

# THE RAISING OF THE QUALITATIVE LEVEL OF THE SCHOOL TO CONTEMPORARY DEMANDS

by **TEFTA CAMI**

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**IN THE PEOPLE'S SOCIALIST REPUBLIC OF ALBANIA A DEEP-GOING REVOLUTION HAS BEEN CARRIED OUT IN THE FIELD OF EDUCATION, A REVOLUTION WHICH RELIES ON THE TEACHINGS OF THE CLASSICS OF MARXISM-LENINISM, THE PARTY AND COMRADE ENVER HOXHA, AND ON THE REVOLUTIONARY PRACTICE OF OUR COUNTRY, AND WHICH HAS AS ITS MAIN AIM TO ENSURE THE ALL-ROUND COMMUNIST EDUCATION OF THE YOUNGER GENERATIONS. ON THIS BASIS OUR SCHOOL HAS ALWAYS MADE PROGRESS, REVOLUTIONIZING ITS CONTENT, PERFECTING ITS STRUCTURES AND ITS METHODS OF TEACHING AND EDUCATION. THE EDUCATIONAL SYSTEM TODAY IS COMPLETE AND RESPONDS FULLY TO THE NEEDS OF THE COUNTRY. THE SCHOOL HAS MADE AN OUTSTANDING CONTRIBUTION TO THE RAISING OF THE CULTURAL LEVEL OF THE YOUNGER GENERATIONS AND THE WORKING MASSES. IT HAS CONTINUOUSLY STRENGTHENED ITS OWN NATIONAL CHARACTER, ITS LINKS WITH LIFE AND WITH REVOLUTIONARY PRACTICE. THE PROGRAMS AND TEXTBOOKS USED IN OUR SCHOOL ARE NEW, ORIGINAL, BASED ON SOUND IDEOLOGICAL AND SCIENTIFIC CRITERIA, AND SERVE THE ATTAINMENT OF ITS AIMS.**

The most consolidated link in our educational system is the 8-year school, which realized with success the task of drawing all the 6-year old children. It makes a valuable contribution to the ideo-political and moral-

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-civic formation of the pupils and has equipped them with the basic scientific knowledge necessary to continue studies in secondary schools and to orientate themselves well in life. Four-year secondary school system covers almost all the territory of the country. The secondary professional

school, especially the agricultural secondary school in the countryside, has developed in breadth. Today secondary schools take in half of the pupils who finish the 8-year school against 34.2 per cent in 1975, and this figure has a tendency to rise from one year to the other. About 80 per cent of the secondary school students are enrolled in professional schools of 65 specialties, 12 of which have been opened in the last ten years. In the course of its existence the higher school system of our country has trained over 50 thousand specialists in 60 branches and profiles. It has coped well with all its tasks and has made its valuable contribution to the major realizations of our economy, the achievements of science and culture. In the school-years 1981-1985 will be enrolled 45 per cent more students than in the school-years 1976-1980. The scientific-research activities of the higher schools have extended continuously, assisting the raising of the

teaching level and the solution of many problems of production and science, and the socialist construction of the country. Scientific qualification and post-university specialization, which is gradually becoming an important link of our higher school, has also developed.

After the triumph of the people's revolution, the Party and Comrade Enver Hoxha gave orientations for and defined the contents and character of our national school, the roads of its progress and uninterrupted development in dialectical unity with the entire economic and social development of the country. Our school has made important achievements and profound transformations, especially in the last 15 years of its further revolutionization. From the time when Comrade Enver Hoxha held his speech «On the Further Revolutionization of Our School» in 1968 and the 8th Plenum of the CC of the PLA in 1969 to the 8th Congress of the PLA, an entire Marxist-Leninist platform for the all-round development of our revolutionary education and school has been worked out. The implementation of this program with success has given the country a new socialist school with a clear national class character, a school which is distinguished from any other bourgeois and revisionist school as regards principles.

