THE PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF THE TECHNOLOGICAL TEACHING THAT HELP THE CONTEMPORARY TEACHING.

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Abstract

The main aspects of teaching technologies are an important, contemporary and complex topic.The actuality of this topic is to be seen in the pedagogical and psychological concept that is being incorporated in the education system that is somehow positively provoking each participant that deals with education for it is a very important social activity. Even though the education system of the new generations, when the new technologies and innovations have induced lots of changes, the practical teaching at schools, is still being run at almost the same form and method (as it has been conducted in the past). Compared to the level of technological achievements the fact is that the new technologies are being stimulated very slowly in the practical teaching at schools. I believe that these achievements should find their place in the education system and their application at schools should become reality as soon as possible. Bringing modern technologies to the teaching process at schools and its application, depends on many factors, but most of all from what kind of attitude shall we have towards it, though the financial aspect cannot be diminished. The use of modern technologies in the teaching process makes differences to the working method and the quality of knowledge. The pedagogical and psychological aspect of teaching technologies makes possible the embracement of different types of knowledge, more dynamic and complex that are more coherent with the requirements and Balcanic needs. Modern teaching technologies can contribute to the education system. For this reason it is not enough to only declare ourselves that we are pro new technologies, those should be applied in praxis as well. Modern education cannot answer students' modern needs and requirements, if the new technologies , that induce efficiency in their use, are not incorporated in the teaching process, because as a result of this activity we produce the debate of new old and new. The pedagogical and psychological aspects focus on the structure and system of knowledge, that means:Good governance, functional and quality teaching. Adequate, modern and efficient direction. Systematic and effective interpretation. Ensuring conditions, actuality and productivity. This means that teaching technologies is a development that leads towards the resolution of teaching problems, application of technical means in the process of teaching, specific planning of the organization of the whole process of teaching and learning.

Key words: *technology, teaching, learning, innovation*

1. Introduction

This paper will be about the issues related to the understanding, the role, the function, the importance, and the content of the educational technological that helps in teaching differently. This necessary approach is more considered with the practical purposes rather than with the theoretical ones.

The discussion on the teaching technology and on the psycho-pedagogical aspects is an issue which involves you in researching and in treating not only an important issue, but rather a very complex one.

The problem is considered as current exactly because of the pedagogical and psychological concept which incorporates in the whole education system. The introducing of the modern technology in teaching and its implementation depend on many factors. It depends mainly in our attitude toward it rather than in the means.

In the 21st century the future of the humanity depends more and more on the cultural, scientific, and technical development, which develops in the environments of culture, knowledge, and research such as : the modernization of the educational tools and of the methods and educational forms; the adaptation of the teaching plans based on the interests and the possibilities of the student; the curriculum planning which mainly takes in consideration the positive attitude toward the student and his encouraging in being involved reasonably in the fulfillment of the school inquiries, and in developing his agility, values, behavior, and attitudes.

The traditional methods of teaching are not any more efficient, and as a result the practice of educational technology and technological principles, respectively the achievements of science in education, become a necessity. In addition, it presents real possibilities for the exploitation of the intellectual technology which pertains to the post technology[1].

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[1] Tahir Zajazi (1997), Pedagogjia e arsimit, Logos A page 117

2. The Context and the Definition

The issue of technology is as complex as meaningful. In this context it is created firstly as a special discipline in the production of the material, and then it is created as the educational technology.

Based on this we do have two concepts on the teaching technology. The first concept has to do with the understanding of the technology in the narrow sense. This educational philosophy says that technology uses the technical tools in the process of learning (Skiner 1963). Based on this philosophy the entire use of technology in the process of teaching is of maximal efficiency. The maximal use of the teaching devices has spontaneously changed the role of the teacher. As you can see that brings about a change in the role of the teacher. As a result there is also a change in the relationship between the teacher and the student, as well as between the teacher and the educational content.

Whereas based on the wider concept of educational technology, the followers of this theory believe also in the importance of "technologism" which makes possible the interaction of the all influencing factors that are involved in the process. As a result an entire technologism will be achieved if the teacher is able to organize all the methods; the method of teaching, proceedings, and the implementation of educational and technical devices.

On the other hand, this does not mean that such a definition of the educational technology substitutes didactics as a theory of study. On the contrary, the definition of the relationship between the educational technology and didactics means the proportion between the part and the whole.

