

## Theoretical backgrounds of learning at different levels of difficulty in learning and teaching

**Behxhet Gaxhiqi**

Associate Professor, Faculty of Education, University "Fehmi Agani", Kosovo

[behxhet.gaxhiqi@uni-gjk.org](mailto:behxhet.gaxhiqi@uni-gjk.org)

### Abstract

Firstly, in the determination of this paper, it is very important to note that so far nothing has been done in this regard, as it is known that a large number of different factors have been influenced. By defining this paper we will explore and illuminate the factors but also the stagnation that directly affects learning and teaching. Also, this paper will analyze the possibilities for implementing and applying an advanced learning format that directly affects this content learnable lessons comprehension by students, in our schools. We will continue to recognize those factors that are effective and have impacted on this area of learning. Students with such problems have a variety of difficulties, focusing on attention, having difficulties in performing tasks and passing quickly from one activity to another etc. These learners also show other behaviors such as: they are often confused, forget things, do not care, do not repeat, develop excessive conversations, or move often in the classroom etc. In addition paper also has analyzed the theoretical and practical aspect of students in learning and teaching.

**Keywords:** *disorders, hyperactivity, lack of attention difficulty, factor, etc.*

### Introduction

In every democratic society with high values of education level, a special role and priority has been and is being devoted to the level of education. Children are the initiators of the school, are creatures in formation and therefore a special care and support should be given to them in education and welfare. "As it is known from their birth, each child has a different predisposition that makes him/her different from each other, where each one has different predispositions of their different level of skills and knowledge. Therefore, the immanent need of society requires the school to enable elementary school initiators, from the creatures in their formation, to become capable of independent life and work for any challenge they face in society. When designing this research, which is of particular importance, it is very important to note that so far nothing concrete has been done in this regard, as it is known that a large number of different factors have been influenced. *Th.Karaj, 2005.P,117.*

"With our work, we will try to specify the factors but also the forms and possibilities for implementing and applying such form of learning in our schools. In continuity, we will recognize those factors that are effective and have influenced this area of learning, so that we know and practice in essence in this field of learning. *Islam,K. 2002.p, 122.* Today, many students in schools use a variety of different forms and techniques to learn, and therefore, school initiators should be offered a range of opportunities to express and interpret their abilities

in school. The acceleration of techniques and technology has made it necessary for each child to have the skills in different ways and for this should be offered conditions that in one way or another they will be formed and mastered for work. The topic I have chosen for research answers the immanent needs of the society into which we are going through today. "In schools, a need for implementation of a more advanced form and applicability of this type of learning is being felt. It is also necessary to look at how much the students are interested in, in addition to the learning work they develop to look for a deep enlargement of their knowledge that, in addition to those compulsory subjects, also to have some other subjects outside of the plan and the foreseen program, but which is of interest to the student and for his professional and positive formation. (M. Bardhyl, 2003, p.88).

## **Second Level Headings**

### **1. The basis and the theoretical model of teaching content**

During the efforts so far to find and apply such appropriate content and methodical forms, prior to the theory of teaching were presented and submitted different dilemmas that on what to focus more, on the common with all people, on particular for some people or on only those attributes and characteristics for each student. "The processors as well as the theoretic supporters of the entire classroom learning system, as known, perceives the class as a relatively permanent community of students of the same age and background knowledge who are educated under the guidance of the teacher and with their active participation in the classroom. Miller, Bonnie (2003) The main difference based on the research conducted with students in a classroom is that the textbooks did not fit all the levels and age of the students, which made it difficult to understand the textbook. M, Bardhyl, 1999, p.25.

Didactics (learning theory) but also the model of the learning advancement has found some important things in the learning of students in the classroom. Amongst others more important ones are these findings:

"The aspects of students' diversity in the learning process must necessarily orient towards the current and accepted model for teaching and learning methodology. (Islam, 2002, p.137). The relative differences between pupils in learning process are:

- differences in the aspect of intelligence (especially verbal factors),
- work plan and conditions,
- teaching techniques and practice, the behavior in classroom, engagement, sustainability,
- degree of motivation and the aspect of activation in learning.

