

Jocul didactic în predarea limbilor străine



Jocul didactic aparține grupei de metode de problematizare a procesului instructiv care organizează conținutul instruirii sub forma de „modele” ale fenomenelor, situațiilor sau proceselor reale.

Funcțiile jocurilor didactice în procesul învățării:

- funcția organizatorică
- funcția motivațională
- funcția didactică
- funcția cognitivă
- funcția educativă

Jocurile de vorbire se împart în două grupe:

Jocuri care au drept scop obișnuirea cu sistemul limbii;

Jocuri care au ca obiectiv dezvoltarea deprinderilor de comunicare.



5. Strategiile didactice preponderente de predare-învățare-evaluare în ciclul liceal

1. Tipologia și specificul strategiilor didactice

Strategiile moderne de predare-evaluare prevăd un ansamblu de metode, tehnici și procedee pentru a facilita procesul de predare / învățare și pentru a-l ajuta pe elev să-și formeze competența de comunicare într-o limbă străină.

Strategiile unui profesor reprezintă un ansamblu de demersuri didactice pentru formarea la elev a competențelor curente.

Conform clasificării, putem numi 4 grupuri de strategii:

- ▶ informativ-participative: conversația, demonstrația, problematizarea, dialogul, comentariul de text, dezbaterea...
- ▶ informativ-nonparticipative: povestirea, explicația ...
- ▶ formativ-participative: învățarea prin joc, prin cercetare individuală, descoperiri...
- ▶ formativ-nonparticipative: exercițiul, algoritmul.

Cel mai des utilizată este **conversația**, care poate fi exersată atât la început, cât și pe parcursul lecției, **demonstrarea** intervine atunci când este necesar să se demonstreze evenimente sau fenomene; **problematizarea** cere din partea elevului un efort individual înalt, pentru a găsi o soluție la cea propusă anterior; **lectura**, cu toate formele ei, contribuie la îmbogățirea nivelului general de cunoștințe, **reconstituirea textului** – reproducere a conținutului unui text prin întrebări; **comentariul de text** prevede o succesiune de activități în scopul punerii părerii personale; **învățare prin acțiune** – un demers didactic activ care se bazează pe niște cunoștințe obținute anterior în urma unor experiențe trăite; **dezbaterea** e o discuție bazată pe argumente opuse; **jocul didactic** – o strategie de consolidare a cunoștințelor, dar și de stimulare a creativității; **jocul de rol** permite elevului să trăiască o situație personală, dar și una imaginară, simulată, dînd dovadă de abilitate pentru a realiza întocmai ceea ce i se cere să îndeplinească.

Pentru fiecare competență sunt prevăzute strategii de predare / învățare eficiente, pentru a o dezvolta cât mai bine.

Multe din strategiile de predare / învățare utilizate în ciclul de gimnaziu preluate și pentru ciclul gimnazial.



