



RESEARCH ARTICLE

Contemporary Teaching in Albanian Language and Literature

Dr.sc. Saranda Buzhala¹, PhDC Avdyl Kastrati^{2*}, PhDC Agim Bujari³

¹Dr. Sc. of Philological Sciences, University "Fehmi Agani", Gjakove, Kosova

²School Teacher, Malisheve, Kosova

³PhDC., Kosovo Pedagogical Institute, Prishtine, Kosova

ARTICLE INFO	ABSTRACT
Received: Sep 23, 2024 Accepted: Nov 12, 2024	
Keywords New methods Contemporary teacher Student as a subject Language Literature	Contemporary teaching, in other subjects and in Albanian Language and Literature as well, offers opportunities for inclusion of all students, who engage through various activities. The advancement of technology and the application of different methodologies during the teaching process have brought changes to the teaching of the Albanian language and literature, which is the topic of this paper. The paper presents a very serious approach to all the methods and techniques of teaching, while simultaneously analyzing the role of the teacher today, in a comparative perspective with the classical teacher, as well as the role and position of the student, etc. Furthermore, the importance of organizing the lesson, stimulating the imagination of students, which contemporary teaching methods bring to them, as well as creativity, has not been overlooked. This is presented as an analytical perspective, highlighting how all these structures lead to better outcomes for the students. In contemporary teaching, the role of the teacher is no longer a rigid process, carried out according to the classic methods of conducting a lesson. Nowadays, this role has changed in content, focusing on various elements that are now connected not only to the transmission of knowledge—something teachers are called upon to do—but also reflect on other areas, including education, psychology, emotion, and more. Over time, the objectives of teachers have also evolved. Likewise, the role of the student is no longer the same as it was before. Now, the student actively acquires knowledge by interacting with both the teacher and other students. Thus, the paper was carried out by relying on a broad body of literature from various scholars, while simultaneously combining data collection, analysis, research, and study with the goal to ensure that the paper achieves the predetermined objective.
*Corresponding Author avdylkastrati@hotmail.com	

1. INTRODUCTION

Literature possesses a rich heritage, serving as a social, political, philosophical, and economic reflection of an era. It has long been used to describe various circumstances, to offer sound social critiques of a given condition, to reflect the characteristics of a period, to portray the culture of a society, and to uncover conspiracies in a country. Literature is widely taught and discussed in schools, yet its benefits and values are often called into question (Maharsi, 2016).

Literature, in the relevant curricula of primary and secondary schools, is addressed within the subject of Albanian Language or, in some cases, Albanian Language and Literature (MASHT, 2018a; MASHT, 2018b; MASHT, 2018c; MASHT, 2019a; MASHT, 2019b; MASHT, 2020). When analyzing the curricula, it is evident that literature is given an important place. In the twelfth-grade curriculum, concerning literature, it is stated that the subject of Albanian Language and Literature for the twelfth grade aims to advance previously acquired literary and cultural knowledge through different types of literary and non-literary texts (MASHT, 2019b).

Regarding the methodological guidelines, the ninth-grade curriculum specifies that the teacher should focus on an active teaching-learning relationship with the student (MASHT, 2020). The teacher must apply methods that place the student at the center of the learning process, providing the learning process with practical value. Learning should be organized in such a way that speaking, writing, and reading are developed simultaneously at higher levels of communication (MASHT, 2019b).

The modern practice of teaching undergoes changes every day, because of the pressure that society rightfully exerts on education, perceiving it as a key factor for progress. In the face of "new" skills, attitudes, values, and, in general, competencies of the 21st century, educational systems at the beginning of the new millennium are open to comparisons with others, to the introduction of competencies for lifelong learning, to the acquisition of various transversal competencies, etc. (Vučković, 2017).

In this era, there is an increase in the use of the internet in educational applications; this may imply that students and teachers will increasingly use technology within open and flexible learning systems. Technology plays an important role in improving and developing our learning system (Murugesan, 2019).

2. METHODOLOGY

The paper is presented as a comprehensive combination of materials related to teaching, considering some of the most suitable practices and analyzing them in accordance with the needs of contemporary Albanian language and literature teachers, and their ability to apply these innovations in the lessons.

