



## The wrong determination of objectives in teaching.

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### ABSTRACT

The following paper gives us a meaningful example of how in many cases the teacher sets the task to realize the objectives of the wrong and impossibles with students. So it shows how as is achieve in incorrect definition of determination of objectives without achieved basic purpose of the text on the teaching theme in question. Based in this it is achieved to give suggestions on how to analyze the scientific material given to us in the text of the Knowledge of Nature of the elementary school in order to define the objectives required on request of the process of the stable assimilation of the teaching material by the students. For this , on the basis of many teaching experiments and concrete didactic treatments in this field with students and teachers, the article argues on how , in this direction, we constantly encounter incorrect determinations which leads in a non-well treated teaching process. This article indicates that, rather than identifying the essence of the thing, they focus on some completely different findings that cant be reached not only by the students but also from the best specialists of the actual field worldwide. This paper shows how much concentrated and logical must be the teachers while compiling the teaching-plan of their classes in order to make the lesson easier for the students and not to face , either them or themselves, off with “ the impossible”.

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### Introduction

#### 1. Opening

In many cases not only the visual illustration of the text is not clear, but also from the misunderstanding what the subject of the actual lesson wants to conduct , the teacher puts it upon himself to reach with the students wrong objectives and sometimes even unreachable. Knowledge of Nature taught in elementary schools treats topics about animals and plants animals which in nature represent a variety still not defined eventually. However, in many topics of this discipline, regardless of the respective areas, it must be said that the student faces knowledge that is often not assigned. We may know a lot about them today, but who knows, tomorrow we may know even more. This makes it more necessary to do the right conception and the right determination of the learning objectives related to the actual topics in order for students to grasp what is possible and acceptable to grasp and not to lie in the field of infinite knowledge. In determining the objectives in this discipline we must keep in consideration the idea that what we ask to the students is possible or not. Are we asking them to do what even we find hard to?!! We always have to considerate the fact that , what we are seeking to achieve, by who can get the right answer? Are we ,in first place, the ones who can give it?Are the students themselves able to give it and if so in what form or possible level? The topic that we've put under analysis is concerned with the characterization of a simple

thematic in which the error , with what is mentioned by far , is made more possible. Getting to the right conclusion of

the problem in this case is made more efficient by the need of the teacher to realize the process of learning and stable absorption better and more effective by going deep logically in defining the most important objectives that he needs to achieve with the students every-each lesson. Just in this way we forestall any potential failure in the acquisition of this knowledge to throw the stakes of a really possible formation to students at this level.

#### 2. The material and the methods

The paper was made possible starting from our teaching and observing experience with the teachers of the elementary schools. Based on the immediate observations on class organizing and through the organization of discussions with teachers well-experienced in this field, it was possible to initiate a straighten out and helping methodology to realize what a teacher should ask to be achieved by his pupils in the acquisition of the knowledge of this discipline. On this perspective we are based on the studying methods of the theoric analysis (Qualitative-phenomenological), (14https//,15http//,16http//,17https//,19http//) of the facts and concrete cases collected from realization of the observations and discussions conducted regarding this problem which consists in

1. Observation in some of the teaching diaries, about the actual subject, prepared by different teachers, even with 20 years of working experience.

2. Maintenance of discussions with various groups of teachers, especially those who are in work and perform studies on their profile (regarding this topic or related topics

to as "Cultivated plants and wild plants", etc. ).

3. Implementation of the model classes, with groups of students of this branch.

4. Implementation of analysis regarding the problem of accuracy in determining potential targets to be achieved by students in teaching topics of this discipline. (Dyla B. 1995,Hasani L., Lohja Z., Misja K., Cane F. 2001,Hido M. 2007,Lohja Z. 2004, Musai B. 2003,11https//,18http//) .

### 3. Implementation of the process

The process of determining the objectives of the lesson was conducted and analyzed specifically on the topic: "WILD ANIMALS AND DOMESTIC ANIMALS"

Knowledge of Natyre 3 textbook, authored by: Prof. Dr. Ethem Ruka, Dr. Fatmira Zeneli, Zana Klosi, Tonin Pavaci, Agron Nishku, Marita Hamza. Edition of " Shtepia Botuese e Librit Shkollor - Tirana 1999. Relevant content and illustrations of this subject are as follows:

#### WILD ANIMALS AND DOMESTIC ANIMALS



**Fig. 1. Horses.**



**Fig. 2. Fold.**



**Fig. 3. Fox.**



**Fig. 4. Deer.**



**Fig. 5. Elephant.**



**Fig. 6. Eagle.**



**Fig. 7. Dragonfly.**



**Fig. 8. Cow.**

Observe carefully figures from 1-8 and answer:

- Name the animals that are shown in the images.
- Do we find all these animals in our country?
- Where do these animals prefer to live?
- Which of these are wild animals and which ones are domestic animals?
- What kind of food do these animals prefer?