Our school is not considered the exclusive domain of the teachers and pupils, but has become a great question of the Party, the state and the entire people. Herein lies its strength and superiority, one of the deepest reasons of its ceaseless advance and flowering.

Our school has become a popular school of a mass character. The important thing in our school consists not just in this quantitative leap, but first of all, in the qualitative leap which has entirely transformed all its features and has made it a new revolutionary school. All its cycles, all its structures and its content are permeated more and more thoroughly by the materialist dialectical philosophy. The theoretical-scientific thinking of the Party and Comrade Enver Hoxha, the rich experience of the socialist construction of the country, the outsta-

nding national traditions of our people have been more and more consistently reflected in our school. It has been integrated into the entire socio-economic development of the country, always playing an active role in this development. It uses revolutionary, living methods of teaching and education, applies socialist democracy in unity with proletarian discipline on an ever broader scale, basing itself on the intensive communist education of the pupils and students, in struggle against all anti-socialist, bourgeois and revisionist influences and manifestations.

The Marxist-Leninist principle of the linking up of lessons with life, with production work, with physical and military training, with great revolutionary actions, has been put into practice and has established itself as a living reality of our school.

The linking up of school with life, with the requirements of the economic and cultural development, is a fundamental question. It requires that the school should be always awake to the new developments and demand and respond ever better to them.

Consistent in its Marxist-Leninist course, the Party has worked out the fundamental orientation according to which we must be guided in all our work by the principle of relying on our own forces and internal reserves. This is not just a principle, but a great working program, too. The current five-year plan is the first which we are carrying out relying completely on our own forces, means and possibilities. It is clear that the successful realization of this plan and of the future plans requires more knowledge and culture, needs people of great faculties and abilities, with a high contemporary technical and scientific level, who have initiative and work with imagination. Thus, the foundations of this preparation and formation of the youth and working people of our country are laid and will be laid ever better by our school.

The vigorous technical-scientific revolution in our country develops on bases entirely different from those of the bourgeois and revisionist countries, and is alien to any technocratic treatment of its problems. The technical-

scientific revolution in our country is a revolution in the full meaning of the word, because its objective is to ensure the development and progress of the country, to defend the socialist Homeland, to raise the level of well-being of the people. It has not been reduced to a concern of narrow groups of specialists, or a technical-professional élite, but has assumed mass character and proportions, extending in all fields of life. It encourages the broad working masses to acquire scientific knowledge and to carry out scientific experimentation, thus, building up the trust of the cadres and working people in their own thinking and creative abilities.

Nevertheless, the deepening of this revolution cannot be conceived outside the present powerful tendencies of the development of production, science, technique and technology, outside the colossal increase of scientific information and its dynamic changes, outside the unity and integration of specialization and knowledge with their application, outside the shortening of the limit of time from the scientific discovery to its practical application. In these conditions the integration of education with science and production, with the technique and technology of production, is proceeding satisfactorily. Education today is becoming a powerful investment in the economy, which repays itself several times with the possibilities it creates for the great uplift of the qualification of the working people, and consequently, the productivity of their work. Precisely for these very explicit reasons the raising of the scientific level and the quality of the organization and management of work is required now more than ever in the past. This need in the specific sector of education and culture is felt more acutely and urgently.

The historic decisions of the 8th Congress of the Party, the new stage of the development of socialism and the present and perspective conditions of the development of our country dictate the need for the level of the school to be raised to achieve a new quality, so that the younger generation should acquire more knowledge and culture. At the 8th Congress of

the Party, Comrade Enver Hoxha instructed: «Now the time has come for all the forces of our education and teaching front to concentrate more seriously and in a more qualified way on raising the quality of the work of the school, without neglecting constant care to further increase the mass participation in education in general, and especially in certain of its links. This need is dictated not only by the specific internal development of education, the school and pedagogy, but in the first place, by the general economic, social, scientific and technical development of the entire life of the country.»<sup>1</sup>

The successful solution of the urgent problems of the extension of the popular education, the stabilization of the school structures, the theoretical elaboration of the problems of its revolutionization and the experience accumulated in the implementation of these problems in practice, are specific internal developments of the education, in which the struggle for the all-round qualitative development of the school will be based.