Certainly, the theoretical perspectives of the most eminent scholars alone were not sufficient to achieve the desired outcomes of the paper. Therefore, it was deemed necessary to also consult some of the local practices. The combination of these practices, along with research, analysis, comparison, and the study of their impact and potential for application, has brought us closer to the final product.

3. LITERATURE AS AN INTEGRATIVE TOOL

The time we live in today has brought many changes in the field of education and learning. Every day, the vital importance of quality education becomes more evident, and the individuals of the era in which we live must be as qualified and prepared as possible. These preparations, whether for the labor market or for other academic experiences, carried out by those called upon, aim to achieve by incorporating a wide range of fields and tools, combining techniques and sciences. Among these is literature, which emerges as an integrative tool in many aspects.

The integration of literature into the contemporary approach of learning can be multifaceted, considering the fact its corpus and dimension, it encompasses - only as a science but also as an art— are vast. Thus, education covers aspects that span multiple levels of student proficiency, such as general education, reading habits, engagement with connotative analysis, and so on, all of which expand the cognitive range of the recipient and open new horizons for thinking.

An inevitable link between literature and language further enhances the importance of integration of literature, as it is now even applied in the teaching of foreign languages and beyond. The significance of a foreign language is considerable in preparing individuals who think critically, generate new ideas, learn, express themselves accurately, and actively use their knowledge, grounded in a standard native language.

According to the English Proficiency Index, 58% of children living in European countries speak two foreign languages, and special emphasis is placed on teaching English as a second language (EF English Proficiency Index, 2012).

According to Thakur, before World War II, teaching of English language was synonymous with the teaching of literature. It was viewed as a source of high moral values and an exemplary model of language usage, with emphasis placed on studying the literary (standard) code (Thakur, 2003). According to Carroll, literature was taught to students as a body of knowledge or as a subject that dominated the language curriculum, rather than as an integrated or interconnected component of language teaching (Carroll, 2002). However, over time, new perspectives emerged that saw the

inclusion of literature in language teaching more as a means of connecting the learner with a more sophisticated language and as an opportunity for easier access to native speakers of that language.

The numerous advantages of literary texts, as well as their educational role, the original context they provide, the pleasure they offer to the language learner, and the various ways in which literature can engage students, are all worth noting. Since literary texts also provide a communicative context, they have brought a change in the attitude of both the teacher and the student towards the literary text.

Literature can easily be connected to various subjects and disciplines. According to Vučković, literature is closely linked with subjects such as arts, while objective difficulties arise when attempting to link it with the teaching of sciences (Vučković, 2017).

Research findings suggest that modern teaching must ensure a better, broader, and more meaningful connection between subjects, and that interdisciplinarity is an absolutely essential requirement today. Through its application, we can ensure the functionality of students' knowledge. It is evident that this idea is not new; a significant body of knowledge precedes it, but it has not been easy—and still is not—to design and implement it within regular school activities, which involve teaching different subjects in the classroom (Vučković, 2017).

The Albanian language is directly linked to topics from other subjects such as civic education, education for peace, interdependence, media education, arts, culture, and more. To achieve outcomes for specific intercurricular topics, the teacher must apply the appropriate method, resources, form, and strategy to support the development of the student's linguistic competencies. Students should be encouraged to communicate with one another, using clear language during class interactions and in everyday life on various topics (MASHT, 2019b).

4. CONTEMPORARY TEACHING

Teaching is a process that is planned, directed, and organized by the teacher according to learning styles and with the active participation of students, during which knowledge is acquired, methods and interactive techniques are used, skills and abilities are developed, habits are formed, and the overall personality of the students is shaped.

Teaching has continuously undergone positive changes, with many new methods and techniques being implemented in educational practice every day. According to Piirimees and collaborators, significant progress has been made in educational sciences, and new approaches have been developed that increase the productivity of education, enabling students to learn more effectively and thus better respond to new social needs (Piirimees, A., M. Boltovsky and J. Rozsypalkova, 2020).

The best teaching is the one in which objectives are achieved, the student is engaged, interaction is encouraged, higher-level questions are used, the student is at the center of the teaching process, skills are developed, critical and creative thinking is fostered, reflection takes place, and the student is empowered to work independently.

