INTERACTIVE DIDACTIC STRATEGIES ON TEACHING - LEARNING – EVALUATION FOR ECONOMIC SCIENCES

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Abstract
In psychology and education, learning is commonly defined as a process that integrates influences cognitive, emotional and environmental acquiring, developing and producing changes on knowledge, skills, values and views about existence.

Important is the teacher to provide students’ involvement in implementing this work plan, as active subjects that contribute to building their own knowledge.

When choosing a teaching method, the teacher, the achievement of finality well defined, specified and consolidated as educational objectives.

This paper aims to demonstrate the importance of using active participatory methods of teaching and learning in economic disciplines.

Keywords: Teaching method, interactive strategies, educational objectives,

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1. Contemporary teaching-learning systems

The study learning problems is complex and difficult. Is a continuing concern for the psychological and pedagogical, knowing that we find this important phenomenon in everything that human development in all forms of education.

Learning is one topic of interest not only for education but also for other disciplines: biology, biochemistry, psychology, sociology. That is why addressing this phenomenon is complex and the definitions are numerous. Important to note is that, at a fundamental concept of learning can be analyzed at a broader level, social or rather restrictive, narrow, focusing only on the school world.

In its broad sense, understand learning as man's initiative and the need to accumulate knowledge, values, skills, to live in a dynamic world where change is amazing. We are talking - in this case - learning about the attitude towards knowledge, towards life, towards the new.

In a narrow sense, namely learning -invăţarea school - it can be considered from two perspectives: on the one hand it is about learning the product and on the other hand, learning as a process.

2. The concept of teaching

Teaching is the consequence of different levels of design, directly design lesson. Authentic teaching is part of the overriding demands of education; therefore it different related activities as training, conditioning and indoctrination that the point educationally may prove inconvenient.

Despite the results of quantitative and qualitative objectified into a veritable host of theories of learning, learning theory explanatory paradigms unit still remained a problem desirable. We find the same plurality when learning is viewed in terms of the final product, we are always faced with an incredible variety of possibilities for seemingly contradictory and what is even sadder is that the attempts to convert theories of learning theories of learning have led to satisfactory results.

Training overlaps a significant extent with teaching. There are contexts where "surrender" may be replaced by "engaging" with no change to understand. Training focuses on developing particular skills, the "know how" and rather less on knowing that (of course, can not ignore the fact that the acquisition of complex skills is sometimes dependent on the assimilation of a significant amount of knowledge).

Usually, operant conditioning is considered compatible with teaching and less conditioning in the classical sense; Pavlov's dog salivating Pavlov not because "I taught 'this - some authors even doubt that” taught him "something. It should not be excluded that a certain behavior of the student to be affected due to compliance, without
this change and realize why, in the circumstances, that behavior is desirable and not another. In such situations, people act because of compliance, without reflecting on what we ought to do or not do.

While teaching in general sense may be synonymous with brainwashing, indoctrination is usually perceived as a wrong form of education. While some authors consider that indoctrination is something to be avoided, others consider it unavoidable in education (albeit lamentable).

However, where there are alternative viewpoints teacher should expose with its advantages and disadvantages. By contrast, the one who indoctrinates ignore the imperatives of a rational approach, ready even to falsify or invent evidence if required. Some authors argue that indoctrination is given by the teacher and not the serious intention distortions that can operate at the method level.

When it comes to skills, teacher's duty is to make students aware of the reasons for acquiring those skill on the one hand and on the other hand to encourage smart and careful understanding of that. However, it is undeniable that the teacher and the school in general (broadly environment) influence student behavior. But even in this case, the teachers would prefer students to act based on their perception about what you ought to do and not because reinforcements.

3. Active and participative methods of teaching - learning

Any general educational process aims optimal resource exploration and exploitation of students’ learning. One of the most important of these resources is learning style. It depends on how it is oriented and knowledge acquired and how the student establishes relationships with teachers and peers. The problem is a problem of differences of style differentiation capacities through which people actively seek, organize and interpret, imagine and then reuse the information. Knowledge in an effort to engage students in different ways and to different degrees these potentialities. (Cerghit 2002)

Learning style is the expression of a strategic learning, specific learning activity. In contrast to the cognitive style, which relates to the organization and control of cognitive processes learning style is to organize and control strategies for learning and knowledge acquisition.

Premises methods used in current training systems must be reported to post-modern teaching that emphasizes the connection between the three components of the educational process: teaching - learning - assessment, and learning theories, which are the basis of training systems.

In psychology and education, learning is commonly defined as a process that integrates influences cognitive, emotional and environmental acquiring, developing and producing changes on knowledge, skills, values and views about existence.

A learning theory is an attempt to describe and explain how people learn, which also contributes to the understanding inherent in this process. Learning theories do not offer solutions instead helps us to focus our attention on those important variables in building an optimal solution.

Effective teaching strategy is how the teacher helps students to reach knowledge and to develop intellectual abilities, skills, habits, attitudes, feelings and emotions.

Why interactive strategies?
• promotes active learning involves collaboration between students who supported, organized into micro-groups, working together to achieve predetermined objectives
• provides students multiple opportunities to get involved in their training, to freely express their ideas, opinions and compare them with those of your colleagues, to develop skills
• focus is on how information is processed assimilated, structured, interpreted, used in various situations and the transfer takes place in practice.

There is a close relationship between the organization and structuring of the content, abstraction and generalization of the knowledge, determination and processing their methodological textbooks and methodological decisions from the teacher.

