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Elaborating a Paradigm for the Didactics of a Discipline

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Abstract

The proposed theme reflects the opening of Education Sciences towards the issue of improving the teachers' activity in efficient pedagogical planning. The conducted research covers a topical issue – that of improving the activity of training in teaching – learning – evaluation for a school discipline in the context of education in contemporary society.

The elaboration of a psycho-pedagogical paradigm of discipline didactics reveals its efficiency by building a model for applying a pedagogical theory centred on the following ideas: - placing, at the basis of the paradigm, the fundamental pedagogical concepts included in the general theory of education, the general training theory and the theory of the curriculum; - articulating the model of applied didactics with the model of science didactics that exploits the progresses of cognitive psychology and learning theories from the perspective of the curriculum.

The research objectives are characteristic of fundamental research combined with historical and compared investigation, engaged in improving the system of designing training.

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1. Introduction

In the current pedagogical science and educational practice there has emerged the following contradictory situation. On the one hand, the syllabi are still quite heavy with information and teachers want to present as much scientific knowledge as possible, without taking into consideration the necessity for their pedagogical transfer, a

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transfer that is psychologically and socially mediated. On the other hand, there is an obvious decrease in the students' motivation in relation to scientific knowledge based on higher analysis, synthesis and evaluation of cognitive competences. Another contradictory situation concerns the students' scientific training and their level of methodological and practical training, needed for their prospective teaching career.

Thus, in universities, there are proposed few hours of discipline practice and didactics. This aspect is insufficiently or fragmentarily approached, without being correlated with the evolutions from contemporary society.

The scientific process for a possible theoretical and methodological substantiation of discipline didactics that is demanded for teachers, students and, indirectly, pre-university students, has been stimulated by the long-term studies undertaken with a view to the optimal exploitation of the issue of training theory and methodology, curriculum theory, education epistemology and education psychology.

2. Research description

2.1. Research aim and objectives

The research objective consists of the process of building a paradigm of the didactics of a discipline, integrated and developed within the system of the education sciences. *The research aim* is to conceptualize and elaborate a psycho-pedagogical paradigm of the didactics of a discipline. *The research hypothesis* was stated in agreement with the aim – elaborating a paradigm of the didactics of a discipline can reveal its efficiency if it is built by articulating two models: the model of applying the general theory of education and training in concrete situations of teaching – learning – assessing; the model of relating the issue of training to the epistemological and psychological structures of a discipline for different school levels and ages.

Research objectives

In order to verify the hypothesis according to the research aim, we have established the following objectives: 1) highlighting the theoretical and methodological bases of curricular design; 2) establishing the relations and identifying the correlations existing between general and applied pedagogy; 3) analysing applied methodologies/didactics from a historical (synchronic-diachronic) perspective; 4) determining the bases of applied didactics in terms of objectives, curricular contents, didactic methodology, evaluation, teaching-learning-evaluation actions for the discipline, the curricular design of the activity; 5) presenting the epistemological and psychological bases of science didactics, at the level of the cognitive structures built in the training activities, in the context of learning; 6) elaborating a model/ paradigm for building discipline didactics in an analytical and synthetic version.

2.2. The research methodology

The research methodology was promoted and improved in agreement with the specificity of the research object, the purpose and sources involved, and consisted of: - the theoretical research of sources, concepts, terms from dictionaries and the psycho-pedagogical literature; - the study of curricular documents: curriculum, syllabi, discipline methodologies, students' course books, teacher's books etc.; - the bibliographic method, used in the study of the theoretical sources of discipline didactics; the monographic method, used to analyse the socio-educational phenomenon of designing and applying discipline didactics in a certain cultural, economic, educational policy context etc.; the method of the expertise, used in the theoretical evaluation and validation conducted by neutral experts, whose analysis and comments upon the thesis rely on qualitative parameters; the method of theoretical modelling used in drawing diagrams and synthetic schemes for building discipline didactics.

2.3. The research stages

The first stage consisted in accumulating theoretical documents, conducting activities with teachers and students, establishing the theoretical frame for designing and evaluating discipline didactics. The second stage consisted in elaborating the investigation methodology and the theoretical model regarding the psycho-pedagogical paradigm of discipline didactics, completing the construction of the model of applied didactics and the model of science didactics; the analysis of two models, articulating and combining them, elaborating the paradigm of discipline

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