

## REFERENCE POINTS AND TEACHING INSTRUMENTS IN THE TEACHING-LEARNING ACTIVITY

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### ABSTRACT

*The construction of the training strategies is done starting from the education policy , from the needs of the pupils training and professional development of the teacher, their application having a specific context : the school culture and the access to the modern communication and informational means. In the development and application of the training strategy , as in any strategy , the strategic analysis ( social and school context, expectations of the beneficiaries , at local level - students, parents, employers - and resources available in material plan, psychological, content); strategic choice (conditioned by opportunities, evaluation, decision); strategic implementation ( which involves planning , organization and change).*

*The training strategies are defined and adapted following the strategic options of implementing the curricular reform, in the sense of promoting the educational policy at the level of school institution, but also in relation to the methodological concept of each teacher. An innovative teaching-learning-assessment system is based today on a modern conception of learning and a set of IT equipment and tools. At the same time, the system relies on the concept of integrated curriculum and on inter- or transdisciplinary educational approaches, oriented by competences specific to the knowledge society. The specialists in the education sciences state that it is necessary to focus the training on the students ' acquisition / final results , with an emphasis on competences (correlates with all forms of education) and attitudes, by emphasizing the action dimension in forming the personality of the students. However, experts and the researchers and educators level support that organization of the education offer must be built against the interests, skills, expectations of the beneficiaries (students, parents, employers ) and the expectations of society. The strategy is a unitary structure of efficient pedagogical functioning that involves an articulated set of decisions aimed at adapting the methods, means and forms of organization of learning to a specific educational situation .*

**KEY WORDS :** strategy, training, reform , education, skills, methods, training .

### INTRODUCTION

According to D. Potolea , the strategy is a specific and superior form of the pedagogical normativity, which ensures the instructive-educational activity internal coherence, compatibility with the objectives and the complementarity of the effects. Teaching strategies do not fully coincide with learning strategies, because students learn and independently of teaching leadership through teaching. It should be noted that an active pedagogy involves the involvement of students, from a certain age, but as early as possible,

in the option for a certain teaching strategy, starting from proposals of the teacher. According to Ioan Neacșu , teaching strategies require flexible switching between the teacher's and the student's actions, between the modes of organization: frontal, group and individual, the combination of methods, means, practical principles . The general orientation of the strategy is determined by the emphasis placed on learning , not on the aspect of teaching .

## **MATERIAL AND METHOD**

The use, mainly, of didactic strategies of interactive- participative and metacognitive type places the one who learns in the center of the instructional-educational process, stimulating him to be effectively involved in the development of the theoretical and applied activities, valuing his spirit of, tolerance of opinions, beliefs colleagues, developing capacity cited self- evaluation; strategies for active interaction between participants in the activity (student-student, student-teacher). initiative, independence and creative potential, demanding its investigative capabilities .

The use of strategies that lead to metacognitive skills and an intrinsic, positive motivation creates the premises for students to be able to achieve a conscious, autonomous, systematic learning. Interactive didactic strategies , as group strategies, involve the collaborative work of the students organized on microgroups or work teams , in order to achieve the expected objectives; it is based on mutual support; stimulates the individual participation by chance; and the effort to adapt to group norms

## **RESULTS AND DISCUSSION**

The strategies are constructed starting from the types / characteristics of the learning :

- learning by passive reception / listening (logocentric model);
- learning about discovery, empirically, factually ( empirical model);
- learning through direct practical action, from experience (experiential model);
- game learning (simulation);
- learning through experimentation, repetition or imitation.

The strategies based on the research action are based on the notion of problem-situation and problem-solving. A problem can be defined as an obstacle or a cognitive difficulty that involves an unknown (or more) and to which the repertoire of responses gained in previous experience appears insufficient or inadequate .

