THE DIDACTIC ACT FROM THE PERSPECTIVE OF THE BINOMIAL TEACHING – LEARNING

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Abstract: School lerning is typical form of human learning which is realized in the context of training systematically organized and institutionalized. It is oriented in the direction of assimilation of knowledge and training of mental and personality structures, conscious, voluntary, directed that tends to homing seeker.
The paper ains to higlight the importance, tergeting and optimization of the teaching – learning procesess, to be designed and implemented taking into amount in equal measure of characteristics of the individual and situational of those involved, information content, the goals of teaching techniques of intellectual work or the motivation of those involved.

Keywords: *teaching, learning, motivation, content, techniques of intellectual work*

The teaching - learning process refers to the realization of education in fact, at the pedagogical issues which involve teaching and assimilation of knowledge; the teaching - learning takes place in the various units of the education system, with specific particularities from an institutional unit to another, putting his mark on the functionality of the educational process.

To analyse the teaching-learning process is recommended to answer a few questions:

How to organize the teaching sequences?

What the pupils learn?

Why the pupils learn?

How the pupils learn?

How much the pupils learn?

The first two questions aimed at teaching content and organization. The answers highlight the selection of scientific content in line with the curriculum and the scientific logic, as well as its implementation in the educational content, taking into account all pedagogical regularities. In accordance with those mentioned are chosen the means of transmitting information and the preponderant method of teaching.

The third question is based on the reasons for pupil that underlies learning activities but learning techniques too available for the pupil. It is recommended to determine the predominant type of motivation of the pupil, its optimization and realization of teaching so as to lead the pupil to the use of learning based on analysis, synthesis and comprehension

The fourth question concerns the coordination, guidance of learning activities and internal process, so that cognitive processes, the operators' schemes but also regulators processes involved in learning to be routed correctly.

Last question is considering the investment of effort and time involved in learning as well as setting activities to acquire of knowledge and skills.

All the five questions as well as their answers are in an interrelationship and are interrelated each other facilitating a design of the activity as close to the didactic-educational reality

The teaching

To teach is not synonymous with to say, to dictate and to require to the pupils the future lesson, the verbal restitution of what was said.

To teach means:

- to present facts, examples, models, exhibits, clippings from reality;
- propose to the pupils an activity on those, that lead them to analyse, compare them;
- Then extract the essential that condense in definitions, laws, principles, rules;
- To make operant knowledge in exercises, applicative activities;

The means of transmitting information are in school: the example, the model, cutting up from reality, schemes, the definition, the rule, the descriptive text.

Fluently through teaching shall be transmitted **knowledge but also intellectual work techniques which make that knowledgeefficacious.**

In teaching knowledge we start **either from examples / concrete facts** in order to reach through analysis, synthesis and generalization at the notion definition , at the enunciation of a rule (the inductive way), **whether we introduce initially** definitions or concise descriptions, which then are illustrated with the help of concrete data (the deductively way).

In the selection of one of the two ways is indicated to be taken into account:
- The informational contribution of examples;
- Their articulation in certain sequences;
- The alternation between theoretical enunciations and examples;
- The role of the schemes, of the models;
- The mastery of previous notions on which to base the new ones (anchor notions - notions that were extremely important that have the role of support for the acquisition of future notions);

Learning School

Is a typical form of human learning which is realized in the context of the training process systematically, organized and institutionalized and aimed at assimilation of knowledge, respectively skills formation, skills, intellectual capacities for training purposes human personality in its integration and prepare it for an integration of success in society. It is geared towards the assimilation of knowledge and training of psychic and personality structures.

In the context of those mentioned above, school learning follows in his process some higher ranking finalities:
1. Design their own activities and not only;
2. Anticipate the results of their activities and not only;
3. Directing the actions;
4. Control and decision on actions;
To achieve these finalities, school learning assumes the following tasks:
- Assimilation of information;
- The development of capacities orientation;
- Formation and development of divergent thinking;
- The development of creativity;
- Flexibility of cognitive structures and attitudes;

School learning is a form of human learning which leads to assume its characteristics but also presentation of specific characteristics, as follows:
- It is organized;
- Is realized under the guidance of specialists institutional framework;
- Is influenced by socio-affective relationships, communication and knowledge;
- It is a conscious demarche that involves the anticipation of aim and voluntary mobilization of effort;
- Has gradual character regarding work assignments;
- Has character sequential;

- Character informative- formative;
- Is a controlled process from the outside that tends to be self-directed

The processuality of learning
School learning activity presents an on-going procession in which several phases can be distinguished:

1. **Perception / reception material** - inducing a state of attention, of cerebral activation;
2. **Recording, perception active of data** – the dates and relevant notes come off, relations between them through analysis, synthesis, generalization;
3. **Understanding, entering data through thought** - condensing information in notions, laws, principles, theories, etc;
4. **Storing information** - fixing in the memory;
5. **The use of information** – under different forms: reproduction, knowledge transfer, operating with them in conditions close to those of the lesson or in a new context;
A material is considered learned when some control indices were touched. There are concrete criteria that facilitate the appreciation of the degree of mastery of the various themes from the curricula.
Technical learning pupils
Generally, a large proportion of pupils in grades I-VI, tend to store textual content taught because it has a low volume.
Since seventh grade, the amount of material to be learned is higher, the pupil tends to learn a condensed version of the text which is not always performed by analysis, synthesis and generalizations but is the result of the text selection criteria random as such as paragraph, coloring writing or thickening, various schemes, etc., or even tend to obtain the material paraphrase - support;
Which are steps that scroll through the pupil when encountering difficulties in solving a task?
1. Previous search for own notebook;
2. reviews the theoretical part;
3. Whether theme exceeds him, the pupil escapes from the task and finds another concern - listening to music, etc.
Repeated failures of a pupil make him to find performance elsewhere, usually in bravery to bring him to the foreground.
Criteria for determining the level of learning
There are criteria that underlying for determining the level of learning of different knowledge from different fields such as:
A poem - is considered learned when the pupil knows the meaning of terms, the message of poetry, rhyme notions about the significance of punctuation marks and reproduce twice without error, in the absence of factual material.
A theorem, law, etc. - It is considered to be known if the pupil knows her statement, and he can prove it to apply it to solve a problem.
A lesson that is part of socio human discipline - are considered to be known when a schoolboy takes to present and support it especially with his own words – meaning paraphrasing - in oral or written verification.
Evaluation criteria or indications are different in topic to topic, and the pupil get acquainted with them through teaching methods used by the teacher and not their direct verbalization

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