The very term *contemporary teaching* implies a teaching approach that is different from the traditional one. This difference is reflected in many aspects, such as: strategies, methods, techniques, forms, the changing roles of the teacher and the student, the school environment, respect for children's rights, understanding and thinking differently, setting objectives, assessment, and more. Therefore, contemporary teaching should be understood as the type of teaching which facilitates the learning process of students through appropriate forms, methods, techniques, and strategies (Group of authors, 2005). In educational institutions at all levels, to encourage student learning and improve the overall educational system, teaching methods and materials are considered key factors. Educators are expected to use them effectively to achieve the desired goals and objectives (Kapur, 2024).

Contemporary teaching means active learning, critical and creative thinking, and placing the student at the center of the process. "Teaching is a difficult and complex task and requires a wide range of knowledge, skills, and habits" (Musai B. , 2003).

In teaching, we must create an interactive learning environment for students using modern teaching tools, helping them explore and discover new knowledge. Students should solve problems on their own. Building a bridge between new knowledge and students' prior knowledge, which can enhance their ability to solve problems (Jia, 2010).

According to the source [<http://gamebookad-ventures.com/gamebooks/to-be-or-not-to-be>], cited in Škobo, the use of new media—such as video games, graphic novels, interactive hypertexts, language platforms, or digital tools, in literature teaching, inspires students to think critically because the skills they develop by analyzing these media forms can be applied to the study of traditional literature (Škobo, 2020). Additionally, the teaching of a traditional literary text can go hand in hand with its reinterpretation through new media. As noted in his blog regarding the use of technology in literature teaching, Škobo takes the example the game 'choose your own adventure style' (Škobo, 2020).

Through experience and its construction, students understand new content by expanding and enriching it critically. The students' personal experiences, interests, needs, and abilities are essential during teaching and learning. Contemporary teaching goes beyond reproductive learning and creates conditions for active learning and the development of thinking. Therefore, we are dealing with quality teaching. This means that the student must be able to reconstruct ideas, concepts, and thoughts through the process of recognition, action, and interaction, using cognitive functions such as: analysis, synthesis, conclusion, judgment, comparison, evaluation, etc. Contemporary teaching implies a change in the roles of the teacher and the student, with the main goal being the facilitation of learning (Rama, 2011).

4.1. Teaching literature

Teaching is a difficult and complex task that requires a wide range of knowledge, skills, and habits. The medium through which literature is expressed is language, and thus the connection between these two systems is inevitable when discussing the results in either field. Therefore, we can say that literature represents one of the most frequent uses of language. Thus, this connection should be understood by teachers, and it should be utilized during the teaching process, with an effort to change traditional techniques and introduce innovative approaches. Starting from the idea that the goal and duty of every teacher is to achieve as many results as possible during lessons and with the materials they work with, we can say that the use of modern techniques, audiovisual materials, or other working methods would help remove and ease various obstacles-whatever their field may be-in the process of teaching and learning.

First, in teaching literature, we must keep in mind the fact that the aim is to make the teaching process as easy and acceptable as possible for the recipients of that information. The ease of receiving information has been further enhanced with the presence of various computer tools, such as the use of audiovisual materials, which make the information more accessible and understandable to the learner, especially when dealing with different places, cultures, and languages. Particularly when teaching literature, exploring the internet before introducing a topic for discussion is undoubtedly very beneficial, as it provides a broader range of information, making the lesson content more accessible. One of the priorities for a literature teacher is to determine the purpose of using literature for educational purposes. According to Teresa Norling, the main goal is to center the focus on the main character, who is the student. She suggests that this can be achieved through a questionnaire or student interviews, to define the goals and objectives of the course (Norling T. F., 2009).

Thus, the student is placed at the center of the process through a suitable curriculum that would incorporate them in every dimension. Additionally, it is the teacher's responsibility to develop activities, implement teaching methods and techniques, and determine the appropriate language levels, thus aligning with the goals of the curriculum and the knowledge intended for presentation to the students.

However, no less important is the selection of appropriate texts for learning units, which would contribute to achieving and fulfilling the objectives, always considering the overall number of students, rather than focusing on individuals.

Moreover, an additional point of attention when teaching literature is the presentation of students with both the connotative and denotative levels of literary language.

