
TEACHERS' PERSPECTIVES AND PRACTICES ON EFFECTIVE TEACHING METHODS AND STRATEGIES AT A PRIMARY SCHOOL IN PRISHTINA

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Abstract

This study examined and analyzed nine teachers' teaching practices with children in the sixth to seventh grades of primary school. Effective teaching was discovered in this study to be dependent on three components of a classroom: 1) introduction – linking prior experience to the new issue; 2) sharing/discussing the primary topic; and 3) reflection/summarizing the lesson learned and new terms acquired. The findings indicated that students' learning and comprehension appeared to be contingent on the teacher's strategies for collaborating with students and constantly focusing their attention on the lesson (particularly on crucial features), which facilitated students' willingness to volunteer for discussion participation through open questions, constructive feedback, and so forth. Additionally, it provided teachers with insight on how to handle unforeseen classroom circumstances. For instance, numerous "attention-seeking" conflicts may arise, preventing the achievement of the objectives when time is spent on them. When reprimands and punishments are utilized, learners are reluctant to seek assistance or express their thoughts. Teachers must demonstrate their managerial competence by refraining to single out specific students in this situation.

Keywords: effective teaching; pedagogical skills; primary school

Abstrak

Studi ini meneliti dan menganalisis praktik mengajar sembilan guru dengan anak-anak di kelas enam hingga tujuh sekolah dasar. Pengajaran yang efektif ditemukan dalam penelitian ini bergantung pada tiga komponen ruang kelas: 1) pengantar – menghubungkan pengalaman sebelumnya dengan masalah baru; 2) berbagi/membahas topik utama; dan 3) refleksi/meringkas pembelajaran dan istilah-istilah baru yang diperoleh. Temuan menunjukkan bahwa pembelajaran dan pemahaman siswa tampaknya bergantung pada strategi guru untuk berkolaborasi dengan siswa dan terus-menerus memusatkan perhatian mereka pada pelajaran (terutama pada fitur-fitur penting), yang memfasilitasi kesediaan siswa untuk secara sukarela berpartisipasi dalam diskusi melalui pertanyaan terbuka, umpan balik yang membangun, dan sebagainya. Selain itu, ini memberi para guru wawasan tentang bagaimana menangani keadaan kelas yang tidak terduga. Misalnya, banyak konflik "mencari perhatian" mungkin muncul, mencegah pencapaian tujuan ketika waktu dihabiskan untuk itu. Ketika teguran dan hukuman digunakan, peserta didik enggan untuk mencari bantuan atau mengungkapkan pikiran mereka. Guru harus menunjukkan kompetensi manajerial mereka dengan menahan diri untuk memilih siswa tertentu dalam situasi ini.

Kata kunci: pengajaran yang efektif; keterampilan pedagogis; sekolah dasar

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Introduction

Teaching strategies have a crucial role in the development of knowledge, cognitive and collaborative skills, self-assessment, collegiality of a child with other classmates etc. Being a successful teacher it's not just a matter of knowing information or having professional competency about the subject/issue which someone is called to teach. In fact, that is only one criterion among so many other skills that are necessary and a fundamental force to make sure that lessons occur effectively, but simultaneously encourage and develop pupil's critical thinking since childhood. In attempt to help for this goal, many training classes and instructions are pre-given to the teachers in order to stimulate their improvement, after the examination about the performance and other inspected problems faced. Institutions may recommend disciplinary procedures, literature that largely reflects on overall promotion, but also offer them support to develop/enrich their professional identities. Societal innovations, many transformations have encouraged progress, openness for new perspectives to contribute towards methods applied that satisfy basic conditions of desired outcomes.