According to the author M. Villutijevic "the relationship between educational technology and didactics should be treated in the same way as the relationship between a part and the whole. In between them it exists a mutual relationship. Didactics defines the place and the function of technology based on its objectives. It also makes possible the theoretic part of technology, whereas educational technology try to put what has been said into practice in the most efficient way possible[2].

In the pedagogical literature there exist many different definitions of the educational technology. The most complete definition which is also accepted by USA goes like this: "The

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[2] M. Villutijeviq (2001) Didaktika 3 (organizacija nastave), Sarajevë, pg. 335 - 336

educational technology is the lemma which is introduced in order to facilitate the learning during the systematical identification, development, organization and usage of all the possible resources of learning, and also during the planning of this process. It includes: the development of the educational systems, the identification of the existing resources, the offering of this resources to the ones who study, the planning of the process of learning and the organization of the people who will take care of achieving it[3].

Based on these definitions it is summed up that the educational technology can not advance without being simultaneously in touch with the theory.

3. The Types of Educational Technology

The authors (P. Shimlesha, V. Shvajcer, K. Bezic etc) have tried to divide into periods the educational technology in order to deal with its development. Their contribution has made possible the recognition of the genesis of the educational technology, as well as of the characteristics of technology in different periods.

The above mentioned authors focus on the representation of new technologies, but at the same time there exist even the earlier ones. As a result in the period of wide use of computer there are also the words, the audiovisual techniques, and the other types of technology. This means that there is a wider spectrum of the educational technology. Based on the didactical criteria of the teaching methodology there are known some different types of educational technologies:

- The technology of speaking
- The technology of the written word and of the published one.
- The technology of manipulative and using of educational and audio-visual techniques
- The educational computer technology
- The educational, multimedia technology.

The role of the above mentioned technologies is of a specific importance, especially when we take in consideration the direction toward some factors through which the teacher who is an important factor, stimulates the teaching, its innovation, and the transforming of knowledge. But this one defines:

[3] Enciklopedia pedagogjike (1989) II, pg. 96

- The ways of approaching the devices, and the form of education.
- The relationship between the factors in education (the teacher, the student, etc.)
- Communication in the process of teaching.
- The form of teaching.
- The technical and didactical bases of the school.
  Education programs designed according to the contemporary technology, etc.

The implementation of these technologies in the proper way depends on these factors, but this is not all because the adequate implementation of the educational technology depends also from some other factors which are very different from each other. But one thing is sure, that technology influences the role and the job of the teacher. This in fact presents also the right understanding and the influence of the educational technology in the triangular of the classic didactics (teacher-student-what is taught).

The contemporary teaching is determined even by other factors. In this case we take in consideration even the framing of the educational technology factor, which is made of many elements which enrich the process. While the teaching differs, the teachers' role differs too, and the classic triangular of didactics is transformed in a didactic polygon. All these transformations happen because of the educational technology being an important element in teaching and learning.

4. The Main Pedagogical and Psychological Aspects of the Educational Technology

The contemporary education cannot serve to all the contemporary needs and requests which are related to the future without the rational and efficient use of the modern educational technology, whose role is very important in the preparation of the staff of different fields of study, work, and contemporary ways of living.

The pedagogical and psychological aspects consist in contemporary teaching which is different because of the educational technology itself being an integral part of the educational system in the contemporary education.

The wide spread and the experience of the educational technology firstly influences the pedagogical and psychological aspect and the form of teaching because they aim the improvement of the quality and quantity of the educational devices which as a result enriches the environment of learning and improves the process of education.

If considered by the pedagogical (didactic) and psychological dimension (the psychology of education) the implementation of technology, the basis for its implementation, the use of different types of it, and the criteria of selecting them have to rely on the educational media in order to contribute in a high level in the process of learning and efficiently in the educational practice[4].

The school and every element of it have to be considered as its environment or as" a learning lab". This means that all educational media should be evaluated as resources, and as means that help in achieving specific educational goals.

In this case it should always take in consideration the fact that the enrichment of teaching with educational technology helps the enrichment of the teacher's professional and didactic performance.

The nowadays teachers need especially the wide didactic culture. They need a solid knowledge of the contemporary educational media and the ability of implementing all this knowledge in the process of teaching in accordance with what is being taught and with the individual capacities of the student[5].

