
INTERDISCIPLINARITY IN DEVELOPING FUNDAMENTAL KNOWLEDGE

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Abstract: Modern education requires the application of active and interactive methods, which develop critical thinking. Active and interactive methods have multiple formative valences which contribute to the development of thinking, creativity and who actively involve students in the learning process, putting in the situation to think critically, to make logical connections, to produce their own ideas and reasoned opinions and to communicate them to others, to synthesize information is based on lifelong independent learning and through cooperation, students learn to respect and take into account their co-workers opinions. Teacher's role is to stimulate students, by awakening their interest for learning for pleasure, and not from an obligation. Active is student who thinks, who submits personal effort of internal, abstract reflection, who pursues a mental activity of search, research, rediscovery of truth, of drawing up of the new knowledge. The quality of a teaching technology is given by its flexibility and its openness to new and complex requirements of contemporary education. A method is not good or bad in itself, but depends on teacher's ability to apply it according to the student's understanding level and to adapt it to a specific reality that can be more or less effective.

Keywords: active methods, connections, rediscovery, flexibility, competence.

The question is how to improve the teaching approach? Hence the idea to study the role of active methods to stimulate learning process of mother tongue. Specific teaching and learning methods are multiple. About the meaning of the concept of teaching method, I. Cerghit (2006) think that the method can be regarded as a model or an organized group of processes or modes for implementing the operations underlying the actions taken jointly by teachers and students. If according to the traditional education, the main methods are conversation, representation, demonstration, teacher-centered methods, focused on the transmission of knowledge, on the passivity of students, modern education calls for the implementation of active and interactive methods, of those that develop critical thinking. Active and interactive methods have many formative facets that contribute to the development of thinking, of creativity, actively involving students in learning by putting them in a position to think critically, to make logical connections, to produce their own ideas and opinions argued, to communicate them to others, to synthesize / essentialize information, is based on independent and cooperative learning, students learn to respect the opinions of colleagues.

Teaching means helping students to communicate through practicing oral language, written language, providing them with the skill of reading, writing, expressing using correct and expressive language structures. It is hoped that all students learn easier to read, to speak correctly, fluently, accurately, both in verbal communication and in writing, by using active methods in the teaching approach. The role of educators is to stimulate students, to awaken their interest for learning for fun, not out of obligation. Finding the most appropriate methods and procedures for the class the teacher is working with, for the various personalities the teachers shape is an art and a challenge.

Summarizing the opinions of experts, we conclude therefore that the basic function of language is firstly allowing people to communicate with each other, to understand each other. Communication is not specific only to human beings as other beings use some forms of

communication too, but only the human being has the power and ability to speak. Language appeared, persists and develops interdependently from the environment and community in which it is used.

The language represents at the same time the expression of the relationship between man and nature, between man and society and with himself. At the same time, language is a form of human creation that changes the society and the language itself. The relationship between language and society is reciprocal, as the language must provide to the human being, socially and psychologically, a decent life – as means of communication and tool for philosophical reflection.

The role of the teacher / primary school teacher is crucial in shaping the personality of students. The curricular vision shifted emphasis from the accumulation of knowledge on developing higher level skills, on applying acquired knowledge and skills in new contexts, on solving theoretical and practical problems. The teacher, in teaching-learning Romanian language and literature, has to propose to provide students with basic communication and literary culture, making them capable to communicate and interact with others, to effectively and creatively use their own abilities to solve concrete problems of everyday life (according to the presentation notes of curricula for Romanian language and literature).

In the current teaching method the approach of the language as a communication tool first, then, as an object of study becomes dominant. This requires a rethinking of teaching, with the emphasis, as far as the Romanian language is concerned, on the adoption of communicative-functional model, whereby communication is a fundamental component, a complex field aimed at spoken and written message receiving processes, as well as at spoken and written expression. In I – IV grades, the importance of Romanian language is overwhelming, seeking to nurture students' spoken and written language, the knowledge and proper use of language, the learning of some basic techniques of intellectual activity (reading, writing, correct expression).

Educational objectives are meant to establish at children level, automated skills and abilities so that learning Romanian language and literature to have a communicative-functional character (Ilica, A. 2000).