Effective teaching is guided by pedagogic principles and practices during direct or online teaching (Levy 2020, Guler 2018) and it requires training in how to select, read, and extract meaning from academic texts (Lokse et al 2017). Thus, teachers are expected to continuously innovate, adapt, and develop their teaching practices to equip all students with the skills and knowledge they will need to succeed in life and work (OECD 2018). Ability to effectively process needed information requires activities that facilitate learning: enhancing their interest, develop qualitative principles etc. Gurning & Siregar (2017) examined many strategies in improving the students' reading comprehension and curiosity. According to them, inferential comprehension is harder than literal comprehension for the readers are not only recognize the author's ideas stated explicitly in the text, but they have also to be able to guess the author's intention either explicitly or implicitly stated in the text (p.192).

Basic aspect in order to take place effective learning is active communication. Alrayah (2018) has examined the connection of cooperative learning activities, as an effective educational practice in enhancing fluency (Jordan 2010), and improvement of oral through interviews and found out that there is a significant correlation between them. According to him, one of the essential elements of cooperative learning is the development of social skills such as communicating, building confidence, providing leadership, and managing conflicts, and such skills contribute to the general contentment of learning.

There are different formulae that may work well for an age-group, e.g., with lower level of education, but in specific areas are too complicated or too simple for another age. Weaknesses and strengths of the approaches applied, may be known at the end of the years, by testing their advancement, matching the level of attainment with several methods and thus, according to the evidence, results provide a base for development of policies applied in the future. In addition, character strength in young children may contribute to the establishment of internal adaptive resources and personal and social capital for a good start (Shoshani 2018:12) and also the ability of cooperation which begins to develop gradually in the first years of life and proactive behavioral control promotes goal-directed actions (Lee et al. 2012). Thus, teaching is a complex responsibility, it has discrete components and the methods are not automatically guaranteed to

succeed, because not always have the assumed efficacy. Even if the techniques are pre-determined, standards and results must be observable each lesson and frequently considered to identify and evaluate the quality of their effect.

This study offers several pedagogical features that lead to effective learning in Prishtina's 6th and 7th year children of primary school. We'll also consider cognitive factors that affect effective learning and children's critical thinking skills which are important when analyzing and evaluating information, and thus a necessary tool in ensuring quality in the student's research process (Lokse et al. 2017:1). The main questions of this study are: 1) What are the main strategies used to get pupils' attention, keep them interested and challenged during three parts of the lesson?; 2) Which are teachers' behaviors towards unappropriated children's responses or gestures and their consistent patterns to assess pupils' work (with marks, pluses (+), minuses (-) or grades) that provide accuracy in evaluation?; 3) Which methods do pupils find more attractive and which of them promotes cognitive development?

Effective teaching

The phrase *effective teaching* derives from psychological context. It has to do with characteristics that deliver qualitative & valuable lesson and are positively correlated with intended outcomes, or even more than previous expectations. A person may be an expert with a great competence in one discipline, but lack the skill to coordinate the theoretical framework of a topic and its practical part, which is essential to prove if the lesson has been (critically) learned. Since 1970, Popham and Baker stated that effective teaching is concerned with particular instructor dealing with particular learners in a particular environment as he attempts to achieve a particular instructional goal by presenting the ideas and activities involved in a teaching unit that most facilitates the regular and systematic development of the learners.

A deeply rooted ancient method and unfortunately still active in some places, is: *the teacher speaks, others just listen*. Groups that learn with direct instruction are exposed to a traditional teacher-centered mode in which the teacher provides instruction on a reading skill and the learners respond to teacher-generated questions (Huang & Yang 2015:399)

Then, in the second part of 20th century has been made progress on interactivity in classroom, but not in the relation between teacher-student. However, the lack of progress identified in a large number of schools, has shown that memorization of some cliché sentences doesn't produce extensive critical or even good theoretical learning. So, after many measurements it has resulted that the knowledge cannot be just accumulated, without containing parts of pupils' active involvement and teacher's interest to meet their needs, questions, with other words, integrating them as *the main* actor of the lesson. "Being student-centered is not just about recognizing that teaching is not the same thing as learning. It is also about seeing teaching as a human enterprise where your connection to your students, their connection to you, and their connection to each other are at the core" (Levy 2020:44).

