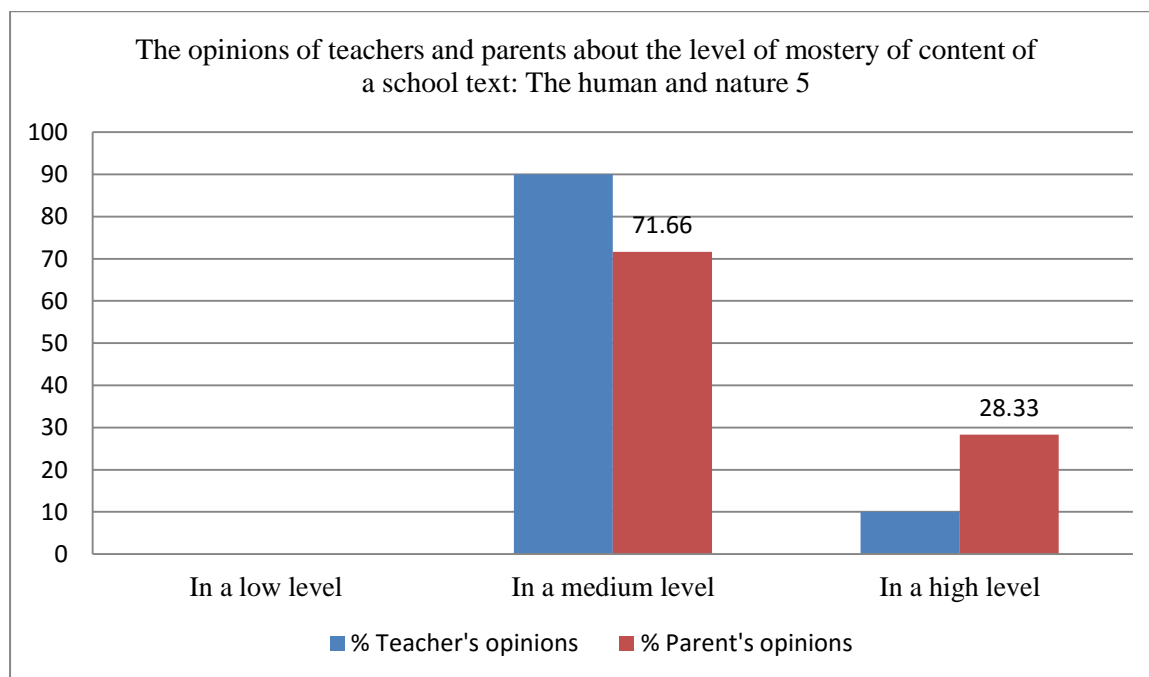
The opinions above of students proof for lower levels of objectives respectively the request of didactic-methodical equipment of the school text The human and nature 5. So in the students' opinions sure is reflected the teacher's teaching and school work. The results of two tables above diagonally show that the expected results of this text in achievement of this context by the students aren't expected to be so in conformity with objectives and intentions of subject programme of this subject. How much is didactic-methodical equipment is harmonized the school text: The human and nature 5 with expected standards by the questionnaire we took opinions of teachers they work with this educational text and in the other side the opinions of parents whose children learn by this text. The given question of these subjects of investigation and their opinions are like in a below table:

Table no. 3

Opinions of teachers and parents for masteries of Knowledge of content of school text: The human and nature 5						
Questions	Educational content of the school text		No. of teachers	%	No. of parents	%
o p t i o n s	The human and nature 5 in your class respectively in the class where is your child you think that should mastery:					
	a	In a low level	-	-	-	-
	b	In a medium level	54	90	43	71.66
	c	In a high level	6	10	17	28.33
The total number of teachers and parents questionnaires			60	100	60	99.99

The teacher's opinions and the parent's opinions given in above table by the following graphics seem to be like this:

Graphic no.3



As it's noticed by the table and graphic above 90% of teachers and 71% of parents declared that the educational content of the school text The human and nature 5 will be mastery in a medium level. Teacher's opinions and parents opinions being presented above is arranged in the fact side that the didactic-methodical equipment in itself content done in this text isn't harmonized in a such way even with educative of the program more with expected standards of achievement. These opinions fit very well with other of this investigation. They might be considered found to the quality of the school text where the students will perceive and master also in other circumstances the teaching as a process can be developed.

