

THE INFLUENCE OF TIC IN THE TEACHING-LEARNING-EVALUATING PROCESS OF THE ROMANIAN EDUCATIONAL SYSTEM

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Abstract

The new technologies brought, at a moment, changings in all areas, and was expected, also, to influence the instructive-educative process, the teaching staff needing vocational formation. In this respect, the student has to learn a lot of information and to analyse them, for taking, later, decisions in developing his/her knowledge to face the challenges of the actual technology. The using of TIC methods developes not only the critical thought of creativity, but also developes the critical attitude and the reflexive one concerning the available information. The key element in education is the student who must realize some courses to know and use practically the assimilated information because an efficient learning requires facts understanding, their analyzing, wording some ideas based on the knowledge got afterwards, and their spreading and abstractioning. Within the Romanian school, the traditional model is practiced more than the modern one, trying to implement the modern one, without canceling the traditional one, achieving a structural unity between them, because the modern model can't work without the traditional support.

Key words: student, trial, method, teacher`s corner.

INTRODUCTION

Education is a psychological, individual reality, its purposes being implied, aiming the development of mental abilities until the maximum limit. The intelectual development, as a side of the general mental development, is itself conditioned by the activity of assimilating some knowledge and skills. The suggested prospect thinks of an overfulfilment of decreasing the educational theory to the general essence of education. This tendency, that belongs to the traditional teaching, based on the values of a formal educational approach, can be overfulfilled by a profound study of the educational research area at the level of an axiologic, explicative, practical analysis model.

MATERIAL AND METHOD

The traditional model of teaching doesn't respond to the new tendencies from the modern teaching, being based on a passive learning.

Traditionally, the teacher has a major and active part during the teaching process, that of transmitting knowledges to an almost passive receiver, established to memorize and reproduce the information. The new teaching model is an active one and requires the student's direct involving in the process of developing learning abilities, assimilating knowledge and getting a critical thinking.

Within the traditional type of education it is improving the competition between students with the aim of doing a hierarchy of them and their individual activity, stimulating the effort and productivity, preparing students for life. The modern model of education appeals to the student's own experience, promotes learning by collaboration, emphasizes the thinking development in confronting the others. The group work stimulates student's interaction, self-confidence growth, diminishes anxiety against school and intensifies the positive attitudes in front of the teaching staff. At the same time, group work, by collaboration, doesn't prepare students for life, which is very competitive; the participative-active methods applied in group activity are taking a lot of time and requires the teacher's experience, and the students need time to accustom with this new type of learning.

The new chosen and applied educational methods lead to the achievement of the informational and formative objectives of the lesson and of the out-of-school activities. The Romanian school practices the traditional model, more than the modern one, but realizing a structural unity between them. The modern model can't survive without the traditional one.

The teacher must learn to combine them and to demonstrate their efficiency and aplicability through learning experiences inclining the balance towards the modern model, more easier accepted by students.

For reaching the best level in planning and realizing an educational activity, it is emphasizing the way how this is taking place, the covered way for achieving the educational objectives being the didactic method.

The educational method is selected by teachers and it is applied during the lessons and the out-of-school activities, with the students help and for their benefit, requiring a teacher-student collaboration. When a method is selected you have to think of the educational purpose, the instructive process content, the student's age and individual particularities, the school groups psychosociology, the educational skills nature, the teacher's experience and competence. Thus, a traditional method can develop towards modernity, if the proceeding snapshots, from which are

made, allow new-fangled reshapes or when the applied circumstances of that method are totally new.

We may find, in some modern methods, snapshots, rather traditional or we discover that the alternatives of this method were known and applied for a very long time. I consider that each method, and I'm not referring only to the historical axis classification, appears under the aspect of different alternatives and aspects; thus, using a method, for instance, the classic one, gradually you may achieve tendencies to modernism, materializing into composed methodological alternatives. A kind of classification of the educational methods can be set up around the historical axis: classical methods, traditional (the classic model) and modern methods (the modern model).

By introducing the internet and the modern technologies in schools the educational process knows important transformations. Thus, the learning act is no more considered to be the effect of the teacher's approaches and work, but the result of the student's interaction concerning the computer and the collaboration with his/her teacher. The digital technologies shouldn't represent just an educational plan supplement; they must be integrated totally in education, at all the school system levels.

All the instruments which belong to the information and communication technology are known under the name of TIC, and in this category I should include: the computer, the internet, electronic post, the printer, the video-projector, all these representing realities which are tested by students every day. The teacher, also has to choose if he/she keeps on his/hers educational approach in a conservative way, using traditional methods, ignoring the changing tendencies or accepting the new challenge and implementation, at the same time, of the new technologies in his/her didactic activity. During the Romanian language and literature classes, the TIC instruments facilitates the teaching-learning process and sometimes, even the evaluation one (even if we think of the simple tests made with the help of the computer or the printer and scanner which help us to multiply the materials) offering the possibility to search; they (the TIC instruments) teach us to collect and process correctly the information and to use it in a critical and systematic manner. Further more, the ability of using digital instruments to produce, present and understand by yourself complex information is going to develop together with the ability to access, search and use internet services. Using TIC methods we support the critical thought development, the creativity, and, at the same time, develops a critical and reflexive attitude about the available information. As a teacher, with a computer help you may elaborate lesson plans, sketches, drawings, drafts,

individual or group cards for students; these materials are recorded on an index card and could be periodical brought up to date. At the Romanian language class you may use instant messages, similar to a chat room communication, through which students are able to communicate each other out of the classroom, too; they receive responses about the products on which they work to; they are practising communication using the writing language; they involve in interactive debates, at the distance; they work together, in real time, on a project, in groups or pairs; they share information from the text, documents or other sources.