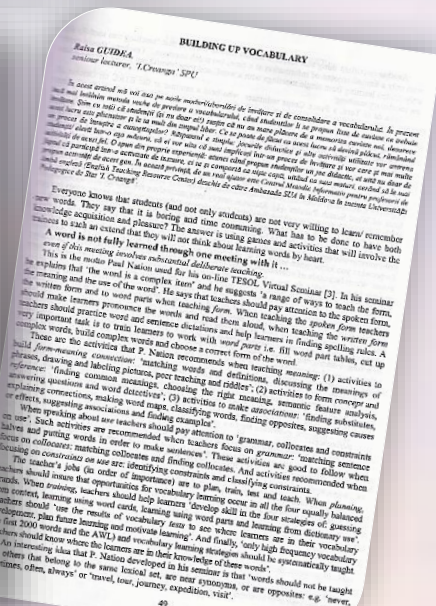
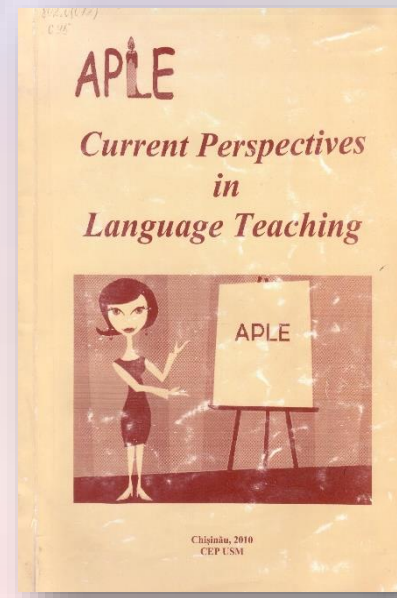
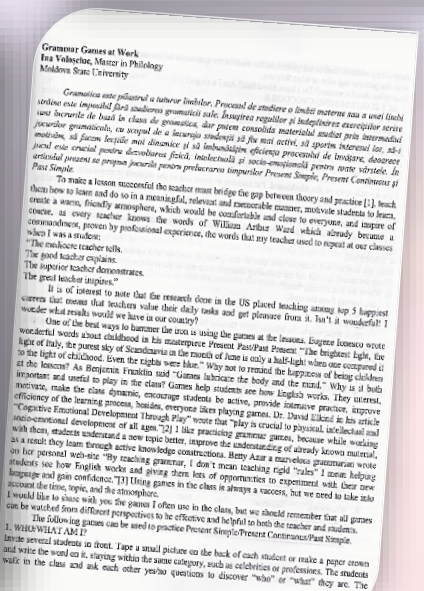
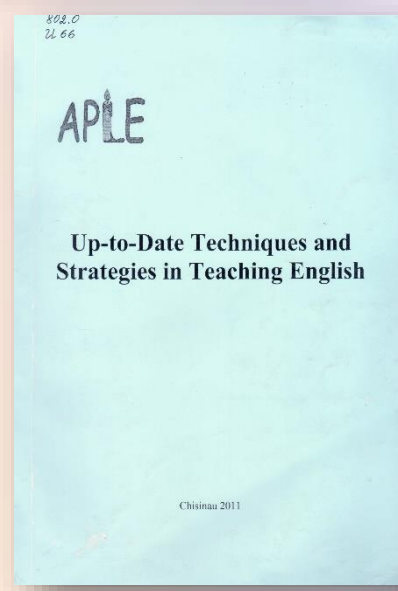
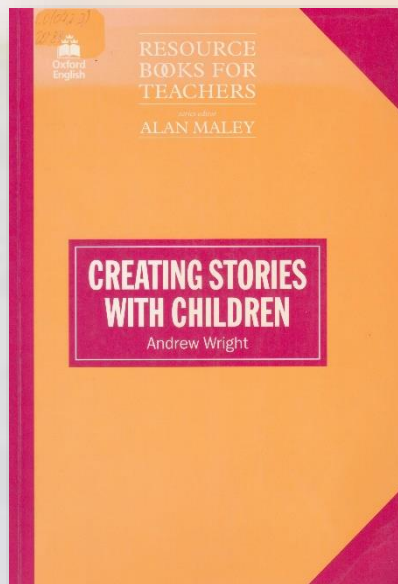
