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Reconsidering the Didactic Practices from the Perspective of the Respect for the Educated Person's Individuality

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Abstract

The present paper approaches the problem of learning styles in the academic environment and desires for favourite the student-centered education as a program for improving learning among students. A study has been done among students from, the aim of the study being identifying the favourite students' learning styles, with the aim of making a few proposals for matching the teaching strategies to the student's favourite way of learning in this faculty. By knowing the student's learning style the trainers will adapt their discourse and the teaching methods so that they make use of the child's main sensorial system.

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Keywords: student-centered education, learning style, teaching strategies.

1. Introduction

We live in a period in which knowledge becomes old more and more rapidly, information becomes accessible faster and faster through computer networks, the need for learning the entire life increases, and the teaching patterns based on transmitting and storing information lose their functionality. Inside the traditional and rigid learning system and often inefficient, students acquire certain knowledge only because these are to be tested and not because they represent some intrinsic values with educational aims. In the same time, the requirements of society for new teaching models increase, and they tend to develop the students' ability to update their

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knowledge when necessary. Seeing these aspects, the specialists have seen themselves in the stringent need to offer efficient and viable alternatives. The teaching patterns orientated towards the student, focusing on building processes and use of information seems appropriate to meet these new requirements.

2. Learning as a building process of knowledge centered on pupil/student

At a human level, learning shows its permanent formative and informative valences. Thus, the term can be understood as an attitude towards knowledge, but also on life, laying stress on human initiative, with the aim of acquiring new abilities for a better adjustment at the level of changes that appear in the environment. At this level, the concept gains a psycho-pedagogical connotation and is part of an activity in which knowledge are acquired, abilities are learned, intellectual abilities are created (Jurcău N., 2000, p.103). Moreover, at men appears this new way of storing and transmitting the experience, the social way. Thus, we can say that learning, through its contents, brings a change in behavior conditioned by an individual experience and which includes a strictly cognitive side containing knowledge, developing cognitive functions, the capacity of understanding and assimilating new norms, and on the other side, a more practical side which refers to learning the acting schemes, to forming abilities and skills, to acquiring some social behavioral models (Bonchiș, E., 2002, p.87).

A diachronically perspective on education and in the same time on the evolution of educational sciences shows the existence of two paradigms of learning:

- The classical paradigm with the stress on teacher and the teaching act in which the pupil/student was a passive receptor of the discourse;
- The contemporary paradigm of learning centered on pupil/student, respectively on the offering of a learning experience, adapted to the pupil's/student's needs;

The new paradigm, of learning centered on pupil/student, determines the teachers to acquire some psycho-pedagogical, scientifically, methodical, managerial and psycho-social competences that will favor the projecting and implementing some strategies of differentiate training. In this sense, perspectives on learning centered on pupil/student have been developed. Bernart and Chis (2003, p.85) identify the following elements on teaching: *setting some standards on teaching, learning and evaluation quality; the transparency of instructive-formative process; projecting the didactic activities starting from the students' learning needs; using in teaching of active and interactive strategies; encouraging learning autonomy, using a wide range of strategies and auto evaluation; reconsidering the teacher's role.*

„Education has as its aim to form some individualities with high intellectual competences, able to adapt his knowledge to varied situations and some passive selectors of prefabricated answers”. (Stan C., 2000, p.64). Effective adaptation to new situations, using the students' knowledge relatively to the factor complex which characterizes an entire contest, is possible by projecting the main dimensions of the instructive-educative process: teaching, learning, evaluation-auto evaluation starting from quality standards. Except from traditional techniques, featured by using frequently transmission as a main form of teaching, reproduction as a main form of learning and evaluation after teaching some massive units, in present it is recognized the idea of conceptual changes, of building self-regulated learning, to the objectives and its evolution, of permanently evaluating pupils/students. Connecting to the process of teaching, to its objectives and evolution, permits, on one side, the teacher to use efficiently the information obtained in this way in projecting the following steps in teaching, and on the other side is helps the pupil's/student's self-evaluation process. In our paper we deal with aspects connected to learning styles from the perspective of this paradigm.

According to Neacsu I. (2006, p.85) independent academic leaning has the following significations:

- A quantitative and qualitative product of systematic, formal and significant knowledge;

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