TEACHERS TECHNIQUES AND MODELS USED   FOR ENGAGEMENT OF THE STUDENTS ON LEARNING

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Abstract: The nature and specificity of the work will be stopped and focused on the forms and models that teachers use during the learning process. In the course of this paper we have addressed the factors directly affecting the increase and the level of teaching excellence in the lessons. Also, in dealing with this problematic we will know those forms that show higher learning outcomes. Many of the students have problems in understanding information, reading information, and even interpreting them. This proves that teaching is not adjusting to their level and knowledge, so we also have problems in understanding the reading text and receiving student information in the lesson. Also during our research work we have dealt with the model of teacher's explanation in the lesson, the forms of work the teacher uses, and the model of assessment in the classroom. In the present theory of teachers, different systems and modalities of the teaching organization, the level and form of the curriculum to the standard and the form of student assessment are presented. In order to make a thorough assessment and especially in the unique schools, special work plans and programs should be developed which in one way or another will suit the immanent needs of the students' age.

Keywords: evaluation, comparison, curriculum, standard, theory

1. INTRODUCTION

When determining to work in this research, which is of particular importance, it is very important to note that so far nothing concrete has been undertaken in this regard, as it is known that a large number of different factors have been influenced.

Today many of the students in the school are using a lot of forms and different techniques in learning, and therefore school beggars should offer you a range of opportunities to express and interpret their skills in school. The case of speeding up the technique and technology made it necessary to feel that each child who has skills in various ways provides conditions that in one way or another are well-formed and capable of work. In the current teaching theory u different systems and modalities of the learning organization are presented. It should be looked at how teachers are following such a form of learning, how difficult they are when developing their classes, when it comes to knowing that today, first class students come with a wider range of knowledge. (E,TH,Watson,2018,p,459).In schools as there is a need to implement such a form of learning, it is also necessary to look at how much the students are interested in, besides the learning work they develop, look for a deeper extension of their knowledge, those compulsory (compulsory) courses have also any of the other subjects outside of the plan and program envisaged, but which is of interest to the student and for his professional and positive formation. By this form of learning, we are insisting on utilizing the advantages and neutralizing the characteristic weaknesses of these two extreme systems. (N. Pajazit.1997, p, 34.)

2. MATERIALS AND METHODS

2.1. *Chronological analysis of the definition of models used by teachers during assessment of students in learning*

Therefore, taking into account the age and level of the students in the teaching, among others, the role and priority is given to the issue of education and their education. Beginner pupils, as well as those of preschool age, even as they begin to walk and understand the people and things that surround themselves among themselves, have different affinities that make them distinguish from others, because their interest in toy or for any of its activities differs in comparison with others, for the fact that there are different differences of difference between them. *(K,Theodhori (2003).*Differences are different to the fact that today you cannot find two children that have the same features and affinities, and the same interest, and for this there are few different of differences. (I.Krasniqi,2002,p,89-90)

2.2. *Uninterrupted working periods*

"The uninterrupted period of work recognizes and respects individual variations in the learning process. During the working period, students are given the time to work with different tasks and responsibilities at their rhythm without interruption. A child's work cycle involves selecting an activity, performing the activity as long as he / she is interested, cleaning the tools of that activity and returning them to the respective shelf, then selecting another activity. (N.Pajazit,1997,p,89.) During the working period, teachers maintain and supervise the work of students and offer individual and small lessons. The uninterrupted period of work facilitates the development of coordination,

concentration, independence and order as well as assimilation of information. While the work will look different for each age group, at all levels of the program, children should have enough time for the uninterrupted period of work. During the uninterrupted cycle of work, we should see students engaged in work suitable for their development. The work should include Montessori materials that are appropriate for each student's individual needs. The teacher should work with students individually and in small groups. Students work together as they work together on a task or research project. They also manage job expectations. A work plan or workbook can be used to help organize and manage time skills. At the primary level, full-class lessons of the classroom should not take place during the uninterrupted cycle of work. Rather, they should appear before or after the uninterrupted cycle of work. (N. Pajazit,1994, p,32.)

