

Active and Qualitative Learning a Consequence of the Integration of Non-Formal Methods in Teaching Content and Their Implementation in the Teaching Process

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Abstract

The integration of non-formal education in formal education, in all its forms, is one of the most important issues of the global education. However, active and qualitative learning is the result of the integration of non-formal methods in teaching content and their implementation in the teaching process, as well as an important aspect where students develop their skills, permanently acquire their knowledge. Integrated non-formal methods in the teaching content would provide multiple opportunities for the students to be trained for a lifelong learning. The purpose of this paper was to increase teachers' awareness on the importance of using non-formal methods and their positive effect that this integration brings, both in their performance and in active and effective learning.

Keywords: teaching content, teaching process, non-formal methods, active learning, teacher

Introduction

Integration of non-formal methods in the teaching contents and their implementation in the teaching process is one of the aspirations of global society oriented towards the achievement of quality and effectiveness in education. So, global education focuses on the necessity of synchronizing non-formal and formal education. Such synchronization can be achieved through the integration and implementation of various non-formal methods during the learning process, thus promoting active learning where a variety of activities are involved.

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(Dušan Radović, "Na ostrvu pisaceg stola"(On the island's desk) quoted by Ivič,I, Pesikan, A,Antic,S(2001:17.) Active learning

According to researcher Gazibara, "Active learning as a practical activity is related to working strategies and methods in teaching". Scannapeico (1997) defines as methods of encouraging students in inclusion of higher thinking tasks like analysis, synthesis and evolution "(Gazibara,S(2018:24).

She further states that "Meyers and James (1993) emphasize that active learning can offer students the opportunity to speak and listen, read, write and reflection access to subject content through problem solving, small non-formal groups, simulation , case study, role play and various activities that requires from all the students the implementation of all what they learn "(Gazibara, S (2018: 24,25).

According to scholars, active learning encourages students to be fully involved in the learning process. "Active Learning involves the student in physical, cognitive and emotional way, while the way the learner acquires knowledge determines how much that knowledge will be useful and how long it will be permanent"(autors,Papič-Krsteska,B, Sonaj,B, Osman,E, Spaseva-Miovska,S,Leshkovska ,E ,Stojkovski,S.(2015:23) .

The teacher is the key factor in the organization and implementation of non-formal methods during the teaching process, he is the motivator, facilitator and founder of a favorable environment by acting together and exchanging valuable ideas and ideas for an active learning. By implementing non-formal methods enables students to think critically, work independently and engage in joint research work. Likewise, the teacher through non-formal methods creates a positive climate where the feeling of self-confidence, mutual trust, responsibility and motivation prevails as an important aspect in promoting active learning.

In this study, the integration of non-formal methods and their implementation into the process of learning, we determine as "an embodied body in which the soul of a child is in the body of an adult".

1. Literature Review

Numerous researchers, the integration of non-formal methods into teaching contents and their implementation during the learning process, consider being extremely important and necessary to promote active learning. They also describe it as "the main link" in achieving the goals of global education.

"Global education aims at developing learning communities in which students and educators are encouraged to work for global questions through co-operation. Global education aims to stimulate and motivate pupils and educators to approach global questions through innovative learning and pedagogy. Global education aims to challenge formal and non-formal education programs and practices by presenting their content and methodology "(Cabezudo, A and co-author (2008-2014 :20)

According to Pešič (2017), "Contemporary learning studies have shown that in a non-formal atmosphere, more they learn in qualitative way, through interaction of participants, collaborative learning through non-formal methods which provide students creative, experience and research learning". <https://www.profil-klett.hr/neformalno-obrazovanje-razine-i-modeli>

Researcher Kovačević (2012) describes the application of non-formal methods as "General work with the individual as a non-formal education method including the knowledge, skills, techniques and strategies of working with the individual who wants to advance his education more easily to work through professional perfection and to accomplish his other goals "(Kovačević (2012: 45).

Also, Kovačević, in his research " Activities of international organizations on the application of informal education in Montenegro ", about the contribution of non-formal methods in productivity and high motivation, developed with teachers ranked in two groups on the basis of their work experience from 1 -21 years of working experience and the other group over 21 years, has found that:

From the first group, 57.8% of respondents have proved that non-formal methods contribute to higher productivity and motivation for learning both to teachers and students, while 39% partially agree with it. On the other hand, from the other group of respondents with longer work experience, 25.2% fully agree, while 17.0% partially. A small number of respondents, only 9.0% of the two respondents, disagree with the defined statement, their attitude that non-formal methods have this interest both for teachers and students (Kovačević (2012:45).

