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Ways to address barriers to learning training activities
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Abstract

In this study we intend to describe some barriers to learning training activities. It must be admitted that the problem of obstacles in training and learning activity is more important and more complicated than it seems at first glance, evidence presenting a large number of works for this issue on the one hand, and on the other hand, efforts of educators, directed to find ways in which these obstacles can be eradicated.

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1. Background

The nature and the specific activity of training and learning implies the existence of obstacles, acknowledged differently by different teachers, and for which teachers may hold rather different opinions and attitudes.

For example, some teachers may be mainly preoccupied with questions about the causes that produced them, after which they seek to identify means and methods in which these disturbing elements can be removed, but there are also times when these obstacles are ignored or possibly attributed to aspects that regard the students potential or behaviors exhibited by them in training and learning activities.

It must be admitted that the problem of obstacles in training and learning activity is more important and more complicated than it seems at first glance, evidence presenting a large number of works for this issue on the one hand, and on the other hand, efforts of educators, directed to find ways in which these obstacles can be eradicated.

2. Purpose of Study

In this study we intend to describe some obstacles in the training and learning activity, because it is a reality that cannot be ignored. Of course, tackling barriers to teaching and learning activity generates more questions, among which the most significant are the following:

- a) if obstacles in training activity are imminent, then from this regularity might there derive some benefits that induce positive consequences for the proper conduct of this process?

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- b) what obstacles may be encountered in training and what are the criteria by which they could achieve their rigorous classification?
- c) is there a correlation between diversity barriers and stages of ontogenetic development that students who are faced with them are placed in?
- d) are there point solutions so that these obstacles could be properly identified and then removed from the training activity, so that their impact on student performance would become practically insignificant?

Certainly, reasons of time and space do not allow us to respond in detail to all of these questions, but the first issue clearly indicates that beyond their implacability, obstacles are, in a certain perspective, necessary in training and learning activities, as by confronting and overcoming them, students manage to progress in terms of cognitive development and, of course, in terms of knowledge gain. Conversely, lack of barriers would mean stationary cognitive development behaviors and thus serious shortcomings in the area of knowledge of students with all the consequences resulting from such a situation.

3. Main Argument

Attempts of typology of obstacles in training - learning activity

When addressing the problem of classifying obstacles, an approach must inevitably begin with the perspective proposed by G. Bachelard (apud. V. Tonoiu. 1974), which identified the following obstacles:

a) *the obstacle of raw experience, placed before and above criticism;*

The cause and functioning of this epistemological obstacle can be found in the cognitive experiences that the individual already possess at the beginning of a knowledge process placed under a scientific rigor, process that can be hampered by previous accumulations that the individual possesses.

b) *the animist obstacle;*

This obstacle is determined and induced by the cognitive purchases based on naive and obscure life intuitions. In other words, knowledge based on the individual dreams and images cannot coexist with another, based on experience and reason. The removal of the obstacle or even its decrease can be achieved only by purifying the psyche of those images, those insights do not correspond to the scientific spirit.

c) *the substantiality obstacle* – means that the explanation of the material properties is offered by its substance, so that very often the prescientific spirit comes to attribute to the substance a surface quality, but also an occult or profound one.

d) *the generality obstacle* is considered by G. Bachelard as one of the oldest, as it has dominated the philosophical thought from Aristotle to Bacon, and continues to have a significant impact on the whole doctrine of knowledge.

One of the dangers of this obstacle is that generalization is hasty and easy, thus leading to the delineation of qualities or features that does not define a class or category of objects.

From a strictly pedagogical perspective, this obstacle can cause other drawbacks, among which the most significant is the quartering or limitation of the knowledge process at very general level, without targeting elements of detail or depth, which are specific to a profound learning, not to the surface one.

e) *the valuing-obstacle* is objectified in a series of values that generate common knowledge such as utility, that disturbs scientific thought, as it determines it to block before a false problem.

The solution suggested by G. Bachelard in overcoming this obstacle is moving primitive interests ("child interests") so that science can pursue its own interest and no collateral ones, even if they might have some practical utility.

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