

Topic: Learning and Teaching in mitigating the impact of television violence among adolescents

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Abstract

This study aims to examine and analyse the role of television programs with violent episodes and on the Internet, on the life and behaviour of adolescents as cases serve to confirm or reject the theory that these programs incite aggressive behaviour of adolescents. We analyse how schools and teachers can help to reduce the impact of these programs on adolescent behaviour.

These programs present a different way of thinking and a different way of behaviour through educational methods. Interactive learning promotes collaboration among students, meeting common goals through which they know each other better.

Learning is not a product created by teachers and transmitted to students. Students create learning in their mind, or in their hands. The duty of teachers is to facilitate, guide and support students to do this transformation for them. If we want to have a fruitful process of learning it is also required the active participation of the students.

Students should be encouraged to stay at school, to work hard and have career instead of following the violent models offered by television programs. This can be accomplished through individual or group research to see violent consequences against members of society. Students should know that violence in everyday life is not like that on television. Therefore, to reduce the impact of television violence we should not rely solely on family culture, but above all on school culture where a part of children's personality is formed.

Keywords: active learning, TV violence, learning in interaction.

Introduction

Recently it is discussed so much about the impact of television violence on adolescent behaviour. Various hypotheses have been raised, some of which have found support, while others are discarded. The question is: How can I soften the impact of television violence among the adolescents? One of the answers given is active learning and teaching.

Many researchers believe that TV programs where violence is evident, especially movies with violence (for adult or child) watched on television affect the behaviour and

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mentality of youth. During the last decades the impact of television violence on adolescents' life has been in the focus of different researchers and particularly of education specialists. These specialists in cooperation with specialists from other fields consider the impact of these programs in the world and the lives of children and particularly students of high schools. From these various studies the researchers have come to different results. There are different results for different countries.

Methodology

The methodology used in this study includes the theoretical and empirical aspect. The study was also based on the specific sociological and psychopedagogic literature, direct and indirect observation of the behaviour of the young Albanian, and different interviews with young adolescents, parents and teacher in relation with TV programmes and the behaviour of the Albanian adolescents.

The analysis of the problem

From several studies it has been observed that in some countries these TV programs encourage young people to behave aggressively in various situations to different people. Several studies in the United States of America show that this issue has become a matter of grave concern. Studies show many cases aggression and violence that have occurred in recent years in American schools, such as: school shooting in Littleton, Colorado, shows the fact that violence in American schools has reached epidemic proportions. According to the Centre for the Prevention of Violence in schools in the United States of America studies, conducted from 1989 to 1998, show that during this period: principals of 57% of public schools reported several episodes of violence in their schools. Studies have also shown that children who prefer television programs that show violence, committed violent acts in their future and in some cases have had and problems with law.²

That is enough to see to see movies for children, who are full of heroes and heroic actions. They are acts, a part of which is violent. As soon as we sit down and talk with a child about his likes and heroes, he will begin to imitate what makes his heroes on TV. All these and many other actions show the great influence that television programs, along with other psycho-social factors plays in the lives and behaviour of society members ranging from infants to adult people. It happens quite different with young Albanians. From several studies conducted it is observed that most of the Albanian youths tend to be more human towards others after watching violent programs.³

The aggressive or non-aggressive behaviour are based on several factors, such as: educational level, national traditions, cultural values, psycho-cultural formation. Albanian people during its history are remarkable for cultural values such as: tolerance, hospitality, humanity, selflessness, love for the country and for peace, a desire for education etc. These are several values and institutions that tend to prevent and eliminate the impact of television violence on young Albanians.