In our study we noticed a sensitive awareness of teachers to orient themselves on meeting demands of pupil-centered approach, equipping them to eliminate shortcomings or inferiority. However, still, as we will argue below, in certain circumstances they fail to practice a matching

and appropriate behavior towards unpleasant situations that may arise during the class, which is crucial skill on keeping their attention where it is supposed to be.

A framework that has been provided as basis of effective learning and previously considered as bearing success over years is: Context-process-product (Borich 2007, Ornstein & Lasley 2004). According to Killen (2006), the effective teacher is the one who has clear objectives and own goals of teaching. She has to combine approaches, make judgments about the performance and ensure that learners have a maximum opportunity for achievement Stronge et al. (2004) says that social interactions between the teacher and students encourage students' learning and achievement. The curriculum goals, the multiple tasks and problem solving contexts tackle the lesson and motivate pupils to facilitate understanding and raise the enthusiasm of learning.

Many studies have attempted to identify critters which most strongly contribute to a productive teaching (Cullingford 2003, Petty 2006, Stronge 2007). According to them, clarity of explanation, variety of learning activities, attending pupils' needs, monitoring their progress, are the main objectives that have proved successful results. Each of them has a sensible role and contributes in many aspects of classroom processes even within a single lesson.

Thus, effective teaching requires creating meaningful learning experiences for our students that support their playing an active role in their learning, including opportunities for active processing, application, inquiry, and interaction with others and with the course material (Levy 2020:47).

Schools themselves can create conditions to enhance effect of teaching styles, staff development which foster pupils' progress in the substantial portion:

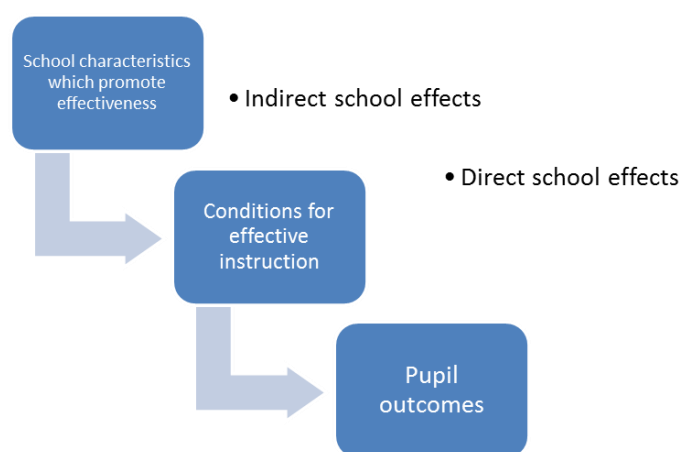


Figure.1 Causal process with school and instruction conditions: Adapted from Scheerens & Bosker (1997:147)

All the strategies described are related with one mission that contains: first, promoting pupils' learning attainment and development of critical thinking; to interpret what they already know and are upcoming to learn in a higher level. Alton-Lee (2003) pointed out that an effective link between school and cultural context is needed; apart from being caring, and enhance assessment, feedback and evaluation, as well as being responsible to students learning process is needed.

When we talk about skills, methods, words chosen, we shift to a social and psychological perspective, because there must be ideas that influence pupils' thought, their autonomy and

interactive activities, not just information exchange. Of course, not all credit of a successful class is given only to the teacher as a “resource provider”. Pupils have to internalize, incorporate the lesson presented and remain proactive by asking, commenting sharing ideas about the discussion. While talking, teachers take social information from them e.g. taking online classes changes mainstream teachers’ perceptions of students group, e.g. Linguistically Diverse Students (Greenfield 2013, Guler 2018).

The quality of teachers’ preparation and commitment reflect directly on their potential, learning ability, clarity of explanations and shaping professional identity. Also motivating them to actively engage in discussion and collaborate with them, enhances their communicative skills and enable them to enjoy learning.

