The Importance of the Psycho-Pedagogical Dimension in the Lesson

Behxhet Gaxhiqi

University Gjakova "Fehmi Agani", KOSOVO

Behxhet.gaxhiqi@uni-gjk.org

Abstract: The nature and specifics of this study focuses on the descriptive and theoretical aspects such as the role and importance of the psycho-pedagogical dimension in the lessons, where the focus is on the focus, different ideas, adapting to all evaluation models, but also the methodology of teaching. This paper also aims to show the teacher's work, methods, techniques, teaching strategies that the teacher puts into use in the classroom to motivate students. But and what can be done to encourage students to be as quiet, motivated and active in teaching and learning. The study focused on the attitude of teachers to their school profession and to the models and forms of learning, focused and addressed the emotional communication of students in learning in ethics of assessment, ethical leadership of the school etc. For the first time in this study are presented the "Teacher's oath" at the Faculty of Education, as a model and form for all generations and groups of different ages, also the ethics of practical actions in education, the multiple streams of the process communication, relationship between partners, professional teacher dilemmas, about standards and forms of assessment in learning. The nature of this study creates the conviction that school success depends significantly on the impact of pedagogical ethics and leadership, recognizing and respecting the principles of pedagogical dimension. Getting information about student achievement is one of the central principles of the school.

Keywords: Communication 1, emotion 2, sensibilities, 3 dilemmas, learning, etc.

1. Introduction

Research from different fields and fields has proven that today, first-class students no longer come in with the same knowledge but with a wide range of knowledge this has made the technology and technology today at a more advanced level of excellence in practice, as well as the interests of the child and the child's affinities are ever increasing. *(Xh. Murati, 2002,p.23).*Through his work, the teacher creating a successful partnership between the school, the student and the family made it possible for students to be successful for the learning process despite cultural diversity students in order to end up with their studies as much as possible and to contribute positively to their lives and to the community. (Thorndike, R. B. & Dinnel, D.L. (2001).

Today many students in schools use a variety of different forms and techniques in the lesson, and therefore school beggars should be offered a range of opportunities to express and interpret their skills in school. The case of accelerating technology and technology has made it necessary for each child to have the skills in different ways and to offer conditions that in one way or another are well-formed and creative. The topic I have chosen for research answers the immanent needs of the society we are going through today. (Thorndike, R. B. & Dinnel, D.L. (2001).

Many teachers have applied and used a similar form of lecture so far to imply that the students could not produce results and effects on learning. Teacher should always keep in mind that good teaching is valuable to society, effective teaching is the key to true education, the teacher should know that students need many skills and knowledge to be successful, but above all , to motivate teachers and feel motivated and capable in the rapidly changing world of knowledge and civic values.(M, Maria, *1967, p.87-88)* .The teacher should be the one who creates wise and conscious citizens who are able to critically see the world, who make smart decisions

about their lives and others.

1.1 The role and importance of the psycho-pedagogical dimension in school and in teaching

For the role and importance of the dimension of psycho pedagogical in learning, speaks also Montessori, Maria, *The discovery of the child", Fides Publishers, 1967, pg.87-88*
Montessori philosophy supports the multi-year grouping and the teachers of these schools have been implementing it for over 100 years. This concept has recently penetrated and is dominating as a possible idea to be realized due to the work of many theorists and educators.
Thus, some countries have recommended that the pre-primary and elementary classes be implemented in multi-year groupings. http://montessorimiracles.blogspot.com/2011/02/why-multi-age-classroom.html/
Various age groups allow younger children to learn from older children and experience new challenges through observation;Older children reinforce their learning by learning the concepts they have already mastered, developing leadership skills, and serving as examples to follow. This agreement reflects the real world in which individuals work and associate with people of all ages and tendencies: *(See.E.B.2017.)*.In the structure of psychological factors of successful learning of subject contents, a special place occupies a special set of these factors which directly affects the psycho-pedagogic aspect of the learner in the lesson.