All people are attracted by the TV, which through their programs have attracted a lot of people, although it is difficult to accept being addicted to television. For decades, scientists have studied the effects of television in general, focusing on whether television

2. www.aqom.org

3. Dervishi Zylbi, "Bashkëjetesë me demonët e konflikteve", Jeruzalem, Tiranë 2002, fq.185-188.

violence is associated with the violence in real life.⁴

This phenomenon affects all modern societies and all ages. How many times we have become stuck before TV, how many times we sat at the table with friends where the main topic was the program that gave television the night before, how many times I have seen children to imitate their favourite characters from TV programs etc. When the adults are so much affected by this global phenomenon, how much can be affected young people, or particularly teenagers? Teenagers' world is so emotional, so troubled, and full of frequent and rapid changes. What is true now, won't exist anymore after a while and so on. The impact of TV programs on lifestyle and students' thinking tends to increase. Institutions such as family, school etc play a very important role in their psycho-cultural formation, which generally tend to eliminate the harmful effects of television programs.

But how can school achieve such a target? Who are the actors that can achieve this goal? Schools can achieve this through various programs that can be public or secret. But how much do these programs help adolescents to cultivate the spirit of tolerance, as host and mitigating conflict with peers and adults? Can school realize extracurricular activities that instruct students how to resolve conflicts by discussing and not through violence? Are teachers enable to make students feel comfortable at school and do not feel the need to use violence? Which are some ways of teaching and learning through which they can accomplish this goal?

One of the ways to achieve this goal is cooperative learning. Cooperative learning is used to describe the methodology of teaching that promotes interaction and cooperation between groups of students. This is a process in which students work in small groups to achieve common goals. It is used to avoid winner/loser climate in traditional classrooms and helps active learning in large classes benefiting academically in the social aspect. Work face to face promotes interaction. In this way the students help each other to learn, to welcome the efforts and success. They acquire interpersonal skills, communication, trust, leadership, abilities in taking decision and resolving conflicts in large groups as well as in small groups.

In this way, students develop positive interdependence, become familiar with students different from themselves (with different psycho cultural backgrounds), recognize individual responsibility and mutual responsibility in group work and are recognized with joint leadership. Teamwork encourages students to become more familiar, not only accept things in common, but even different ones. In this way they know and understand each other better.

The process of learning is characterized by the development of values, knowledge and skills; learning in different ways and at different times; students should see what they are learning; clarity in what they need to know and what students do; application of learning in new situations.

While interactive teaching is characterized by addressing teaching to a wide area of knowledge, habits and values with a suitable load for students of different levels, integrated curriculum is: "A curriculum that seeks a connection and interaction between school subjects (Where teachers of various subjects together with students collaborate to make teaching and learning more interesting and more effective); the use of a variety of methods to respond to the specific needs of students; management of learning activities

4. Hoelge, Robert and David Tripp. *Children and Television: A Semiotic Approach*. Cambridge: Polity Press, 1986, page 203-206.

to: “*learning to do*”; a students’ centred class, not teacher (who manages and directs); the implementation of group work experiences are the most successful; promoting reflective learning; development of critical thinking; teaching for all (for all the students that are in class, not just some of them): teacher-student interaction (requires so that teachers are attentive to the requirements and needs of each student who is present in class).

The teacher should help not only students who are more active orienting and suggesting the necessary literature and way to deepen their knowledge. He must also ensure that students develop further their skills in different areas, whether it is the field of mathematics, physics, history, sociology, song, art or physical education. We all are successful in a particular field. Some of us are successful in some areas. Everyone is an expert at what he/she likes and wants more, which he does with passion and love, not by force or violence.

Interactive teaching is carried out at high levels, with appropriate forms, methods, techniques and strategies for the learning process of students in its best quality; it also implies changing roles of teachers and students; it requires community participation in school life and many other educational factors; it facilitates students’ learning through appropriate strategies. Interactive teaching develops students’ abilities to carry out an independent learning. It develops initiative and independence, promotes diversity in student learning and creativity; it develops better communication, organizational and management skills; it promotes self-esteem and appropriate assessment about students’ learning outcomes.⁵

Teaching activities should include the development of a range of high skills to students; clarification of values, attitudes, perspectives; assimilation of information through learning styles activities; encouraging the expression of ideas and personal feelings; dynamic classes; stimulating and motivating learning; encouraging responsibility for learning; develop active habits.

