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CONSTRUCION CREATED BY EXPERIENCES, CRITICAL REFLECTION ON THEM- CONSTRUCTIVIST APROOACH TO LEARNING

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ABSTRACT

The effort to reform the high education system in Albania is oriented toward education with independent learning habits, so that the student easily integrates into society. Learning occurs when the student is actively seen as a critical thinker and he is constantly entrusted with the assumption of responsibility. The stage of intellectual development is achieved if it is equipped with the necessary powers. Competencies are gained through engaging in active activities by combining the knowledge, skills and abilities of the individual.

This paper tries to expand the view that the organization and development of the teaching process in the auditorium associated with the subject practice ensures the active involvement of the student in this process, and is considered as the philosophy that today orientates contemporary education. Research is important because it argues the impact of the practice-based learning, which is considered as a key conceptual basis for creating revelatory learning environments.

Key words: *learn, internship, contemporary education, student, competence*

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Monitoring progress in an education system depends mainly on the indicators that create awareness program makers and other stakeholders to judge the context and achievements of knowledge and understanding of cognitive and metacognitive skills, intellectual and interpersonal as well as ethical values that students will gain. In this way, the indicators of education help us to design educational programs that are built on competencies, in an integrated way, that the core of their approach is the student, so that he prepares as best as possible for his role in the society in the future.

In the last decade there has been an increased interest in competency-based education (Gonczi, 2003:117-131; Rauchand – Steiner, 2013:9-11; Lambrechts, et. al. 2013:65-67). The use of the concept of competencies as a basis for outcomes of learning, emphasizes the role of academic staff and students, including them in the learning process, in which they know, understand and demonstrate. National Strategy for Higher Education (2008-2013) emphasizes that university programs are guided by the principles of the Bologna process and the inclusion of professional practice as an integral part of the program. Teachers perceive pedagogical practice as "the essence of their preparation for the profession of teacher" (Menter, 1989:461), as a starting point for the real world of school (Ryan, Toohey dhe Hughes, 1996: 373).

The competence includes: a) the cognitive competence related to the use of theory and concepts, as well as the implied knowledge gained through experience, b) functional competence (skills or practical knowledge), which relates to what a person should be capable of doing in order to exercise the proper functions in a given field of work, learning process or social activity; c) personal competence which has to do with knowing how to guide yourself in a specific situation; (d) ethical competence, which includes the possession of certain personal and professional values [Gishti et. al 2009: 19].

Disaggregating competencies at three levels: proceeding through the investigation, generation and testing of hypotheses by students during classroom practice deepens understanding, paving the way for more flexibility in learning outcomes as a dynamic combination of knowledge, skill and ability. At the same time, by being represented as integrating capacity, they offer choices in the large number of alternatives, change of access to learning activities, and greater variety of situations [Tunning Project: 25].

The essence of change lies in the focus of the learning process. Learning is defined as a comprehensive learning activity with a view to improving knowledge, skills and habits, within a personal and social perspective. Learning to do is one thing that can be taught to others and that can be evaluated directly.

Thus, it is possible to determine in a very convincing way whether a student is able to organize a group of children, to access two models of education programs, and whether they can work in a team, while in the process of teaching and evaluating learning it is possible to evaluate the degree to which the students have achieved, thereby preserving the knowledge gained.

Pre-school education is the first link of our educational system. Our concept of early childhood is based on the idea of children as citizens and active participants in society. We see early childhood as an important part of life [Mato. et. al, 2003: 9]. Therefore, the content of curricula for preschool education students should stimulate thinking and reflection on what students themselves observe.

The key concept for this is the concept of competence [Cebrián-Junyent, 2015.]. The student-oriented approach puts emphasis on an analysis that coincides with the priorities. Based on these priorities, the discipline "Development and Learning Standards of Children 3-6 Years" as part of the curriculum provides an understanding of its overall structure; the basics of a

knowledge gained in a coherent manner; critical analysis methods; quality research based on theories of child development [University Lectures, 2017-2018: 5].

Lectur hours and teaching practice were attended by a group of 25 students, course III, academic year 2017-2018.