Many scholars such as Kovačević (2012), Krsteska-Papić, B with co-authors (2015), Cabuzdo, A with co-authors (2008/2012), Brkanlić, S with co-authors (2012), Kristina Krištofić (2016) in their studies describe the methods of work as very important components to reach the effectiveness of teaching and learning necessary for a global education, emphasizing individual, paired work, group or team work forms, learning through discovery or debate, methods of dialogue, problem solving, collaborative learning, simulation, game, content analysis, etc.

Application of non-formal methods during the teaching and learning process should correspond to the overall goals of global education.

According to Cabuzdo, A and co-authors (2008/2012) global education consists in

- collaborative learning facilitates learning through interaction, strengthens communicative skills of participants and their reliance

- Problem-based learning ... Problem-solving learning paves the way to the active approach to teaching that is oriented in the task, student-controlled

- Dialogue-based learning, which facilitates verbal interaction of learners in order to achieve exchange of ideas "(Cabuzdo, A and co-authors, 2008-2012: 30).

The author Krištofić, K (2016) in her work "Characteristics of social forms of teaching work focused on students " describes several working methods as crucial for the development of creative, personal and social skills as well as individual, project work and action-based:

"Teaching with projects ... results in a great deal of contributions for students and thus they gain knowledge, skills and educational value, develop their ability and skills in different situations, develop research interest, develop positive relationships to work and develop creative learning with practical work .. (Cindrić and co-authors. 2016). Collaborative learning represents an active learning process in which students develop and cultivate academic and social skills by directly utilizing student interaction, individual responsibilities, and positive interdependence (Jensen, 2003).""...the individual work brings the student in close relationships with the learning contents and acting on their own develops independence, self-confidence and creative skills (De Zan, 2001) ... "(Krištofić, K, 2016: 19, 22,30).

Brkanlić, S with the co-authors (2012) describes the method of learning through the problem-solving path as a method which "enables a high level of student creativity Student and computer equally posit problematic tasks for each other, solutions are required and uninterruptedly solve different problematic situations. Learning is very interesting so knowledge gaining is permanent and in practice very easy to apply, especially in new problem situations. (Brkanlić, S (2012:172).

It is also worth mentioning the research-based method, which according to Bogнар and Matijević, (2005) "Research is a method by which students learn the reality" (Bogнар and Matijević, 2005: 283)

Based on the literature we can say that the use of non-formal methods during the teaching process is indispensable and that this way of learning leads us towards global aspirations for a quality education and lifelong learning.

2. Research Methodology

2.1. Purpose of the research

The purpose of this paper was to increase the awareness of teachers on the importance of using non-formal methods and their positive effect that this integration brings, as in their performance, also in active and effective learning.

2.2 Research questions

The research includes the following questions:

- (1) Are non-formal methods integrated in the teaching content of teachers?
- (2) How much are non-formal methods implemented during the teaching process?
- (3) If you use non-formal working methods during the learning process, which methods mostly encourage active student participation?
- (4) What is the cause of non-implementation of non-formal methods during the teaching process according to teachers?

For this research we have used the quality method – the focus group, as according to many researchers the focus group enables us to better know the problematic of the study. According to Matthews, B and Ross L (2010) "Focus groups are an appropriate method for collecting data that is used when the researcher collects qualitative data on people's experiences, ideas, and understanding of people and when it has an interest in learning why they experience their social world this way." Matthews, B and Ross, L (2010: 236).

In the research study participants were the teachers of two high schools and two lower secondary schools of Gjiilan town. In the focus group there were a total of 26 teachers who attended over 100 hours of training, divided into four groups. Therefore the selection of participants was based on Matthews, B and Ross, L (2010) literature, according to whom

"participants are usually selected to participate and the group consists of people who have something in common that relates to the topic of the focus group" (Matthews, B and Ross, L (2010: 235).

3. Research results

3.1. Teachers' views on "are non-formal methods integrated in the teaching content of teachers?"

Most of the school teachers who became part of the focus groups have emphasized that they have integrated non-formal methods in their teaching content, where according to them the attendance of trainings, especially of the training "Critical Thinking, Reading and Writing" has made it possible to get acquainted with contemporary methods, how to encourage students to be an active part of the learning process and integrate these methods into teaching contents.

In two focus groups of high school teachers, 12 participating teachers emphasize that they have integrated non-formal methods in the teaching content, but they are only shown on paper and 14 low secondary school teachers emphasized that they have integrated non-formal into the teaching content.

From this we can conclude that all teachers have integrated non-formal methods in the teaching content.

