



The Application of Contemporary Methods According to the Curriculum for the Course of the Albanian Language in Primary Education

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ABSTRACT

The curriculum field "Languages and communication" for primary education enables students to develop simple skills, such as: the difference between literary and non-literary texts, the recognition of the basic language system forms (phonetics, morphology, syntax), the development of expression skills through different linguistic means. This curricular area in primary education, based on the Curricular Framework, contains the following courses: mother tongue, first foreign language (English language, German language). This field also prepares students for functional, clear and substantive communication. Given the importance of using modern teaching methods, we intend to treat this research paper from the point of view of the application of contemporary methods in the Albanian language course, which we consider necessary for the identification of activities that influence the implementation of the curriculum in the course of the Albanian language. In order to carry out the research, we use the qualitative and quantitative method, preparing a questionnaire for the teachers of the Albanian language at the level of primary and lower secondary education, more precisely of grades VI-IX, in the Municipality of Gjilan, Vitia, Kamenica and Ferizaj. We also do a partial observation during the lessons wiin the Albanian Language course. From the findings of the research, we consider that contemporary methods are applied in the teaching of the Albanian language subject in primary education.

KEYWORDS

Curriculum, Albanian language; contemporary methods; teaching; implementation.

INTRODUCTION

Through the Albanian Language course, students are enabled to develop the main skills: listening, speaking, writing, and reading, with the aim of developing curricular competencies, which they must also master in everyday life.

The success of the implementation of the curriculum in the Albanian language course finds concrete expression in the application of contemporary teaching methods, which serve us as a basis for building the concept of activities and their organization in the learning process.

In the last twenty years, reforms have been applied to the teaching of the Albanian language, which have given it the appearance of a contemporary curriculum comparable to the most advanced European models and beyond. Since 2002, the Albanian language curriculum has been transformed in all its substantive and methodological components. Today we can say that this curriculum has become comparable to many other contemporary European and regional experiences. During these last twenty years, reforms have been used to teach the Albanian language, which have made changes to contemporary curricula, being comparable to the most developed models of European curricula. From 2002, the curriculum of the Albanian Language subject has been completely transformed into content and methodological components. Today we can affirm that this curriculum has become comparable to other regional and European countries.

The Albanian language has a special importance in secondary education. Through this subject, students gain knowledge and present skills; such as values and principles for the Albanian language, values and attitudes to communicate in the right way: speaking, listening, reading and writing (MASHT, 2016).

Leaving scientific evidence aside, most of us would agree that young children typically display more of the qualities associated with creativity than adults do. Children are innately curious and have a great capacity for imagination and fantasy. Both of these constituent elements play a special role in their creativity. Young children explore, ask questions and are not afraid to judge others. The use of contemporary methods of teaching the Albanian language urges student activity and enables sustainable learning. The requirement of the implementation of teaching methods derives from the very essence of the organization of teaching work and the didactic-methodical structure of the articulation of the teaching process. According to Zylfiu (2011), polymethodism should be understood as a requirement that derives from the differentiated character of the organization of learning based on multiple didactic modalities, according to which the participation of students is the starting point in the solution and determination of methods, in addition to the course that needs to be acquired (Zylfiu, 2011).

The objective of this study is to highlight how contemporary methods are applied in the teaching of the Albanian language. Also, this study is expected to contribute to the teaching methodology at the primary education level. In this paper, they asked for answers to the following questions.

- Does the implementation of contemporary methods affect the achievement of competencies according to the new Curriculum?
- Does the application of contemporary teaching methods in the subject of the Albanian language stimulate the students' critical and creative thinking?
- Does the application of contemporary teaching methods in the subject of the Albanian language develop students' creativity?

LITERATURE REVIEW

According to Hoti (2015), the terms "*method*", "*strategy*", "*technical*", so used in teaching, are part of every stage of the language learning process. The term "*method*" is used so much that its problematic nature is rarely recognized (Jubani, Hoti, & Gjokutaj, 2015). The same term is used to refer to two different elements of language teaching, the method as proposed by theorists and the methods practiced by teachers.

According to Gjokutaj (2013), the word "*method*" does not have the same meaning as the words: "*strategy*" and "*technique*", which are used recently in the sense of the realization of teaching. A method includes within itself many techniques and strategies, which realize the goals of the method in question. From the long tradition of the school, regarding the use of the word "*method*", they have often been confused and have taken the same meaning, both methods and teaching strategies and techniques. However, we must understand that through a method, we can use many techniques and strategies to achieve its goal (Gjokutaj, 2013).

Kumaradivelo (2006) sees the method related to the methodology. He asserts that method refers to the establishment of conceptualized and constructed method by relevant experts, while methodology refers to the practices that students do in the classroom to achieve their defined or undefined objectives (Kumaravadivelu, 20006). Whereas Mackej (1965), distinguishes between method-analysis and teaching-analysis. He asserts that any understanding of method must first distinguish between what the teacher explains (teaches) and what the text explains. The use of the text should not be confused with its use by the teacher or with its learning method. Method-analysis is one thing and therefore teaching-analysis is quite another (Mackey, 1965). The analysis method determines how the teaching is done from the book; the analysis teaching shows how the teaching is done by the teacher. An analysis method can be simply by analyzing and interpreting the various features of a method introduced in standard texts on language teaching methods, using any appropriate analytical task.