Here is a SWOT analyses about the influence of the TIC methods on educational process:

Strong points	Weak points
<ul style="list-style-type: none"> - in our region lives a multilingual population, which establishes a constant growth of the experts' number in TIC area, that know the modern languages of programming, data basis, etc. Many of them have working experience in foreign TIC companies, and the possibility to improve continuously their abilities; - using TIC, the educational process will get a better efficiency; - almost all the educational institutions possess "info" laboratories or at least a computer for the teacher's use; - the permanent formation programmes for teacher involve the use of new equipment, of the computers, to modernize the teacher's working manner; - the students will already be accustomed with that we call information, to inform, to be informed, to select during the middle school; they could have a complex vision about the learnt lessons, because of the plus information which let them to discover and know something from many more points of 	<ul style="list-style-type: none"> - most of the system teachers and managers don't have enough abilities to use TIC resources in education; - the local market capacity of absorbing the TIC produces and services is low, for the time being, because of the reduced knowledge and aware of the TIC advantages, and because of the population's low power of buying because of the small salaries; - the lack of teachers' motivation to use TIC during the courses; - the fear of something new, which may bring the teacher's refusal to change their own conservative methods with the TIC ones, that are modern; - the impossibility of proceeding lessons in the best conditions when possibly there is a temporary back of electricity power; - the necessity of studying some theoretical notions for using correctly the computerized information methods; - not having a computer to use it at

<p>view, and to approach a theme from the perspective of many criticism;</p> <ul style="list-style-type: none"> - to widen the knowledge horizon; the student is not limited to the knowledge received from the teacher; he/she has the possibility to find arguments for supporting his/her own ideas, opinions and thoughts; - knowing and assimilating a lot of information during a more shorter period of time using TIC methods. 	<p>home (both the student and the teacher).</p>
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Opportunities	Threatenings
<ul style="list-style-type: none"> - the TIC produces and services are recording a permanent rating growth; - it is increasing the number of the Internet youth users, which promises a new initiated generation of using the informational technologies and communication; - a favourable impact, in this respect, have the on-line centres of training, the digital books publishing, the tablets appearance; - the collaboration with other school institutions from here or abroad; - the achievement of interschools partnerships; - the possible performing of teaching-learning process among more persons from different locations (through Skype); - the possibility of learning to elaborate some non-functional texts by filling in some forms found on-line (European CV); - the students will learn from an early age how to achieve documents in different programmes (Word, Excel), how to inform themselves (on-line 	<ul style="list-style-type: none"> - there are still huge differences between town and village environment and between different social categories. Thus, there is no access to the informational communication technologies for the whole country's population at the same level (and here I'm referring to the rural's schools, which have a bad financial situation); - the prices of these technologies are pretty expansive comparable with the national economic salaries, which determines high prices for repairing TIC methods and stumbles the buying of new ways of information; - the older teachers are less informed and do not aware the numerous advantages of using the computer and the Internet; - often the funds for buying equipment and educational soft, needed for the educational system are either unallocated or insufficient; - if the same method is used too often or if the TIC instruments are

<p>dictionaries, Google, Bing), how to select the information according with their needs at a given moment;</p> <ul style="list-style-type: none"> - TIC increases the freedom of being informed, of choosing the desired information; helps the developing of the imagination creativity and intelligence; - from a very early age, kids replace paper and coloured pencils with programmes which allow them the same thing (Paint); - conducting some on-line courses, preparing the student, future adult, to become a person who can easily integrate in society (getting some scholarship after some on-line exams, performing some vocational formation, teacher's permanent formation and not only). 	<p>not properly used, they will bring monotony, boredom, misunderstanding the notions, hardening the teaching-learning process, getting bad results at evaluations, because the students won't be able to use properly the TIC methods;</p> <ul style="list-style-type: none"> - less capacity of spoken expression.
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For certain, a successful methodology will involve the interweaving of the two models (classic and modern), having different amplitude, according to the moment situation, the staff and, of course, the educational objectives followed. The teacher isn't anymore that who lectures in front of the students, but a mediator and a guide for learning activities. The teaching is now an active – participative method which requires the student's interest, creativity, imagination, implication and participation to get some useful knowledge.

CONCLUSIONS

Using the modern methods in the teaching-learning-evaluating process and TIC, together with implemented electronic lessons which were elaborated, contributes to the increasing of the teaching-learning process of the technical subjects by stimulating more receivers and developing the students competences in using the computer. The training assisted by the computer contributes to the growing interest of the students and loving the time interval for assimilating the information. You may say that using the Internet and the modern technologies represents the most complex form of integrating the informal education into the formal one. Although the advantages of using TIC in education are numerous, the student mustn't be transformed into a robot that knows to use only the computer. He must realise when are possible the real experiments, because this develops his spirit of observation, capacity of concentration, patient, attention, practical abilities. More over, education is realised not only by simple intellectual development. Of the same importance is the education for life, everything that include interest and knowledge. So we can't think of replacing the teacher with a computer. This (the computer) must be used only for perfecting the instructive-educative process, during some steps. Because the educational soft can't answer to all unexpected student's questions, the teacher will have, all the time, the most important part in education.

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