Method

Fourteen 40-minutes classes were recorded in primary school “Faik Konica” in Prishtina (Kosova). In order to obtain useful/representative results, we compared the same goal of the teacher (to achieve comprehensibility, clarity in the end of each lesson) with different strategies and patterns that arise as necessity due to the nature of topic discussed and efforts to invite more acceptable versions of tactics, to cover aspects of certain subject and to attain reliable outcome. In addition, these factors create variation on the ending results (they do not produce the same scores on each subject), even that are realized in the same conditions. So we’ll combine mixed methods as they are proved more valuable and provide a deeper meaning of the phenomenon, with the goal to obtain a more adequate and comprehensive picture of the subject area through complementary results. (Kelle et al. 2019, McKim 2017). Lesson plan includes objectives of the lesson, materials, lesson sequence and reflection (Guler 2018).

The aspects that were taken into account in considering the results of the class, are departed on three parts of the lesson: *First*, includes questions about previous related lessons or that are common with everyday life, discussing pupils’ responses, their accuracy – what serves to probe and extend their exploratory thinking and preparing about what’s next. A prime purpose of the *second* part is the theoretical and practical work whether individually or by collaborating with classmates. In this part, child’s capacity is tested through demands to answer in the subject matter of the lesson. *Third part* is reflection of the productivity and direct relevance of understanding level, notions learned, questions and overall quality of practice

The rate of effective teaching is measured by: pupil’s reaction, active involvement, and accuracy of the answers at the last part of the lesson. Teaching styles were classified in each part according to the tasks given, general ideas of explanations, nature of encouragement when pupils were invited to collaborate. Trustworthiness of data is ensured by spontaneity of classes (without any pre-planning scenarios) and also taking into account the age of pupils that participated in this research. This assumes consistency and validity of results over time.

Results and Discussion

First Part of the Lesson

In every class, the goal of the teacher must be to courage students' engagement and responsibility; to respond effectively, motivate learning and maximize options for students to demonstrate that learning (OECD 2018, Gordon et al. 2016). In working with children and adolescents, counselors must remember not only their responsibility for the minor client, but also their accountability to the guardian (Sartor et al. 2017:5). After introducing the new topic, the basic knowledge of the subject is delivered by the teacher. The level of its difficulty must be measured on checking if there is any relation with previous classes or any other coherence with pupil's knowledge that would make it easier to explain. If there is not, then the methods/instruments chosen have significant impact whether the planning and organization have been successful on pupils' quality of learning. So, they must reconsider if the methodology and material are suitable with age abilities, if they can make them more receptive or just may complicate even more the overall lesson. We considered the first question as a trigger for checking their further involvement during the class.¹

Table 1. Data of first questions in the beginning of the lesson, number of pupils involved & their answers

Topic	First question	Number of pupils involved/volunteer to answer	Their main answers
Albanian Language: The subject of sentence	The How do you ask people when you want to find the causer of a mess?	32 of 38	Who did it to me?, who is going to be beaten by mom? who is guilty about this?...
Geography: Africa as a continent	How many continents there are in the world?	3 of 34	seven; five; three..
Biology: Anatomy of human body	Which are main part of the body?	17 of 36	head, hands, legs, fingers...
History: History of Albanians	What nationality you belong?	21 of 32	Albanian, Kosovar, Americans...
Civic education: Greetings	Do you greet people you know?	31 of 35	Yes, always; no because they ignore me; yes I even hug them...
TIK: Microsoft word as useful software	How do you write a document on computer?	4 of 37	Clicking on a white icon, I think in the desktop..
Drawing houses	What does the house serve?	19 of 32	To live, to sleep, to eat, not to be wet by rain...
Music Education: Ludwig Van Beethoven	Who is the father of all genres of music?	2 of 30	Whitney Houston, Mahmut Ferati...