Anthony (1963) proposes a distinction between: *strategy*, *method* and *technique*. He defines strategy as "a set of mutually related assumptions about the nature of language and the nature of language teaching/learning. The strategy describes the nature of the course to be taught. A strategy expresses the theoretical principles that guide language learning and teaching". According to him, one method is "*a general plan for the organized presentation of language material, no part of which is contradicted and is supported in its entirety, in the selected manner. A strategy is irrefutable/evident, a method is procedural*" (Anthony, 1963, p.

63). As such within a strategy, there can be many methods. The methods are implemented in the classroom through techniques. The three-part structure is hierarchical in the sense that strategy informs method and method informs technique (Anthony, 1963).

According to Hoti (2015), the exact number of methods used today is very large, starting with the audiolingual method. Nowadays in the language teaching, we use the teacher-centered method and student-centered teaching, but according to it, the methods are divided into: (a) language-centered method, (b) pupil-centered method, and (c) learning-centered method (Jubani, Hoti, & Gjokutaj, 2015).

Teaching in our schools is based on pupil-centered teaching, the techniques that are most used today, such as: "*Clusters*", "*Venn diagram*", "*Brainstorming*", "*I know, I want to know, I learn*", "*Essay 5-10 min*" (Jubani, Hoti, & Gjokutaj, 2015, p. 10).

Application of contemporary methods in the Albanian language course

The process of changing the curricula in pre-university education in Kosovo, which are related to the course of this study, began after the Declaration of Independence of the Republic of Kosovo (2008). The Ministry of Education, Science and Technology (MEST), in 2011, approved the basic document called the Pre-university Education Curriculum Framework in Kosovo, which is based on the development of competencies, while in 2012 it approved the Core Curricula for three levels of pre-university education (Instituti Pedagogjik i Kosoves , 2019)

Starting from the ideological, structural and substantive changes, today the Albanian language curriculum, as well as many other curricula, is guided by the same scientific and methodological principles. In this curriculum, the fields of study, lines, sub-lines, starting from listening, speaking, reading, writing, as well as knowledge from the field of metalanguage, grammar, spelling, punctuation, are well reflected (Tahiri, 2015).

The field *Languages and communication* enables students to develop and cultivate the use of language as a means of communication in everyday life, in professional and public life. Through this curricular area, each course must achieve all the main competencies defined in the Curriculum.

This curricular area includes courses as: mother tongue, first foreign language (English language), second language (foreign or environmental) as well as other languages. Each teaching course within this field also includes literature, as part of the use of language in relation to aesthetic values.

The mother tongue is taught at all levels of the curriculum, from preparatory to XII grade.

The impact of contemporary methods on the development of students' creative and interactive activities

Psychologists have conducted various studies related to innate creativity. In 1957, A. Malseu referring to the concept of "primary" creativity, claimed that creativity had its roots in the subconscious and was the source of new discoveries. Many researchers supported this view. Steven Pinker and Stanley Grinpsen (1997) suggested that it is possible to identify the potential

for invention and creativity at a very early age. They believed that people are genetically predisposed to creativity (Ullman, et al., 1997)

Gardner (2009) believes that every child has a developed capital of creativity, which he then expresses throughout his life, growing up, and constitutes an initial capital that works in his creativity, being supplemented during whole life. The richer and earlier the capital is, the more easily creativity develops (Gardner, 2009).

Creativity is not just for special people, doing special things. We all have the potential to be creative, and creativity is a skill that needs to be developed. Most individuals believe that they are not very creative. However, today we have to admit that creativity is more and more valuable in the modern world (Öcal Dörterler & Akay, 2022; Soyer et al., 2024).

Whether creativity is a good thing or not depends on the use to which it is placed and the beliefs and value systems to which it is attached. There should be no doubt that creativity is of great economic importance.

According to the creativity theory of Sternberg and Lubart (1996), an influence of six sources is needed: intelligence, knowledge, thinking style, personality, context, pupil and motivation.

To foster creativity, teachers should encourage pupils to think indirectly and make connections between things that are not normally connected. They must be able to reinterpret and apply their learning in new contexts; to look at things from different perspectives and experiment with alternative approaches to solving problems (Sternberg & Lubart, 1996).

Teachers need to help pupils to see opportunities and challenges, and all of these skills can be learned.

Linguistic theory and practice through interactivity

Interactivity as a construct seems to have a powerful role in presenting what is effective in teaching, although there is no general statement on what constitutes interactive teaching. It is rather used in connection with ways of including the whole class in teaching. The literature in pedagogy and learning suggests that forms of interactivity can be ranked, using a student influence over a method without teacher-pupil interaction to one with multiple questions.