1.2 Factors that influence the student's rightful learning

a). This group of factors includes the sense of the student and learner's ability to learn in order to master the subjects, to better understand and focus on the subject of reading, and the cartographic nature of writing in classroom work and at home. *(See.E.B.2017.)*
b). Another objective addressed in the psycho pedagogical factor is the sense of responsibility of the student and the student for the correct and correct mastery of the subjects in the school.
c). Learning motivation. This kind of psycho-pedagogic motivation is directed and controlled by internal instructors to learn and master the specific content of a subject.
d). Motivation of learning is the desire, the will, the need, the interest, and the aspiration, the clarity of the goal that the student or the student intends to achieve in the learning process and during his / her education and keep it easier and better taught and acquired by the learner during the learning process. (Fullan, M. 1998).
The role and importance of the psycho-pedagogical dimension have been discussed by many different scholars who have addressed this problematic of teaching the psycho-pedagogical dimension, when we are in this learning problem with a special emphasis. Montessori in his book Children Talk*, (Citation: Diploma Thesis E. Beqiri, 2017*) emphasized that:

➢ Children learn from each other by observing and interacting. Children often learn better from each other than adults. For a four-year-old who is not reading yet, it's much more motivating to see a grown-up student reading it than to look at an adult (reader) as he reads. They can also act as teachers if they choose to help younger children with activities. (N,Pajazit, 1997,p.42.)
➢ Encourage collaborative learning - from an experience of a Montessori class teacher: I am surprised every day in my classroom how many children of different ages interact and learn from each other. The older kids in our class are encouraged to teach lesser children and it is amazing to see the older child harden what they know by teaching it to the youngest child and it is just as amazing to see the eyes of a small child carefully concentrates on the older child. (J.Gjorgjevic 986.p.135). When the older kids learn the lesser ones, they unconsciously teach a lesson - this is more powerful than teaching an adult (the teacher).
➢ Multi-year grouping helps children develop a sense of community and support social development. As you look at the students, how wonderful it is for them to have different interests and to choose different jobs at different times. Children in this environment learn to respect others as individuals. It is not necessary for all to be 'equal' or 'just and equal' while all children are respected for who they are.
➢ Multi-year clusters strongly support the inclusion of children with special needs in classrooms with typical developing colleagues. The benefits of inclusion for all children have been demonstrated and varied in all areas of development and education. (V. Polak, 1986.p.79.)
➢ Children given the freedom to interact with children of different ages build a sense of self-confidence and complacency that creates a foundation for them, which will help them move through life with the confidence that they can try new things and do not be afraid to come out of the comfort zone (according to authors Edmund T. Emmer and Carolyn M. Everson). "Students entering school today have prevailing abilities, skills, cultural norms, language level and various skills. of their demands and finding the best learning outcomes requires care, skill, and sometimes this may also seem like a

grueling task.(Edmund T. Emmer, Carolyn, M. Everston. Tenth Edition. 2018, p.1-3.).

According to authors Edmund T. Emmer and Carolyn M. Everston, the academic success of students is closely related to the ability of teachers to manage the class well. These teachers have clear ideas about classroom conditions and student behaviors that are necessary to create a healthy environment: (Fullan, M. (2000).
In the pedagogical thinking of the Renaissance, and especially in the remarkable plays of our first professors, we have contributed to the field of the benefit of Pedagogical Ethics as a factor in education. We could make a sure recommendation that education is a form of communication because it receives and provides information. It is a form of human community and human communication at the same time. (According to: Josip Marinković, Utemejenost odgoja u filozofiji. *Zagreb, p.100)*
In a word, co-operation and association are conditions for human existence, because one during his or her life is a person who educates others and is educated, so educator and person are educated.

According to the authors, learning should be well-oriented and well-managed for these reasons:

a).Before leaving the school and then implementing the plan at the beginning of the school year and ending by observing and implementing the classroom management procedures throughout the school year.(Fullan, M. (2002)

b). The role and impact of the psycho-pedagogical dimension plays a special role in the implementation of the curriculum during the classroom. The pedagogia dimension is always coherent in time given that you are adjutant to the age and level of the student in the leson. *(Sadker Pollack Myra-Sadker Myller David 1995p.65.)*

1.3 Adaptation of the changes, time and reality of the children development in learning

The Swedish author, (*Ellen Key*,) prophesied that our century would be the child's century. No one could have predicted then that the child contained a secret of life that represented an unknown amount of discovery that could enable adults to solve their individual and social problems. (Wallin, D. (2003).