Playing time in nature, special classes and enrichment classes are not included in the work period. The time around the circle should also be held before or after the uninterrupted cycle of work. (https://amshq.org/School-Resources/School-Support-Materials)

Referring to these problems, among many others, many different authors who are in favor of these issues, among others, recommend the following:

Among these ways, the most successful are:
- ➢ Tests for the diagnosis of students' abilities;
- ➢ Preliminary tests for teaching chapters;
- ➢ Questionnaires for diagnosing student learning styles;
- ➢ Direct observation of students at the time they perform various teaching assignments;
- ➢ Interviews with parents to collect information about interests, how to teach children, and about the level of knowledge of students.

2.3. Higher Activation of the students in learning

During one lesson in which differentiated language learning and literature are developed, different activities must be developed at the same time. Under these conditions, the teacher acts more as a facilitator or as a leader rather than as an information broadcaster. Meanwhile, students are active explorers and responsible for their work, because students are at the center of learning. This at the same time helps their independence for work. *(N.Pajazit, 1999, p.45-46).*

Focus on teaching in basic concepts. In the differentiated lesson the teacher uses a variety of learning alternatives, each of which has its own particular role and effect in the lesson.All students have the opportunity, through these teaching methods, to implement key concepts of the subject being studied. Such a differentiated teaching model enables students to discover and use important ideas, while at the same time encouraging the most advanced to expand knowledge and application of key concepts and principles. *(Th.Karaj.2005.p, 22)*

The modalities and forms used by teachers in teaching are assessed today as a successful practice that provides the required learning outcomes in learning. Through this method of learning, benefit all groups of learners, starting from those with learning difficulties, to gifted or specially gifted students. However, to argue that the methodology of teaching so far has been addressed to traditional teaching, it is impossible to take into consideration each student's learning needs and requirements through each form. *(http/www.ascd.org/readingroom/cupdate/2001.hml.)*.Based on these findings, it is well-known that many pre-requisites for new school projects in America and Europe have been realized in which on the basis of external differentiation is organized the teaching of content with different levels and levels. [M.] *Bardhyl.2003, p, 78)*

Linking the research results of other authors, Dr. Jovan Đorđević examines the contemporary problems of differentiated learning. It also analyzes Zalcveld's worldview, which is based on research from the research-group of the University of Berlin and has formulated three appropriate school-specific relationships and differentiated teaching. The approach of individual and frontal learning should compensate for the conditions that arise in the teaching process. Thus, equal progress of students is achieved; different stimulation tools are implemented and other forms of support for students in learning. *(G. Behxhet, 2005, p.23-27.)*

2.4. Child Century

The Swedish author, Ellen Key, prophesied that our century would be the child's century. No one could have predicted then that the child contained a secret of life that represented an unknown amount of discovery that could enable adults to solve their individual and social problems. This aspect can prove the foundations of a new science of child study, capable of influencing the entire social life of man. *(M. Maria.1978, p,16-17).* This term refers to the importance of healthy development of children in all aspects: physical, emotional, intellectual and social. Given the change in the education system from the 19th century to the present day, it can be said that Montessori education has made an enormous contribution to the path towards these changes in the educational approach to the child in educational systems (schools) .

2.5. Impact on the physical aspect, intellectual, emotional and social, at the children on learning
The constant and healthy development of the child in all respects affects his approach and his views on life. The way it behaves, speaks, cooperates, acts, and learns, studies are an overview of its education. After sufficient research into this form of education, I think that we can generally approach the 4 aspects in which the influence of the Montessori Method on children-learners can be noticed: physical, emotional, intellectual and social aspects. *(R, Watson,2014)*

2.6. "Physical Aspect - child development is achieved by playing, building, dancing, bending, leaving aside ... and many other modes of movement. Children spend a good part of the day increasing their physical development without their knowledge. *H. Denis, 2017, p.56.*These movements affect: primary motor development, including mobility, efficiency, stability and balance; the excellent development of nerve functions, including concentration, fingerprinting and eye coordination; as well as group work and social skills, providing energy, harmony and entertainment.

