

DIFFICULTIES IN LEARNING

ESMERALDA BIRCAJ¹, MILIKA DHAMO², VIRXHIL NANO²

¹ "Kristal "University, Fier, Social Science and Education Faculty

² "Tirana "University, The Social Science Faculty

Email: aldabircaj@hotmail.com

AKTET IV, 4: 561 - 565, 2011

SUMMARY

The expression "Difficulties in learning" refers to some disorders and PENSJA that damage the preacademic and academic development of the child. In this study we have tried in different ways to strengthen the idea that the children have different learning abilities. The ways that they learn have raised some interesting questions like:

- If the IQ does not measure the learning abilities of the child, than what test can do that?
- What intelligent ways of learning should be better develop on a child?
- What is the role of the teaching style in classroom communication?
- What are the mental models linked with the teaching process?
- Have we been able to discover the strong points of our students, (pupils)?
- Have we really valued their potential?

The children with learning difficulties are not "study cases". Instead they are complicated organisms that function in very complex ways. Most of the learning disorders result from the teaching disability from the teachers. So the principal should be their respectful treatment and evaluation. We should have the ability to see them as people, to notice the way they work, move, talk, and process the information.

Key words: Difficulties in learning, child dignity, the learning esthetics, strong point, vision.

INTRODUCTION

The most important word that the education is confronted is 'INEQUALITY'.

The change of the natural inequality into an unrightfully one is very common in the process of education[2] . THE NATURAL INEQUALITY IS BIGGER THAN THE UNRIGHTFULLY ONE.

The children in general are not equal on these aspects:

1. The economic conditions of the family /place of birth
2. The cultural level of the family /place of birth
3. Psychological qualities

These natural inequalities become reasons for an unfair treatment of the children (discrimination). The source of this discrimination is the teacher. Our typical teacher judges like this:

THE HARDER IT IS FOR THE STUDENTS TO LEARN,
THE LESS ATTENTION THEY DESERVE.

THE PROBLEM DESCRIPTION

This study describes one of the most important reasons of the results produced by the education. The teaching is done through the unfair treatment of the children (discrimination) even though each child can learn to be successful. The study was done in the classes of "Lef Sallata" school (a 9 year primary education level). We were present in different subjects, on different periodic teaching hours. The study took part during the school year 2009-2010. Our tries have had under supervision the knowledge, without eliminating the teacher's ability to understand the student from the psychological point of view.

This study expresses the education reality, which puts the teacher in the center, and most of the investments should be done for the them, in order that they can have the ability to see their students as people, to notice the ways the students work, move, think, talk, and process the information because our student “.....knows what he can do by his actions and behaviors. Without creative activities we do not have insurance for growth” .[1]

THE AIM (GOAL)

1. To better understand the reasons of the existing disparities in the quality of the education and equal opportunities.
2. To evaluate the needs of the unsuccessful students in their studies and to increase the responsibility of the teachers, school directors, parents in the achievements of each child, to improve the quality and involvement in school life.

THE MATERIALS

They were designed in two forms:

1. Questionnaires
2. Supervision

The questionnaires were filled out from the pupils, teachers, the school directors, and the parents selected in connection with the evaluation of the unsuccessful student’s needs in learning.

The teacher’s supervision was done in 5 topics:

- a. The environment of the learning
- b. The teaching plans
- c. Evaluation usage
- d. Personal and professional qualities of the teachers
- e. Overall evaluation

THE RESULTS

The reasons of these happenings are very complex. We do not have in our classrooms an environment that supports the learning process. The support and motivation are not enough to really help in a concrete way and differentiated work. The teachers do not explain for the actual pupils present in their classes, but for the median

pupil. They direct the class disconnected from the specific needs of the different pupils in the class. The needs of the unsuccessful students are grouped mainly in pedagogical, social, psychological, and emotional needs.

