

# Didactics, Object, Its Connection With Other Sciences, Criteria

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**Abstract:** To better understand the didactic-methodical interrelations, it is enough to quote the Dictionary of the Albanian Language for the above words.

a. Didactics. Part of pedagogy that deals with the content and goals of the learning process, methods and forms of organization of learning in school<sup>1</sup>.

b. Methodology. 1. The set of methods, rules and ways that are used in a certain field of activity to study something or to perform a certain work.

2. system of methods, ways and scientific principles that serve as a basis for building the lesson or organizing teaching at school; the theory of teaching a subject at school<sup>2</sup>.

Didactics does not aim at real scientific research, it does not deal with scientific methods and content, but:

- Study learning skills.
- Ways, forms, ways of teaching.
- It studies and gives the opportunity to use the basic didactic principles and principles of the teaching process.
- Processes the ways of acquiring the material by the students.
- Analyzes learning methods.
- Processes forms of work in the classroom and outside it, etc.

**Keyword:** Didactics, object, science

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- The didactics of literature also has a historical and literary character because its tasks, methods, work principles and goals have changed in accordance with the requirements of the time, with the needs of the society for development of education, for new historical knowledge, etc. It requires the provision of historical knowledge on objective scientific bases supported by archival documentation.

Object, tasks, content and importance of didactics of history study.

Didactics of history as a science in the function of the history subject for primary cycle classes, aims to provide the main rules of learning history. Didactics deals with the content of learning, with the principles, methods and organizational forms of learning the subject of history in the two main forms of this process: In the learning process inside the school, in the classroom and in the learning process outside it (outside class).

Didactics aims to fulfil the main objectives of this learning process in the subject of history, for the lower cycle, such as:

- To form a system of sustainable historical knowledge, in accordance with the psychological features of the age of students in the lower cycle of the elementary and primary school.
- To create a multitude of values and skills for the acquisition of concepts, laws and historical laws in students.
- To equip students with the methods of acquiring knowledge as quickly as possible and to make them capable of using comparison, making analysis, using the logical scale and abstraction in the acquisition and transmission of historical material, etc.

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<sup>1</sup> Albanian language dictionary, Tirana, 1980, p. 313. Didactics.

<sup>2</sup> Albanian Language Dictionary, Tirana, 1980, p.1122, Methodology.

- To create the necessary space for the use of didactic tools, considering concretization as one of the most important links for the acquisition of historical-literary knowledge.

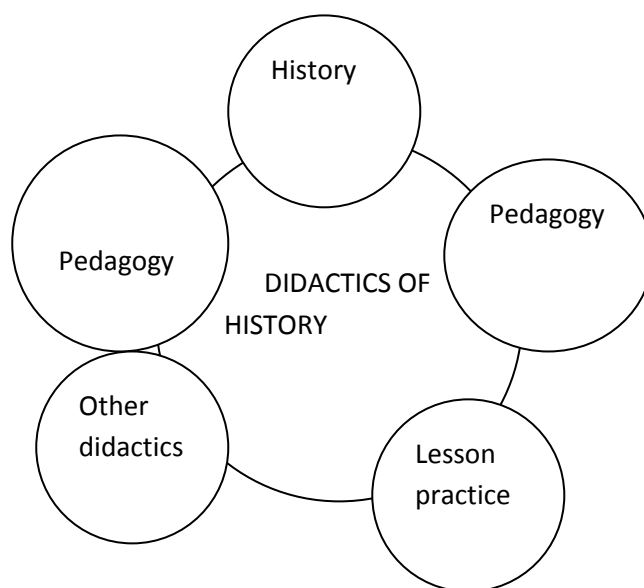
- To alternate teaching and learning methods and types.

- To combine the work in the classroom with the independent work of the students outside it. As well as use the development of learning outside the classroom, in museums, in historical places, on various excursions, etc.