1.4 Importance of the motivation for students that are facing difficulties on acquisition and communication.

In everyday school practice, teachers encounter successful and failed "students. Successful students are self-motivated because they coexist with a sense of success and have a higher self-esteem for themselves, feel more fulfilled. This makes them have the greatest ambitions in the academic world.(Montessori.*1978, p.3)* Everyone wants to succeed. This is a feeling that comes with the human being.
As aforementioned the teacher, one has to bear in mind that there are students who are having difficulty in expressing themselves, who are self-confident, emotional, emotionally excited. Those students are very difficult to motivate. Role and impact on the physical, and emotional aspects of children in learning. *Fullan, M. (2002) Educational Leadership, The change.*

1.5 At the role and the psycho pedagogical dimension

The continuously and healthy development of the child in all respects affects his approach and his views on life. The way it behaves, speaks, collaborates, interacts, teaches, and studies, and so on is a reflection of his education. After a sufficient research into this form of education, I think that we can generally approach the four aspects in which the impact of the Montessori Method on children-learners can be noticed: the physical, emotional, intellectual and social aspect *(Mc.Carthy and Benally 2003).*

*1.**Emotional Aspect** - When children are allowed to explore what they want at their own pace, this naturally encourages them to try out more challenging tasks and this actually accelerates their learning process. "Creativity is inspired by peace internal. As children are able to choose their own activities and work with them in their own way, creativity is encouraged. They focus more on processes than on results. Fullan, M. (2002).*
*2.**Intellectual Aspect** - The psychological study of a child may have a far-reaching, far-reaching impact on all human questions. In the minds of children, we may find the key to progress, and who knows perhaps the beginning of a new civilization, (Wilmore, E. L. (2002)..*
*3.**Social Aspect** - Children in the Montessori classrooms learn to respect each other and build a sense of community. Although this method allows children to choose their activities during a day, there are still rules for*

the class that are timely reinforced. This fact teaches them the discipline itself, as well as the development of important skills such as concentration, self-control and motivation. Tirozzi, G. N. (2001).

1.5.1 Planning of activities in the classroom

The term activity describes the behavior that the teacher and the student pursue in their common purpose. Activities are an important aspect of learning planning, as they communicate time and time is something very precious. If the school does not use the classroom class schedule, class hours are usually not longer than an hour usually 45 minutes. Regardless of length, the lesson should be directed effectively so that students have enough time to meet the learning curriculum objectives.(Z. Nijazi. 2000. *p.45.*)

"Referring to this process on psycho-pedagogical dimensions, below are described some of the activities used in the classroom

> ➢ ***Beginning and completion of the lesson class.*** *The main purpose of opening the activity is to help students make a regular transition to the classroom, moving from one hour to the next.*
> ➢ ***Presentation of the new content of the Course***. *In this activity the teacher introduces new information, elaborates or expands a concept or principle, performs a demonstration, shows how to perform a certain exercise, or describes how to solve a certain problem (N. Pajazit. General Psychology II - 1999.)*
> ➢ ***Discussion***. *In many schools, the teacher addresses activities to the whole classroom. The purpose of using the discussion is to encourage students to evaluate events, themes, or results, to increase their awareness towards their point of view to others.*

At,psycho-pedagogical dimensions when using a discussion format, plan the questions carefully.The pupils have to be aware for basic rules of participation in like (raising a hand, carefully listening, respecting the right of each and other to express their opinion). *N. Pajazit." General Psychology I, School 2002.p.236.*

2. Conclusion

Pupils at school usually present different levels of their preparation for learning. To date, when applying the old teaching models, the effects of student concentration on learning have not been at the right level of concentration and showing the results, for the very fact that the organization of the lesson has not been organized according to the levels of variety of students in the lesson, because the lesson was not organized according to levels of varying degrees in the lesson.

So far the use of the frontal form of teaching has made the teachers not willingly but faced difficulties as a result of the applied teaching model, ie the frontal form, to show the attitude that goes to there as they want, to remove students with learning disabilities that are students with many causes and different factors showing poor learning outcomes and successes. Ware, DJ. (2012). Leadership Models.

