



STUDENTS' VIEWS ON THE APPLICATION OF INNOVATIVE METHODS IN TEACHING

Original scientific paper

A. Aljilji¹, E. Kurejsepi²

^{1,2} Faculty of Education, University "Ukshin Hoti" Prizren, Kosovo

Received: 2022/07/27

Accepted: 2022/12/26

ABSTRACT

The skills and attitudes acquired in the classes allow the student to get to know and understand the world around him better, to learn more easily in the natural and social environment and to make decisions about personal prosperity. This research includes 300 students, emphasizes the issue of the quality of education in secondary schools, with a focus on the acquisition of knowledge through innovative methods, as well as the issue of the quality of students' acquired knowledge, the impact on student achievements. Interactions between students and lecturers. Quality knowledge belongs to the level of recognition and reproduction. However, the test results so far show serious deficiencies and failures in teaching in the Republic of Kosovo, indicating the necessity of applying modern techniques and methods of the teaching process in order to improve the quality of teaching, which, among other things, requires personal creativity and engagement of teachers. In order for the aforementioned methods and techniques of curriculum implementation to be applicable, teachers need to be additionally educated and provided with appropriate contemporary literature in these areas. The paper presents the results of the statistical software package SPSS version 25, about students' attitudes about developing the ability to use modern methods and techniques in teaching based on age, gender in relation to the program of attendance. Researchers suggest the use of innovative methods that have proven to be useful in the teaching and learning process.

Keywords: Education, knowledge, teaching, students, learning.

INTRODUCTION

The intensive development of science, technology and technique requires that every teacher acquire in-depth knowledge of his discipline, and this requires a multidisciplinary methodical approach in teaching. The work of teachers in Kosovo is complex, dynamic and challenging due to changes in teacher qualifications, working conditions in schools that are not modernized and do not provide the opportunity to work with students, due to changes in the reform of the curriculum and traditional aspects of teachers. Teachers carry a number of responsibilities on their shoulders, which are only added to (Saciri, 2012).

The reform of the curriculum in Kosovo, i.e. the new Curriculum Framework for Pre-University Education in Kosovo, is characterized by a major change, from an approach based on content and learning objectives, to an approach based on competences and learning outcomes, an approach based on subjects, as well as in an integrated approach to curricular areas. The new curriculum encourages teachers to think about the results-based approach (Blerim et al., 2014). The teacher aims to form certain knowledge, skills and abilities in students.

Prof.Asoc. Ajka Aljilji, Faculty of Education, University "Ukshin Hoti" , Prizren, Kosovo
Email : ajka.aljilji@uni-prizren.com, tel: +38345438378

Correspondence to: Prof.Ass. Esad Kurejsepi, Faculty of Education, University "Ukshin Hoti" , Prizren, Kosovo
Email: esad.kurejsepi@uni-prizren.com, tel: +38344389144

The goal of the school is to develop the personality and individuality of each child. Today, the increasing presence of innovations, both technological and pedagogical in nature, is evident. These units enable students to learn and demonstrate their abilities and to form positive attitudes towards modern technical and technological creativity (Namestovski, 2013). Education should be open, flexible and able to follow scientific, technological, economic and social changes (Avramovic, 2004). The quality of education in Kosovo is implemented through the Strategic Plan, where in 2015, Kosovo for the first time developed a quality assurance strategy for pre-university education 2016-2021. The three main pillars of this document are: 1. Reforming the teaching process for modern teaching. 2. Building a teaching career throughout life. 3. Strengthening the practical aspects of the curriculum. The strategic plan of education in Kosovo 2017 - 2021, which is a continuation of SPOK for the period 2011-2016, in the document "Strategic framework for the development of teachers in Kosovo, approved by MEST" in April 2017, as well as in the document Framework for ensuring the quality of work in schools. Quality is the most significant phenomenon of our time, which is identified with the new philosophy of living (Antonijevic, 2006). Knowledge and abilities can be defined as a dynamic concept that changes under the influence of all the changes in today's society. Education is important for intellectual development. The Socratic method is still used in teaching today (Bolcevic, 2015; Zoric, 2008), and its main advantage is that it is targeted and permanently understood, understood and remembered, and students are encouraged to actively and independently solve problems by connecting new content. With prior knowledge, they increase reasoning ability and self-awareness and allow the teacher to gain insight into students' understanding and knowledge. Teaching contents represent the concept of teaching quality, which is closely related to concepts such as: educational standards, reliability in teaching, adaptability of teaching to the age of students, as well as their prior knowledge. In addition to all the problems we face during teaching, we must make a quality correlation in teaching that will connect science into a unique educational system. Students' ways of learning are largely determined by the environment that affects the development and formation of their thinking and attitudes, as well as by their lifestyle (Janjusevic, 1956). The goal of this work is to point out the great importance of using innovative methods in teaching.