The object of the study of didactics is the study of the basics of theory and practice of learning in the subject of literature for grades I-IV. Didactics treats the learning process for these ages as an art. It analyzes the skills, strategies, development systems of the learning process, elaborates the teaching and learning forms and methods in the subject of history and literature and conveys the didactic principles of learning.

### **I. The relation of didactics with other sciences**

The lecturer Qazim Xhelili has graphically presented the relation between the didactics of history and other sciences, placing the didactics of history in the centre along with psychology, pedagogy, history and teaching practice, subjects that interfere with the didactics of history<sup>3</sup>. To this colour of relations, we should also add didactics (methodology), didactics as a special discipline. In this context, we consider the didactics of history as a "planet", which with its trajectory intersects the trajectories of the aforementioned subjects. A schematic representation of the relations can be:



Didactics is related to interdisciplinary didactic subjects such as: didactics of language, reading, geography, mathematics, biology, etc.

The relation with interdisciplinary subjects or in a broader scale, does not mean that they take materials from each other as a mechanical copy, but every achievement, idea, concept, argument of these subjects, also helps the didactics of history. Above all, the researchers are of the opinion that the didactic, methodological subjects and the didactics, have as their object the lesson class and its mission, its realization as much as possible.

### **II. The lesson class, its structure and features**

The process of imparting new historical knowledge at school takes place through the lesson, which remains the main form of the teaching process. Although the lesson remains the main form of the teaching structure, it constantly undergoes changes in structure, form and content, based on the experience of the teaching process of our country and the experience of the models that we benefit from other countries. The time of conduction of the lesson is different at different levels of Albanian education, it varies in 45', 60' and 90'. But the lesson for the students of the primary cycle classes (class IV where the subject of history begins) cannot be one hour long. This condition depends on the age of the students, who cannot afford a relatively long time, because

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<sup>3</sup> Xhelili Qazim, Didactics of history, Shblu, Tirana, 2001, p. 17.

the student gets tired, sleepy, loses concentration, has no acquisition skills, etc. Starting from the eighties, the structure of the lesson has been the object of numerous discussions, studies and conclusions. Before the nineties the most recommended structure in a history lesson took several forms:

I) The form when the goal was to provide new material.

- Knowledge check.
- Switch to new topic.
- Presentation of new material.
- Reinforcement of new historical material.
- Assigning homework.

II) The form when the teacher aims to systematize previously acquired knowledge.

- Knowledge check.
- Systematization of acquired knowledge.
- Assigning homework.

III) A traditional or common class had this structure.

- Establishing discipline and checking attendance.
- General check (frontal)
- Two students stood up on the board and were asked about the knowledge of the day's lesson + the repetition lesson.
- Their assessment was done.
- The new topic was developed.
- Working with the history text.
- Assigning homework.

Didactic, pedagogical and methodical studies have provided many forms, models and different structures for the development of the lesson. In all types of lesson structures, some common elements of lesson organization are encountered. Some of the most general elements for school lessons are: Motivation, objectives, presentation of new content, didactic materials, practical activity, tasks that the student will perform at home through independent work, etc. Among the most acceptable structures for a lesson, which the teacher plans in the daily schedule, the methodologist of history at the University of Tirana, professor Qazim Xhelili, after referring to a group of American authors, recommends:

- The subject of the lesson, which of course is different for each lesson of history and planned in the calendar plan.
- Motivation, which is related to the promotion of students' skills and the mission of that lesson.
- Learning goal and objectives for that lesson or topic.
- The material-didactic basis that will be used for every lesson of history.
- Check of the acquisition of historical knowledge.
- Elaboration of the new teaching material that will be given in each lesson.
- Practical activity during the lesson.
- Working with text.
- Checking the understanding of the new subject.
- Homework planning.