Language theory and practice interact with each other at every stage of the learning process. This is reflected in the students' speaking, writing or reading. Reading helps the student develop both speaking and writing language skills. Reading and writing involve modes of communication that lead the student to critical thinking (Dwomoh et al., 2023; Johnson & Sdunzik, 2023). Grammatical knowledge is important for the language formation of the pupil, but without practice, it remains only in the framework of a theoretical formation. There are students in whom language knowledge has not been embedded so deeply and has not become a stable habit of use.

The importance that Albanian language texts carry today in the training of communication skills testifies to a good interaction of theory with practice: "*Speaking exercises with their content affect not only the recognition of objective reality, but also the formation of*

some habits of rationally expressing one's own thoughts about objects and phenomena of the real world."

Classroom interaction is presented as a bridge between theory and practice. This interaction is both visible and invisible, because a curriculum does not only include content and a detailed representation of the purpose of the curriculum (aims, objectives, goals), but also other curricular elements that include more detailed activities and procedure's evaluation. The interaction obtained in the classroom, the application of theory in practice and the good practice of the language, in planned or spontaneous situations result in a detailed representation of the purpose of the curriculum (aims, objectives, goals).

The reformation from traditional teaching to interactive teaching creates critical learning processes that are realized in different forms, such as: group work, project work, theme work and other collaborative activities.

The application of interactive teaching requires balances between teaching and learning, which can be achieved through:

- The choice of methods and techniques, which provide spaces for interactivity;
- Through combination and techniques in certain learning sequences and with clear goals towards achievements;
- By finding and defining the quality that they can provide us for different learning activities.

What is important is how the teacher in interaction with the students can make them such and use them for interactivity through combinations of clear learning goals and concrete objectives, for which the teachers themselves find, choose, combine interactive teaching strategies and learn.

Creativity and interaction are lively activities and continuous relationships between teachers and students with each other to achieve success and quality in teaching, as well as in their learning, which promote the development of creative and critical thinking (Chimbunde et al., 2023; Steyn & Vanyoro, 2023; Tamimi, 2024)

RESEARCH METHODOLOGY

We have carried out our research with quantitative and qualitative methodology. We have implemented the quantitative methodology through questionnaires for teachers, while the qualitative methodology through observations, which we have implemented in the seventh grades in the primary school "Thimi Mitko" Gjilan. The reason why we selected the primary school "Thimi Mitko" for the research part of the direct observation, because it ranks among the schools with a large number of students and teachers. Also, this school is a pilot project, and develops the learning process according to the new Curriculum.

The instruments we used in this research are: the questionnaire for teachers and the observation protocol for seventh grade students. The questionnaire that we carried out with the teachers of the Albanian language course contains a total of ten questions, which are related

to the purpose of the research of this paper. Technically, the questionnaire was created in electronic form with the Google Forms program, easing the working time of the participating teachers and facilitating the extraction of data from their answers. As for the form of the questions, mainly there were answers according to the degree of liquor; in addition to an open question, through which we asked the answers of the teachers to mention the concrete contemporary methods they use in the subject of the Albanian language. However, we have other questions with options, including the first demographic questions, such as: gender, education-professional training of teachers.

In order to get the most concrete results for the participants of this research, we have chosen the teachers who work with the students we have observed. Another characteristic of these teachers who took part in this research is because they are all trained for the implementation of the Kosovo curriculum, specifically the subject of the Albanian language. The teachers participating in this research are a total of 30 teachers, (Gjilan, Ferizaj, Viti and Kamenica (regions of the Republic of Kosovo). Likewise, the observation was carried out with the participation of the seventh graders of the "Thimi Mitko" elementary school in Gjilan, Kosovo. The research was carried out in a natural environment, which enabled the observation of the application of contemporary methods in school practice in the Albanian language course. In the mentioned classes there was a lot to see, touch and feel, but for the purpose of observation a checklist was prepared, in which case we kept notes about the situations that were realized in the class around the research object. The extraction of the results was done in a transparent way, through the google forms electronic program, the answers of the teachers were processed, giving us the statistics for each of their answers. We then interpreted the findings in writing and presented them graphically, using graphs for each questionnaire question. We had no difficulty with the questionnaire part, but the direct observation part naturally creates a challenge due to the specifics of our approach to the lessons. However, thanks to the cooperation with the school directorate and the readiness of the teachers, we succeeded.

Hypotheses

H0: The application of contemporary teaching methods for the Albanian language course affects the achievement of competencies according to the new Curriculum;

H1: The application of contemporary teaching methods in the Albanian language course promotes the critical and creative thinking of students;

H2: The application of contemporary teaching methods in the Albanian language course develops students' creativity.