As we see, the nature of questions determines the number of the pupils actively engaged in interaction. When they are asked about their daily reactions, nationality, or other house chores of "real-life setting", they volunteer to speak & share their experiences. But when the first questions contain requirements to talk about continents, genres of music, the silence is slightly longer and the number of pupils which take initiative to talk is quite smaller. Moreover, after someone speaks or by minimal guidance of the teacher, they do not hesitate to share their thoughts. In addition, appraisals received like: *well done, you hit the point, you right! or not correct, but great idea*, encourage other silent pupils to get more active and assessing on the class. Despite of that,

¹ We asked the teacher for a little pause after the first question, in order to count the pupils who raised their hand.

some feel frustrated by the lack of time to show their answers or address suggestions about the notions they need further explanation.

Potential problem noticed is “too much information” in previous or current lesson. E.g. in the TIK question, many pupils didn’t know how to answer the question: *how do you write a document on computer?* because they claimed to have learned too many “unknown concepts” in the last hour. Teaching students how to handle masses of information will thus benefit from also teaching them how to read and analyze academic texts, since this will make the filtering process easier for them (Lokse et al. 2017:7). Thus, enormous amount of information without clarifying enough and ensuring that there are no misconceptions, faces pupils with problems of comprehension and memorizing. In addition, many of “silent children” had problems with reading, which may be improved by communication, and not with direct instruction. As Huang&Yang (2015:383) claims, “struggling readers can improve their performance through interactive (dialogue) strategies and idea reconstruction”.

By these statistics it is implicated that an essential strategy to gain children’s attention and useful tool to provide feedback is deliberate connection of lesson with everyday routine. Curiosity is defined as a disposition to inquire, investigate or seek after knowledge or a frame of mind in which you went to learn more about something it also provides the source of internal motivation that comprises the foundation of education (Gurning &Siregar 2017:193).

Teachers also tried to “activate” pupils who weren’t interested, and who generally didn’t perform well. Incapability of communicating fluently, easily and normally, constitutes a psychological barrier that eventually reduces students’ effective interaction in foreign language learning-contexts (Alrayah 2018:21). However, poor performance doesn’t have to be associated with serious weaknesses or being unworthy, lacking adequate knowledge. Rather it’s just a signal of the necessity to improve by practicing public speech and reading more. Yates (1988:8) has stated: “requiring a child to actively discover his or her way toward a basic knowledge of literacy and numeracy is to confront that child with tasks of immense difficulty. On the other hand, exposure to good direct teaching will enable the child to develop a more substantial knowledge base that will bootstrap the child’s thinking processes in subsequent situations both in and out of school’.

Teacher mustn’t keep a fairly narrow focus on an individual. Rather, she must keep appropriate balance & high involvement of all and accept responsibility for ordering activities. Studies show that a good teacher creates a well-ordered learning, is supportive about the work they have to do and maintain their interest (Pollard et al. 2000, Haydn 2007). In our case three 5 of 9 teachers minimize pupils’ participation by activating a few of them, and not even staring to ones which are sitting on the last desks. This mistake decreases achievement of social goals in education, because may make some of them feel uncomfortable and less competent for unknown reasons. They don’t even feel obligated on listening. Without instruction in how to improve listening and development of metacognitive strategies and metacognitive awareness, learners are very slow to develop effective listening strategy use (Graham et al. 2014, 2017). Siegel (2014) says that teachers lack the pedagogical knowledge to teach listening. Also, when a question is made to

the whole class, everyone must be praised if gives accurate answer, regardless of teacher’s personal judgement about physical characteristics or other potential issues that may have.