In the framework of pedagogical aspects of the educational technology, the strategies of learning are of a great importance. The pedagogical and especially the didactic literature, as well as the teaching strategies are qualified as the approach to what we should know and search and to how we should fulfill it. So the teaching strategies introduce the long way of changes which the teacher will achieve in the process of teaching.

The teaching strategies have to be verified by every teacher in order to achieve successful results and encourage the competition among students. The teacher has to improve the strategies because that brings about the implementation of technology. The processing of the strategies is complex but it shows the active attitude toward the education.

In order to successfully achieve the processing of the strategies the teacher has to answer the questions:

a) At which are we? b) Where do we want to go, c) At which point is possible to arrive.

Whereas the   strategies are preceded by 5 elements:

Aim-Structure- Composition-Performance-Result

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[4] M. Villutijeviq, pg. 366
[5] In the same book, Pg. 337

In the context of these important aspects, that of the educational technology and the strategies of learning it come spontaneously the question on which one is more efficient in the education.

Each education strategy has its objectives which aim efficiency. The teacher is the one who selects the strategy in order to be successful and encourage the students' interest.

We should also keep in mind that each strategy depends on some factors:
- How much does the strategy raise the quality of learning and the stability of knowledge
- How much does it intensify, develop, enrich, and innovates the process of teaching
- How much does it integrate the relationship between the content and the procedure of teaching
- How much does it make rational the process of learning
- How much does it define the appropriate methods and forms of communication in education[6].

In this framework the efficient strategy is the one which gives the student an active position of learning, exploring, researching, analyzing, and concluding practiced when learning and which influence in the individual work[7].

The best selected strategy is in favor also of the acquisition of knowledge, and of the improvement of its quality, whereas what makes difficult the process of learning is inefficient.

a. The psychological Aspects

In a successful teaching the elements teaching and student are the most important aspects to achieve quality in teaching and learning.

As a result even the psychological aspects of the educational technology help in improving the quality of learning. The psychological aspects have been a controversial issue because of being a complex process.

The studies have noticed that a chain of psychological characteristics of teaching which influence the implementation of technology in the process of teaching. They will be

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[6] Xheladin Murati (2002), Didaktika, Cabej, Tetovë, pg. 278
[7] At the same page , pg. 278

introduced below but they are considered as not being the only one. So the debate on this issue continues even nowadays. Even though there are more characteristics that help in achieving a successful teaching, the author Bardhyl Musai in his book "Metodologjia e msimdhenies" highlights some of the main characteristics: personality, attitude, experience, and results. Then he writes restating that "the use of psychological characteristics helps in defining objectively the attitude of the teacher"[8].

The personality of the person who teaches is a very important element in the process of education. His personal, intrapersonal, emotional qualities, and the character, sincerity, mutual respect etc, are very important in the implementation of different educational technologies.

Even the general attitudes of the teacher and especially the attitudes toward the system of education are important when teaching.

The experience of the teacher is one of the main characteristics. It is true the finding that with the passing of the years the experience of teaching becomes of a higher level. But it is not only the passing of the years that enriches the experience, because the experience is strongly related with the continues engagement in the professional perfection.

The results are also an important characteristic but they are not an important characteristic in defining a teacher as being successful. Only the interaction of all the characteristics in one teacher makes possible the evaluation of a teacher as being successful[9].

The motivations represent a very important psychological aspect because they propose many themes and challenges for the teacher during the teaching. Some of them are:

- What is the level of the teacher's efficiency;
- Is he enthusiastic about his job;
- Does he make thing easier and understandable for the students;
- How much is he interested in and well organized;
- How much is he satisfied and comprehensive;
- What's his attitude toward the student; does he consider the student's abilities, potentials, and difficulties.

These and many other characteristics are important for the educational technology because they present an objective which is difficult to be achieved. Whatever the

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[8] Bardhyl Musai (2003), Methodology of Teaching, Albograf, Tiranë, pg. 18
[9] At the same page , pg. 19

knowledge on these characteristics we should be conscious of their impact in achieving efficiency in the process of education.

5. Conclusion

The knowledge on educational technology and its pedagogical and psychological aspects present real chances of improving the quality of education.

It does not come as a surprise the fact that it can be summed up that the ambition and success of the teacher is a reality far away from the logistic of teaching and the educational technology. The educational technology is considered as an important segment in the planning of the contemporary and efficient education. To sum up, the educational technology offers solutions for all the main issues that deal with the planning of the modern education, and it is also supported by the appropriate methodology.

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