From the study we noticed that the lowest levels of the teaching process are:

- a. *The learning environment*
- b. *The usage of the evaluation during the teaching process.*

THE FACTS

There are a considerable percentage of the students that are unsuccessful in learning. During the school year 2009-2010 in “Lef Sallata” school 1159 students started their obligated studies, 613 in the lower level of the education and 546 in the higher level of the education. There are 34 classrooms in the school, 19 for the LE and 15 for the HE. The teaching staff has 39 teachers, among them 4 directors, and 35 teachers. 17 of them teach in the LE, 18 in the HE. The school’s GPA is 7.5.

- The passing level of the school is 93%, the LE with 86% and the HE with 99%. From the term’s analyzing we noticed a very important problem, the students with grades from 4-5.
- The failing students are 79, 21 only in one subject, 15 in two subjects, 43 in more than 3 subjects.

The students with a GPA of 5 know less that they can learn. Why a part of these pupils have such low grades? According to the Proff. Stavri Llambri in the “HIDDEN ABANDONMENT” these types of students compared with the ones with high GPA are:

- a. Encouraged 5.4 times less
- b. Get yelled 1.6 times more
- c. Are questioned 4.7 times less [2]
- Dr. Liew Voon Kiong lists some factors that relate to the low results of these students:
- d. Social economic factors
- e. Human nature linked to the level of intelligence
- f. School’s infrastructure[8]

He raises the question: “*Should the teacher be responsible for the low grades of the student?*”

THE REASONS ACCORDING TO THE TEACHERS

1. The bad learning conditions 23 %
2. The absence of the collaboration with the parent, connected relationship 36%
3. Students should study up to 6 hours a day 39 %
4. The problems in the organization of the teaching, education, communication and collaboration of the teachers 2 %

THE PROFESSIONAL REASONS

The reasons are included in one, a misunderstanding between the OBJECT and the GOAL (pupil's achievement). Our education system is ALL ORIENTED TOWARD THE OBJECT. Teaching has in its center the text, (book) which is an object. The school's directors supervise only the teacher's professionalism, which is an object. The yearly school plan has only one activities list, which is an object. As a result the only goal of the teacher and the directors- the RESPONSIBILITY for the student's achievement is bypassed. The main goal is to prepare the students with the democratic expressions, the values and the knowledge of the democratic citizenship.

RECOMMENDATIONS

1. The improvement of the rechecking of the yearly school programs, the improvement of the teaching standards, implementation of a better methodology and infrastructure.

2. The teaching methods should focus the attention on the learning environment and the process of the evaluation in order to get a feedback from the class.

To increase the responsibility of the teachers and the school's directors on the achievement of each pupil the key word is PLANNING FROM THE END TO THE BEGINNING INCLUDING EVERYTHING.

"To fail planning, means to plan the failing".

For better teaching plans which put the student in the center we should answer these questions:

1. What should be achieved?
2. What is the idea being transmitted?
3. What will the students be able to do at the end of the hour?

4. How are we going to reach our goal?
5. How are we going to know what we have achieved?

On the school level each change should be:

SHIFTING OF

THE ATTENTION FROM THE OBJECTS TO THE GOALS.

1. THE TEACHER

The teaching profession is one of the most natural ones to work by objectives and vision, [4]- writes M. Fullan.

Teaching should meet some standards as :

- To activate and support the student's attention during the learning process.
- To support the students in their learning projects.
- To adapt the learning activities with the style that the teacher thinks is right for the student. [7]

This is an environment created by the teacher, who uses vivid forms of interactive activities in the classroom, where the problematic students find themselves developing according to their abilities.

The teaching methods and interactive learning in collaboration with each other, the application of the multiple intelligence, are efficient means of creating such an environment. [10]

Referring the curricula we would say that " *the pupils with low improvement* "are those groups where the aim is to reach the minimal objectives needed for each subject. The teachers keep the responsibilities for their student's achievements, making their minimal objectives needed to learn a unit. (OMDN) [1]

THIS MEANS A SHIFT OF DIRECTION, FROM THE TEACHING" FOCUSED ON THE BOOK", TO THE TEACHING "FOCUSED ON THE LEARNING OBJECTIVES".