Analyzing the thematic aspect of the teaching contents among others, this research has found out that: The student should be assigned to work in exercises by the level, the structure of knowledge in the sense of the read text (success in the text of the reading comprehension), at the same time taking into account the intelligence, motivation for learning, the development of the habit and the technique of learning and developing their vocabulary and the way of interpreting the contents of the textbook. (N, Virxhil 2003, p.63). With the development of learning at different levels, the model of individualization in classroom should be provided. Students should work in the same task during the classroom only in exceptional cases; e.g. during literary work (listening to interpreted reading, clarifying unfamiliar expressions, loud reading, common evaluation of results, etc.). Referring to student difficulties in learning, it is recommended to the teachers that: "Simultaneously differentiate the amount and complexity of the tasks, the pace of the lesson and the degree of the teaching

assistance. There are three kinds of exercises that make up the tasks and questions in four levels and complexity. The psychological content of the exercise consists of the mentioned intellectual operations in the justification of the level and structure of knowledge. The content of the first type of exercises are mainly the questions and the tasks of the first degree of significance dedicated to students who cannot successfully determine the facts. Referring to the different topics of the students' tasks and exercises in the lesson, a finding, while Freud believed that reactions of hysterical conversion occurred through the autonomic nervous system, where Freud's main purpose was to deal with psychological timing, calculating it between conflict and disorder. (*S,Spiro,2003,p.69.*)

The subject of the plan and the curriculum of every teacher is that each one of them is obliged to provide assistance to the students who need it the most, more often those who achieve lesser success in classroom. "Teachers often need to get enough information on the behavior, the level of progress of the pupils in the lesson, and also need to recognize the nature of the learning difficulties of the students in the classroom. This aspect allows for a look at the work done during exercises and direct contact with the students. *B,Robert F.Jack Snowman,2004,p,36-39.* To understand better and easier the student's learning process, the teachers are asked to make these important steps in the classroom with students who have difficulties in learning.

### ***Third Level Headings***

#### **1.1. Chronological analysis of the definition of research objectives**

First step: "It is usually required to divide students in groups according to the results of the progress or the psychological tests. In this group, teachers tend to treat students as homogeneous groups. However, based on this, the problem is that the group cannot be homogeneous even with

two students. Even if they both have the same skill level, they can be so different that they cannot resemble each other, which makes the students' learning process more difficult. (*S,Petrq,2015,p,80.*)

Second step: The overwhelming simplification of today's ways of adapting to students' perceptions based on their abilities and other characteristics has brought many difficulties to the academic work of many students in learning. In many cases, this has led to the failure to learn. Complexity of this issue becomes even more complex when it comes to studies or research surveys that evaluate the work of students who are considered as slow or fast learners.

Third step: The changes seen in learning speed are merely a result of the diverse impacts on learners with different skills and who study in different" working "conditions. For example, depending on the applied teaching methods today in schools, on one hand, we have highly skilled students who tend to work better on the basis of free teaching methods and on the other hand those with lower skills who tend to work better on leading teaching methods. (*S,Petraq,2015,p,29.*)

Fourth step: "In principle, today there is a possibility that teaching strategies and learning materials are drafted in some versions and have the right flexibility to adapt to the particular types of students' abilities in learning. Adapting the style of the teacher to the types of student skills can have a significant effect on the attitude, motivation, and learning outcomes of the students. (*S,Spiro ,2003,p.23-29.*)

## Methodology

### Second Level Headings

#### 1.2. Models and learning styles of students in teaching, theoretical basis of teaching

Student learning styles bring a number of preferences among students to learn and teaching in the school. So the ways of responding, student impulsiveness, dependence, interdependence, mental structure of students, and preferences for visual interaction, listening or other ways, bring their consequences on the academic and impulsive work of students, in acquiring their knowledge. (*I.Krasniqi, 2002., p.89*). Recently, some educators have begun to recognize the importance of adapting teaching strategies to different styles of learning in teaching classrooms. But so far, they have not invested and done enough in this area, since this particular form has a special role to pay attention and greater support in meticulous advancement. (*M, Bardhyl, 1999, p.63*). Therefore, according to this, the teacher should make the adaptation of the teaching with the learning styles of the students, thus increasing the effectiveness of the teaching and evaluation of the learning outcomes in the lesson.