During the implementation of the teaching process, the teacher must consider the most effective teaching strategies that enable effective learning (MASHT, 2019a). This involves finding appropriate techniques for teaching literature in accordance with the learners' levels. At lower levels, students are primarily given administered literature and simpler forms of its creation, while at more advanced

levels, the transfer of information takes place in the form of original creations, allowing cognitive skills and critical thinking to expand.

The teaching process is based on the needs and interests of the students to develop their individuality and creativity. Methods, forms, tools, teaching content, as well as the strategies and techniques of teaching and learning, are key elements for achieving competencies (MASHT, 2019b).

4.1.1. Teaching methods

In the context of a successful lesson, the methods chosen by the teacher to deliver the lesson certainly play a crucial role. Therefore, orienting the lesson towards an appropriate approach leads to more satisfactory results and achievements within the planned framework, highlighting the shared success between students and teachers. According to Miller, new teaching methods engage children in self-directed learning. Research shows that active and collaborative learning methods facilitate the retention of important values and concepts (Miller, 2005).

Thus, new teaching techniques, familiarization with innovative methods, the use of technology, and the pursuit of various projects that bring an international perspective, all contribute to making the effectiveness and results more tangible. Methods are of particular importance in both the theory and practice of teaching, as they reflect the progress of the teaching process. They are considered a way, a tool, and a form of action in the development of a lesson. Teaching methods encompass any activity used for educational purposes. Their categorization and application depend on the subject as well as other determining factors. They are primarily used to build the students' thinking structures and to cultivate attitudes and values.

Therefore, one of the most suitable methods for teaching literature is verbal communication, which aims to function as an interactive method. This method encourages students to practice and participate actively, thus ensuring the broadest possible involvement of students in the lesson.

The teaching process is based on modern methods and techniques, where the student learns by reflecting, evaluating, discovering, and solving problems. It is a process, an activity that is constantly changing. In contemporary teaching, students are encouraged to engage in various activities within the learning process to acquire new knowledge, always relying on their experience, interests, needs, and abilities. Therefore, the sources of information are numerous and diverse, coming from the teacher, personal experience, texts, the internet, and peer-to-peer interactions.

Teaching-learning methods are the methods applied in the teaching and learning processes. Instructors and supervisors need to be aware of the teaching methods they use. They are considered key factors in communicating knowledge and how much students understand regarding academic concepts and curricula. When instructors implement teaching methods, they must consider various factors, such as the subjects and academic concepts, the students' grade levels, their learning abilities, academic goals, and the overall education system. Over time, it is essential for instructors to introduce changes in their teaching methods. With the advent of technology, instructors are increasingly using different types of technology in their teaching practices.

Teaching should be focused on practical situations for learning linguistic, literary, and cultural knowledge, encouraging students to communicate with one another and use the language clearly and fluently during class discussions and in daily life. The lesson is organized in groups and pairs, but individual creative work is also encouraged. Special attention is given to reading: both analytical and quick reading. Analytical reading aims at detailed analysis of texts of varying lengths, while quick reading fosters students' independence in reading both literary and non-literary texts. The connection between reading and writing should be constant (MASHT, 2019b).

4.1.2. Contemporary Teaching Techniques

Modern teaching techniques have spread across the world, which are beneficial and convenient for teachers. Modern teaching techniques educate children well and help them understand clearly. Both the intended and unintended outcomes of using modern teaching techniques for the professional development of teachers should be researched. Certain skills and the ability to use various modern teaching technologies are necessary for both students and teachers. Therefore, their preparation for the era of modern teaching technology is essential (Murugesan, 2019).

In addition to technology, teachers can use several teaching techniques that will encourage students to engage and become more active in the learning process.

Among the techniques that can be successfully used in literature, we would stress:

Predicting with prior terms

The technique of predicting with prior terms is an evocative technique used to stimulate curiosity for active reading, develop imagination, and improve understanding of the information during reading (Bujari, 2010). It places the reader in the role of a discoverer, with a puzzle they wish to solve. The given terms, usually four to six in number, are significant during the lesson and are selected to enable an unbiased prediction, without revealing the secret of the story or lesson. For this reason, the main term is not given directly; it is concealed (Musai B. , 2005).

It is beneficial for the predictive activity to be preceded by a familiar situation with the lesson topic. The purpose of providing this brief informative content is to limit the students' predictions within the scope of the material, as predictions that are too far from the context may confuse readers more than help them understand the text (Musai B. , 2005).