The questions in the questionnaire contain elements mainly related to the influence of contemporary methods in the learning process, more precisely for the subject of the Albanian language, such as: the development of communication - speaking, the development of writing, the development of creativity - the development of students' critical thinking, as well as the organization of forms of work in the classroom in interaction with teaching methods and

teaching topics. We bear in mind that the reliability and validity of the answers received from the respondents may often not coincide with the real situation in the environment of the school system. However, by comparing the results we obtained from the part of direct observation, related to the written essay tasks carried out in class, we consider that we are approaching the accuracy of the analysis we made on this topic

ANALYSIS AND INTERPRETATION OF RESULTS

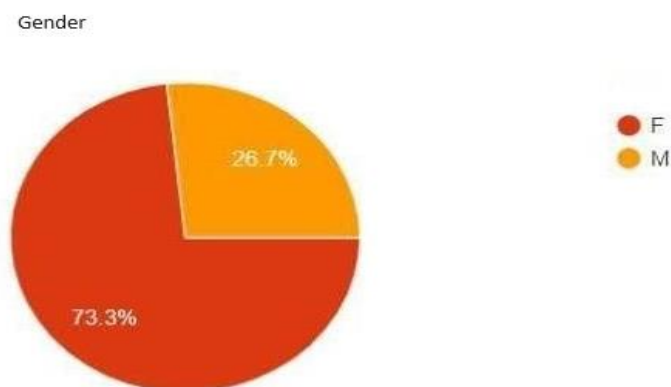
Starting from the key dimension *"The application of contemporary methods according to the curriculum for the Albanian language course in primary education"*, all the questions which have been designed for teachers, deal with the application of contemporary methods in the Albanian language course in primary education that affect the achievement of competencies according to the new curriculum. In the quantitative data analysis, in this research we surveyed 30 teachers.

Analysis of results from the questionnaire with teachers

As can be seen in graph 1, the data of the respondents presented are gender based. Out of 30 teachers of the Albanian Language course surveyed; in terms of gender, 73.3% are female, while 26.7% are male. From these data in graph 1, we see that women tend to choose the teaching profession, which predominates in primary education.

Graph 1.

The gender of the surveyed teachers



IN *graph 2*, the data regarding the level of education are presented; 23.3% of the surveyed teachers have completed bachelor's studies, while 73.3% have master's studies and 3.3% of them have other postgraduate levels. From this, we can say that most of the surveyed Albanian language teachers have completed their master's studies, which is important for their professional development, but also for raising the quality of the educational process.

In the question of what are the contemporary methods that are applied in the Albanian language course, according to the surveyed teachers, we see that the surveyed teachers mostly apply the conversation method, the text work method, the monologue and demonstration method.

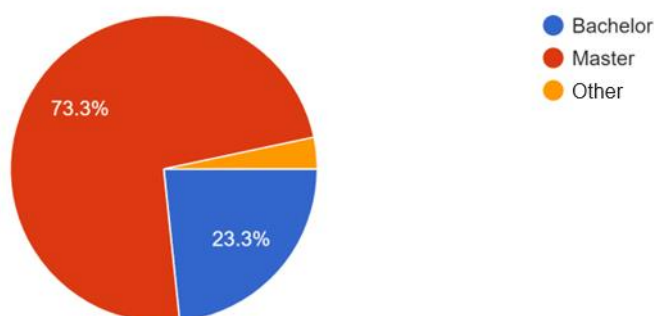
Also, it is worth noting that a significant part of teachers confuses or do not have a clear difference between teaching techniques and teaching methods.

Graph 2.

The level of education of the surveyed teachers

What is your level of education?

30 responses



To the question of which contemporary teaching method do you practice while working with students; based on the data obtained from the questionnaire, we can affirm that the majority of teachers apply many contemporary teaching methods, more precisely they have mentioned the following methods: the dialog (conversational) method, the discussion method, the demonstration method, the method of working with text, method of practical activity.

Graph 3.

Application of contemporary methods in the Albanian language course

The application of contemporary methods in the subject of the Albanian language affects the realization of communication competence.

30 responses



In graph 3, the responses of teachers regarding the implementation of contemporary methods in the course of the Albanian language, which affect the realization of communication competence, are presented.

From the answers of the teachers, it can be seen that 56.7% fully agree, 43.3% declared that they partially agree, while there were no teachers who disagree.

Bearing in mind that the competence of communication is very important for the realization of the curriculum of the Albanian Language course; from the answers of the teachers, we can conclude that the implementation of contemporary methods affects the realization of this competence.

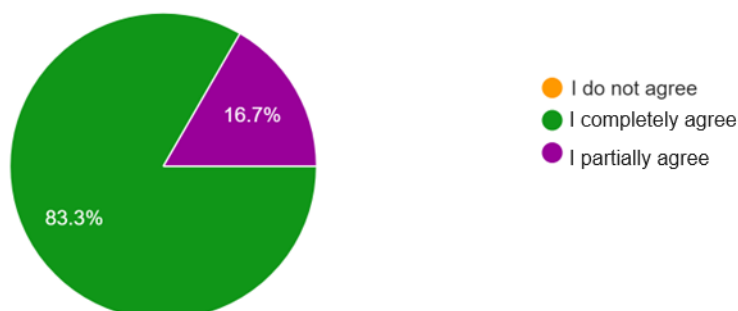
In graph 4, teachers' answers have been presented. As a result, we can say that contemporary methods in the Albanian language course develop the competence of critical and creative thinking. Based on the responses of the teachers, who have declared that they fully agree, 83.3%, and 16.7% partially agree.

Graph 4.