1.3 Main Student's Personality Processes in Teaching .Over the outcomes of learning and teaching in school for each student's role have also the characteristics of the personality of the students, among which are mentioned such as: self-confidence, attitudes, stress, interdependence, emotional endurance. Each of these factors mentioned above has special effects on learning and teaching of students at school. "However, while the effect of learning features in teaching is very little practiced and is being done in adaptation to teaching in the qualities and personalities of learners to learn. Based on many findings, many teachers have been convinced that it is very difficult to apply a multi-dimensional classroom teaching strategy to classroom students. (*S, Spiro ,2003, p.12.*) But it is always possible to make an analysis of the mutual impacts of the characteristics of students and teachers, as well as examine the different learning outcomes. Such a strategy of designing in the lesson would look like this:

- Those students who are very capable and have self-confidence in learning process and are independent, where they feel better with diverging teaching and the conditions of independent learning. (*B, Robert F. Jack Snowman , 2004, p.89. )*
- While students with low skill levels are addicted and concerned, tend to be better off with convergent teaching, and with a clearer structure and more guidance.

It has been recognized not only by teachers but also by policy makers in building the education system that faces many difficulties in adapting teaching strategies to student characteristics but the methods and concepts associated with complex systems can give us many ways the implementation of these changes in the framework of education reforms that are being developed today in Kosovo, namely at the level of the education system, from the mandatory elementary element to the university level (*M., Bardhyl 1999, p.16.*) "Denise de Fiore, a famous researcher, has pointed out that children are the only ones who can benefit from this way of teaching. This style of teaching is more appealing to teachers as well. It requires another type of energy that is different from direct teaching, by adapting to the pattern of methods, but also to the teaching model of these children, and this is the theoretical basis of teaching" (*I.Krasniqi, 2002, p.74.*)

"Regarding to the model of appropriateness and the advanced model of pedagogical teaching known Tomlinsonofron another explanation regarding the theoretical basis of learning with students who have difficulty learning, according to him today young teachers are developing the usual motor skills of learning. Differentiation is a highly engineered and planned motor skills for such a learning base, where through this form of teaching, the qualities and the level of student's preparation are recognized and respected. (*M.,Bonnie,2003,p,96*). According to this expert, the way to go there is to look at children as an individual and leave them free to show what they are doing. From these foreign scholars, which at the same time show that young teachers develop the whole set of competencies needed in the differentiation of the lesson, but one thing should be known that this form of teaching in order to be realized at the proper level also requires the relevant cadres in this particular field of teaching. (*K..Theodhor,2003,p..89*).

#### **1.4. How to differentiate learners with learning difficulties**

"This method of differentiated learning takes a lot of time or is unfeasible, given that everything in this form of learning is complicated and requires time and efforts responded by Tomlinson. At the same time, he stresses that a lot of time has been spent when dealing with diversity in the classroom using primitive methods, which today do not find their place in the field, because they are outdated and do not give learning outcomes. *M,Bardhyl, 1999,p.56*. Another well-known scientist who has worked on this problematic field of teaching Tomlinson says that teachers should imagine their classroom with their students as a driving ladder that goes higher and higher by raising and student outcomes in lessons hour, rather than going static. From the tasks that students take, they must be practical in order that tasks encourage the student think deeper. *N,Virxhil,2003,p,123*.

The course of the organization of the teaching work requires two or three weeks and the teachers go and observe each group of students. Small classes are ideal groups, said Tomlinson. "Tomlinson knows very well that in education there is no magic stick, and this form of teaching requires both time and effort from the teacher but also from the students to recognize this form of school lesson hour" "We know very well all in what way students learn in the school. Most of us remember that when someone continued repeating what we already heard, we did not like at all just as we did not understand the ideas we talked about above. (*Behler,Robert F.Jack Snowman (2004,p,78-79)*).

#### **1.5. Experiences and evidence of students' efficiency in learning, writing and reading.**

For such a study, a series of activities and seminars have been written and provided, but no such form of training package has been signed. It was then thought that in this area, which has not been studied enough and need to be done and written in this direction. The scholars have found that when in a class the students reached an accuracy of 80% they learned better and they feel good about themselves and the subjects they are studying. Nowadays, the actuality of learning in different degrees of difficulty is becoming more and more part of the daily needs in learning and elementary schools. Many of the different psychologists and especially behavioral psychology, as well as other branches of educational psychology aim to discover how teaching is taught and how it can be promoted to effective learning (*P.Simo,2005,p,23-39*).