METHODICAL APPROACH IN THE STUDENT'S WORK

A school is worth as much as a teacher is worth. This is why progress in teacher education is the first part of any school reform. We can observe the function of the teacher from the aspect of traditional, classic and current school, that is, the school of the future, that is, the modern school. In a traditional school, the teacher was the mediator between the teaching content and the students. The modern school requires that the teacher constantly hangs out with the book, studies, upgrades, learns new things and permanently works on his professional development and education. The school should be new, unrepeatably, modern (Stevanovic, 1982). The modern approach to teaching is based on discovery learning strategies (Halasi, 2005). Students are no longer passive listeners, but active participants in the learning process. The teacher is now just a moderator who guides the student. The teaching method is a way of activating participants in the educational process. It should be understood that all students can learn through their own activity, and the task of the school is to create conditions for that activity (Prodanovic, Nickovic, 1988). Of course, the student must reach the appropriate solution through his own activity and be an inventor in the search for the truth (Vilotijevic, 2016).

METHODOLOGY

Subject of research

The basic research question addressed in this work refers to the positive impact of applied innovative methods in teaching. The goal of the research is to form a picture of the application of innovative methods in the teaching process, as well as the attitudes and opinions of students about the same. The goal is to point out, based on the use of innovative methods in the education of high school students, the statistically significant possibility of raising the comprehensive level and quality of the educational process by using innovative methods in teaching. It is expected that students will express their desire to use existing modern teaching aids to a greater extent in class.

Research tasks:

Determine whether students use innovative methods in teaching. To determine whether innovative methods contributed to easier mastering of teaching material. Reconsider their interest in continuing with this form of teaching and processing new material through subjects.

Research methods, techniques and instruments: RESEARCH

In the research process, an anonymous survey method was used, that is, a questionnaire instrument. The questionnaire was designed to contain 13 questions. Questions are asked in written form, answers are given in written form. Answers are offered for each question, and students should mark one of the offered answers. The survey was used only for statistical purposes for the purposes of this paper. Hypothesis The research is based on a general hypothesis which reads: Students' attitudes about the application of innovative methods in teaching.

Sample and research site

A purposive sample was taken for the purposes of the research. The examined group consists of 300 students of the first, second and third grades of the secondary school "Don Buzuki" in Prizren, where classes are conducted trilingually in Albanian, Bosnian and Turkish. On the basis of the research, positive results were obtained that speak of the justification of the application of innovative methods in teaching. Because of all this, it is necessary for teachers to get involved in modern trends and apply innovative forms of work in class, and not wait for changes to come by themselves.

Questionnaire:

1. Students understand the importance of using scientific data and knowledge.
2. Students develop the ability to cooperate.
3. Students develop communication skills and tolerance.
4. Students develop team work and taking responsibility.
5. Students develop the ability to work independently.
6. Students develop self-confidence and creativity.
7. Students develop curiosity in class.
8. Students develop a positive interest in science.
9. Pupils develop commitment in class.
10. Students develop efficiency in teaching.
11. Students develop diligence.
12. Students develop a responsible attitude towards the use of material resources in teaching.
13. Students develop the ability to be responsible and actively participate in solving problems related to teaching. Students develop precision and the ability to reason and solve given problems.

Table 1. Students' attitudes about developing the ability to use modern methods and techniques in teaching

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students understand the importance of using scientific data and knowledge	300	2.00	5.00	4.0333	.78078
Students develop the ability to cooperate	300	3.00	5.00	4.2533	.71594
Students develop communication skills and tolerance	300	3.00	5.00	4.3933	.72257
Students develop team work and taking responsibility	300	2.00	5.00	4.1867	.84652
Students develop the ability to work independently	300	1.00	5.00	3.9600	1.12852
Students develop self-confidence and creativity	300	1.00	5.00	4.0267	.96896
Students develop curiosity in class	300	1.00	5.00	3.8933	1.03071
Students develop a positive interest in science	300	2.00	5.00	3.8400	.92743
Pupils develop commitment in class	300	1.00	5.00	3.8533	.92240
Students develop efficiency in teaching	300	2.00	5.00	3.8200	.89795
Students develop diligence	300	2.00	5.00	3.9867	.88981
Students develop a positive attitude towards innovative problem solving	300	2.00	5.00	4.0467	.82199
Students develop a responsible attitude towards the use of material resources in teaching	300	1.00	5.00	3.9067	1.01232
Students develop the ability to be responsible and actively participate in solving problems related to teaching	300	1.00	5.00	3.9333	1.03409
Students develop precision and the ability to reason and solve given problems	300	1.00	5.00	3.9667	1.07076
Mean	300	2.67	5.00	4.0067	.51575

From the presented results, descriptive statistics show that there is no statistically significant difference between the answers of the students. The difference that can be observed is with the

question "Students develop communicativeness and tolerance" and the question "Students develop efficiency in teaching" (Mean 4.3933 and 3.8200).