2.7. Emotional Aspect– when children are allowed to explore what they want at their own pace, this naturally encourages them to try out more challenging tasks and this actually accelerates their learning process. Creativity is inspired by inner peace. As children are able to choose their own activities and work with them in their own way, creativity is promoted. "They focus more on processes than on results. (*Edmund-T.Emmer&Carolyn M.Everston,2018)*. Given the freedom and support to ask, to deeply investigate and make connections, Montessori students become confident, enthusiastic, and self-directed learners. They are able to think critically, work in co-operation and act boldly.

2.8. Intellectual Aspect– "Psychological study of the child may have an infinite wide impact, extending throughout all human questions. In the minds of children, we may find the key to progress, and who knows perhaps the beginning of a new civilization. Appropriately learning is the largest focus in Montessori schools. "A way of learning that is based on concrete and non-abstract concepts, voluntary instruction and the activities that they accomplish have the effect of creating millions of neurons in the mind of the child, links that increase intellectual development. In all activities that children realize, among others, they learn languages, math, culture and practical lessons of life, which affect the development of memory, communication, expression, creativity, exploration and study of many life phenomena. *(N. Pajazit. 1997.p,78)*. Pupils manage to become active knowledge seekers through the means and space offered by the school, they are trained to follow the answers to their questions. Self-correction and self-evaluation are an integral part of Montessori's approach. *(https://amshq.org/Montessori)*. All of this influence the achievement of an intellectual maturity and students learn to critically see their work and become capable of knowing, correcting and learning from their mistakes.

2.9. Social Aspect - Montessori kids learn to respect each other and build a sense of community. Although this method allows children to choose their activities during one day, behind there are rules for the class that timely reinforce. This fact teaches them the discipline themselves, as well as developing important skills such as concentration, self-control and motivation. "The great social advantage is the mixed age classes where different age children share the same classroom and are encouraged to work together and help one another. (K. Islam.1997, p,23).
In a study conducted by some American scientists about the differences between children who teach in traditional schools and those who teach in Montessori schools, the greatest differences are the social skills and behaviors. Montessori kids have shown a greater sense of "emotionally positive" justice, and were less likely to engage in "rough games" during their vacation.*(www.theguardian.com-education.2006)*.

3. RESULTS
It is realized the Differentiate one or more learning processes.
On the basis of the curriculum, assignments should be assigned which are the minimum required for each student. Then additional tasks should be set for the best and ancillary tasks for the worst students. There are two important moments for differentiation in learning: different organizational opportunities for mutual learning of students (cooperation, communication) and special choice of material for differentiated learning.
Organize different learning times. In resident schools, the time for home-work is comprised of two parts: common hours ("basic engagement") and special classes for pupils who have benefited less, content, lessons ("additional engagement*"). (Hellermann & Vergun, 2007; Polat, 2011)*. Some prerequisites for the need for differentiation in teaching show much scientific, pedagogical and psychological research. The results of these researches lead us to the conclusion that individual differences in the development of learners are increasing each day.
Therefore, the organization of learning at different levels, as a model of individual schooling, is conditioned above all by the need for the learning process to be optimally adapted to individual differences between students. *(P, Muka, D, Karaj, L. Çela, 2006)*.The necessity of developing, advancing and studying contemporary teaching teaching models, among them the teaching of importance and different levels as one of the forms of individualized schooling

derives from the current presentation of efficiency and nationality in learning. Even around the apparent educational-educational outcomes, we still cannot be satisfied with the impacts of teaching work on student development. *Stucky D. & Hosaflook D. (2016)*

A significant number of students do not approve the program contents: verbalism, formalism and insufficient ability to independently implement knowledge in new situations. *(Biehler, Robert F, Jack Snowman 2004, p, 29)*

Insufficient ability to self-education, self-education and self-government; the psyche-physical interest and ability of children and young people is greater than previous generations, and the educational activity of educational organizations does not conform to this.