Contemporary methods in the Albanian language course develop the competence of critical and creative thinking

Contemporary methods in the subject of the Albanian language develop the competence of critical and creative thinking.

30 responses



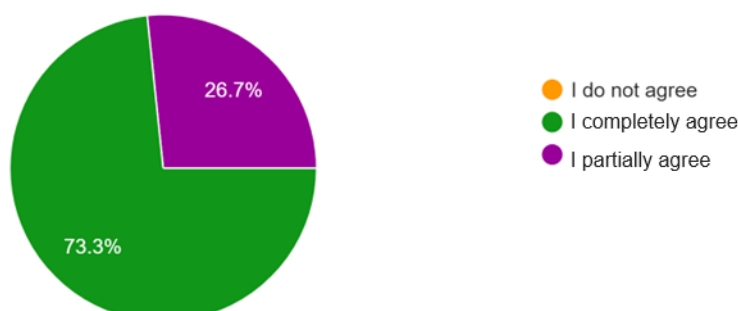
In graph 5, teachers' responses to the development of interactivity during lessons through the application of contemporary methods in the Albanian language course, are presented.

Graph 5.

The application of contemporary methods in the course of the Albanian language develops interactivity during lessons

The application of contemporary methods in the subject of the Albanian language develops interactivity during lessons.

30 responses



73.3% of teachers fully agree that the implementation of contemporary teaching methods develops interactivity during lessons, 26.7% of teachers partially agree and none of the surveyed teachers stated that they disagree.

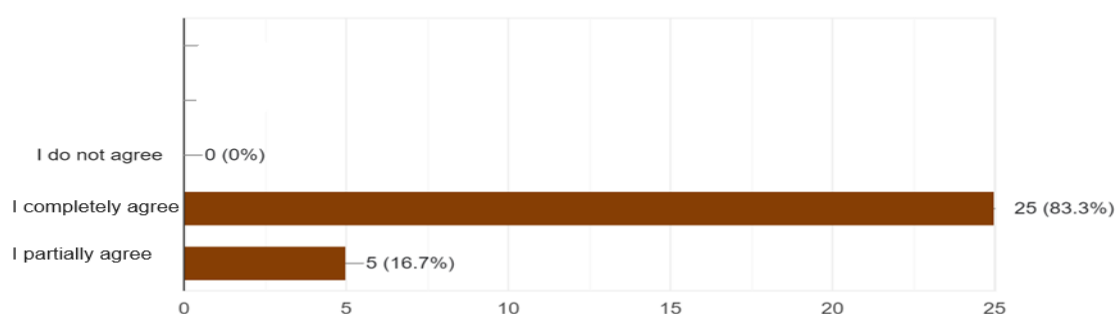
In graph 6, the responses of the teachers regarding the application of contemporary methods in encouraging students' creativity in the course of the Albanian language are presented. According to the answers of the teachers; 83.3% fully agree that the application of contemporary methods promotes the development of students' creativity in the Albanian language course, 16.7% partially agree and none of the teachers declared that they disagree.

Graph 6.

The application of contemporary methods encourages the development of students' creativity in the Albanian language course

The application of contemporary methods promotes the development of students' creativity in the subject of the Albanian language.

30 responses

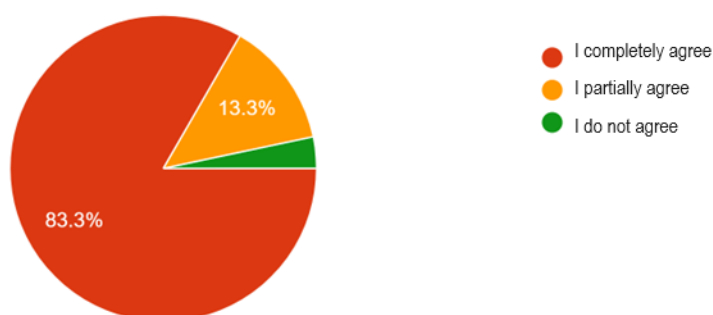


Graph 7.

The application of contemporary methods affects the development of students' creativity in the Albanian language course

The application of contemporary methods affects the development of students' creativity in the subject of the Albanian language.

30 responses



Graph 7 presents the data regarding the impact of contemporary methods on the development of students' creativity in the course of the Albanian language; 83.3% of the surveyed teachers fully agree that contemporary teaching methods affect the creativity of students, 13.3% partially agree and 3.6% have declared that they disagree. The demand of

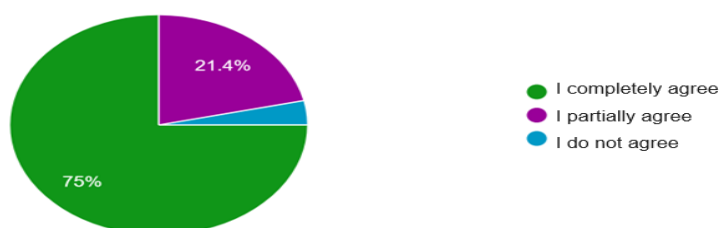
contemporary teaching is the development of the ability of creativity. In addition, this is confirmed by the responses of the majority of teachers surveyed, who affirm that the application of contemporary methods affects the development of students' creativity in the course of the Albanian language.