Acquiring the ability to speak correctly and coherently is achieved by learning the operating rules of the language. Also, in accordance with the requirements of the *Romanian language and literature curriculum for primary school*, teaching envisages the building of communication ability in the effective speech process, excluding the theoretical aspects for the sake of theory. Nothing should burden the memory of students, unless it is useful in the correct communication through language. It is one of the priority novelties of the National Curriculum for teaching communication through Romanian language and promoting the utility, functional model.

Nowadays there has been an explosion of active methods in teaching methodology. The debates that there are practically no “active” and passive methods and that all methods have a degree of passivity and activity, are well-known; the latter varies from method to method, or sometimes from one type of implementation / use to another of the same method. The active dimension of the methods as well as the interactive dimension that automatically assumes that the teaching act partners are simultaneously active should be considered. Active

is the student who thinks, who makes an effort of personal, inner, abstract reflection, who performs a mental activity of search, research, rediscovery of truths, of development of new knowledge. The concept of active method should not be confused with the notion of new, modern method or any method accompanied by concrete action, nor with the interrogative or captivating methods.

Stimulating scientific curiosity, of the inquiry spirit, of creativity and innovation, the category of active, participative, methods may include some of the old methods and some of the newer methods. Using active methods will always be preferable to passive ones, because learning by using them is more substantial and sustainable. Interactive training associated with the higher type of school learning, interactive and creative, involves joint efforts from both educational agents (teacher- students) in building knowledge.

The quality of teaching technologies is given by the flexibility and its openness to new and complex situations and demands of contemporary education. A method is not good or bad itself, but depends heavily on the skills of the teacher to apply it depending on the level of understanding of the students and to adapt it to a certain reality that can do it more or less effective. Addressing the educational process in terms of its efficiency is today more and more necessary. Efficiency takes the form of school success or failure.

School success can be defined as the adequacy of the psychophysical development of the student and the objective demands addressed to the student in the education process. In other words, we can say that "school success (well-doing in school) will denote the correlation established between the requirements and the psychophysical development of the student, and failure (failure, falling behind in education) is an index of discordance between the two poles.

The contribution of teaching methods to ensure school success is increasingly required. All their implications on school success are evidenced by the creation of teaching situations that are consistent with the learning pace. Observing individual differences involves creating training situations allowing students to advance in different ways, to achieve the same goals. Adapting teaching situations to psychophysical peculiarities of students cannot be performed at the expense of their unitary training. The educational information provided in the school documents is subject to a new systematization with this programs that include it. Teaching strategies become thus the means for the initiation and development of all mental processes.

To ensure school success it is important the way in which the junction between information and mental processes of learning is made. Organizing training situations will ensure favorable conditions for learning activity as a complex information and training, assimilation of knowledge and development of human personality components process.

This means crating situations that facilitate the active participation of the student in the learning process. Activation requires active, effective engagement of the potential and of the entire spiritual energy available for carrying out learning tasks. It is all the more intense as the range of mental processes involved is more extended. It was found that if the education process resorts only to memory it can be expected that 50% of children will achieve above-average results. By training other mental processes as well, the percentage of children with good results could dramatically increase.

In terms of teaching, active learning is the result of all the organization, direction and guidance activities of the teacher in the education process. Teaching strategies are the main tools used for this purpose. Their effect depends on the rigor of psychological rationale, on how they respond to learning demands and intellectual development. The teaching method acquires activating virtues to the extent that it subordinates to an explanatory theory of learning, triggering and maintaining the mechanisms of this process. Experimental studies have shown that the worse results of some students in some educational items, were due not to the difficulties generated by the intrinsic structure of knowledge, but to the difficulties of adapting to either of the methods used by the teacher (Kotarbinski, T., apud Moise, C., 1998).

The effective exercise of the method remains the most visible, the most easy-to-follow, evaluate and verify aspect, because it includes the direct work of the teacher with the students, their joint effort. In terms of action, to each operation may correspond different embodiment modes, i.e. different work processes. The method is, after all, asset or system of these processes or ways of implementing the operations involved in the act of learning, integrated into a single flow of action to achieve proposed goals (Bruner, J., apud Cerghit, I., 2006). Describing a method means thus describing this sequence of processes that constitute a whole in a lesson.

No method, no matter how modern, has immanent activation force itself, but they may, however, impose and determine the active participation of the learner. Activation results precisely from how the method is used and directed by the teacher, who will decide on the processes used depending on stakeholders in a specific context. If school success is guaranteed largely by the active participation of students in their own education, the level and degree of their activation are strongly influenced by the way in which the individualization in the learning process is achieved. In terms of education, individualization involves two complementary trends: ensuring greater independence of the student in learning activity and development and management of differentiated tasks depending on the assimilation rate and possibilities of the learner.

