

THE IMPORTANCE USED THE DIDACTICAL MODERN METHODS FOR EFFICIENCY OF THE COURSE

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SUMMARY

In this paper we are present some aspects about the didactical designs and also we are present the general interactive methods used by the teacher. This paper are present the importance of the methods in the educational activity. The didactical method used in the educational activity must develop the specialty competence. The methods used in the educational activity give the quality of the lessons, and also developed the competence of the students and ours standards of the professional preparation. There is always knowledge included in competence, but competence is not limited to that. Competence allows its possessors to say „I know how to do this”..

Keywords: didactical methods, the modern methods, competence.

1. GENERAL NOTION

The European Council conclude that the education now are an important role and specially „to form the independent personals and responsible“. In this case the educational system need to offered to young the occasion to acquire the knowledge, attitude and essential competence in next key domain: the preparation for the life in a democratically society, prepare for the personal life, prepared for the work market and preparation for the cultural life. The competences does part from the category of the term that rapidly impose into domain and need one deepen analyze. The notion of the competence in the science of education domain induces lexical uncertainty and contest.

In the national council of curriculum, the notion of the competence represent: the ensemble of knowledge's and skill acquire by learn; this permit the identification and resolve in the various context the one problem characteristics of some domain.

In educational system in who to know and to do are real standards to form the persons, the methodology of teaching play the important role. The educational methods are a link bridge to between the traditional system of teaching and the modern, the link of the two being the optimal variant of the actual education.

In this content the methods constitute the way for access to know and the transformation of the reality, to assume the science and the technical, the culture and the compartmental humane culture, are a component indispensable to the instruction process.

Ioan Cerghit esteem than method is “a efficient way by organize and guide to education, a common mode to proceed who bring off all the familiarly efforts to the teachers and the pupils [3,p.109].

Gastoon Mialaret esteem that any pedagogical method result by a meeting of the much parameter and by this point of view, education remain always a art: the art to adaption to exactly situation, the general indication are give by the methodical books.

The methods are selected by the professor based by the education finality, the individual particularity and by age of the pupils, the content of the teaching–learning process, the nature of the educational tools, his didactical experience.

The didactical process represents one sequence of method, a detail, a technique else limited by action.

The organizational forms represent the mode of work that carry on educational activity to level students-teacher, individually or in group.

The instructional strategy is an operation of projection, organizational a realized by a serial situation of education.

The instruction denotes quality of any information corps style that determinate the elaboration of any structures and intellectual process, operational and to contribute to develop to the intellectual potential of the individual. The instruction are the action enterprise that intension to produce the learning.

The organizational mode to learning is define by George Vaideanu as a grouping of methods and precedes who operating by one learning situation (hours double or gradually, the learning about the computer, the learning based by the manual and programmed copy-book, etc)[4,p.228].

2. THE CONSTRUCTION OF THE INSTRUCTION STRATEGY

Ioan Cerghit emphasis the fact that the phases of one construction process to one instructional strategy are [2]:

Analytical phases – the examination of the instructional variables and characteristics of this to the general potential level and situational.

- The evaluation of the psychological fact that can influence the global learning and the one contextual.

Synthesis phases head to the next specific elements:

- The detain of the elements needed for the contour of the specific strategy;
- The selection and combine of the variable find in the favorable level of option.

For elaborated to one performance strategy are in function by:

- Pedagogical conception to the epoch and to teacher.

One modern conception are centered to use the active-participative methods, accompany by the didactical tools what bolster the participation active and consciously to the pupils to the process instructive- educative. The success to the strategy depends by the competence of this to apply.

- The objectives instructive - educative specified to one situation of instruction. Everyone type of objective need different strategy. Another fact to success of the strategy is the focus of this upon objectives.

- The nature of contents

- The type of the experience to learning proposed to the pupils - any type of experience to learning expect specify condition (the learning by recover need inductive way based by the demonstration and observation)

- Principles/norms, didactical law.
- The didactical equipment – the school equipment.
- The scholar time available.

In Rumanian specialty literature the specify criteria for constructional of the strategy are:

- The organization of the pupils (individually, grouped and frontal)
- The organization of the content discuss (fragmentary, integrated in the units, global)
- The presentation of the contents (expositive, by problems, by discover).
- The intervention of the teacher (permanently, episodic, alternate).
- The practiced exercises or a strengthening (immediately, serial, adjourned).
- The evaluating (summative, formative, alternate).

3. CONCLUSION

Today in the school, the didactical strategy can adapted to assure to the children's the capacity needed learning permanently. The methods and the contents need to respond also the interest, the needed and the requirement individual but also to the groups. In this context, the teachers have the role to help the pupils to become responsible to our formed. To class time, we need creating an atmosphere for work that to stimulate the availability for action, by the psycho-pedagogical frame affective positive. This can be realized by interdisciplinary approach to the content, by training the students to learning activity by investigation, by cooperation, used the methods active-participative interactive.

The class with interdisciplinary abordation of the contents answers to the favorites of the students and afford to him the manifestation of his personality.

The cooperation learning, the work teams create the positive characteristics that: friendship, solidarity, perseverance and responsibility, combat the listless, the selfishness. In the group out in evidence the positive interdependence, the group responsibility, the specify skill to work group, analyze to the work deposed, etc.

The learning by discovery realized by learn by him effort, favor the skill development and the interesting, the ability for investigation, one explorative attitude and experimental. The learning by investigation put the students in situation to action and independent think, the teacher intervene also that the students cannot give the answer. The teacher organized the adequate condition didactical-methodical, but the student has the initiative and continues searches.

The modern strategies put the accent by the direct contact of the life problems, to the practice work, are concrete, cultivate the applicative spirit, experimental, encourage the initiative, the creativity, encourage the effort of self-control and reciprocal help.

4. REFERENCES

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