#### WILD ANIMALS

There are a lot of wild animals growing in our country. They feed, multiply and protect without the care of the humans. Such animals are: wild boar, wild rabbit, wolf, bear, deer, hawk, heron, pigeon, snake, numerous insects, fish, worms, starfish, etc. Rabbit, deer, hedgehog etc. feed with vegetable products and therefore are called herbivores. Wolf, jackal, etc.. feed with meat and are called carnivores. There are also animals, for example bear, that feeds with meat as well as with vegetable products. This kind of animals is called omnivores. Wild animals are a great asset. We hunt them to ensure fur, leather, feathers, meat etc. Our country is doing a good job on the protection of these wild

#### DOMESTIC ANIMALS

Many animals are tamed and used by man for his own purposes. They are called domestic animals. Such as: goat,sheep,etc. Of them we provide meat, milk, leather, wool etc. Some of these, like the horse, ox, donkey etc. are used to attract and transport, while cat and dog for protection. These animals grow, multiply under man's observation animals. There are also animals not found in our country.

#### HOMEWORK

Find similar animals :

1. Dog. ....
2. Pigeon. ....
3. Bee .....
4. Horse
5. Sardine

Connect with arrows whom belongs to the young

- |          |        |
|----------|--------|
| 1. Horse | Lamb   |
| 2. Sheep | Foals  |
| 3. Cat   | Calf   |
| 4. Cow   | Kid    |
| 5. Goat  | Kitten |

Keep in mind :

Wild animals grow, multiply, feed and protect themselves, while domestic animals are under human care all the time.

#### 4. Results and discussion

From all of our experience, about the cases put under analysis and also from the control of diaries prepared by teachers and improver students, the defining of the objectives of this subject (with very rare exceptions) consisted of the following (Donald C. O., Robert J. H.,

Richard C. C., 1995, Krasniqi I., Veseli A., 2000, Llambiri S., Mita N., 1999, Muka P., 1995, [13https://](https://):

A - The main objective

The main objective of the topic (part of specific objective):

"The students must know the wild animals and domestic animals."

B - Understandably, this objective is reached, according to the teachers, if students are able to give some examples of names of wild animals and domestic animals.

C - It wasn't questioned about: "How can we tell if an animal is domestic or wild?" And even if they got around of this idea, mostly the students were required to response with .... "domestic animals live near people and are beneficial to them". In this way the case of the three basic elements: the dependence for a place to live, food and reproduction by the hand of man are, not purposely, avoided. (something which in a way or another is defined in part - Keep in mind).

D - In the question addressed by us (knowing everything given to us in the text) that: ... "How do we tell if an animal is domestic or wild?" ..., It appears that students do not have grasped the importance of the above elements, but directly they try to tell if so based in the knowledge they have or if they've heard something about the animal that we ask (because such a thing is not defined by the teacher).

E - When we represent to the students a picture (photo) of an animal for which the teacher or they have no information and ask: .. "look at the animal in the picture and tell us if it is domestic or wild?" - not only the students but also the teacher rely on a response with a 50/50% accuracy. In case of a wrong answer, when asked the argument ... "Why (domestic or wild)?", students were not able to give arguments about the answer, even the teacher would say "...How can i know? I've never seen that animal?!!"

## 5. Inferences and conclusions

1. From what we understand above, must be mentioned that the basic objective of the class on this subject is unachieved and defined in a wrong way (fictitious).

2. As seen domestic and wild animals are hundreds and thousands of species and such an objective is impossible to reach even by Darwin himself.

3. Not only have been created a major problem in the acquisition of the concepts about herbivores, carnivores or omnivores, but also the students would make a mistake by connecting this three with the concepts of domestic and wild.

4. It does not seem to be used real-life examples of animals that were raised by man and animals that has no connection with the residential zones. The analysis must be done on this basis, reaching up to the three basic distinctive features.

5. To get information if students have absorbed the lesson enough that after the appearance of a photo of an unknown animal we can ask them to make a determination whether it is a wild or domestic. If the student, before he gives his answer hits us with the "...I have never seen this animal but if you tell me that a man secures a place to live, food and reproduction for it, then I can tell you if that it is a domestic or wild animal". And if we say, "No!" and he answers to us ... "then it is a wild animal". Only in this case we have realized how to process.

## 6. Recommendations

1. The teacher shall analyze in details the content of the text, before defining the class objectives, in this case: suggested observations, homework and especially the "Keep in mind:" part. (Hido M., 2007, Musai B., 2003, [12https://](https://)).

2. The teacher, after studying the text material, shall define the basic objective of the topic among the specific set of objectives related to this topic.

3. The main objective (on the set of specific objectives) would be:

The real objective, attainable and required should be worded as below:

"Students should learn and remember the three basic characteristics on which we judge to separate the animals in domestic and wild ones."

4. From the examples given should be defined that if for housing, feeding and for the reproduction of an animal takes care man then the animal is a domestic one. If the animal chooses and makes her own nest where she finds food supplies to feed and to raise her offsprings and she reproduces and takes care for her offsprings all by herself, then we are dealing with a wild animal.

5. The teacher shall also explain that the concepts herbivores, carnivores and omnivores don't have to do nothing with the wild and domestic concepts but they are related to the "daily diet" of every-each specific animal.

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