Using the individual learning method and especially the differentiated labor along with frontal activity provides the opportunity to obtain the best results in the teaching work: solid skills in intellectual work, precisely assimilated knowledge and the ability put them in practice, adequate development of mental processes. In practice, we found that in addition to using active methods, the best results are achieved by the judicious combination of frontal work with individual work and especially differentiated and even cooperative work (team work, group work) absolutely necessary for balancing the entire life.

Exposure method – as teaching method, is characterized by presentation by the teacher / professor of new materials, by speech, through well connected structures, which ultimately provide a high result. In this situation, the teacher / professor sends an amount of knowledge in a well-defined and calculated timeframe.

Depending on the age of the students and on their experience of life, this method can take many variations: narration, explanation, school lecture. Educational conversation– contributes to the educational valorization of the series of questions and of their answers. It is a verbal method, like presentation, but requires the active participation of the teacher's partners.

Heuristic conversation - contributes by related series of questions and answers, to the discovery of truth or novelty for the student involved in the learning process.

Questions also need to be formulated in a correct manner, both in terms of grammar and logic, and they have to be precise.

Panel discussion is a recent teaching method through discovery, active involvement of students in teaching.

The demonstration method aims to highlight the parts or features of an object or phenomenon, most often in the presence of the described object.

The experimental program for the active methods is in the fourth grade, and is intended to produce a change for the better in the sphere of language skills of the students.

Benchmarks: - to understand the overall meaning of the written and spoken message;
- to build grammatically correct sentences

In this research we insisted on using the following methods: history, analysis of the personal documents in the children portfolio, observation, testing method, experiment.

If upon initial testing students had difficulties in fulfilling the proposed working tasks, at the final testing they proved to have acquired knowledge on reading and writing. Thus, through the formative stage, in which active teaching methods were applied the students obtained much better results, as can be seen by comparing scores obtained at the initial and final testing.

For each item proposed, students showed a significant increase in capacity for solving the proposed exercises and educational games.

For every item tested, students showed a significant increase in the solving capacity, which shows that when they became active factors from spectators of their own education, students were able to learn more easily and more accurately the elements that lead to good written and oral communication skills. Students had better attendance at lessons, are captivated by active methods. The tests clearly demonstrated that the use of active methods in teaching and learning is very important in raising the educational performance of students.

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- Active methods are considered those methods that do not enchain the student in a network of fixed expressions or rigid rules, reserving an increasing share of student interaction with the learning theme, which determines maximum activity of operational and mental structures in relation to the learning tasks in which the student is involved.

- The quality of a teaching technology is given by its flexibility and its openness to new and complex requirements of contemporary education. A method is not good or bad in itself, but depends on teacher's ability to apply it according to the student's understanding level and to adapt it to a specific reality that can make it more or less effective.

Based on current observation of students learning behavior, the level of training and behavior of students during the lessons was controlled. It was found that the interest of every student is to acquire new knowledge and to build useful reading and writing skills, to receive

the written or spoken message, which communication capabilities he/she has within the group it belongs to. Students who worked diligently and how they participate in classroom activities, how they follow the answers of their colleagues, how they appreciate and complement them were distinguished.

- The experimental research was conducted at times in the form of games as it is also included in intellectual activity. No major differences were found between boys and girls.

It was found that the absence of active language enrichment and toning methods causes the lack of spontaneity of own feelings and emotions of students.

Since small school age represents a fundamental period in the future development of the child, the building and development of verbal abilities must follow the achievement of frame and reference objectives in the school curriculum. This is achieved more effectively if the teacher uses in the teaching approach active methods, in absence of which students training is incomplete.

In conclusion, the fact that students have progressed during the formative stage, compared to initial testing, the fact that at the significant progress was observed in reading, writing, understanding literary texts, etc., allows us to assert that the active methods used may favorably influence school performance.

Active and interactive methods have many formative facets that contribute to the development of thinking, creativity, actively involving students in learning by putting them in a position to think critically, to make logical connections, to produce their own argued ideas and opinions, to communicate them to others, to synthesize / essentialize information, are based on independent and cooperative learning, students learn to respect the opinions of colleagues.

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