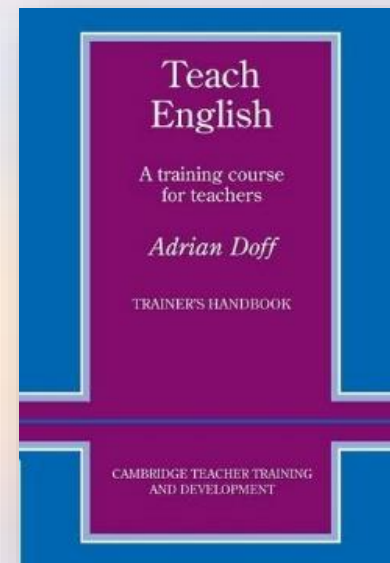
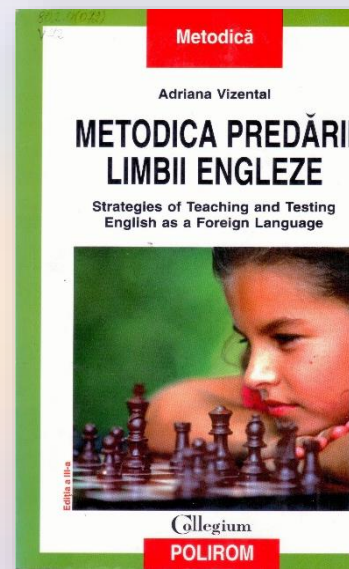
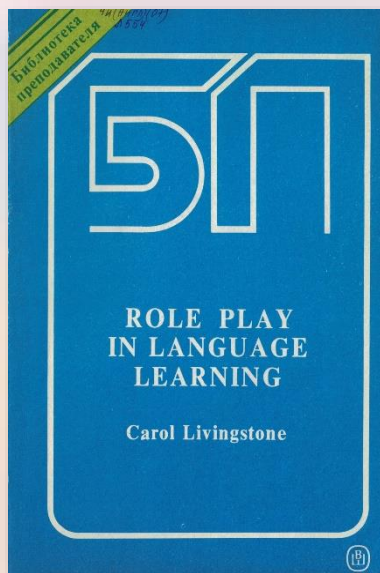
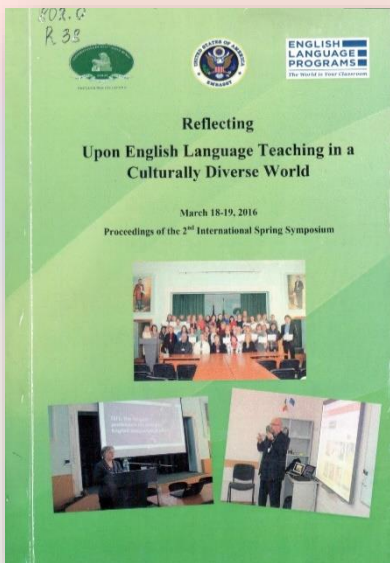
Activități ludice (*ludus* din latină – plăcere, joc; școală)