The differentiated training strategies have as a priority the activity in the group that you know several variants, of which we can list:

- a) the identical activity for all the members of the group;
- b) differentiated activity with the addition of identical tasks;
- c) activity imposed by dividing a more complex theme into simpler and easier topics to be approached by children;
- d) activity in which each group deals with a precise way of approaching the problem, etc.

The groups may be *homogeneous* in relation to the component ( with students having a similar level of performance ) or they may be *heterogeneous* groups , the students being different in terms of performance level . Important are , in one case and another , mutual collaboration , acceptance of the other and fairness of the results.

The group makes a significant contribution to educating creativity, socializing and structuring the intellectual activity optimally.

The concrete forms of differentiation involve : individual activities and individualization of training sequences ; activities in small groups, of 2-5 members, homogenized groups with relative stability, with variable working time , so as to avoid "stigmatizing" some or, on the contrary , overestimating others; training and exercise programs, with objectives and methodologies negotiated beforehand, with individualized content; self-taught learning , individual training path within distance education .

A special situation is presented by the gifted children and young people for whom accelerated forms of training are needed , which means early admission ; obtaining credits for school entrance examination ; individual studies by correspondence, etc.

Getting students to use *reflection strategies* on their own learning means, in a certain sense, a step towards self-knowledge, that must be self-research, for development and fulfillment. Reflection on the water review, plan, improve and control / regulate own their cognitive mechanisms cause increased take some metacognitive strategies, in other words , strategies that followed specific objectives: capacity to anticipate the results of their actions; the ability to analyze causes, effects, contexts; the ability to evaluate their own efforts; the ability to learn from the wrong ; the peace of transferring acquisitions, meanings in new situations; that the water of being able to work independently and learn from one's own mistakes, without discouraging oneself, counting mistakes , as a resource in learning, etc. , Taking points of view and of the various solutions etc.

The *metacognitive* strategies aim at both learning planning and the dose of time or effort, as well as the awareness of their own limits, by correctly evaluating their own results, in relation to the objectives.

Essentially, the methods of teaching and learning methods devotion or learn teaching methods has -evaluation, its curricular sense, can be considered practical ways to use teaching methods and techniques of education, organizational and conducting the educational-educational activity.

The didactic process can be defined as element of detail, sequence of the method, particularization of it, component of it, corresponding to an operation to be performed , within the application of the method.

The combination of procedures, their quality and nature, their functionality as a whole using a teaching method determines , in the most direct way , the efficiency of the method.

The notion of *methodology* has at least two meanings:

- a) all the methods used in the educational process, structured on the basis of a unitary pedagogical conception;
- b) the science that studies the nature, functions and status of the educational methods, discovering, from a dynamic and open perspective, the principles of their effective use. The term of *technology* tries to answer the question *how to proceed , what methods to use in order to achieve maximum efficiency of the educational process* , technology is defined as a set of teaching tools and techniques along with ways to use them.

*The active-participatory method* , introduced in the pedagogy of the *active school* paradigm , centered on the student and his / her interests of knowledge , mobilizes the energies of the learner / training, emphasizes the process and not the product of knowledge. This method is sought and involves a knowledge *conquered* student.

*The interactive methods* , in turn, focus on the educational interaction and take solutions and techniques specific to other fields than traditional school training (communication techniques, training of trainers and management, creativity stimulation,

group techniques, etc.), the diversification produced taking, for example, the form of the *Phillips 6/6* process, *ice breaking* games, *focus group* technique, *interactive listening*, etc., methods mainly used in the activity with adolescent students and in adult teaching.

The pedagogy *classical* *surrender* first *theory* and then built *situation problem*, while pedagogy *modern* takes as its starting point *the situation problem* - starting from her presentation of information.

The main directions for the modernization of the methods are: enlargement, diversification of the repertoire of methods and procedures (a *quantitative* extension), instrumentalization and technicalization of the methodology, preparation for lifelong learning.