In graph 8, the responses of the teachers regarding the realization of the form of work in pairs or in groups through contemporary methods in the course of the Albanian language are presented. According to the answers of the teachers; 75% of teachers fully agree, 21.4% partially agree and 3.6% of teachers disagree that polyforms of teaching work are realized through contemporary methods in the course of the Albanian language. During the implementation of traditional teaching, teachers mainly practiced the frontal form of teaching work.

Graph 8.

Forms of work in pairs or in groups are realized through the application of contemporary methods in the Albanian language course

Forms of work in pairs or in groups are realized through the application of contemporary methods in the subject of the Albanian language.
28 responses

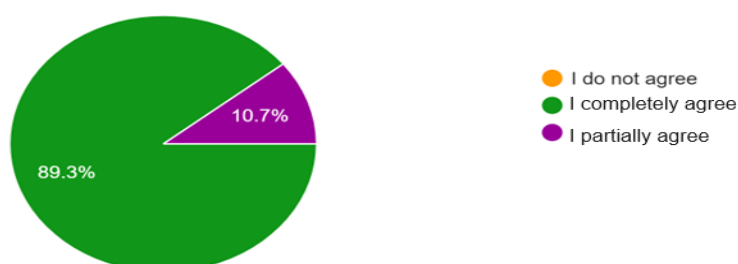


In graph 9, the data from the teachers' responses on the impact of contemporary methods on the students' speaking culture are presented. Out of 30 teachers surveyed; 89.3% strongly agree that the application of contemporary methods also positively affects the speaking culture of students and 10.7% partially agree.

Graph 9.

The application of contemporary methods has a positive effect on the speaking culture of students

The application of contemporary methods also positively affects the speaking culture of students.
28 responses



As can be seen from the answers of the teachers, most affirm that the application of contemporary methods positively affects the speaking culture of the students. This competence is very important for achieving the learning results according to the new curriculum.

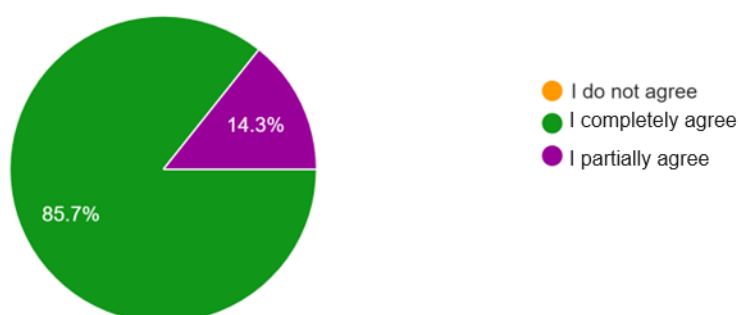
In the graph10, the teachers' answers about the positive impact of contemporary methods on students' writing and reading, are presented. In this question, the surveyed teachers, 85.7% fully agree, while 14.3% partially agree, that the implementation of contemporary methods has a positive effect on students' writing and reading. Therefore, starting from the answers of the teachers, the application of contemporary methods in the course of the Albanian language has a positive effect on the speaking culture of the students, in order for children to develop as personalities, learn and participate actively in society. It is important that they understand the messages addressed to them and express them adequately through language, symbols, signs, codes and artistic forms.

Graph 10.

The application of contemporary methods has a positive effect on students' writing and reading

The application of modern methods has a positive effect on students' writing and reading.

28 responses



Analysis of the results from the partial observation during the lessons

During the partial observation during the lessons of the Albanian Language course, in the 7th grades, at the "Thimi Mitko" school in Gjilan, Kosovo; we mainly observed the work methodology, focusing on the contemporary methods according to the new Curriculum, which the teachers use during the lessons.

The observation was carried out in four parallels of seventh grades during one month of the teaching process, more precisely once a week during the month of April this year. As a result, we found it reasonable to take for research a class assignment given to students selected by their teachers. The assignment was an analytical essay on the topic "*The book or movie you liked*"; the purpose of which was to analyze the development of critical thinking, creativity-creativity, writing competence on the part of students. Also, we have listened the students' discussions with their teachers in the form of a debate on the same topic, focusing on the speaking-communication competence, which represents one of the important competences for the curricular field *Languages and communication*, more precisely for the Albanian language

course, which was mentioned in the part of the data analysis from the questionnaire with the teacher.

We will present examples from students' essays, which we have analyzed for this research.