3.2. Teachers' views on the question "How much are the non-formal methods implemented during the teaching process?"

Out of the focus groups of high schools it seems that very little non-formal methods are implemented during the teaching process, out of 12 teachers participating in the focus group 10 of them emphasize that they do not always use non-formal methods during the teaching process despite the fact that the teaching contents contain non-formal methods while 2 of them emphasize that they do not implement any non-formal methods. While from the focus groups of lower secondary schools it turns out that non-formal methods are applied almost in every class, so all teachers, 14 of them use different non-formal methods almost in every lesson.

Here are some teachers' perceptions:

"I rarely apply working non-formal methods during the teaching process"

"I try to apply non-formal method at least once a month during the teaching process, but according to me there is no effect because students are not interested at all"

"For each lesson I use different working methods"

"Not always, but in most cases I apply working non-formal methods, which I have included in the teaching contents"

From all of the above we can say that most teachers use non-formal working methods throughout the teaching process, while some do not apply a contemporary teaching based on different methodologies to reach an active teaching and learning.

3.3. If you use working non-formal methods during the learning process, which methods do most encourage the active participation of students?

According to the teachers, 12 of them included in the focus group, 26 of them, as the most preferred methods and which stimulate active participation of students mentioned forms of work in pairs, group or team, learning through discovery or debate and work with projects.

Two teachers emphasized that "during the implementation of the group work form the majority of the students are passive and not actively involved, noise is created so sometimes we cannot meet the foreseen learning objectives."

One of them emphasized that:

"During the learning through discovery or debate, the student is encouraged by curiosity; active participation is stimulated and creates a competitive spirit"

"Students during the project work are more committed, share ideas and thinking, communicate and act together, so they feel more motivated"

3.4. Teachers' views on the question "What is the cause of non-implementation of non-formal methods during the teaching process by teachers?"

Most of the participants in the focus group of high schools as the main cause of non-implementation of non-formal working methods see the large number of students in the classrooms, the noise during their implementation, then some also note their unwillingness to apply non-formal methods in teaching methods.

Some teachers emphasize that time is limited and more time is needed to apply non-formal methods adequately.

Other teachers emphasize that when using non-formal methods only a small number of students participate actively while most of them are passive, students do not sufficiently understand the learning content so we waste a lot of time.

According to the teachers another reason for not using non-formal methods is the negative opinion of students that through non-formal methods we do not understand the learning content enough and that they are feeling themselves enough grown up to act through non-formal methods.

12 of the teachers included in the focus group consider that the reason for not implementing non-formal methods is the space that classrooms have and inadequate working conditions.

Here are some attitudes of teachers participating in the focus group:

"I see the nonfulfillment of working non-formal methods insufficient at times, because applying non-formal methods adequately during the teaching process takes longer time"

"The main cause is the large number of students and the noise"

"Several times I tried to use different working methods during the learning process but during their implementation I noticed that not all students actively participated, a small number of students tried to get involved actively while the rest were passive and did not take seriously, for example, during the group work"

"If we encourage students to work with projects, a big number of them will act according to the guidelines, work by cooperating and the rest will not try to work, but they will ask to take the tasks from their friends"

"Pupils are not aware of the positive effects of non-formal methods in their professional and individual development, so it is necessary to organize different workshops for students."

A big number of the teachers believe that through traditional teaching, pupils better understand the teaching unit, that they are got used to this teaching and find it difficult to use new working methods.

Conclusion

Based on the analysis of teachers' attitudes at both school levels, we conclude that in our schools still dominates the traditional teaching where the teacher is the subject and the students are the objects in the class. Some teachers are not yet ready to promote active teaching, they are not ready to use new methods of work that encourage students to participate actively and are not ready to adapt informal methods in their teaching method which enable interactive and collaborative learning.

However, there is a noticeable movement in this topic that the vast majority of lower secondary school teachers use working non-formal methods with students, understand the need for global education for active learning where the teaching and learning process they orientate towards the student so that students become an active part of learning and promoting their values.

Therefore there is a need to continue to work on the promotion of the use of non-formal methods that, over time, all teachers become aware of and apply new methods and forms of work during the teaching process for an active teaching and learning where students and teachers can be subject, where students need to "learn how to learn" which is a motto of contemporary learning.

It is important to note that this research is of particular interest to me and also for other teachers. Also this paper may serve for other researches because in our country there is a lack research of this nature. The purpose of this paper was to draw

attention and increase the awareness of teachers to efficiently apply non-formal methods in their educational work for a qualitative education based on the goals of global education.

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