Save the last word for me

It is an activity that aims to encourage readers to express thoughts, comments, feelings, and attitudes about different moments in the text they are reading. Students are encouraged to think while reading, take notes, and make comments for or against a quote, a statement, a sequence, or a product (Bujari, 2010). According to Musai, "save the last word for me" is a very good method to use with materials from which different thoughts or multiple interpretations can be drawn. This type of discussion is more controlled by the students than directed by the teacher (Musai B. , 2005).

The implementation of this technique goes through several steps and requires the application of certain rules.

Learning Diaries

Learning diaries are typically two- or three-part tools used to motivate students to read and closely connect the text material with their own experiences and curiosity. This technique encourages students to reflect on the text they are reading by presenting ideas from their life experiences (KEC, 2003).

The two-part diary is created by drawing a vertical line down the center of the page. On the left side, students will write a paragraph, a fragment, or an image from the text that impressed them the most. On the right side, students will write a comment to explain why they chose that particular part of the text (Musai B. , 2005).

The three-part diary follows the same structure as the two-part diary, but it is divided into three sections. In the three-part diary, the last column is reserved for the teacher to evaluate, judge, and provide feedback on the comments made by the students (KEC, 2003).

In literature, this technique is especially suitable when studying a poem or a short story, as students are encouraged to use the diary (either two-part or three-part) to write the sections they liked, those that caught their attention, or parts with which they disagree, and so on.

Directed Reading and Thinking Activity- DRTA

The Directed Reading and Thinking activity is an activity in which readers are encouraged to think and make predictions about what they are reading (Edualba, 2001).

Experience shows that directed reading and thinking is an activity that should be highly valued by teachers, as it encourages students to read and predict what they are reading (Musai B. , 2005).

During the implementation of this technique, the teacher should first divide the text or reading material into sections. In reading lessons, the divisions should be made carefully, so that they encourage the students to predict what will happen next in the story (KEC, 2003). Before starting the reading, the teacher must initiate a discussion about the title of the lesson. After that, the first part of the text is read, and the students are encouraged to reflect on how they feel after the reading.

The teacher must be careful in determining the sections, as the number of them may hinder the understanding of the content. This activity covers all three phases of the lesson in a cyclical manner (KEC, 2003).

During the discussion of the title, students are engaged in evocation, while during the reading, they are involved in realizing the meaning and during the answering phase, they engage in reflection.

This technique is highly suitable for use in literature, especially when learning a story that can be divided into several parts.

4.2. The role of the teacher

The classroom is a dynamic environment that brings together students from diverse backgrounds with different abilities and personalities. Therefore, being an effective teacher requires the implementation of creative and innovative teaching strategies to meet the individual needs of students (Hameed, 2024).

The role of the teacher in the classroom has always been important, and it is hard to imagine the teaching process without their presence. However, their role has continuously evolved, not in terms of its importance-because the significance of the teacher in the classroom and in the learning process is immense-but due to the changes in education, the teacher's role has changed.

The teacher can use various teaching techniques to help students achieve better knowledge and also to increase their interest in learning, so that they can actively engage in the learning process (Malasari, Urai Salam, Eni Rosnija, 2017).

Since the teacher is the link between the information recipient, that is, the students, and the various teaching units or subjects, the importance of their role in this process is undoubtedly indisputable. Being one of the most responsible professions, the weight of the teaching process increases, along with its societal importance and responsibility. In the ongoing discussions about the role and qualifying of teaching and teachers, there are different ideas and opinions about whether it is an art, a science, or both combined.

Teachers have the authority and responsibility to promote students' learning. In other words, they aim for students to gain an effective understanding of academic subjects and curricula.

Teachers must be as active and creative as possible in their teaching practice if they wish to remain relevant and professionally competent. They need to keep up with the times so that their students can navigate the significant changes happening in today's world (Bujari, 2010).

Teachers can help students develop a positive attitude, love for learning, and the habit of studying (Jia, 2010).

The teacher should always work to introduce innovation into the teaching process, but these innovations must be verified by the teacher themselves. They should not rely on the opinions of others about which method is best, but should focus on what is best for their students. No one knows better than the teacher what their students need, as the teacher spends a long time with them and is responsible for their education and proper development (Bujari, 2010).