Even though the history lesson is the main form of the teaching process, it is not the absolute or the only form. The learning of history takes place not only in the classroom, but also in other environments, such as: in museums of various types, in historical places, in the cabinet of history, in other scientific institutions, in production and commercial centres, etc. The development of learning in these environments is conditioned by the topic that the teacher will develop based on the approved schedule, on the basis of the lesson plan and planning in the calendar plan, from the beginning of the semester or the academic year.

From the didactic point of view, the lesson class is a lesson like all other lessons that take place at school. It has elements in common with the lessons that are developed for other subjects, mainly with social science subjects. But it differs from all the subjects for the features, for the distinguishing elements, for the originality that originate from the character of the subject of history. Some of the features of the history lesson class are:

- The lesson has the privilege of diversity, innovation, it is unique and attractive, and it keeps the student in the tension of curiosity and the unexpected for the conclusion of the event or historical phenomenon.

- The lesson is different from the lessons in other subjects, because it uses a material and didactic basis different from other subjects. In the history lesson we can use:

a. *Written sources*, such as: archival documents, parts of scientific, historical, literary, folkloric, mythological, linguistic publications, etc.

b. *Material resources*, such as: archaeological finds, weapons, ornaments, equipment of important historical figures, etc.,

c. *Audiovisual means or electronic equipment*, such as: videos, slides, radio commentary, movies with a historical character, for example, the movie "**Scanderbeg**", computer equipment, diskettes, CDs, etc.,

d. Institutions, such as: museums, churches, mosques and mosques, which have been declared cultural monuments, administrative centres such as the parliament, the prime minister's office, the city hall, etc.

e. Illustrative tools such as albums, photos, maps, sketches, plans, etc.,

e. Various ceremonies such as official holidays, local or national holidays, traditional Albanian rites and ceremonies, etc.

- The history lesson uses several forms and methods of teaching and learning, which encourage passion, will and desire for document research, collection of episodes about the events that happened in the area where the school was established, etc.

- In the history lesson, debate and scientific discussion can be successfully carried out, creative, reproductive, imaginative thinking, observation, fantasy, imaginary thinking, imitation, etc. can be encouraged.

- In the lesson of history, the teacher has the advantage of using the knowledge, achievements and conclusions of other subjects, of Albanian and social sciences, which he does not receive in a template way. - The subject of history, with its properties, creates the possibility of creating harmonious teacher-student relationships. Learning history is not a schematic lesson, a template, without creative sense, but it creates diversity, space, and breathing, gives the student the opportunity to be an object and subject, to be active, while the teacher is an actor, director and manager of the class. learning.

- The history lesson gives the teacher and the student the opportunity to be busy with intensive, creative and logical work, which is reflected in several diverse forms.

In didactic and methodical literature, the lesson is generally considered sacred. One considers it, rightly, diverse and unrepeatable. There are also other labels, which consider the purpose, tasks and objectives that the lesson accomplishes. The lesson class in all categories of schools and their type is developed in an organized manner. The main role in the development of the lesson is played by the teacher, who is the architect, the organizer, the manager, the main actor of this scene of knowledge and who, with his work, has earned the right to turn the role of the teacher into a profession.

### **III. Learning types and didactic criteria for each type**

The lesson class in history is considered the main form of the learning process, because, in general, learning takes place in the classroom, but the learning process can also take place outside the classroom, as in various historical events, in the history cabinet, in museums of types and characters of different historical, in scientific institutions, in public, economic, political, legislative, institutions etc.

But wherever the lesson takes place, it must use a certain type of lesson. This didactic requirement is related to the learning process, the place where it will take place, the purpose and objectives that the teacher sets for each lesson. For the successful implementation of the history lesson, taking in consideration the didactic tasks, researchers have identified several types of learning, which include both the teaching process and the learning process.

They are:

- *The type of introductory lesson.*
- *The type of lesson for explaining new material.*
- *The type of repetition learning.*
- *ç) The type of combined learning.*

- *The type of lesson for the check of the knowledge acquired by the students during the teaching and learning process.*

In the literature of the years before nineties, the following classification of the types of lessons in the history class was given:

- The type of lesson for studying new instructive material.
- The type of introductory lesson.
- The type of generalizing repetition learning.
- The type of learning for the check.
- The type of combined learning.

