

## **INNOVATION, EDUCATION AND KNOWLEDGE TRANSFER, THROUGH LANGUAGE COMPONENTS ON EXTRACURRICULAR PROJECTS, IN PRESCHOOL EDUCATION, FOR MAINTAINING PUBLIC HEALTH AND NUTRITION**

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### **Abstract**

During the last decades, the curricular changes in the Albanian education, have made that the preschool education went through different reforms. The curriculums are designed in function of the competency-based curricular approach. At the core of our thesis lies the importance of the role of curricular projects and the creative didactic work of educators in educational institutions, for merging the areas of standards with the approach based on the competencies of the subject. Our paper aims, through the model of a curriculum project in preschool education, (including the age group of 4 - 6 years old) to address key curriculum competencies by integrating them with the subject area, such as health, physical well-being and nutrition. The connection between them ensures their mutual development and enables subject integration, where priority is given to linguistic and health articulation.

Our research is extended to 10 public kindergartens, and 5 public schools in the city of Tirana through surveys and questionnaires, based on the literature of the Ministry of Education as a curriculum and education strategy and 20 years of work experience in the field of education. We collected data from 900 students and 30 teachers participating in the study. Gained data were analyzed by arithmetical mean value.

The results showed that 70% of educators combined language components in the implementation of the interdisciplinary project, such as the field of health, physical well-being and nutrition. 65% of educators have difficulties in using technology in teaching, and 45% of them do not merge key curriculum competencies with the subject area, but implement them separately, while 80% confirm the problems and challenges in pandemic conditions.

University auditors have a duty to train teachers who are able to implement a new curriculum, which is based on competencies and teaching takes on a comprehensive character. Teacher qualification should be the focus. The study confirms giving importance to interdisciplinary projects, where the fusion of key curricular competencies, interacts extensively with the subject area, such as the field of health without neglecting the professional development of teaching.

**Key words:** *Curricular framework, Education, Language competencies, Health competencies, Play.*