A teacher becomes a good teacher when they are sincere about their profession, carry out their duties with great enthusiasm, and fulfill all their tasks and responsibilities with complete dedication. The classroom teacher is responsible for creating a positive and disciplined learning environment in the classroom and in co-curricular activities (Purnama, 2015).

In an era where digital education is no longer a luxury or a matter of choice, but a necessity, it is important for teachers to consciously understand the benefits of information and communication technologies so that they can use them appropriately in the process of delivering both theoretical and practical knowledge to students. Therefore, teachers must be able to create an environment that successfully promotes the practical use of new technologies in education, particularly in language teaching, as this field has always been seen as one that aligns with the ongoing processes of innovation in the IT world (Škobo, 2020).

According to Şen (2002), cited in Dogru and Kalender, teachers play a key role in the success of the educational process. The professional expertise of teachers should also be reflected in creating a suitable training environment (Doğru, M.&Kalender, S., 2007).

Contemporary teaching implies a shift in the roles of both the teacher and the student, with the primary goal being the facilitation of learning. A key achievement for the teacher is when they manage to meet objectives by engaging students, encourage interaction, using higher-level questions, and placing the student at the center of the teaching process, develops skills, critical and creative thinking, encourages reflection, and empowers students to work independently. As the first link in this process, teachers enable students to become leaders of their own learning, granting them the authority that supports the development of independent learning skills. In literature teaching, which is both an art and a science, the teaching approach should evoke both satisfaction during reading and promote critical thinking and creativity. Therefore, the teacher must negotiate learning objectives and content to create a harmonious learning environment, facilitate joint discussions, adapt teaching methods based on students' responses, quality interaction, appropriate scaffolding, and the promotion of self-directed learning which crucial elements in this process (Erdem, 2015).

Furthermore, it should be noted that in the classroom, teachers play an essential role because, due to their help, the most satisfactory results are achieved. By assisting students in accessing information and helping them analyze literary situations correctly, the teacher's role becomes even more significant than the teaching methods themselves. Additionally, training students to approach practical matters effectively further enhances the educational value of the teacher's work.

According to the objectives mentioned above, we can see that the teacher's role in achieving results is of great importance. This is because the teacher must stimulate students by providing them with a considerable number of literary texts to read. Encouragement is also crucial, as it stimulates their imagination and critical thinking while they respond. At the same time, the reasoning behind their answers, compared to other possible responses, awakens self-awareness regarding the knowledge they are accepting.

Undoubtedly, the professional qualification of a literature teacher plays a crucial role. However, even though the knowledge that needs to be conveyed to the recipient is understood by the teacher, this does not automatically mean that it is also comprehensible to the learner. Therefore, finding the appropriate techniques falls within the competencies of the qualified teacher, who, in this case, also fulfills their role. The students' achievements in class depend heavily on the teacher, on the teaching methods used, and on the implementation of various teaching strategies. There must be a balance between lessons, which is achieved when the teacher provides new information and delivers interactive lessons that encourage students to learn and actively participate in interactive classrooms. At the same time, an effort should be made to bridge different worlds during the reading of literature, especially when it comes to literature and its broad horizons, as well as the potential for contextual misinterpretations.

According to Suneetha, a facilitator is someone who helps a group of people understand their common objectives and achieve them without intervening on their behalf. Therefore, when we say that the teacher should play the role of a facilitator in the classroom, it means that the teacher should not be the "king" who controls students' activities. Instead, they should give students some space to allow creativity and innovation to flourish. In other words, students should be engaged in active participation, which would be reflected in argumentative discussions and team-based activities, so that the learning process becomes inclusive (Suneetha, 2020).

4.3. The Role of the Student in Contemporary Teaching

In the process of contemporary teaching, along with other changes, the role of the student has also changed. Unlike in traditional teaching, where the student was a passive listener and recipient of content, today the student is the subject of learning and the most important factor in the educational process. The student is involved from the planning stage of the lesson, through the selection of forms, methods, and techniques, the setting of objectives, and all the way to the fulfillment, guidance, and direction of the learning activity.