The teaching objectives should be understood as changes to improve the quality and not the formality. The objectives are not goals in themselves but means to reach a certain goal, to direct the teacher in the selection of the teaching methods in function of the goals realization and in the process of evaluation, to see how the goals are met. [5]

Each teacher should know very well the pupil's individuality, to know who is he talking to, communicates, explains, to get information about family, social and environment factors. During his work the teacher should notice the VECORITE of the student's development. [6]

The teacher and the parents should collaborate with the school psychologist or specialized centers to test the unsuccessful child psychologically, to determine if the child has learning disabilities, mental retardation, attention deficit disorders (ADD) or hyperactivity.

2. THE SCHOOL DIRECTORS

After the teacher's observation, at the end of the teaching hour are recommended to be done some mini quizzes to test the student's received knowledge from the OMDN list of the unit.

This means a change of direction, the observation "focused on the teacher" has changed into an observation focused on the "student's achievements".

3. THE SCHOOL

The yearly school plan changes the traditional format totally starting from the measured objectives of the yearly achievements of the students. This means another change of direction from the plan that "puts in the center the activities" in a plan that puts in the "center the achievements of the students".

These changes will bring other changes where:

• THE TEACHER is transformed:

From	To
Book centered	Creative
Very sure about the quality of the work	Doubtful about the results of his work
Does not self evaluate	Self evaluates with mini quizzes
Does not need the colleges	Needs the coworkers
Does not need special training	Needs special training
Feels obligated to have a relationship with	They turn to collaborators
The parents	

• THE SCHOOL DIRECTOR

1. Cannot make the school plan by him, but should ask for the collaboration of the teachers and the community helpers.

2. Cannot control in an autarkic way, he should ask for monitored checkups.

3. Cannot have meeting of the pedagogic staff with themes borrowed from the literature, he should exchange ideas on how to reach the objectives.

This way the students not only will profit from the teaching method, but will be partners in the teaching process. [12]

• THE ACTORS OF TEACHING

The meaning of the teaching actors gets wider.

From : Teachers +Parents

to :

Teachers+Parents+Students+Community

The directors+Teacher+Parents+students =The school ((Results+Achievement+Performance)

THE RESULTS OF THE STUDY

The children with learning disability are not "case studies" they are organisms that function in complex ways. [6] Most of the disabilities result from the incapacibilities of the teachers. So the teacher should:

1. Be persistent to involve all the students in the learning process

2. To motivate the students, to find teaching methods in order to induce the desire to participate actively in the learning process

3. To create and maintain the interest, to initiate and motivate the academic activities and the increase of the performance based in intellectual abilities, those that the students can be better at. The principal should be: to evaluate and treat the children with respect because their dignity is the highest quality that they should be proud of, it is what makes them happy, valuable and priceless. [11]

BIBLIOGRAPHY

1. Muka , Petrit: "Teaching by objectives" , Tirana 1995

2. "The hidden abandonment" Stavri Llambiri, Tirane : Pegi

3. Davis, B "Tools for teaching", Jossey –Bass, San Fransisco
4. Fullan,M"New Understanding of change in education" Tiranë:Pegi,2001
5. Musai,B: Methodology of teaching /Bardhyl Musai,Tiranë:Pegi,2002
6. Musai,B(2003) Educational Psychology, reprint,Tiranë:Pegi
7. Nevo,D.,School-Based Evaluation:A Dialogue for School Improvement,Oxford:Pergamon,1995
8. Dr.Liew Voon Kiong
9. Gardner,H.(2003): The mind of the uneducated, ISP, Tirana
10. Gardner,H.(2003): Dimensions of mind, ISP, Tirana
11. HCN(2003) Understanding Human Rights
12. Hyseni,H(2004): Rights of students eyes of students.