This process has specific aspects in the various categories of schools. In 8-year education, which is complete with young teachers who have finished higher-school studies, and this is to be done for the lower-cycle of the 8-year schools, from the 1st to the 4th grade, objective possibilities have been created to raise requirements for better quality. In secondary education, which is going through a very rapid quantitative development and in which the professional schools predominate, the struggle to raise quality appears still more complicated, whereas in the higher schools the conditions to raise the level for work, in general, are becoming more and more favourable.

The orientations of the Congress of the PLA are a great program of work for raising the qualitative level of our school. The popular discussion which was organized in education circles showed clearly in what this new quality consists and what directions must be followed to achieve this objective. The implementation of these orientations and decisions of the Party will further deepen the process of the

revolutionization of the school.

We are working continuously to further strengthen the application of the principles and fundamental features on which our school is built, such as the Marxist-Leninist ideological axis, its national character, the linking up of school with life and production, the three components of the school: lessons, productive work, physical and military training, with the objective of materializing them in the most rigorous and consistent manner.

The raising of quality is a duty for the entire system of our school, and the important thing here is to reflect the contemporary achievements and sciences in the most faithful manner. In the branches of natural and technical sciences work is going on to reflect the achievements of our science and the contemporary science in the world, in compliance with the conditions of our country and without mechanically transplanting them in our country and school in time and continuously. The qualitative uplift of the social sciences which are taught in our schools, is closely connected with the complete materialization of the theoretical thinking of our Party and Comrade Enver Hoxha, with the conclusions of social and Albanological sciences. In these sciences it is totally impermissible to make borrowings from foreign texts, because the character and ideological contents of our school are completely alien to them.

Continuous work is done to strengthen and consolidate the revolutionary concepts of our Party on the school, in ceaseless struggle against intellectualist, technocratic and bureaucratic concepts. It is the duty of our school to ensure that the youth are educated and moulded with stable convictions and are always guided by healthy revolutionary motifs about the school and lessons, linking this closely with the supreme interests of the Party, the people and socialism. The aim of the school is to educate the younger generations with the desire to learn and to ensure that they learn not only at school, but continuously, throughout their lives.

The 8th Congress of the Party emphasized that we must combat alien remnants and manifestations in our

school, «a certain traditionalism in the presentation of the basic scientific disciplines, which has become outdated,» and to liquidate it whenever it manifests itself.

The struggle against traditionalism is one of the important conditions in which the education and raising of the younger generations is carried further forward. Traditionalism has nothing in common with the outstanding tradition of our national school, with its positive experience, which has been continuously enriched and must be generalized better. The struggle against anachronistic traditionalism consists of the fight against manifestations of conservatism which breed routine, formalism, schematism and bureaucracy, marking time and work lacking in perspective, which, in turn, leads to the divorce of school from life.

Our school interprets the results of science on the basis of the dialectical methods and with class tendentiousness. The objective of our revolutionized school is to give more scientific information and knowledge in conformity with the age of the pupils and students and to find the most appropriate forms and means for knowledge to be acquired, assimilated and implemented in practice.

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The quality of the teaching-educative work of the school depends on the ideological and scientific level not of a single subject or some specific subjects, but of all the subjects without exception. Every cycle, every discipline of the educational system is a definite objective in the all-round formation of pupils and students. Therefore, the transformations which have been and are being made in our school, in the scientific content of the school, must be harmonized and strongly based not only on different subjects but also on the whole cycle of the entire educational system. Great care is devoted to the transition from one cycle of the school to the other,

in which the problems are more conspicuous, such as in the transitory stage from the 4th to the 5th form of the 8-year school and to the 1st course of the secondary and higher school.

