

CORRELATION BETWEEN OPTIMAL TRAINING PROCESS FORMS - CONDITION FOR ACHIEVING DIFFERENTIATED LEARNING

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Key words: correlation, condition, learning.

Abstract

For a better understanding of the level correlation process as differentiated instruction and learning condition, be made a summary of its forms of manifestation and dimensions of education as it is manifested. Taking into account the opinion of several authors will see that that these dimensions of education and forms of its manifestation differ, but not in all its essence.

Literature, pedagogical, psychological, philosophical and physical education part that we have differing notions forms the training process, sometimes called them types of learning-theories of learning, and ways hypostasis.

Introduction

Stoica M. (1995) conducted a very broad taxonomy of types and forms of learning based on several criteria.

Types of learning:

- By participating in learning analyzer
 - o a visual learning (most important);
 - o an auditory learning;
 - o Verbo-motor learning;
 - o a kinesthetic learning;
 - o olfactory learning;
 - o a gustatory information

Efficiency is learning combined:

- After learning efficiency can be:
 - o a receptive learning-reproductive;
 - o a learning intelligible;
 - o a creative learning (N. Oprescu cited by Stoica, 1995)
- After the organization learned material:
 - o a programmed learning;
 - o a heuristic learning;
 - o learning algorithms;
 - o a discovery learning: intuitive, deductive and analog;
 - o learning on an operational sequence.
- After surgery, and thinking mechanisms involved:
 - o learning by observation;
 - o a learning by imitation;
 - o learning through a conditioning reflex;
 - o learning by conditioning a carrier;
 - o a discrimination learning;
 - o a word association learning;
 - o a learning identification.
- Depending on the content of learning, in what is learned:
 - o senzoro-motor learning;
 - o a cognitive learning (learning concepts);
 - o an emotional learning (learning beliefs, feelings, attitudes);
 - o a moral and civic learning behavior.

Forms of learning (Stoica 1995)

- o a learning school (organized data);
- o a social learning - acquiring historical social experience;
- o a sensory-motor learning (job skills training with four components):

- motor component;
- information component;
- component regulator;
- intellectual component.
- a cognitive learning (training concepts with four levels):
 - specific ♣ level;
 - the identity;
 - the classifier;
 - the formal (Klausmain ♣ cited by Stoica, 1995).

Cucos E. (1996) from the variety of learning situations and to different degrees of inter-relationalitate act, education can be objective in three ways:

- formal education;
- non-formal education;
- formal education.

The systemic perspective of all three dimensions of education have achieved something specific (Paiu quoted Cucos 1990).

Formal offers:

- The initial approach, placing the individual taste of organized intellectual labor;
- Possibility to formalize knowledge, starting from the procurement history and practical action;
- Recognition of individual contracts;
- Formalization of procurement and delivery in other educational ways socially.

Non-formal education:

- Respond appropriately to the practical needs of action;
- Provides a first point of abstraction by extracting knowledge from practice;
- Makes contact with knowledge starting from the felt needs of education;
- Demitizează teaching function.

Informal Education provides:

- Sensitization in contact with the environment;
- Moment of opening an interest in understanding the subject;
- Can switch from a circumstantial interest in a comprehensive integration;
- The possibility of personal exploration, without obligation or prescription farming;
- A margin of freedom to develop a personal project;
- Ability to manage their own making.

Reasons for the addition of three ways

- Ability to respond to situations and complex needs;
- Awareness of specific cases, entirely new;
- A greater awareness of individual and collective needs;
- Greater sensitivity to blocking situations that require new approaches and solutions;
- Improved training of trainers;
- Facilitating the automation of "bands";
- Uniting the efforts of several social subsystems with regard to education.

Next Cucos, 1996 states that there are reasons to the contrary this integration possible between formal, non-formal and informal:

- To implement a more selective of individuals;
- The functional conjugation uses a centralized system that can rob the margin of freedom of action within each pathway;
- Is followed to obtain a disjunctions between abstract intelligence and practical intelligence.

To integrate the three aspects that some authors propose concrete ways of articulation (Vaideanu, 1988 p. 236-237, quoted by Cucos, 1996) such as:

- Emphasizing the reference codes (basic concepts) and the codes of interpretation (detailed criteria) by:
 - Increasing the share of humanities disciplines with higher degree of generalization;
 - the introduction and increasing hours of synthesis and / or hours to the teacher.

In this Cozma (1998) quoted by Cucos (1996) adds:

- Integrativitatea instrumental in trans-disciplinary focus of content and school activities, infusion method approach, etc..

Coordination and articulation of the three aspects that is very complex and can be done at several levels (Hamadache, 1993, p. 15 - quoted by Cucos, 1996):

- In light of vertical structures, administrative erarchy, ensuring complementarity between the state and uniform action initiatives based communities;
- In light of horizontal structures, local and participatory, to ensure articulation between different socio-cultural interiervents;
- In the network, such as support centers in a given area, facilitating collaboration between several factors group or individual.

Within this formal articulation is privileged role. In his "training effectiveness" (1998), Joița E. tries to support teachers through a synthesis of theory-sort-learning forms specified by several researchers that teachers apply custom concrete terms that have, so for example:

A. Cosmavici (quoted Joița 1998) distinguishes:

- Following form: spontaneous learning and systemic learning;
- After the processes involved: learning senzio-motor and verbal learning.

V. Oprescu (quoted Joița 1998) made a summary:

- After the main processes and means employed psychological: cognitive-sensory learning, cognitive learning, mental, emotional impulse-based learning;
- By content: perceptual learning, verbal, conceptual, motor;
- After the mode of action of stimuli: discrimination learning by association, by repetition, by transfer, by generalization;
- After the organization of information and stimulating situation: learning algorithms, heuristics, scheduled, creator;
- By varying degrees of commitment to the subject in action: learning spontaneous mechanical latent in the state of sleep, stand;
- If the conditions of development: the school social
- By nature of experience: direct learning from the experience of others;
- By purpose: informative, formative;
- After the final: sensory-motive, intellectual, emotional, social;
- After operations neuropsychological mechanisms involved in acquiring knowledge: by conditioning, by imitation, by trial and error, through reward and punishment, by anticipation and inventive decision by creation.

These forms - theories of learning and found corresponding to various formulas, patterns of organization of training school without specifying possibilities are generalization or adaptation in various concrete conditions (Joița, 1998).

Only a well trained teacher can make effective models of various combinations of forms of learning, appealing and different ways of learning:

- linear;
- concentric;
- interdisciplinary;
- modular.

Most educators and psychologists consider modeling as interdiscilinaritatea and innovative ways (Epuran, 2008, Cucos, Bontaș, Joița).Applying a form of learning or combinations of them must take account of learning situations defined or constructed by the teacher, practical projects and given the student and all other components of the teaching - learning.