There are many reasons why it should be presented and with little modification to stay and apply today's one-time classroom teaching. But there are also many different nature remarks and increasingly frequent calls that this classroom system and teaching system will be replaced with a new learning model model that suits you to the needs and interests of students by given the age of their affinity for learning and learning. *N. Pajazit." General Psychology I, School Book, Prishtina, 2002.p,236.*

In the actuality of educational work, the application of the enlightened learning is understood at a different degree of concentration on the very fact that the enlightened learning suits the invisible needs of the students in learning, but always understanding the extent of the road and necessary that in school and in society in general there cannot be two children, students with the same level of knowledge, expression and skills.Montessori. Maria, "Child Secret*".(Orient logman, 1978, p.3).*

The actuality of the changes has led to changes in understanding in one form or another to contain different methods of learning and learning, and for this the challenges of reform in the various fields of education and education have made the initiating students of elementary school today do not come across a common knowledge range, and with a preparation for them in the lesson, but be prepared for lessons, and for different activities in the lesson. (*Waters, J. T., Marzona, R. J. & Mc.Nulty, B. (2004).*

But there are also many of the different nature of the remarks and increasingly frequent calls that the classroom system with the whole class be accompanied or even replaced with new systems and modalities of the learning organization.

REFERENCES

1. Xh, Murati,(2002), Didactics-Methodology of Teaching, Tetovë,p.23.

2. M, Montessori,(1967) Maria, *"The discovery of the child",* Fides Publishers, , *p.87-88*

3. N, Pajazit,(1997)"Asquisition of the learning courses and its obtaining".Prishtinë.,*p.42.*

4. Th, Karaj,(2005).Child Psychology. Tirana, *p,78.*

5. J.Gjorgjevic,(1986). Modern Learning-Organizing and forms,Prishtinë.*p.135.*

6. V. Polak, (1986).Preparatin of the students on new asquisition,Prishtina,*p.79.*

7. Class Management for Teachers of the ninth years' school and those the secondary schools. Edmund T. Emmer, Carolyn, M. Everston.(2018). Tenth Edition.Tirana., p.1-3.

8. S. Pollack Myra-Sadker, Myller. David(1995).Teachers, school and Society,Tirana,*p.65.*

9. Montessori. Maria,(1978). "Child Secret*".* Orient logman, , *p.3*

10. Z. Nijazi.(2000).Didactics. Prishtina. *p.45.*

11. Edmund T. Emmer, Carolyn M. Everston. (2018).Class Management for Teachers of the nine years' school and those the secondary schools. Tirana, p.183-184.

12. N. Pajazit.(1999). General Psychology II – Man and its personality in Psychology, University of Prishtina – Philosophic Faculty, Prishtina.

13. N. Pajazit.(2002).General Psychology I, School Book, Prishtina.*p,236.*

14. http://montessorimiracles.blogspot.com/2011/02/why-multi-age-classroom.html

15. Fulton, R. N. & Maddock, R. C. (1998). Motivation, Emotions and Leadership: The Side of Management.

16. Fullan, M. 1998. Leadership for the 21st Century: Breaking the Bonds of Dependency

17. Fullan, M. (2000) .The Return of Large-Scale Reform.

18. Fullan, M. (2001) Principals as Leaders in a Culture of Change.

19. Fullan, M. (2002) Educational Leadership, The change.

20. Fullan, M. (2002) The Role of Leadership in the Promotion of Knowledge Management in Schools

21. Thorndike, R. B. & Dinnel, D.L. (2001). Basic Statistics for the Behavioural Sciences.

22. Tirozzi, G. N. (2001). The Artistry of Leadership: The Evolving Role of the Secondary School Principal.

23. Ubben, G. C., Hughes, L. W. & Norris, C. J. (2001). The Principal: Creative Leadership for Excellent Schools.

24. Van Doren, M. (2003). What is the Role of the Teacher, in Passion for Learning.

25. Vroom, V. H. & Jago, A. G. (1988). The New Leadership Managing: Participation in Organisation.

26. Wallen, N. E. & Fraenkel, J. R. (2001). Educational Research: A Guide to the Process.

27. Wallin, D. (2003). Student Leadership and Democratic Schools: A Case Study.

28. Waters, J. T., Marzona, R. J. & McNulty, B. (2004). Leadership that Sparks Learning.

29. Ware, DJ. (2012). Leadership Models.

30. Willower, D. J., Eidell, T. L. & Hoy, W. K. (1973). The School and Pupil Control Ideology.

31. Wilmore, E. L. (2002). Principal Leadership.