The Consequences of non-harmonization to the didactic-methodical equipment of a school text: The human and nature 5 with expected objectives and standards of achievement

By the discoveries of this investigation we show that the didactic-methodical equipment of a school text The human and nature 5 isn't harmonized the whole set with objectives of programme with expected standards of achievement about this educational subject. This equipment as an illustration and practical part of the text The human and nature 5 hasn't filled the objectives of high levels of programme. The recognition and comprehension of substance are two lower levels of its achievement. Around these two levels the didactic-methodical equipment we analyzed has the strategy been focused and in the approach of philosophical way of pre teaching. These strategies and approach almost passed away of practice educative advance, and they don't provide the harmonization quality with expected objectives and standards of achievement. The achievements today and those interdisciplinary and educational have discover in the light inventions for educational have discover in the light inventions for psycho-physical development of children. These scientific results should obey and realize lively in the school text and in our educational practice.

Non-harmonization of didactic-methodical equipment of this school text with its expected objectives and standards in the educational process of children. The teachers usual appropriate to the educational text their didactic-methodical equipment with educational tools and other components to affect in the better organized lesson. So the didactic-methodical equipment we analyzed has a strong effort in an approach and the strategy of teachers. This

didactic-methodical equipment dictates the teaching organization with a lot of elements of an old school, where the student used to learn by heart unnecessary facts for his human and intellectual improvement. The book also as a tool and source for students dictates pre-teaching in mechanical way with surfaces knowledge and with vacancy in the process of education.

The didactic-methodical equipment of text *The human and nature 5* as we sow leaves very little place the realization of objectives of high educational levels. Synthesis and evaluation are two the highest steps of objectives in Taxonomy of Bloom and higher levels of mastery of knowledge. They are objective levels which cultivate creation of students, and independent critical thinking. The subject programme of *The human and nature 5* for fifth grade from 97 educative objective it has in general has predicted that respectively 10.30% of them to be by the synthesis of evaluation as two highest levels of achievement of this substance. While the didactic-methodical equipment of text-book we analyzed from 245 objectives only 5 of them respectively 2.04% from these two levels of Bloom Taxonomy. This percentage which seems to be small with 2 levels of educational objectives is the construction of possibilities in forming right positions of health care of students and space constriction in cultivation of critical thinking. This logical approach of didactic-methodical equipment doesn't mobilize and doesn't motivate the student completely in educational activities. This is because the equipment that we have as an object of investigation doesn't problematic request and situations spelled in methodical aspect which stimulate the student in action and conscious educational activity. As we noticed these also don't the teaching and pre-teaching to be interactive. The tasks of this didactic equipment as filling the unfilled sentences with new words can be done easily without need to ask for cooperation with others. Those can be found by the student directly in the book and describes them. It is well known that the description of tale and telling the lesson by their own words are the first levels and the lowest of achievement. The absence of objectives they predict interactive activities in the didactical equipment we analyze is a deprivation of students from possibilities to develop human quality which are: The respect of thinking in another way to share the viewpoints, responsibilities, and other impresses with the others.

“ Let's remember the contents of Nature and Social Knowledge lessons are valued as a bread dough very healthful for positive education of feature and also the character will power in strengthening positive behaviors and activity.” (Islam Krasniqi & A. Veseli, 2000, p. 19). The teaching without interactive activity without discussion and constructive debate of educational themes doesn't affect the intellectual differences and positive human differences. This didactic-methodical equipment also doesn't affect in positive way and long life impressions to the students mainly for the absence higher level objectives. Let's remember that the school subject *The human and nature 5* is taught by the children 10 year old. The educational themes are treated for this age and grade are various interesting and very important for this book are treated healthy themes like: Tabaco, dangerous narcotic substances healthy food then environmental themes very actual like: environmental pollution, throwing and rubbish treatment, etc. So the treat and contemporary treatment will mobilize the students in an active mastery of these knowledgement issues and will help having right positions in healthful and environmental aspect.

CONCLUSIONS AND RECOMMENDATIONS

As conclusions of this investigation come out as:

- The didactic-methodical equipment of the text The human and nature 5 isn't harmonized with educational levels and objectives and with expected standards of achievement for school subject.
- This didactic-methodical equipment is concentrated in two lower levels of objectives and as a consequence have educational results and standards much lower to be expected.
- As a consequence of contraction in 2 first levels and lower achievement follow traditional teaching, simple pre-teaching with huge empties for environmental education and health education.

As a recommendations of this investigation come out as:

- The authors of school text we analyzed, the didactic-methodical to be harmonized with expected objectives and standards of achievement and with approach strategy for contemporary education.
- The teachers in their educational practice with a proper pedagogical mastery make the balance of all intentions for official educational programme objectives of school texts and student's families.
- The Ministry of Education with devoted experts to co-operate with authors of school texts with teachers and other educational institutions with the main purpose to unification the objectives and educational standards.

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