Traditional paradigm, linear, based mainly on presentation, description, exemplifying contents compulsory particularly in supplying - knowledge assimilation and use of traditional methods often liabilities (oral presentation methods of knowledge, demonstration, exemplifying etc.).

If the decision of the teacher aims to present information in a problem-active manner, encouraging direct participation of students in the rediscovery of knowledge, then the methodology involves active and interactive methods (problem solving, discovery, collaboration, case studies, mutual learning, etc.)

This adaptive restructuring largely depend on the creativity and spontaneity of the teacher, the ability to see the differences between teaching style and learning style of the student and to establish a correlation between them.

Premises methods used in current training systems must be reported to post-modern teaching that
emphasizes the connection between the three components of the educational process: teaching - learning - assessment, and learning theories, which are the basis of training systems. When choosing a teaching method, the teacher, the achievement of finality well defined, specified and consolidated as educational objectives in practice they are expressed through:

- Educational Objectives for school age;
- General skills, specific rack skills, values and attitudes (Class preparatory to university level).

Interactive methodology aims:
- cognitive objectives (stimulation of higher cognitive processes, developing the ability to link knowledge with each other and create conceptual networks, development of multiple intelligences etc.)
- socio-affective objectives (developing communication skills, interpersonal and intrapersonal Dialogue, boosting self-confidence, boosting capacity to reflect on own learning approaches - on metacognition and interpersonal relations, etc.)

Interactive methods of teaching - learning were mainly these formative valences:
- training and development of functional skills, such skills processing, systematization, restructuring and use knowledge into practice;
- training and capacity building cooperation, team spirit;
- communication training and skills development; Psychosocial training and skills development; developing self-esteem;
- cultivating participatory spirit;
- training and development of skills of active listening; empathic capacity development;
- training and building capacity-investigation of reality;
- training and building capacity argumentative; training and development decision-making capacity; negotiation training and skills development; training and skills development emotional;
- training and developing the ability to provide feedback and be responsive to feedback;
- Self-cultivation;
- development of motivation for learning; crystallizing an effective learning style; critical thinking, creative and side; developing creativity;
- development of pro-social attitudes and behaviors; peer and self-development capacity

Must not be lost sight of the limits of active participatory methods:
- creating an educational environment characterized by an apparent disorder;
- time-consuming; assimilation of false information in the absence of closely monitoring the teacher;
- "Encouraging" the passivity of students, given tasks are not distributed / made clear in the absence of monitoring group;
- possible development of a group dependencies in solving tasks;
- exacerbation of conflicts between students while the teacher (or leader of the working group) intervenes as mediator;
- generating a "groupthink"; superficial approach to workload;
- difficulties in identifying and assessing individual progress etc..

2. Holistic approach of problem-solving method

Problem-solving is the way to create in the minds of the student (student) a state (situation), conflict (critical or anxiety) intellectual-positive, driven by the need to know an object, the phenomenon, process or solve a theoretical or practical way logical -mathematical or experimental.

Problem-solving method steps:
- a) creation / choice of issue / problem solving;
- b) aperceptiv fund reorganization, new data acquisition and restructuring old ones in the ratio of new data in a single system suitable rezolvărării type of problem;
- c) establish / develop informative and actionable alternatives and choosing the best solution for solving;
- d) experimental verification solution developed / chosen.

To be an effective teaching method must formulate and solve assumptions; build problems based on the contradiction between the previous and present knowledge; create an obstacle to ordinary knowledge (issue constituted an obstacle to thinking); present conditions, means and the settlement plan;

Also a god strategy must to respect the stages of learning; Avoid confusion between questioning and exercise creativity, formulating simple questions, comparisons, applications, solving a number of ways known;

To ensure teaching materials and supports appropriate and necessary.

In particular PROFESSOR is in the situation to choose / propose problem situations according to the syllabus objectives respecting didactic principles (age peculiarities, teaching - learning from simple to complex, from the particular to the general, from general to particular, active learning, extensive, etc.);
to support and lead the new problematizării based learning and problem solving by combining with other methods;
to use appropriate teaching material; drive to learning new differentiated depending on the particular classroom, the
lesson specifics, etc.

He also must assess the compliance of the algorithm working of solving stages, verification solutions, assessing solutions; to encourage independent solving activity or group of students; to observe the work rhythm and pace / level of knowledge / understanding / analysis / application / synthesis / evaluation / creativity;
adequacy style of teaching to student learning style.

In parallel students are forced to learning problematical by updating and restructuring knowledge, identifying contradictions with alternatives for solving the problem analysis, verification and evaluation soluţiilo, creativitater; to using reasoning (inductive, deductive, transducers) associations by different criteria, analogs, modifications, simplifications; to diversified of possible contradictions between prior knowledge and new.

Finally they are faced with the choice / check / solution-evaluate the right solutions from a given sequence / proposed / developed (currently); implementation and verification solution / solutions; diversification solving contradiction by association of ideas, analysis, successive attempts.

5. Conclusions

The variety of theoretical perspectives on learning demonstrates on the one hand, the complexity of this phenomenon, the multitude of angles from which can be analyzed and, on the other hand is evidence of dynamics and vitality of this phenomenon, proof of permanent development conceptions about how the learning process is conducted.

The method must be completed by coordinating, developing and consolidating learning style and knowledge transfer in practice.

The strategy consists of a complex and circular methods, techniques, teaching aids and forms of work organization, complementary, on which Professor draw up plans for working with students in order to achieve efficient learning.

Important is the teacher to provide students' involvement in implementing this work plan, as active subjects that contribute to building their own knowledge.

6. Bibliography