At the beginning of the course a question map was built:

- What learning activities should the students take in order to achieve good learning outcomes. How long do you need it for that?
- What material and what content should be used for learning activities?
- Which of these activities could be considered skills assessment activities to manage the group of children?
- What are the most efficient methods and techniques in this approach?
- Two were the basic criteria for achieving the result: the target activity and the activity organized by the students themselves. Planning of activities within the hours of subject practice was:
- long-term planning - ensuring equal concentration in all learning goals and continuing involvement of all aspects of learning within these goals;
- mid-term planning - fills gaps between short-term and long-term planning;
- thematic planning - provides a group of related activities, which relate to thematic units or some curriculum areas;
- short-term planning - involves the sequence of experiences and activities designed to promote new learning or to apply the newly learned things; learning outside the preschool institution - provides challenging experiences.

Thus, the methodology used aims interaction and inclusiveness. This methodology developed as a direct result of better understanding.

We have in focus:

Direct interactive teaching - is effective, helps students learn new skills and procedures and acquire academic knowledge.

Teaching and learning models - help students shape information, build concepts and rules, formulate and validate hypotheses, and develop creative thinking.

Social models - help students collaborate and learn together, acquire new knowledge and understand concepts. These qualitative learning experiences aimed at: developing key competencies, linking phenomena and different elements, skills, appraisal, and ensuring that each learning experience is based on and correlated with the knowledge and experiences of each student. All the work focused on adapting the situations and needs of students in the context of interactive social pedagogy, as well as in strengthening links between curriculum areas and promoting integrated learning.

The tables below evaluate the performance of students in classroom teaching, based on competency teaching.

The students' assessment was made on three main themes of their work with the children and for each topic was determined the main objective of their evaluation. The assessment was based on a range of measuring instruments for each topic.

The key to evaluation:

- Poor
- Enough

- Good
- Very good

Theme 1: Strengthen natural predispositions to learn through interaction, presuppositions that serve the child to investigate and then perceive through various activities.

Objective: The opportunity given to children to discover, experiment, make judgments, cooperate, and share their thinking with others, thereby supporting their social and social development.

Measuring Tools	Number of Students	Evaluation			
		1	2	3	4
Student: Modeling an environment where the child's imagination is always improving.		3	7	12	3
Helps children learn about the causes of events around them.		2	6	9	8
Encourages dialogue that helps children enhance ideas, experiences and thinking patterns.		5	10	6	4
Builds activity centers that offer attractive opportunities for children to learn important social skills.		3	7	10	5
Complies format questions: reflection, thoughts, imagination, thus providing the validity of creative thinking.		5	9	8	3
Cares about child's safety by checking the the control of game equipment regularly.			5	10	10
Helps them gain the values of the right by making clear the necessary limitations regarding the mistakes.		6	7	8	4
Supportive while trying to alleviate irrational fears during the game.			5	9	11
Provides sufficient time and guideness to show confidence that children can do things properly.		7	7	6	5

Theme 2: Motivation - a prerequisite of creativity in terms of orientation, observation and enforcement of the game as an encouraging activity, necessary to promote individual and group creativity through imitation, fantasy, imagination, and games that are developed in application of daily planning.

Objective: Student perceptions about the factors that influence teaching to learn, the differences in the effectiveness of teaching strategies and the relationship that exists between them.

Measuring Tools	Number of Students	Evaluation			
		1	2	3	4
Student: Has a at learn competence based approach to work with other children.		8	7	5	5
Recognizes and implements teaching strategies.		5	8	7	5
Treats all children as talented individuals in the event.			3	7	15
Looks at teaching educational activity as a harmonious development of the child's personality.			5	10	10
Respects the rhythms in a stimulating and interacting environment.		7	9	5	4

Theme 3: Adapting the forms and methods of teaching according to the areas of development and learning styles, based on concrete situations and situations, monitoring and documenting the activity of each child.

Objective: The way in which children's learning, the behavior and development of children, resources, materials, equipment and didactic means, the ways of assessing the achievements of children in all areas of development. Learning outcomes through which children will be provided with the knowledge, skills and habits of the program and development and learning standards for the respective age group.