American psychologist Skinner stressed that every subsequent stimulus-response step should be fairly small to ensure that the student is always correct in his response. Where the first application of Skinner's research in

classroom situations came in the form of linear programmed learning. In this type of programmed learning, the subject matter is divided into sequences of small steps, which follow logically one after the other (*P.Simo, 2015, p. 78*).

### **Conclusion**

Nowadays it seems that to the teachers is quite reasonable and to say inevitably the dilemma of how much measure the difficulty level and to whom they should adapt the teaching, when it is known that the beginner pupils of primary school today do not come with the same school primary preparation. This has led to the acceleration of technique and modern technology to influence their faster advancement in teaching. With the planning and organization of differentiated teaching will be confronted the already parallel class obsolete didactic sense as the community of sameness of students' age and pre-knowledge.

However, we now have to admit that the practice of our school so far has been focused on the traditional model of teaching through which it is impossible to take into consideration the needs and demands of the students, which this present form of differentiated learning strongly strengthens the feeling of students' sense of belonging in engagement of learning .Today many of the students in the schools use a variety of forms and different techniques in the lesson, and therefore school beginners should be offered a range of opportunities to express and interpret their skills at school (*Z. Nijazi, 2005, p.23.*)

Differentiated learning at different degrees of difficulty has a great importance especially in the case of reforming the education system, because here we can see the positive side of this form, where it is known that by applying contemporary techniques of discourse and accelerating technology contemporary results are great in the sphere of education, and the results are no longer missing. Differentiated learning leads to the formation of student affinities both in the teaching and in other school activities, whether organized by the school, or in the ones organized by the district. This form or model of the teacher is more effective and produces results in all areas of teaching

because this model does not determine the student in providing the information but also in learning and comprehending the information. But there are also many of the different nature of remarks and increasingly frequent calls for this classroom system to be replaced with a model of learning which full fills pupils' needs and interests by having into consideration the age of their affinity for learning. (*Krasniqi.Islam.2003, p, 78*)

Over the outcomes of learning and teaching in school for each student's role has also the characteristics of the personality of the students, among which are mentioned below: self confidence, attitudes, stress, interdependence, emotional endurance. Each of the factors mentioned above has its own special value in this area, because each of the features has a special value and plays a role and priority in this area. I recommend that each teacher should consider these special features because these help and advance the work about differentiated teaching today in our schools (*G, Behxhet, 2005, p.17-19.*)

## References

- Theodhor, K. (2003). Trajtimi i Diferencuar i nxënësve, në Aspekte psiko-pedagogjike, ISP, Tiranë.
- Islam, K. (2002). Mësimi i leximit dhe shkrimit fillestar”. Prishtinë.
- Behxhet, G. (2017). Mësimi i diferencuar në shkallë të ndryshme vështirësie. Tiranë.
- Theodhor, K. (2003). Përfshirja e prindërve në edukim, në Aspekte psiko-pedagogjike, ISP, Tiranë .
- Bardhyl, M. (2003). Metodologjia e mësimdhënies, PEGI, Tiranë.
- Bonnie, M. (2003). Si të krijohet kontakti me nxënësit -Doracak për arsimtarë, QPEA, Prishtinë.
- Bardhyl, M. (1999). Psikologji edukimi – zhvillimi, të nxënit, mësimdhënia, PEGI, Tiranë.
- Virxhil, N. (2003). Trajtimi i fëmijëve me vështirësi shkollore, sfida për përmirësimin e shkollës, në Kurrikula dhe shkolla – cikli fillor 5, ISP, Tiranë .
- Spiro, S. ( 2003). Fëmija im akoma nuk po flet...çfarë të bëjë? “Albin” Tiranë.
- CDE ( 2003). Të gjithë ne jemi inteligjentë – Shmangia e diskriminimit intelektual të fëmijëve , Tiranë.
- Bardhyl, M. (2008). Psikologjia e edukimit. Tiranë.
- Robert F. Jack Snowman (2004). Psikologjia e zbatuar në mësimdhënie, ISP, Tiranë.
- Petrq, S. (2015). Teknologjitë e Edukimit. Tirane.
- Petra, S. (2015). Psikologji shëndeti, Tiranë.