One of the students with the initials SS, in her essay expresses her critical opinion, arguing why she liked the book she read and recommends why others should read it as well. *"Anna the Redhead is a book that I read years ago, but it is one of the books that made the most impression on me, because it is a book based on true events and with a lot of facts. I would recommend you to read this book, because it is a book based on true events and amazing stories. Also, this book is made into a film, called "Anna and Gilbert", so you can compare it with the event of the film."*

The other student with the initials EM, has developed narrative-expression, which is related to writing competence. In her essay, she presents her opinion on the importance of the book and the film she liked, stressing that *"I like the film Wrong Turn very much because it is a horror movie in which there are some cannibals, where people often take the wrong road and enter that forest where the cannibals forest is, and they drown every person they see in that forest, then many people die there and no one knows where those people are, except the one who collaborates with the cannibals. However, the book End of Silence, a book with stories, written by Muhamet Halili, gives a true reflection of our spiritual world, and the world of characters in this volume of stories is quite rich and diverse."* She also makes a comparison between the film and the book, more specifically their features, asserting that *"The film shows us some scenes that we can watch when we are free and gives us instructions when we are in danger how to escape, while the book teaches us new things, it is very good to read books, because then we are more knowledgeable."*

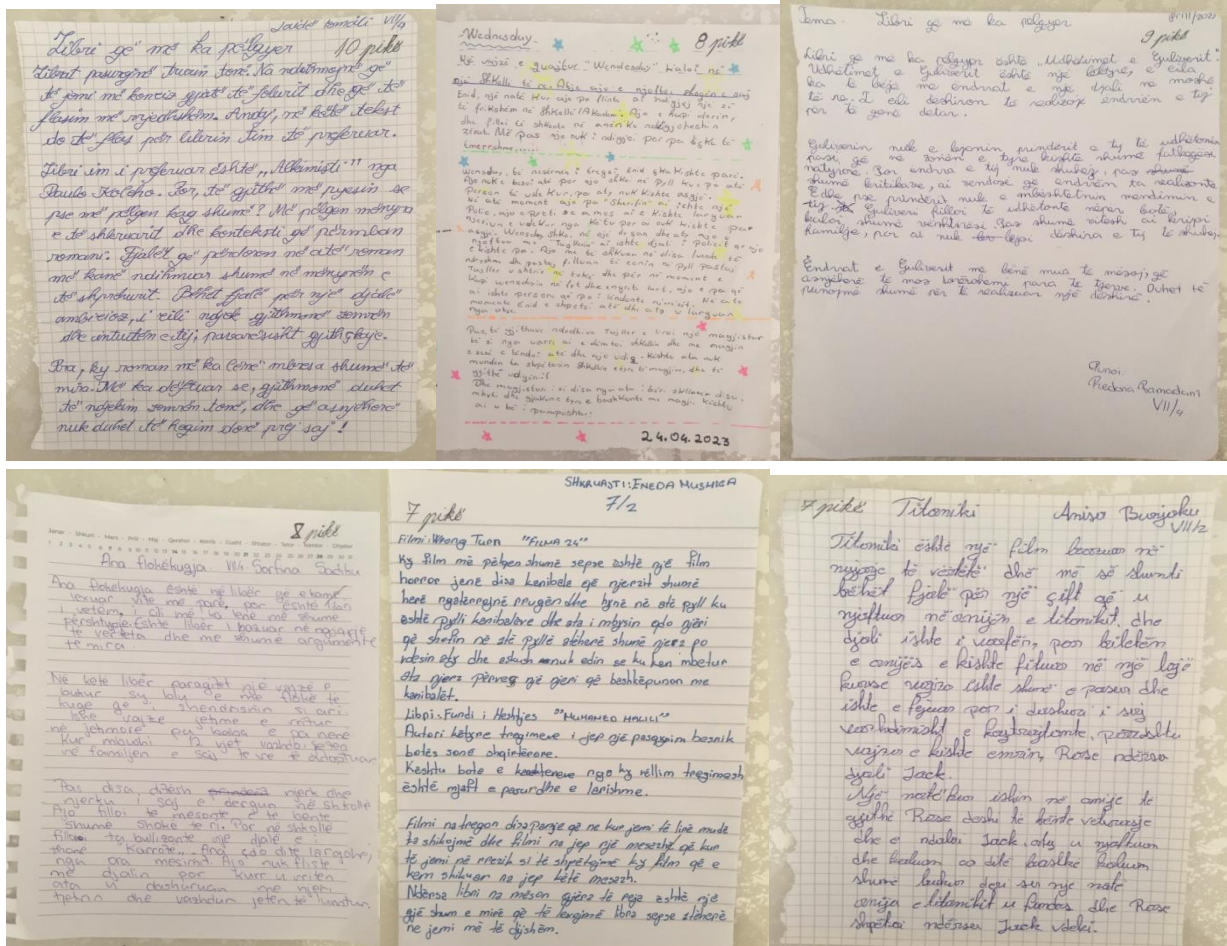
The student with the initials VM presents her impressions of the film and the book, analyzing their characteristics, through which she shows the development of critical and creative thinking in her essay. She wrote the following: *"I personally like films more. I love the books too, but I like films more. Since I was little, films have attracted me more, since in a film you see the videos, hear the voices of the characters, see the animals, in general, the films are more attractive. When we watch the film, we feel all the emotions of the actors in the film. Meanwhile, books are less attractive, not so attractive. They are very monotonous and boring, there are also good books, which are more fun, but they are rare. Since we came to the conclusion, I want to tell you what is my favorite film, where my favorite actors play: Florence Pugh and Harry Styles, who are husband and wife in the film; the man puts the woman in a simulation and the woman tries to get out, she strangles the man and escapes the simulation. The name of the film is Don't Worry Darling."*

Another student with the initials RK expresses creative thinking in her essay, describing her impressions of her favorite film. She wrote the following: *"I like many films, but my favorite is Rapunzel. It's a cartoon that I've watched since I was little. It is about a girl with magical hair who was kidnapped when she was a baby. She was also a princess who was locked in a castle,*

and could never go out. At the end of the film, a boy saves Rapunzel and they live happily ever after. I think this film is the best because it has very interesting events with a good message and a very good and happy ending. I think this film is incomparable to other films because I watched it from a young age."

