

TEMPERAMENT AS DYNAMIC FACTOR IN EFFECTIVE PROBLEM-SOLVING

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Abstract: Harnessing the talents of individual students education is necessary for the future use of skills and competences in the economic system. In terms of intellectual development, adolescence is characterized by increased visual acuity, developing sensitivity aids, restructuring processes perceptive and orientation of interest to a particular area, the observation is used to check for understanding and to develop themes own interest problem. Student teacher relationship is disrupted, focusing on the potential of the student's own at the expense of mechanical learning. The teacher can not ignore the diverse nature of aspectetelor dynamic-specific energy. The self-perception and judgments of value formează image more or less close to reality adolescent self in terms of character traits, skills, the abilities and capacities. Temperamental type of student knowledge is important to adapt the educational approach temperamental peculiarities identified in the class and you can not ignore the knowledge and skills to optimize properties and for optimal performance.

Keywords: education, self-perception, temperamental type

Introduction

The new paradigm of the educational system aims at capitalizing through education the individual talents of the pupils in order to use their skills and competences in the economic system. The teacher-student relationship undergoes changes, focusing on capitalizing on the student's own potential, to the detriment of mechanical learning. The teacher can not ignore the diversified nature of the dynamic-energetic aspects specific to the four temperamental types identified in his classification. In relation to pupils and their attitude it will be different. As for the extroverted students, they will have an attitude of orientation in solving the tasks, and towards the introverts, a mentoring attitude, stimulation in order to accelerate the rhythm of work. Knowledge of the student's temperamental type becomes so important in adapting the instructive-educational approach to the temperament peculiarities identified within the class and which can not be ignored in order to make the acquisition of knowledge and skills more efficient and to achieve performance.

Theoretical approach

The period of adolescence is characterized by changes not only in physical, but also in mental, intellectual and social. Physical maturation of the adolescent can foster his social and personal development.

In terms of intellectual development, adolescence is characterized by increasing visual acuity, developing auditory sensitivity, restructuring perceptual processes, and focusing on a particular field, observation being used to verify, to understand and develop their own topics of concern.

The teenager has a complex, voluntary and persevering perception. Voluntary attention and involuntary attention will be improved, as well as logical memory and logic operation capability. Thus the adolescent's memory can now operate with essential aspects, with more and more complex representations and notions. There is a restructuring of thinking by using abstract forms, the logical deduction of the relations between phenomena, the use of logical classification criteria, the ability to argue, to counter-argument, to demonstrate, to develop hypotheses. The student's vocabulary also develops by increasing verbal flow, fluency, flexibility, and changing its structure, highlighting the logical plane of speech and verbal flow, stereotypes and verbal algorithms.

Conduct of revolt is manifested in the adolescent by the refusal to submit to protest, rebellion. She will be initially directed against the family and then against the school. She will refuse to conform to morals and good manners, defying the authority that has been recognized so far. Social constraints are regarded by the adolescent as an attempt to annihilate his personality.

Conduct of self-closing is assimilated to the period of introspection that leads to a re-evaluation of one's own possibilities and aptitudes. In the opinion of Jean Rousselet, the teenager realizes an insight into his defects, which will later contribute to building his own image.

Conduct of exaltation occurs when the teenager feels he can capitalize on his resources. As Rousselet matures, Rousselet believes that "this impulse is the fruit of a long-term maturation of personality, and is a reaction to his sterile dreams of the past" (Jean Rosselet, 1969, p.

Problem solving is considered by Mircea Miclea as the main purpose of the cognitive system and at the same time results from the interactive functioning of all the cognitive mechanisms involved (memory, attention, processing of visual information, etc.). The author believes that the problem arises: when the subject intends to accomplish a goal, or responds to a stimulus situation for which it does not have an adequate response stored in memory. For the occurrence of the problem, it is considered necessary: an initial state of the organism and its environment, a state-purpose, represented by the desirable situation, different from the initial one, the subject is motivated to achieve it, a lot of actions or operations whose realization makes plausible Achieving the goal, and the absence of one of these features suspends the goal.

The general process of solving a problem consists in taking steps: setting the goal, choosing the method, evaluating the results, choosing a new goal.

In order to finalize the resolving activity, important are: the formation of the internal representation and the method. Especially in the case of figurative-perceptual problems, the solution will consist in forming an adequate representation. In Simon and Newell's opinion, each method has a certain chance of solving the problem, the solver paying a certain price, materialized in time and effort.

Problem solving consists in searching, extracting and processing information. The problematic space is the main source of information, the accumulation of which is realized either directly, each operation permitting the choice of the next or indirect of the errors committed.

The ambience, or the context of the problematic space, can complement the internal representation.

Previously processed and stored information will lead to a refreshing approach to the problematic situation.

The efficiency of problem solving will depend on the level of suitability of the exploration and on the amount of information accumulated previously. Increasing efficiency can be achieved by deeply analyzing the structure of the problem space and by forming a more appropriate internal representation.

In terms of engaging in solving school tasks, pupils face different problems, learning for some becomes a way of avoiding failure, other students are anxious, having difficulty concentrating and learning, while other students are active participants only at classes. Other pupils, in turn, show motivation for learning, distinguishing themselves by: interest in assimilating new knowledge, assuming risks and preference for challenges, capitalizing on abilities.

For the analysis of motivated and finalist behaviors, three levels are taken into account in dynamic psychology: aspiratory level, expectation level and level of achievement.

The level of aspiration in F.Robaye's concept includes knowledge, self-assessment and the experience of prior settlement of situations.