All discussions about school reform and contemporary new teaching methods, which aim to ensure the most efficient realization of education process, raise the question of how to ensure that the

student retains their status as the subject in the process while still preserving the logic and didactic structure of the teaching process, as well as the role of the teacher within it. The biggest change affecting modern schools is the awareness that the role of the teacher has changed. This has altered the organization and implementation of teaching. However, the modified relationship between the teacher and the student cannot be seen as separated from all the changes that characterize modern society (Arsić, Z., J. B. Babic and T. Radojević, 2019).

Different studies on the status of the student as the subject in the teaching process mention various concepts-such as the student's activity, student self-responsibility, the partnership between the teacher and the student, the student's self-development, collaboration between the two as equal partners, and others (Arsić, Z., J. B. Babic and T. Radojević, 2019).

Contemporary societies are characterized by an abundance of information, contentious claims about knowledge, and new technologies. In addition to providing solutions to problems, scientific and technological progress often creates uncertainty and new risks, raising a wide range of social, political, and economic concerns alongside ethical dilemmas. In this context, an important goal of scientific education is to prepare students for decision-making and informed action in relation to these societal dilemmas linked to scientific and technological developments, often referred to as socio-scientific issues (Ratcliffe, M.&Grace, M., 2003).

In contemporary teaching, the student is active; they understand what they are learning, verify it, and practice the knowledge acquired. They are encouraged to think critically. During learning activities, students create, converse, discuss, analyze, solve problems, explore, criticize, evaluate, and judge. Unlike traditional teaching, in contemporary education, the student thinks about what they are learning, applies it in everyday life, builds experience, and becomes capable of working independently. Nowadays, the student, interests, skills, tendencies, and needs are the cornerstone of all contemporary teaching strategies. Therefore, understanding the student through portfolios, parent meetings, observation, assessment tests, etc., is something every teacher must consider in order to organize quality and effective teaching.

5. CONCLUSIONS

Technological developments and other advancements have led to changes in the approach to teaching in general, as well as in the teaching of language and literature in particular. Through contemporary methods and techniques, teachers create a pleasant and engaging atmosphere in the learning process, while students become engaged and interact with the teacher and other students, making them active participants and subjects in the learning process. Many modern techniques allow students to actively participate in literature classes by reading, analyzing, and commenting on various parts of stories or events. Furthermore, technology offers great opportunities for stories to be heard and re-heard through technological tools.

While in the past teachers played the central role during a lesson, today they serve mainly as guides for the lesson. Taking on the role of an instructor, the teacher directs and maintains the flow of the lesson unit and ensures the smooth running of the class, allowing students to take the leading role through active engagement and participation. Additionally, the role and position of the student have changed, from a passive receiver to an active and very important participant.

BIBLIOGRAPHY

- Arsić, Z., J. B. Babic and T. Radojević. (2019). Student's status in contemporary teaching: Problems and perspectives. *Zbornik radova Filozofskog fakulteta u Prištini* (3), 283-300.
- Bujari, R. (2010). *Mësimdhënia tradicionale dhe mësimdhënia ndërevepruese*. Prizren: Berati.
- Carroli, P. (2002). Perceptions of Literature: A Comparison of Students 'and Educators' Views. *ELT Journal*.
- Doğru, M.&Kalender, S. (2007). Applying the Subject "Cell" Through Constructivist Approach during Science Lessons and the Teacher's View. *Journal of Environmental & Science Education*, 2 (1), 3-13.
- Edualba. (2001). *Modele për mësimdhënie të suksesshm*. Tiranë: Edualba.
- EF English Proficiency Index. (2012). *ChartsBin.com*. Retrieved from <http://chartsbin.com/view/8702>