4. DISCUSSIONS

4.1. *Pupils interest in learning*

"Pupils learn better when they have an interest in the issues they are most interested in, and at the same time that the subject matter for them is more understandable and more accessible to learn and learn. Pupil's interests arise from their curiosity to learn and the strong emotions that the teacher teaches with. However, a well-trained teacher should always strive to link the content of what he or she explains with the pupil's interests. (N. Pajazit, 1995.p, 56). For example, a student may not have an interest in the subject but at the same time may be interested in football. The teacher can arouse this student's interest in reading if he gives him reading reading content with football content. Motivating and sustaining students to learn is directly related to their personal interest.

When the teacher focuses on student interests then they are intensively involved in learning and are more motivated, independent, productive, and more competent. *(Steele, J., Meredith, K., & Temple, C. (1998).* Learning Student Profile Learning The learning profile lies in the fact that a learner learns best. Pupil profile features are: the preferred learning style (where this profile includes a visual, hearing, or kinesthetic profile), and preference to learn from a particular general.

The type of intelligence that prevails a student, such as language intelligence, mathematical intelligence, logical, bodily, kinesthetic, spatial, musical personality, preferences in learning, cultural and hearing, such as preference to learn in competitive or cooperative way. Psychological characteristics e.g.: Being introverts or extravert's environmental preferences such as: preference for an environment that is more or less illuminated.

4.2. Readiness of the Pupils for learning. A learner's willingness to learn is about the level of knowledge and skills and the level of understanding that he has in relation to a particular field. Readiness is influenced by a number of factors which among the most important in this regard are:

   A. *Previous achievements of the pupils'; mental abilities; attitudes toward school; other experience; as well as his physiological and emotional mood. (B.Musaj 2003)*

The organization of differentiated mother tongue and literature teaching requires the teacher to determine the level of readiness of students to learn and adapt their teaching more.

From the above findings the fact that the level of knowledge preparation of students in the classroom should be recognized and respected. For this, it is necessary to measure and evaluate the level of this knowledge of the initiating students of the elementary school, how much is the level of knowledge and the knowledge of these pupils. It is therefore the objective measurement and verification of the level and quality of the general preparation, and especially of the elementary school starters. It is of the utmost importance to the fact that: It makes it possible to know how much is the fund, and what quality is the knowledge of each beginner pupil of the elementary school, starting from the fact that the beginners of today's primary school first class do not come with a similar range of knowledge and preparation for learning.*(Steele, J., Meredith, K., & Temple, C. (1998)*

Based on the collection of data from the measurement and verification of the degree of preparation, it is possible to allocate the number of pupils and to form the temporary groups of the beginner pupils of the elementary school.The objective and the objective assessment of the students' paradise makes it possible to evaluate the timely errors of the students, so that the mistakes identified earlier improve the pace of the work of preparation for learning and reading. Research has shown from school practice but also from day to day work that frequent mistakes make the student either in writing or in reading.[*I Krasniqi 2003,p,45)*

Failure to timely identify these obstacles will bring great consequences to the students because there is no measurement and evaluation of pupils' knowledge of where they are mistaken, whether in reading or in writing. Such mistakes are being investigated over time, they can be deepened and may pose major obstacles to the pupils in learning. *(M, Bardhyl, 2003,p,118.)*

"This data collected on time from the measurement and verification of parental care also serves the teachers for the more effective planning and organization of differentiated learning with classroom pupils for the formation of working groups in the classroom. *(V.ladimir Polak,1985,p,220).*

In support of data from the measurement and verification of students' paradise, teachers will be able to easily and easily track and assist the progress of each student in learning, tracking their progress and advancing in the work instructional assessment of students' parental care to a large extent helps teachers to implement the curriculum and curricula.From the outcomes of the learning outcomes and the knowledge of the students in the lesson, where out of these results we notice a student's preparation, the teacher is obliged to choose new methods and forms of work, which methods and techniques engage more and make to make progress in learning and learning according to the dynamics corresponding to individual students' preparation and abilities in learning.(*M.Zika 2003,p.89*)