Importance in orienting the attention of students towards learning and reducing the impact of television violence on their behaviours and mentality, is the relationship teacher-student. As better as this relationship is, the higher will be the outcome and conflicting as to be in this relationship and less will be the desired outcome. Therefore teacher, who takes care of the culture and perspective, is a teacher in the role of a facilitator.⁶ He has deep faith in human potential, takes care of the whole person’s development, and considers learning as a process that continues throughout life. The teacher also communicates freely with the students; he provides variety of learning styles and guidance and clear instructions; he takes care of presentation skills. In this way the teacher includes all his students and not exclude from the learning activity.⁷

Developing critical thinking is part of interactive teaching. Critical thinking has to do with logic and argumentation skills, which will enable students to read carefully and discuss analytically and write clearly. Critical thinking involves cooperation and coordination, research, comparison, reflection, analysis, synthesis, finding, interpretation, problem solving; more interactive learning; more open teaching; building the sense of responsibility; confidence, humanism and significant social value; suitable climate in the classroom; reflective learner; arguments to ask questions of different type and different

5. Woolfolk, Anita, *Psikologji edukimi*, CDE, Tiranë, 2011, fq. 5-8.

6. Woolfolk, Anita, *Psikologji edukimi*, CDE, Tiranë, 2011, fq. 5-8.

7. Lewis, Jill, *Studimi akademik*, CDE, Tiranë, 2005, fq. 381-384

levels of cooperation (Students who ask questions are students who listen, analyze and ask for more information); solving problems; methodology with students centred classes; learning to learn.

Students are included in this way the: actively in the learning process; have the possibility to take and incorporate initiatives, to speak on behalf of the group that they belong to, to make decisions about the possible outcomes and set rules for certain situations which must be respected by all, create new relationships of communication between each other and between them and the teachers. Interactive teaching enhances the quality of shared learning by strengthening the social dimension of class relations. Students learn to recognize, understand, love and accept each other through interactive teaching. Through work in group particular students fail to understand why their peers think, dress and behave in different ways. They will realize that even within the same culture there are different thoughts and ideas that we may not like, but that motivate us to learn more about the various issues that affect the society we live in and people who surround us.

Results and discussion.

Prevalence of violence everywhere in society is a worrying phenomenon for all. Today in the world it is spreading more and more the opinion that for it is easier for children to understand the violence rather than peace. Even in our country, this issue is a concern. From conversations with various teachers and students, but particularly by the observation and analysis of student behaviour it is noticed that the episodes of violence in Albanian schools are increased. Although the number of these episodes is still low we must pay attention to it. This problem should be left aside not only for what it can cause in the future of people and society, but above all for what it is causing now. Students are mostly influenced by the culture of the street, following the example of what they see on TV, movies, music videos etc. through their behaviour children are beginning to think that they can resolve problems faster and better using wallops rather than talking and discussing on a table as friends. Through violent actions students think that the others will know them. They want to get known by the others, so that the others fear them, to say that I am here.

One of the core values that had characterized the Albanian people for centuries has been tolerance, but recently it is noticed an increase, although not so much, the impact of television violence on Albanians adolescent behaviour. One case is that a tenth grade student in one of the high schools of Tirana which after debate with a classmate, after discussing the problem at the school said: "Why should I do differently? Television gives this example". So as this example shows us once again the power that the TV has in the lives of adolescents in a society which becoming more and more addicted to electronic media.

Conclusions

In conclusion we can say that it is teachers' duty that through interactive teaching and critical thinking to teach these students and others that nothing can be solved through violence (physical or verbal). Through active teaching methods students have learned that every action has a consequence and that for every action that we do we should be held responsible. Therefore in this way interactive learning helps us, which promotes the development of individual responsibility but also within group. Also putting yourself in the others place is another method which helps us to understand how others feel in a

situation and in a particular place. It's easy to judge others and to act according to what we see and not what is that. Also, in this way the students can understand what the others can feel and think of, but above all, to understand how they would feel if they were themselves in the same situation as his or her friends. This will encourage them to think twice every word they utter and every action you would want to undertake. That's why through synthesis, analyses and logic students are encouraged to resolve conflicts through discussion rather than through wallops.⁸

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