In all this process precedence is given to purely ideological subjects, and the subjects on problems of a national character, which, by and large, determine the physiognomy of our school. These teaching subjects have been consolidated in the course of time, from one year to the other, nevertheless, the objective of making the necessary differentiation and a special gradation indispensable for all school ages, a thing which has brought about a certain overloading, repetitions and unnecessary parallelisms, which occur in the schooling of our youth, has not been achieved completely. That is the reason why further improvements are made, taking account of the achievements of contemporary science and of the new social manifestations and processes, while making the criticism of the bourgeois-revisionist views deeper.

The teachers of the subjects of Marxism-Leninism in all categories of schools are doing a good work, which they must improve further, in order to ensure that the main ideas and arguments of the documents of the Party and the Works of Comrade Enver Hoxha are conveyed to the pupils and students in conformity with their age, the level of the school, the specific nature of the subject and the branch.

The teachers and pedagogues of the history of Albania, the Albanian language and literature must work to put these subjects on a more extensive theoretical base and to reflect the achievements of our Albanological sciences in the most complete and comprehensive manner. In these fields we have a number of fundamental studies and important works, we have organized scientific conferences and symposiums which have enriched them with new information and argument. The stage reached in the history of Albania requires that the class standpoint of the subject, the phenomena and events should be treated in a more complete and the broadest possible

manner, the analysis made more profound and with greater generalizing effect. Apart from this, many foreign bourgeois-revisionist historians of the past and the present have deliberately treated problems of the history of our people in a distorted light and with ulterior anti-Albanian motifs, indeed, they have even misrepresented a number of key points in the history of our people. In these conditions it is the duty of our school to organize an ideological fight against the present idealist trends in history and geography, to provide convincing proofs to expose and refute the erroneous treatment, falsifications and distortions the bourgeois-revisionist authors have made and continue to make of the history of our people.

In the domain of the study of the Albanian language and literature, the tasks of our school are great, the scope of activity is broad. The final aim is to equip the pupils with stable knowledge of the language within the 8-year school cycle, and to enable them to use it correctly. The Albanian literature acquaints our pupils and students with the great values of the oral creativeness of the people, imparts sound knowledge of the Albanian literature, especially of socialist realism, as well as of the best achievements of the progressive world literature, enabling them to appreciate and judge literary works and phenomena, and reach sound theoretical conclusions on the basis of the Marxist-Leninist aesthetic thinking.

Apart from history, language and literature, there are other subjects of a national character and content, such as the geography of Albania, geology and subjects on art, etc. Proper attention is paid to these subjects, in order to affirm the successes of our scientists and our Marxist-Leninist views.

In order to raise the scientific level of the school and to keep it abreast of the contemporary developments, the need arises for strengthening the role and the contribution of the natural and technical sciences in all categories of school. The knowledge which is imparted through them must be supplemented, renewed and kept up to day from time to time, in conformity with the present rapid development

of sciences, technique and technology, the achievements and with demands of the technical-scientific revolution in our country. Development in the above-mentioned sciences is accompanied with a considerable amount of information. The higher school in particular, the authors of textbooks and school programs, with their careful and vigilant selective work, are a sure defence against the many speculations on scientific and technical problems and the misleading noise about information. On the other hand, in all this work we take account of the fact that the school is the main place in which the pupils and students acquire the fundamental knowledge of every science, and enables them to enrich and deepen these fundamentals continuously after school. In this aspect, every subject of these fields is treated as a concentrated matter of the respective science, with models and conceptions built to suit every age of the pupils and students and the possibilities of the school. With this we have in mind also the important fact that the other channel through which scientific information is acquired with success, such as the radio, TV programs, the press, etc., in a closer collaboration with the school, help the pupils and students, the teachers and pedagogues to gain contemporary knowledge.