The beginning of schooling and working at school marks a significant and valuable step, but also very difficult in the life of pupils' beginners in elementary school.After each research, the level of knowledge of students is derived, and on this basis, this helps also for the appropriate formation of the parallels by the initiating pupils of the elementary school. *(P.Jarvis, J.Holford, C.Griffin (2003)*.Based on this, the groups of students are formed according to the degree and the quality of the knowledge preparation, starting from these findings, we set the same number of children of each group. *(N.Zylfiu,2001,p.189)*

Starting from the findings above, it is always necessary to draw the level of knowledge and learners' paradise in order to make timely compilation of knowledge of the level of knowledge of the students in the lesson. After establishing these factors of knowledge possession, it is time and time to verify the degree of maturity of each student, as the level of knowledge and students' knowledge is related to the level of maturity.

4.3. Each of those contents requires the place and special treatment as well as.

For this reason, when examining the general maturity of the children of the beginner of the elementary school, it is also required to know the level of maturity of each child.

Here we will try to verify what needs to be measured and verified by the maturity and level of students' paradise. As is known before elementary school starters, these components should also be measured and evaluated, each of these components having its importance and particular weight in the maturity of the children in the lesson. *(T.Th. W,2019, p.568)*

Among the factors that should be mentioned in particular are the intellectual maturities of the students in the lesson;

4.4. Physical maturity:

I.Socio-emotional maturity; Level of speech culture development.

For the research of these factors mentioned above, a lot of techniques and methods have been developed to recognize these levels of general maturity of the children, i.e. primary school students. The methodical work process for the research of primary school pupils is more of a question of experience and the methodical intuition of teachers and other participants in the research, to know the level of early learning of elementary school students." Among different authors can there are also various recommendations regarding the formation of these groups of students for differentiated learning. The teacher for forming a group of students at first should see these intentions for differentiated learning:

1. The group of students with disabilities in development,

2. A group of students who cannot read or write,

3. Heterogeneous groups with the same tasks,

4. Homogeneous groups with differentiated assignments, pupils grouping in the whole class, intergroup, regroupings.

Forming student groups by changing the grouping of methods: training groups or learning; production group; groups of understanding; instructional groups;

4.5. Formation of student groups by their level or homogeneity in the classroom

Student groups by visible characteristics; Groups by character: In the first steps of the beginning of the teaching process, the initiating students also experience changes in the degree of adaptation and conditioning of the initiators with their lives and working at school. *(M. Forlan, 2014, p, 223).*

The elementary school student now free from the barriers of nature and weight, begins to socialize with classmates, and begins to show greater interest in learning. This makes it necessary to follow these changes, advancement of these students in the lesson. Starting from the formation of student groups at the beginning is possible, and in the methodical way that is permissible, since all the groups formed at the beginning, it is the way to later form three relatively constant groups of students.

4.6. Among the groups of the pupils that should be formed are those groups;

1) *The group of students with average progress, talented students;*

2) *Group of students with moderate progress, slow learning students;*

3) *The group of backward students with learning disabilities.*

The three groups mentioned above are more precisely three different levels of difficulty and three speeds of advancement of elementary school starters. These are three relatively constant and argumentative groups which groups do not dare to further reduce.

Further reductions in the number of these student groups would lead to the meltdown of everyone in the class collective. The teacher in these student groups needs to consider these goals and the steps that need to be oriented. *(Paul, A. 1990, p.,129).*

4.7. The group of students with average progress (talented students)

These students differ from other students in three main directions. The rhythm with which you learn the depth of understanding interests that express. The teacher working with these students should take this into account to make the lesson interesting and to enable talented students to use their talents. Here are some suggestions below: Encourage talented students to use their minds." Use the problem-solving technique; insist that students explore the subject deeply; always stimulate their thinking so that they are motivated and more to show greater outcomes in learning and learning. Make sure that talented people achieve high learning results. *(M. Petrit,2005, p,148).* **They must be encouraged to work in logical manner**