Measuring Tools	Number of Students	Evaluation			
		1	2	3	4
Student: Has reached achievale and timely determined learning outcomes.		5	7	8	5
Helps children identify and experience positive emotions.			5	8	12
Maintains relationships between quiet and active activities, as well as between individual, small and larger group activities		3	8	7	7
Adapts the methods of teaching by the areas of development and children's learning style.		6	9	8	2
Creates physical space for children to move freely from one center to another.		2	7	10	6
Uses assesment tools to assess child's overall progress.		5	7	8	5
Supports the implementation of the program in the principle of recapturing and strengthening knowledge and skills, from one subject to another		3	6	9	7
Regarding curriculum areas, respects principles like transitioning from the simplest to the more complicated, from the known to unknown, from the learning of the whole to the learning of special parts, chronological learning etc.		5	7	10	3
Encourages the acquisition of communicative, expressive, cognitive and actionable skills and competencies.			5	12	8

At the end of the practical activities, each student completed quizzes with one of the questions below, based on the theoretical knowledge that this group of students has received during the year, step by step, as well as during course II, in the subject "Teaching Methodology" as a repetition of knowledge and interrelationship, since both of these disciplines complement the curricular framework of pre-school education.

1- The philosophy of the new curriculum framework requires the transition to:

- A curriculum focused on scholastic needs
- Factual knowledge
- Curricula based on specific fields
- Procedural knowledge

2- Learning by learning involves:

- The ability to learn even after the formal education process has come to an end.
- Curricula based on specific fields
- Top-down approach
- The tendency to guide change to others

3- An effective teacher is not the one who:

- Makes constructive comments and suggestions
- Creates space for children to learn and encourages success
- Appreciates everyone's contribution
- Puts knowledge at its level

4- To overcome the problems related to motivation the teacher should:

- Ask questions that make the child think, be an active participant in the lesson
- Build activities that have the greatest difficulty
- Rely on results
- being informed, create spaces for certain groups of children

5- Which field of standards contains this way of organization: "Standards in this area focus on the behaviors, actions, prerequisites and basic attitudes that a child gains during growth, gaining learning experiences, and interacting with others."

- Social and emotional development
- Language development, reading and writing
- Cognitive development and general knowledge
- Learning Approaches

6- Among the principles of the curriculum "Intends to build a curriculum to create equal opportunities for personal success for each child":

- Suitability
- Inclusiveness
- Concern
- Decentralization

7- Fill out:

The main dimensions of successful teaching are two: ----------

8- Distinguish the elements of the "Traditional" and "Contemporary" teaching in the alternatives given:

a) Sturdy in structure and time distribution.
b) Exclusively instructive and centralized.
c) Cares for accurate memorization and reproduction of knowledge.
d) Focuses on generalizations.
e) It gives priority to uniformity.
f) Focuses on the assessment of content format and progress
g) It gives priority to participatory methodology and interaction.
h) Takes care of the individualization of learning.
i) It gives priority to complex methodology through which theory is related to practice, application, and problem solving.
j) Open to the community.

9- What are the curriculum frameworks, list some habits that a child gains at the end of pre-school education.

10- What is the goal of learning areas in preschool education.

11- Fill in: The new curriculum philosophy requires the transition from:

a) teacher-centered curriculum, ----------
b) Curricula based on specific fields, at ----------
c) Knowledge-based curriculum, in ----------
d) Curriculum based on academic orientation, in ----------
e) A curriculum that supports mechanical learning, in ----------

Findings show that teaching practice should be seen as an important component in the process of learning, because the theoretical knowledge gained during lessons is contextualized (Marais & Meier, 2004; Perry, 2004; Quick & Sieborger, 2005). Also, this practice gives the student an opportunity to understand if there is a proper choice of career.

In conclusion we can say that particular components of this experience resulted:

- Ability to find and analyze information;
- Teamwork skills;
- Balance between group work and individual work.
- Ability to use professional criteria;
- Ability to make decisions using the knowledge gained for practical situations;
- Ethical commitment and social responsibility at work, being aware of and understanding the importance and respect of human rights and equal opportunities;
- Synthesis skills;
- The experience encourages the self-expression of the student;
- Student helps decisions about the type of learning and curriculum;

- Establish a balance between comprehensive assessment and detailed assessment of students.

Despite thorough preparation, students faced challenges that significantly affected their teaching practice skills. These practices help the student to contextualize theoretical knowledge. Also, these practical practices make the student understand whether he/she has made the right choice for his/her future profession.

Promoting research, the best link between theory and practice brings the need to set up special mentoring and preschool education groups. Consequently, we see the design, implementation of integrated training and adapting to the needs of the faculty appropriate.

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