Table 2. Attitudes of students in relation to gender

	Gender	N	Mean	Std. Deviation	df	t	p
Average	Male	148	4.0856	.48434	148	1.865	.064
	Female	152	3.9298	.53664			

In Table 2, the T-test $p=.064$ ($p > 0.05$) statistically significant difference, in relation found that, in relation to gender, there is no to the questions asked and the results obtained.

Table 3. Attitudes of students in relation to the student attendance program

	Program	N	Mean	Std. Deviation	df	t	p
Average	Naturale Science	152	3.9482	.57951	148	-	.160
	Social Science	148	4.0667	.43667			

In Table 3, the T-test $p= .160$ ($p > 0.05$) shows that there are no statistically significant differences in relation to the direction the students attend.

Table 4. Differences in student opinion within and between groups

Class	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.286	2	1.643	6.645	.002
Within Groups	36.347	147	.247		
Total	39.633	149			

Table 5. Attitudes of students in relation to the class they attend

Class	N	Mean	df		
				10 grade	11 grade
10 grade	82	3.7854	.56421		
11 grade	118	4.1537	.48301	.001	
12 grade	100	4.0147	.45362	.091	.444

From the presented results, by ANOVA (Boneferroni) test, it is evident that there is a statistically significant difference between the students' answers, depending on the class they attend, between the 10th and 11th grade students

(Mean 3.7854-4.1537; df, 56421- .48301, $p < 0.05$). While there is no statistically significant difference in the assessment of their importance among 12th grade students.

Table 6. Differences in student opinion within and between groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.273	2	1.636	6.616	.002
Within Groups	36.361	147	.247		
Total	39.633	149			

Table 7. Attitudes of students in relation to age

Age	N	Mean	df		
				16 year old	17 year old
16 year old	82	3.7854	.56421		
17 year old	116	4.1540	.46862	.001	
18 year old	102	4.0170	.47137	.084	.460

From the results shown, ANOVA(Boneferroni), examination shows that there is a statistically significant difference between students' answers, depending on the age of the students, between students who are 16 years old and students who are 17 years old (Mean 3.7854- 4.1540; df, 56421-.46862, p 001), (p < 0.05). While in the case of students over 18 years of age, there is no statistically significant difference in the assessment of their importance. Based on the analyzed data and the obtained results, we can conclude that the working hypothesis is fully confirmed, that is, there are certain different opinions regarding the attitudes of students in applying innovative methods in the teaching process.

CONCLUSION

The research in this paper showed that there is a great justification and need for the introduction of innovative methods in the teaching process in secondary schools, because this is what today's generations need for the successful adoption of teaching materials. Research has shown that there are certain different opinions regarding the attitudes of students in the application of innovative methods in the teaching process. Science and technology are progressing at a tremendous speed and this progress is visible. The school, teachers and students are in a significantly different environment than a few decades ago. In such conditions, the school cannot remain on the traditional way of working in which the teacher and the textbook are the only source of information and in class the teacher teaches and the student only passively listens. Therefore, by adopting high-quality knowledge of students, as well as by connecting teaching methods and techniques, school institutions will justify the purpose of their existence, which has been confirmed by research.

REFERENCES

- Saqipi, B. (2012). Assessment of teachers' needs - Professional development for the implementation of the new Kosovo Curriculum Framework. EU IPA 2009 Teacher Training and Capacity Building Project.
- Blerim S., Tuula A., Eira Korpinen (2013). Understanding the context of teacher professionalism in educational systems undergoing transition - the case of Kosovo. International Conference on Education and Educational Psychology 2013. Proceedings - Social and Behavioral Sciences 112, 635 - 647.
- Namestovski, Z. (2013). "Analysis of the effects of the application of educational software on the motivation of teachers and students in the lower grades of elementary school", Doctoral dissertation, Technical Faculty "Mihailo Pupin", Zrenjanin.
- Avramovic, Z. (2004). Society and school: the problem of choosing knowledge. Collection of knowledge and achievements, ed. Stevan Krnjajic, Belgrade: Institute for Pedagogical Research, 11-25.
- "Plani Strategjik i Arsimit Në Kosovë 2017-2021," 2016, 62.
- Antonijevic, R. (2006). Knowledge Learning System, Belgrade: Institute for Pedagogical Research.
- Bolcevic, V. (2015). Teaching and developing students' critical thinking by applying Socrates' dialogical method in teaching. Final work. Rijeka: Faculty of Philosophy in Rijeka.
- Zoric, V. (2008). Socrates' dialogical method. Life and School, 20(2), 27-40.
- Janjusevic, M. (1956). Teaching methods, Belgrade: Nolit. 792.
- Stevanovic, M.(1982). Innovations in teaching practice, Belgrade: Educational Review.
- Halasi, R., Kesler, M. (2005). Chemistry teaching methodology and demonstration experiments, Belgrade: Scientific book.
- Prodanovic, T., Nickovic, R. (1988). Didactics, Institute for textbooks and teaching aids, Belgrade.
- Vilotijevic, M. (2016). Informatics and developmental teaching in an efficient school Belgrade