- Erdem, M. (2015). The role of teachers in teaching literature. *THESIS*, Vol. 4, no. 3, 45-54.
- Grup autorësh. (2005). *Mësimdhënia me në qendër nxënësin*. Tiranë: QTKA.
- Hameed, U. (2024). *Approaches, Techniques and Method in Teaching* . Liverpool: ResearchGate.
- Jia, Q. (2010). A Brief Study on the Implication of Constructivism Teaching Theory on Classroom Teaching Reform in Basic Education . *International Education Studies*, Vol. 3, No. 2, 197-199.
- Kapur, R. (2024). Teaching-Learning Methods: Indispensable in Promoting Student Learning and Enhancement of the System of Education. *Indian Journal of Management and Language*, Volume-4 Issue-1, 1-6.
- KEC. (2003). *Modele të mësimdhënies sipas strukturës ERR*. Prishtinë: KEC.
- Maharsi, I. (2016). The Importance of Teaching Literature to Students. *Journal of English and Education*, Vol. 6, 74-83.
- Malasari, Urai Salam, Eni Rosnija. (2017). The use of venn diagram technique for teaching descirptive text reading. 1-11.
- MASHT. (2018a). *Kurrikulat lëndore/programet mësimore, klasa e gjashtë*. Prishtinë: MASHT.
- MASHT. (2018b). *Kurrikulat lëndore/programet mësimore, Klasa e shtatë*. Prishtinë: MASHT.
- MASHT. (2018c). *Kurrikulat lëndore/programet mësimore, klasa e dhjetë*. Prishtinë: MASHT.
- MASHT. (2018d). *Kurrikulat lëndore/programet mësimore, klasa e njëmbëdhjetë*. Prishtinë: MASHT.
- MASHT. (2019a). *Kurrikulat lëndore/programet mësimore, klasa e tetë*. Prishtinë: MASHT.
- MASHT. (2019b). *Kurrikulat lëndore/programet mësimore, klasa e dymbëdhjetë*. Prishtinë: MASHT.
- MASHT. (2020). *Kurrikulat lëndore/programet mësimore, klasa e nëntë*. Prishtinë: MASHT.
- Miller, B. (2005). *Si të krijohet kontakti i suksesshëm me nxënësit: Doracak për arsimtarë*. Prishtinë: QPEA.
- Moody, H. (1971). *The Teaching of Literature in Developing Countries*. London: Group Ltd 1971.
- Murugesan, V. (2019). *Modern Teaching Techniques in Education. Educational Technology in Teacher Education in the 21st Century* . Coimbatore: Government College of Education for Women.
- Musai, B. (1999). *Psikologji e edukimit*. Tiranë: AEDP.
- Musai, B. (2003). *Metodologjia e mësimdhënies*. Tiranë: CDE.
- Musai, B. (2005). *Mësimdhënia dhe të nxënit ndërveprues (për klasat 6-12, shoqërore)-Modele për zhvillimin e të menduarit kritik të nxënësve*. Tiranë: CDE.
- Norling, T. (n.d.). Aims and objectives in the teaching of English literature at upper Secondary school. Retrieved from <http://www.diva - portal.org/smash/get/diva2:292256 /fulltext01>
- Norling, T. F. (2009). Aims and objectives in the teaching of English literature at upper secondary school. *Annual Conference for Computer Science Logic*.
- Piirimees, A., M. Boltovsky and J. Rozsypalkova. (2020). Teachers' Understanding Of Contemporary Approaches To Teaching And Learning. *11th International Conference on Education and Educational Psychology* (pp. 229-239). European Publisher.
- Purnama, N. D. (2015). An investigation of teachers's role as facilitators in teaching writing in the classroom (A Case Study of Lectures in a Cirebon Private University) . *ELT Perspective 3 (2)*, 361-370.
- Rama, B. (2011). Metodatat e mësimdhënies dhe ndikimi i tyre në të nxënë. *Revista pedagogjike*.
- Ratcliffe, M.&Grace, M. (2003). *Science Education for Citizenship*. Milton Keynes: Milton Keynes: Open University Press .
- Škobo, M. Z. (2020). Modern Technologies in Teaching Literature. *Proceedings of the International Scientific Conference-Sinteza 2020*, (pp. 86-92). Belgrade.
- Suneetha, E. (2020). Role of teachers as facilitators in learning. *Research Journal of English Language and Literature (RJELAL)*, Vol. 8, S1, 71-72.
- Thakur, D. (2003). Teaching Language through Literature: Problems and Princ iples (Part 1 - 5). . Yemen Times.
- Vučković, D. (2017). Literature as a "core" of the integrated teaching in lower elementary school grades. *Proceedings Book - ICESS 2017 5th International Conference On Educational And Social Sciences "Innovative Approaches In Education And Social Sciences For The 21st Century"* (pp. 32-48). Tirana/Albania: Kolegji Universitar Bedër.