The expectation level is expressed by the concrete result that the subject is expected to solve a task. Measuring this level is done by assigning different, hierarchical tasks in order to stimulate the interest and the mobilization capacity.

The level of achievement is the concrete result that the subject obtains at the end of solving an individual task, but also for a set of tasks.

According to M. Golu, the three levels are in a dynamic and variable relationship, both individually and individually, to the same task. This dynamics in the current work will be conditioned by the relationship of dominance between the desire for success and the fear of failure. The predominance of the former will predispose to success, and the predominance of the latter will fail.

In the principle of optimal regulation the most desirable formula is where the suction level occupies the upper position, the level of expectation the second position, and the level of achievement the last level.

The aim of the paper was to highlight the relationship between how to approach the various temperamental types encountered among the students by the teacher, problem solving and increasing efficiency in solving school tasks.

Students of the extroverted type (choleric and blood) will prefer to learn from situations in which they can experiment, physically engaging in learning, and losing their interest if they are not actively involved, often not reviewing their notes.

Students in the introverted (melancholic and phlegmatic) type will prefer to see the things or the processes that they learn, rereading or rewriting the material is often the most effective learning method.

The predominance of the style in choleric and melancholic students indicates their preference for the original and creative tasks that these students like to plan problem solutions, to identify creative strategies for unstructured issues.

The predominance of the hierarchical style in the sanguine pupils indicates that they will pursue more goals in solving school tasks, ranking them according to their importance.

The predominance of internal style in students with phlegmatic temperament indicates that these students will be oriented towards pregnancy, preferring to work alone.

Thus for extraverted students the teacher will volunteer tasks as varied as it would be preferable to work on groups.

Introverted students with a phlegmatic temperament, the teacher will super-motivate them to work more efficiently, and for those with melancholic temperament they will choose tasks to capitalize on their creativity, avoiding the most demanding ones.

In designing classroom lessons, the teacher will need to adapt the methods used to the specifics of students' temperamental temperaments.

For students with extroverted temperament, I suggest that the teacher use the heuristic and stimulating methods of creativity.

For introverted, phlegmatic pupils, more effective methods will be expositive, and melancholic introverted students will be used to stimulate creativity.

The effectiveness of learning can be ensured through a thorough knowledge of each student, of the school-related temperamental characteristics.

In Bloom's opinion, students can become similar in terms of both learning, performance and motivation, if they are given favorable business conditions.

In an ecosystem perspective on behavioral modeling, the importance of external factors to the pupil, both in the school and the social environment, the teacher-student relationship, the student-student relationship, the teacher's personality and the family factors are emphasized.

Students of the blood temper are attracted by novelty things, they ask many questions, being interested in brainstorming. Diversified activities, with many new elements, can cause them to become more involved in learning.

The student with a temperamental temperament is based on his work and willingness to face difficult tasks, but losing his patience during the migratory activities.

Students of the phlegmatic temperament will work systematically and equally, but will need time to solve tasks, mobilizing harder, but they will carry on their work, being characterized by diligence and perseverance, or preferring stereotypical activities.

Students of melancholic temper tired quickly, showing low resistance to physical effort, in new and common situations, showing uncertainty.

They will have difficulty in learning, with a slow pace of work, having to return to the task a greater number of times. These students will tend to overestimate pregnancy and personal under-evaluation. They work more efficiently under the conditions of imposing rules than in independence.

The teacher's working style will have to be tactful, pointing to the student, targeting the extroverted in solving school tasks, and introverting by encouraging and mobilizing them.

Thus, for the expansive, lively and energetic students of the blood and choleric temperament, he will have a mentoring attitude to direct the energy in order to fulfill the school tasks, while towards the melancholic and phlegmatic students he will have a stimulating and encouraging attitude increasing the pace of work to meet the proposed objectives.

The role of the teacher is also important in creating a classroom atmosphere that stimulates the student's self-confidence by removing inhibitions and exaggerated criticism, stimulating creativity and all the personality dimensions of students, stimulating self-knowledge. He must also take into account the tendency of students inclined towards creativity to develop a personal work plan, being less interested in teamwork.

Conclusions

The joy and satisfaction of pupils in achieving school tasks can be factors that help improve their efficiency in addressing them, reducing stress and increasing school returns.

The identification of students' dynamic-energy aspects is absolutely necessary in the educational-educational process, in order to prevent school or professional inadequacy, many of the failures being caused by the inconsistency between the dynamico-energetic peculiarities and the nature of the activity carried out. In conclusion, the school and professional orientation should take into account the temperamental dominance of the students identified in the family or the school as a

result of the students' behavioral analysis, a particularly important role for the school psychologist.

A long-term intervention program should include:

Developing strategies for differentiated and individualized treatment of pupils, based on a good knowledge of pupils, through the depth of the proposed knowledge for learning, the forms of organization of the activity and the didactic methods used.

Students will be treated individually, with workloads to keep up with their temperamental differences.

Learning tasks should be designed to create opportunities for pupils to increase their school performance by increasing self-esteem, trust in personal success, motivating them to achieve further success.

Achieving a balance between the didactic and the relational approach.

Developing strategies to motivate and valorize the student.

Home themes contain differentiated or individualized tasks.

Good collaboration between the teacher and the school psychologist and the child's family.

The personalized relationship of the teacher with the pupils being considered a condition of success, his / her choice for a certain type of relationship with the pupils will depend on their age, characteristics of the pupil class, but also according to the personality traits of the teacher, Professional and psycho-pedagogical skills.

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