The analysis of each type and the didactic criteria for each type are:

**3.1. The type of introductory lesson.** It is appropriate to use at the beginning of the school, semester and chapter. The use of this type is conditioned by the nature of the subject, which students of grade IV develop for the first time with the unknowns that the development of the subject holds with the way of conceptualizing the subject both on the part of the teacher and the students. During this class, the teacher familiarizes the students with the subject, the program, the number of history lessons per week, the set of problems of the subject or the chapter, the basic text with which the students will work for the history subject, etc.

This lesson is almost entirely the teacher's and it passes through his speech. During this lesson, the teacher uses the method of conversation, report, explanation, demonstration, etc. Despite the fact that this is a special class in relation to other classes, the teacher, even during this class, uses a certain methodology which is determined by the objectives of the class itself and the purpose for which it is organized. The general methodical course of this lesson is:

- Presentation of the subject of the lesson.
- Presentation of the curriculum and program for the subject that the students will develop during that academic year.
- Explanation of the teaching material planned by the teacher for this lesson.
- The recording of the main moments through which the lesson of history will pass during that academic year.
- The presentation of the basic text with which the students will work during that academic year, explains its structure, the pedagogical apparatus, the way of use, etc.
- Explanation of national symbols.
- The relevant tasks planned for the entire history subject that the students will complete during that academic year.

During the development of this lesson, students are not passive. They are activated by the teacher in order to reach the conclusion that: History and its protagonists are present in the entire life and activity of generations of a nation.

Thus, for example, the teacher asks the students about the figures that the busts displayed in the village, town, district where the school was built or the places where they have seen memorials, tombstones, commemorative plaques with historical objects, street names, etc represent.

**3.2. The type of lesson for the explanation of the new material** is generally used in cases: When the historical material is unknown to the students; When the historical material has a varied documentary basis and the teacher needs more time to present it to the students; When the subject is of special importance in the development of our national history, i.e. when we have the topic of Scanderbeg Era, the Albanian League of Prizren or the Declaration of Independence of Albania, etc.

- One of the most suitable structures for this lesson class could be:
- Emphasizing the importance of that lesson.
- Carrying out an introductory conversation with the object of refreshing the knowledge related to the new topic that will be explained. This stage makes it possible to create the necessary elements for a higher attention to familiarity with the new topic and the stimulation of students' curiosity. The extension time of this stage is a little longer than when we use it in other classes and the use of brainstorming.

- Explanation of the new subject, the time for which it takes up most of the lesson, about 70% of it.
- Summary and analysis of new knowledge through a short summary lasting about 5 minutes.
- Work with the documentation if there is work with the text.
- Assigning homework.

The teacher, even when planning the lesson in the daily plan, uses an unusual structure. It gives more space to the new subject. If the teacher will have as his object the Declaration of Independence, he can prepare approximately this lesson plan.

#### **IV. General Planning Considerations**

Lesson planning is considered a necessary didactic element. The success of the lesson depends on the planning and the ability of the teacher to carry out the planning during the development of the lesson. Lesson planning makes it possible to increase the management reliability of the lesson by the teacher, it creates harmonious relationships and freedom in communication with students, makes the teacher familiar with the entire procedure of the lesson, gives the teacher the opportunity to interpret during the presentation of the new material and move away from stereotypes. Planning is the teacher's job. The level and quality of planning depend on the professional skills of the teacher, on the wish, passion and responsibility he feels for his profession. Planning is put on paper and is called a DAILY PLAN, which the teacher makes for every lesson. The daily plan is a personal document and is based on the lesson plan, the subject program, the history text, the relevant historical documentation, the material-didactic basis and the objectives that the teacher sets for each lesson class.

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