Summarizing important ideas, by focusing in certain elements is key on understanding the lesson e.g. a broader concept deconstrues in simplified manner: *limbs are hands and legs, conversation must have two participants* etc. In the study of Huang, Yang (2015), students identified summarizing as the most difficult strategy, yet they found summarizing and clarification to be the most useful strategies for reading (p.402). Smith (1995) stated that teachers and teaching need to be creative to allow the students learn naturally. In three classes we noticed some disruptions which wasted time e.g. long periods of asking for silence, personal argument between classmates etc. After spending time communicating and providing ample evidence about what comes next, and what is previously known, teacher is responsible for ordering subsequent activities bringing desired educational outcomes.

Second Part

Methods used to consolidate understanding in this part are more diverse than the others, sometimes not with a specific/explicit agenda on their plan-program. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an environment of achievement and practice is required (Alrayah 2018:22).

Jones and Tanner (2005) argued that there are many differences among teachers in how they interpret the concept of interactive teaching and how they accommodate it into their own style. Some of them adapt simplistic formulae by expecting pupils to work more themselves by books and other recourses, while others want to draw all pupils into lesson and make sure they acquire the matter by checking their understanding.

Most of the teachers, in the “body” of the lesson concern themselves with theoretical discussion of the problem and interpreting it with children’s help, sustaining their attention and interest. But only two of them help pupils to critically reflect about the new topic. We summarized their characteristics by categorizing in three groups:

Table 2. Methods of presenting content, organization of material

<i>Method</i>	<i>Number (%)</i>
1. Giving instructional materials, commenting them after several minutes	6 (42.2%)
2. Direct instruction about the tasks they have to do; everything is done in oral manner	3 (21.4%)
3. Only a few questions written in the table, then asking responses by pupils after reading the text	5 (35.7%)

- A number of common features of practices in *the main* part, include delivering some sheets with many questions or tasks related to the new lesson. And after approximately 10-minutes, they searched the answers on the book with teacher’s help.
- In three classes this was asked to be done in oral manner, by teacher’s explanation, then time-to-time monitoring pupils’ attention by requiring repetition, interpretation of the terms explained. From time to time, they stand back to observe if pupils share being attentive, or if there are misbehaviors.
- In five of them, the crucial questions were written on the table. Whereas, after being told about the subject matter, pupils were asked to read the text on their books, and then, to approach the problem, finding its main significance. Reading instruction often aims to

develop students' decoding skills and knowledge of syntax or vocabulary for literal comprehension (Huang & Yang 2015:382)

The nosiest one was the second method. As a weakness of this way of instruction, was spending a large portion of time teacher speaking, consequently, with a little interaction with pupils and systematic noise when it came their turn to speak. The third one is filled with wrong answers of written assignments on the table and teacher's immediate feedback and correction, due to short time given to read & understand the text. We think that direct instruction must be beyond mastery of basic information: show them strategies to summarize the text, simple methods to understand complex parts of it etc.

In a class of 7th year, a misunderstanding between two children caused a loud argument about who is the guilty one that teased their friend first. Instead of offering equipment, the teacher chose to ask for witnesses about the pupil who triggered the discussion in order to exclude him/her of the class: *May any of you tell me who was the first that teased Aulona?*

This 'step' just fueled the whole class to mention names, increasing the number of conflicts and criticisms with each-other, without any solution to the chaotic atmosphere. Stronge et al. (2004) claims that fairness is so appreciated by the students and effective teachers respond individually to misbehavior, rather than to the whole class. Actually, punishments may reduce the pupil's freedom to be creative and comfort to share his/her ideas. They damage child's self-confidence, consequently, his performance even if the competence exists. Capacities, behaviors to manage the lesson must be more "diplomatic", to keep positive atmosphere, avoid such situations and create to everyone the sense of belonging, sometimes regardless of deserved reprimand. This may be achieved through tasks that require only positive collaboration, socially interacting, with advices to decrease discipline problems without unnecessary conflicts. Also pupils identify errors and transfer responsibility to each other, leading teacher toward confounding situation, thus, shifting the focus on non-fruitful things.