Priority directions for the renewal of the methods are also considered: in the sense of a differentiated pedagogy, of an education, as well, the individualization of the methods; customizing learning conditions; selecting methods by objectives we formative that visa ase intellectual capabilities; cognitive attitudes, thinking qualities, a certain way of thinking freely, openly, autonomously; understanding the student as an active partner, co-participant, co-author of his own training; consulting students in choosing and using methods; highlighting the full cognitive potential of the student, based on formative diagnosis; gradual empowerment of students by encouraging independent, creative work; the emphasis placed on learning, not teaching, in the spirit of a reform of Romanian education; acquiring, conquering a *science from experience*, by capitalizing on the informal experience of the student, as well as the non-formal one, through independent exploration, spiritual autonomy; encouraging teamwork, cooperative learning, appreciation of work; organization of learning conditions by a teacher, counselor, facilitator; the focus on developing the intrinsic motivation of learning, the *joy of knowing* and the *pleasure of learning*; the construction of the intellectual activity of the student.

In this regard, it can be appreciated that the methodology is constantly enriched, especially by the valuable contributions of some researchers in the education sciences, by the innovations promoted by the best teachers or by the theoretical contributions of renowned educators, etc.

Depending on the specific teaching disciplines is used, there are various methods which were inspired by intergroup communication techniques, social psychology or the social and human sciences-specific methodologies.

For example, for the teaching of the Romanian language, it can be used in specific combinations: the double entry journal, the triple entry journal, the author's chair, the *synelg* (I know - I want to know - I learned), rotary, pyramid discussion, puzzle, gallery tour, early reading, mosaic, project, cube, VENN, tour in chess, portfolio, investigation, *quintet*, *horoscope*, *clusters*, *thinking hats*, inspired by the specific methodologies of the trainers training.

*The reading journal with double or triple entry* is an individual work tool of the student by which the capacity for reflection can be encouraged and stimulated. In the case of the double entry, there are two sections: on one side a text is transcribed or text fragments are selected that have aroused their interest, which they liked or disliked, etc., and in the other I write personal comments on the respective fragment.

*The three-section journal* includes: personal comments, ideas for lessons or discussions and questions for teachers.

*The Sinelg* implies the adoption of a learning guide: what the student remembers about a certain concept or a certain situation / problem; what he would like to know; what was new at the end of the lesson / activity.

Depending on the particularities of the object of education can achieve *classification methods* which are fit to content specifically is:

- a) methods for oral communication Methods shows - DESCRIPTION, explanation, the arguments, the exposure of the opponent, lecture , discussion of , story of, training of foundation; the method of essays; interrogative methods: conversation, heuristic and catechetical conversation, problematization; the method of discussions and debates;
- b) methods of written communication: reading, as a technique of information and documentation, reading and interpreting the biblical text, the report, etc .
- c) m action methods: exercise, teaching game, learning through dramatization (carols, choir, religious plays), learning by researching vestiges, documents (visits to monasteries, churches).

*The case study* is also a method of active learning and learning, which allows direct confrontation with a real situation , having a great heuristic and applied value , a special training role; involves capacities for critical examination of the different strategies and variants for solving real cases, from everyday life.

To collect data are used: study of files, archives, interview, questioning of specialists, those who were present (assisted, witnesses of what happened and can provide an image of what was really), document study: letters , denominations, and biographical

## CONCLUSIONS

Into an training activty oriented by constructivism, the effective evaluation of training strategies targetst the capacity of investigation and the capacity of conceptualization, the ability to solve problems, thinking ability, capacity evaluation and especially self-evaluation .

The lesson remains, at least for now, the main way of organizing and carrying out the didactic activity, an authentic pedagogical microsystem, which reproduces the image of the educational process as a pedagogical macrostructure.

The diversification of the teaching-learning strategies evaluation can be realized only if the focus is on transforming the learner into the subject of the training, independent explorer of the real and / or virtual environment and constructor of the learning.

Open learning environment, its diverse and rich in resources, complete the picture.

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