The main roads to achieving the desired scientific level of this process, which is as complex as it is imperative, within the framework of the school, are connected, first of all, with the improvement of the conceptions and presentation of information according to a definite pattern and with more generalizing structures. This constitutes the basic and stable structure of all the system of knowledge and the habits which are acquired in a given subject. Laying the stress on conceptions and fundamental knowledge, we devote special attention to avoiding overburdening the subjects with them. It must be understood that these concepts and knowledge are acquired in a process of varied and gradual application in teaching practice, through which the first stage of linking up theory with practice and influencing

the theoretical and practical formation of pupils and students is realized.

The trend of an «osmosis» of contemporary sciences is becoming widespread today. Many mathematical subjects are treated according to algebraic methods; the elaborate methods and conceptions on physics find ever greater application in the discovery of chemical mechanisms; biology exploits a great arsenal of means and methods from non-biological disciplines; the efficient methods of computational mathematics have been introduced in many technical and applied sciences and in calculation of analyses; modern methods and means are used in the solution of different problems, etc. This tendency, which in many cases goes to the point of the merger of some sciences, due to the complex character of scientific research, requires that all this should find reasonable reflection, especially in the discipline of the higher school.

Development in our country is a vigorous phenomenon, which brings about much the same development of the school. The linking up of the school as closely as possible with life, with our achievements and with the entire technical and scientific progress, is a great motive force for the scientific and pedagogic modernization of the school and for avoiding traditionalism.

As a direct result of the evaluation our Party has made of the basic theoretical sciences continuously, the role of mathematical-natural subjects in all the categories of our schools has been strengthened. New premises have been created so that these subjects respond better to the needs for a more healthy formation of the pupils and students. Their equipment with knowledge of the contemporary level is possible beginning from the 8-year and secondary schools because the didactic-teaching equivalents of the theories, laws, concepts and basic methods of the respective scientific disciplines have been intensively worked. Hence, the possibilities to create models suitable for the younger age-groups exist.

Mathematics will undergo changes of its content, structure and manner of treatment in the school. All these

changes will be done by taking account accurately and always serving the main aim of this discipline, which is to ensure the general formation of students and to assist them ever better in acquiring professional knowledge in their respective disciplines. It will be enriched with new concepts and methods, part of which will affect the whole structure of the subject from its beginnings in the 8-year school. In the 8-year school, especially, efforts will be made to avoid strictly deductive and untimely treatments of the subject, relying more broadly on intuitive and inductive treatments, while the former will gradually build up at a later stage. The logical continuity of the subject of study requires that transformations in the secondary school should be made posterior to their realization in the 8-year school. In the meantime, a preparatory measure has been taken to make some transformations in the secondary school, without affecting the existing structure of the subject.

In physics, the concepts derived from the theory of molecular kinetic, electronics, the wave and corpuscular theories, will become a still broader basis for the interpretation of many other phenomena of this domain. The fundamentals of the course of chemistry will consist of the theory of the structure of atom and chemical combinations and, on this basis, proceed with the explanation of the chemical conceptions, manifestations, reactions, etc. Knowledge about the cell, genetics, etc. will be reflected more thoroughly in the subject of biology, and so on. Experiments, either for illustration or as a laboratory course, will occupy an important place in the above-mentioned subjects, and serve to enrich the source of knowledge. It will enable the students and pupils to develop their power of observation and experimentation to sum up and interpret conclusions, to cultivate their intuition and dexterities which they will need in scientific experimentation in their practical activity of production.

Along with the general theoretical and cultural formation of the pupils,

it is necessary that the basic theoretical subjects should serve professional subjects better. Therefore, their volume and extension must be defined in conformity with the objectives of the respective speciality and branch. Thus, in the technical schools, mathematics will occupy a greater place than in the agricultural schools, at a time when biology and chemistry will be treated more extensively and more completely in the latter category of school.