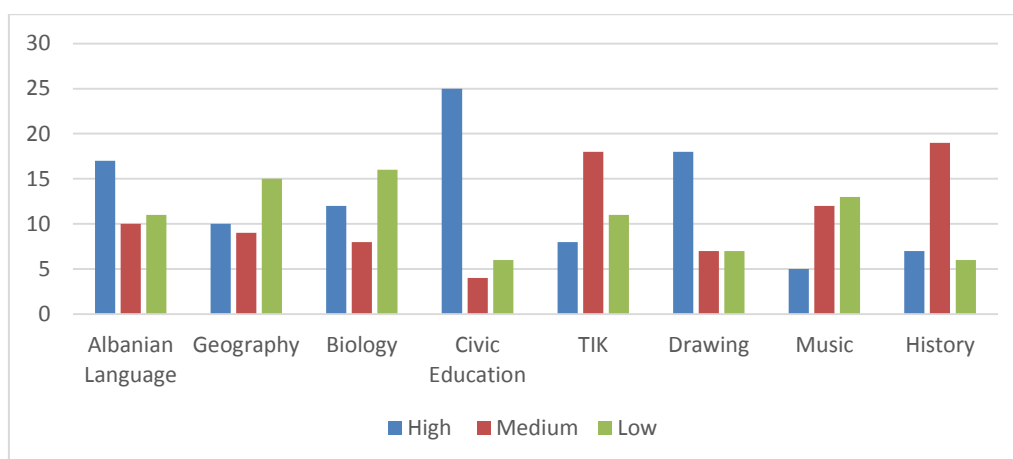
All learning occurs in a social environment, and is influenced by a variety of important affective variables (Elliot et al., 2005), which include all emotional issues: nervousness, excitement etc. These affect the self-image, self-concept of the pupil and make easier/harder to succeed. So, teachers must nurture equally children's conscience about their values, rights which reinforce motivation increase number of hard-working & high-attaining pupils etc.

Third Part (Influence of Elementary School Age)

In this last part of lesson, we'll discuss briefly the psycho-emotional state of children in this stage, which inter alia, influences quality of acquiring information, even though they are not identical for every pupil. Individual differences are the differences from one person to another on variables such as multiple intelligences, learning style and cognitive development (Alrayah 2018:24). 11, 13-year-old age is a critical period of emotional, psycho-social development. In this age children begin to classify their ideas, hierarchical relationships, define relations with their family etc. It is argued that parenting styles are the most important factors affecting academic achievement (Masud et al. 2015). Also, Pinquart (2016) examined associations of general dimensions and parenting styles with academic achievement of children and adolescents in 308

empirical; studies from 1974 to 2015. She found significant concurrent, longitudinal, and cross-lagged associations of parental warmth, behavioral control, harsh control, psychological control, autonomy support, and authoritative parenting with academic achievement.

Now, within the lessons recorded, pupils' progress and learning gains are usually tested in the end of the lesson. Teacher reflectively analyzes the success of the course. In 9 of 14 classes the teacher has synthesized the findings or answers of pupils and summarized the main notions learned. It is a useful tool to highlight the new terms, facts, skills learned. According to the accurate answers, mental effort to find solutions of enigmatic issues, constructive feedbacks and number of involved pupils, these are the results:



Graphic 1. Level of teaching effect on the understanding of the topic discussed and elaborated practically

In graphic 1, they show striking sensitivity on “judging by experience” that’s why questions related with it are effective navigation to chart the key elements of the lesson. Of course that these statistics are not isolated, but consequence of many interacting factors. However, if we see first questions above and pupils’ interest to answer, we may see the clear importance of the starting point to move forward. This suggests validity and reliability in the interest since in the introduction of the lesson. Associating routine matters with content of their work maintains high level of pupils’ involvement, even if they do not feel capable doing it in the theoretical part. So, it is a good trick to steal their curiosity in the first part, and then keep it in some way, even if the depth of the main content is more complex. It brings satisfaction, appropriate mental condition being gained from the task, desire to explore the issue and so on. The high rate of success in Civic Education (25 of 35), derives from being inter-related with their life experience: greeting others, talking to strangers, classmates; politeness in public etc. Even that 11-13 years old is an early age, the topics for which they are as kids interested serve to shape their sense of the professional identity, as a general condition required for the education to take place in concise and integrated way.