Student RR has written a description and narration, which are related to the competence of speaking and writing. In her essay, she writes about the book she liked, writing the following: "My favorite book is Gulliver's Travels, which is a book about the dreams of a young boy who wants to fulfill his dream of being a sailor."

Gulliver was not allowed by his parents to travel, as there were many natural disasters in their area. But his dream remained, after many criticisms he decided to make his dream come true. Although his parents did not support his decision, Gulliver began to travel around the world, and went through many difficulties. After many years he started a family, but he did not let his desire die. Gulliver's dreams made me learn that we should never give up and that we have to work hard to make our wishes come true..."



The student with the initials LI presents highly developed critical thinking, presenting the evaluation of her favorite book. She wrote the following: "Books mirror our brains. They help us to be concise while speaking and to speak fluently. Therefore, in this text I will talk about my favorite book is The Alchemist by Paulo Coelho, and everyone asks me why I

like it so much. I like the way of writing and the context the novel contains. The words that are used in that novel have helped me a lot in the way I express myself. It is about an ambitious person who always follows his heart and intuition, no matter what. Therefore, this novel left a very good impression on me. It showed me that we should always follow our heart and never give up on it!"

From the writings presented above, we can affirm that the students' critical and creative thinking is quite developed for their age, reflecting the critical and creative approach of an above average level in their analysis of the given topic of the analytical essay.

In the following figure, the written tasks of the students, who were part of the research - the direct observation that was carried out as a written task during the Albanian language lessons, are presented.

CONCLUSIONS

From this research, the extracted data turn out to be compatible with the research of other researchers related to this topic, having also valuable references for our paper, namely for the examination of the theoretical part. It is worth noting that we have similarities with the basic document of the Curriculum for primary education, with the part on the organization of lessons for the curricular field Languages and communication; in which it is predicted that the contemporary methodology, which means the use of contemporary methods, affects the development of effective communication, creative thinking and the development of critical thinking of students, which represents a closeness to our findings. We have noticed similarities with the studies of Bardhyl Musai, who is the author of university textbooks on teaching methodology and the author of numerous pedagogical and methodological works. Also, we encountered similarities with our findings with other researches, such as: Bala Kumaravadivelu, Riza Brada, Mimoza Gjokutaj, Irida Hoti, Fadil Latifi, Naim Zylfi.

Based on the findings of the research and according to the purpose of the research, several conclusions divided into elaborated specifics have been identified. In the pedagogical-practical aspect, the implementation of contemporary methods of the new curriculum in primary education has been addressed. The results showed that the implementation of contemporary teaching methods in the Albanian language course affects the development of the main skills, such as: listening, speaking, writing, reading, aiming to develop the curricular competencies, which one must possess in everyday life, which are related to theocratical competencies and creative thinking of students, and they also develop students' creativity. Being found in the findings of the study and according to the purpose of the research, there are some conclusions that can be categorized in the elaborated aspects. On the pedagogical-practical level, it is the treatment of common methods of the new curriculum in primary education. According to the various results of contemporary teaching methods in the language subject, there are influences on the language of the main language techniques, such as: listening, speaking, writing, reading, reading, target Albanian and curricular competencies, which should to master them in the learning of everyday life, which are related to the students' critical and creative thinking skills.

Therefore, we have come to the conclusion that the contemporary methods practiced in the teaching of the Albanian language are: the conversation method, the text work method, the monologue method and the demonstration method. Also, it is worth noting that a significant part of teachers confuse or do not have a clear distinction between teaching techniques and teaching methods.

During the partial survey, it was observed that the teachers mainly use contemporary methods, such as: the dialog (conversational) method, the discussion method, the demonstration method, the text work method, the practical activity method.

The application of contemporary methods in Albanian language lessons affects the encouragement of students to break down the texts linguistically and artistically; judge the events (subjects) and their narratives, then analyze the actions of the characters in literary texts, read and understand literary and non-literary texts, analyzing figurative and direct language. Likewise, they can analyze grammatical and linguistic constructions, as well as have free-creative thoughts on various topics, which they can treat according to their perspectives, through a critical and creative approach.

Because of this, from the conducted research, we can affirm that the application of contemporary methods in the Albanian language course develops the competence of critical and creative thinking. Bearing in mind that the purpose of education in our country is the development of critical and creative thinking, namely the promotion of creativity in students, which also originates from the new curriculum document, we can conclude that the implementation of contemporary teaching methods is important for achieving these goals.

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