It has become clear now that the rational road to the achievement of the objectives set for the higher school is the strengthening of the basic theoretical subjects and the strictly professional subjects of the speciality. These two groups of subjects ensure a sounder and broader preparation and training of the students. Although the most stabilized part of the professional culture is based on them, the vigorous development of the perspective sciences, which sometimes has altered even the fundamental principles of them, raise the imperative need of the reflection of these changes in the school programs and texts. The programs will envisage changes so as to make room for the introduction of contemporary concepts and methods, especially the new methods which the modern computational technique has rendered very efficient.

The further consolidation of the professional school raises the need for a general uplift of the level of professional, technical, agricultural subjects, etc. This is achieved by basing the respective programs and textbooks within reasonable limits on the theories, concepts and methods of the basic theoretical subjects and subjects of the speciality proper, the main notions of the general and professional subjects, avoiding any repetition. For this to be done, especially in information of an encyclopaedic character we insist that redundant theorizing, fragmentation and narrow practicism, concentrating on contemporary models of modern technology and technique, on representative and generalizing models, must be avoided.

Considerable alterations will be

made in these subjects for the higher schools, in particular. They will reflect in the most coherent manner the knowledge accumulated in the category of theoretical subjects, especially in the colossal wealth of the new methods, which fundamental disciplines have made available for this purpose. On the other hand, professional culture in the higher school will be completely brought up to date with the main trends and realizations in the development of technology and technique. New subjects which the development of science has made an integral part of the culture of speciality, will be added. Those subjects which no longer make their contribution to the training of cadres either will be eliminated altogether, or will be attached to other subjects, and still other disciplines have been or will be treated as a separate subject on the basis of the common laws and phenomena they treat, etc.

The mastering of the theory of information, and especially its active application in the professional and theoretical subjects, in school and in science, by the students and pedagogues, the introduction, on a broad scale, of the minor computational technique in the higher school, is one of the questions which needs to be treated further and with priority, because it is of special value for the modernization of the teaching process, the raising of the efficiency of this process, the further transformation of the traditional structure of many subjects.

Special care has been given to strengthening the links of school with life and production, the ideological education and tempering of the you-

nger generation and to the professional training of pupils and students ever better. The new programs of the productive work and professional practice courses for secondary schools, for the higher technical and agricultural schools have begun to be used from this school-year, according to the orientation that they should be conceived and treated as one and a whole, both in content and organization and in their organic links with lessons. This is a new conception which requires a higher level of the treatment of subjects and, along with a sounder ideological tempering of the pupils and students, ensure a more complete professional preparation and practical habits.

The struggle and efforts of our school for the consolidation and qualitative strengthening of the physical and military training has found its concrete expression in the day-to-day activity of our pupils and students, in their zeal and persistence to study and master the military art of people's war. In the implementation of the tasks of the 8th Congress improvements of the structure and in the contents of the physical-military education have been made. The changes in the programs and the inclusion of the requirements of the Military Art of People's War in other similar subjects ensure the more complete extension and harmonization of this discipline with lessons and achieve a more efficient physical and military preparation of the pupils and students. The gradual achievements of the objectives envisaged in the program from one grade to the other and from the secondary school to the higher school, helps to define more clearly the volume of knowledge,

the amount of practical habits needed to train the pupils and students as soldiers and cadres able to carry out their tasks in the field of battle.

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The scientific work of the school and the organs of education should become more massive, occupy the place it deserves and contribute to raising the quality of work. Of special importance here is the well-studied co-ordination and collaboration of theory with practice, the rapid seizure of the problems and their correct solution. The pedagogical science, along with the study and generalization of the experience hitherto, must find new and more fruitful solutions. The field of pedagogical studies is very extensive. In our country it covers methodological, fundamental theoretical and applicative studies and the working out of structures and models which have to do with the drafting of new programs and texts, the study of advanced experience and the creative activity of individual teachers and schools. The problems of perfecting the school documentation and those concerning the methods of teaching and education, the problems of raising the efficiency of teaching-educational work, have become foremost problems at present.

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*1 Enver Hoxha, Report to the 8th Congress of the PLA, p. 140, Eng. ed.*