Opportunities must be offered for them to be explorers of new, interesting and challenging things, not allowing them to repeat what they already know. Use discussion strategies through seminars, so that these students express their talents. Their discussions are characterized by a deeper level of critical thinking. (*Z. Aurela, 2003.p, 235*). In everyday life and more than in science, the notion of flair is used, in the sense of provisions, sometimes in the sense of the individual's high general abilities. About that, Professor. Dr. Pajazit Nushi says:

The gift is a high degree of human ability development and the special quality of skills ... appears in the achievement of high results in some areas of action or in a particular field of action. But the persistent achievement of high achievements in an area of action is characteristic of talents and talents. These students are distinguished by high theoretical-practical results in all areas, or in an area of activity. According to the American psychologist Jeffrey of Bright, these skills are distinguished: with intellectual abilities, they give ideas as to how to solve the problem, are flexible, and speeds pass from one level to the next level of thinking. The original give new and elaborate ideas enrich old ideas and new details. *(H. Milton,2007, p,148)*

4.8. Group of students with moderate progress, slow learning students

The role of teachers with these groups of pupils should be as follows: Usually, for teachers to work in classrooms with these pupils, they should do interesting work, develop learning habits so that they advance to a more level reasonable. *(H.Koliqi,1995,p,289)*

"Some of the tasks that can be recommended to teachers are: The teacher should try to make the work easier and more accessible to these students so that the content of the teaching work is easier and more accessible to them. It is necessary to find the pupils' difficulties and help those who it is difficult to pass them together, with your help. As is well known to the beginner of the elementary school, there are many difficulties and for this the role and importance of the teachers in this direction is very large. *(Z. Nijazi,2004, p,56)*

4.9. With pupils of this category, concrete and material materials that promote ideas and habits in their minds should be used. A lot of simple and clear audio-visual material is needed, but very interesting. The more situations need to be created so that their thinking becomes more effective. These students should be given as much opportunities to do the classroom tasks. Do not expect to have much success with assignments. In super-learning sessions, you can help them and they help one another.

4.10. The group of backward students with learning disabilities

In this specific category of learners in learning and learning, many of whom, many scholars are categorized as neurological disorders, other include "activity abruptness and lack of attention in the lesson. Students with such problems have difficulty in focusing attention, successful completion of tasks, shifting from one activity to another, etc. Such students also show other behaviors such as: they are often confused, they forget things, and they do not pay attention to detail, develop excessive conversations, and move frequently in the classroom. Apparently the list of hardships can not end there are many other factors that affect learners. (*Maria, 1996, p, 23.*). Other factors may be: various physical injuries, including children with muscular injuries, orthopedic injuries, chronic illnesses, rheumatic fever, etc. But within the difficulties we can mention these factors:

   a) *Injuries in seeing*
   b) *Injuries in hearing*

Recently, many syndromes and diagnoses are mentioned, such as: Dawn Syndrome, Asperger, etc., where each of these syndromes can cause learning difficulties. *(M. Bardhyl, 2003, p, 189.).*This grouping of pupils may also include other difficulties that may be current as a result of health problems, emotional problems, relationships within the family, reports within the circle in which they live."While another range of learning difficulties refers to problems related to inadequate teaching methodology, where we mention these factors such as: overcrowded

curriculum, general unfavorable school conditions, where learning is organized helpful, not so adequate teachers, to help pupils learn and learn; inadequate co-operation of parents with their child and lack of adequate learning conditions.

5. CONCLUSIONS

When we are at the level and form of student appraisal, students may need a lot of guidance, starting with appropriate behavior in group work, and during discussion, students should also be given explanations for group work tasks, sharing time in classroom work, and one should pay greater attention to clarification and guidance on how to divide the matter into the main parts of the content. Problem-solving teachers are required to ensure that students recognize the purpose of the lesson. At the end of each presentation, define the main objectives, or ask the students for a quiz to answer the most important points of that learning content. From the treatment of this paper it is noted that: If during a written assignment or during a control activity, it becomes clear that some students are not understanding the material, after the general presentation, merge them into a small group. During this time, you can again look at the learning points and answer the questions. We have argued in the model and forms of work within this paper, and we also suggest that: The teacher should move to class when the students are performing a written assignment.

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