We examined how they connect ideas from different parts of their routine, even low-achieving pupils. Barry (1995:358) says that: In terms of passivity, the process of following a lecture can be anything but passive. Students may be working hard to follow the argument,

comprehend its logic, judge its validity, evaluate the facts and evidence, separate the essential from the less important, and in other ways run alongside the lecture. Indeed, if a student learns anything from a lecture, he or she has not been passive.

Another method argued as effective is by explaining certain concepts. Sarrasin et al. (2018) explain the role of teaching the concept neuroplasticity, as a term that refers to the brain's ability to change and adapt as a result of experience, on inducing a growth mindset on motivation, academic achievement. They found out it is beneficial for at-risk students, especially regarding mathematics achievement.

Mind is related with levels of social-intelligence, cognitive flexibility and open-mindedness in young children (Maria& Largoza 2008). And, if the child remains silent and seems unable to benefit from the class, doesn't mean that he/she isn't interested or is not comprehending. Longobardi et al. (2018) found that school context causes these children very high anxiety levels as a result of constant performance demands, most of which are related to verbal communication. Their study indicated that the teachers perceived more closeness in their relationships with children without Selective mutism² than children with SM. In our study, when a child who sits alone spoke, other peers started bullying: *ooh do you have mouth? Your time to speak?*, and there wasn't any reaction by the teacher. Another problem in several research articles is *ethnicity*. In the study of Samara et al (2019), young refugee children reported more peer problems, functional impairment, physical health, and psychosomatic problems compared to the control children and older refugee children groups. On the other hand, older refugee children had lower self-esteem (academic and social self-peers) compared to the younger refugee children group. This tells that marginal groups have psychological disturbance (Fazel et al. 2012). Thus, formation of character in childhood depends on the development of several basic social emotional and cognitive abilities, including the ability to distinguish between right and wrong, the ability to discern others' perspectives, the acquisition of societal standards, the manifestation of prosocial behavior, and the ability to possess and use knowledge that is valuable to a sense of well-being (Shoshani 2018:2). All these socio-psychological factors exert effect on the quality of acquiring information, evaluating them and to be able to interpret issues discussed.

Conclusions

In the end, we can say that teachers' professionalism and personal qualities, as a strong predictor of pupils' achievements, serve not just to explore, shape and refine aspects of the topic, but also to generate pupils' ideas and requests. They must have a clear idea about their goals and the methods that tend to use with other variations of materials in their work. They are the key propeller for education improvement & progress and are responsible about each pupil/student they work with. It was shown that prototypical methods in nowadays have placed importance on triggering the previous knowledge, practical learning which help on organization of information, and summarizing the new topic.

² Selective mutism is a severe anxiety disorder where a person is unable to speak in certain social situations

The findings strongly imply that first questions about children's everyday life, then relating them with the new topic, are a pressing need to increase their interest. This stresses the importance of a well-structured lesson, which must include a balance of the topic with its appropriate coherence with their lives. Also children with lower achievement must be motivated to work harder in a supportive environment, not to be neglected as if they were mediocre.

It is essential skill to combine teacher's competency with little jokes, lovely comments that create warm & comfortable environment, and also break some monotonous barriers during the lesson. Also, teacher must demonstrate respect, equity and offer opportunities to all pupils without any prejudices on age, ethnicity, race, gender and so on. We must emphasize that teacher serves as a role model of good conduct, leader and deliverer of the children's future professional/civic image. Knowing how to combine teaching content with appropriate humor, remains crucial determiner, positive reinforcement of effectiveness in attention, information processing and in fostering critical thinking potential of everyone.

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