Abordările moderne ale predării-învățării limbilor străine ne indică eficiența exploatarea ludicului și a imaginației la orice treaptă de însușire. Prin activitate ludică subînțelegem activitățile al căror sens suscită o atitudine ludică. Deci, nu activitatea are un caracter ludic, ci sensul pe care i-l dăm este ludic.

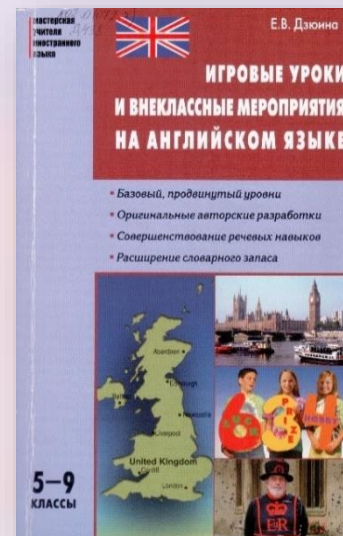
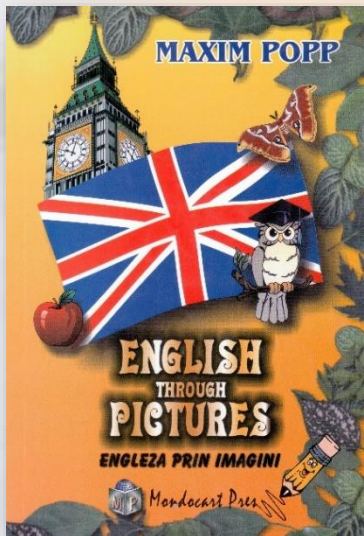
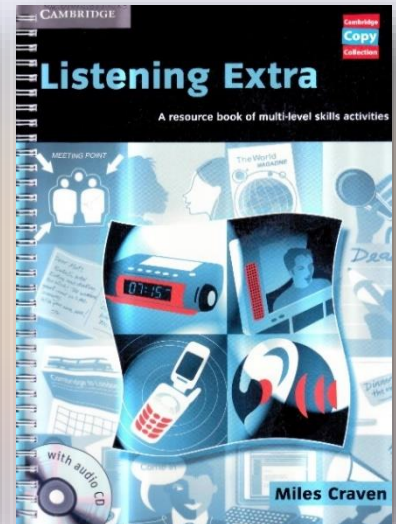
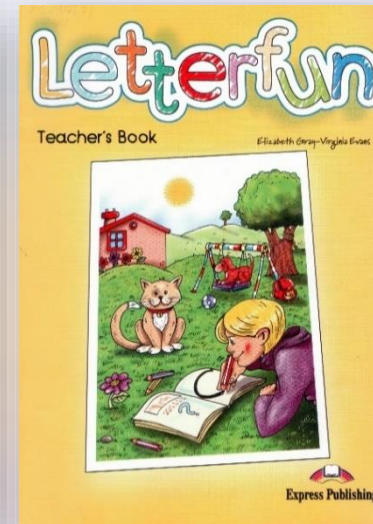
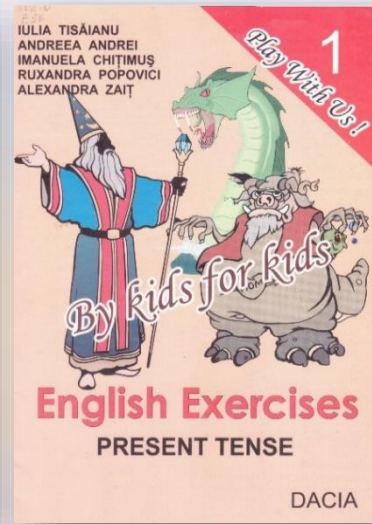
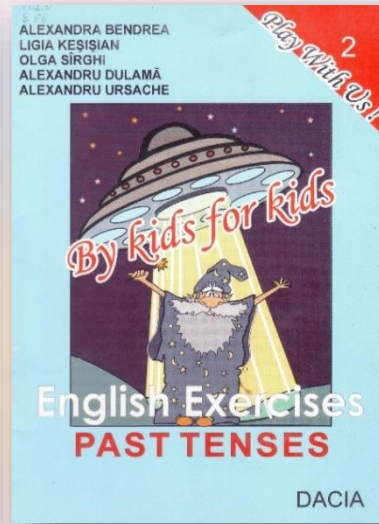
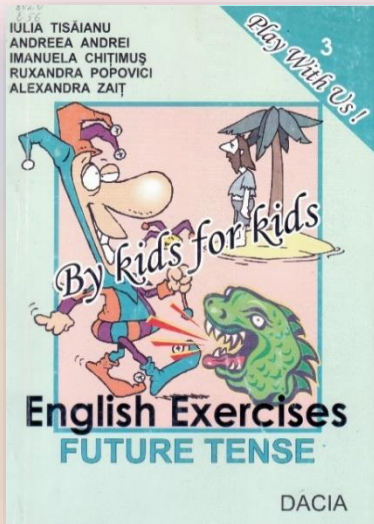
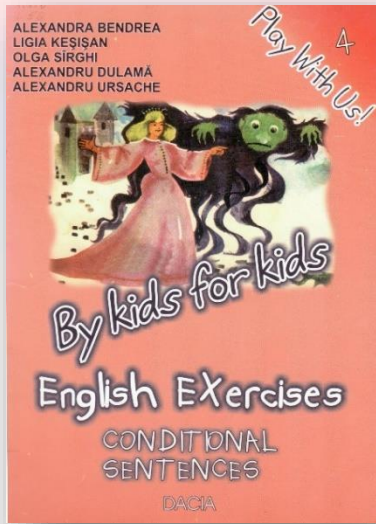
Jocul și plăcerea mai sunt încă opuse efortului învățării serioase: jocul, activitățile libere nu totdeauna își găsesc locul alături de programe, conținuturi. Această opunere pune în evidență jocul legat de noile tehnologii care cuceresc lumea copilului; jocuri de ficțiune unde imaginația substituie realitatea, unde copilul evadează din lumea cu regulile ei rigide.

Jocurile didactice sunt considerate drept unul din procedeele de sporire a atractivității procesului instructiv-educativ și sunt recomandate atât la orele de clasă, cât și la activitățile extracurs. Jocurile lingvistice, ca orice joc didactic, reprezintă una din strategiile posibile de instruire. Atunci când este aplicată în mod conștient și adecvat, ea poate fi chiar mai eficientă decât strategiile convenționale.

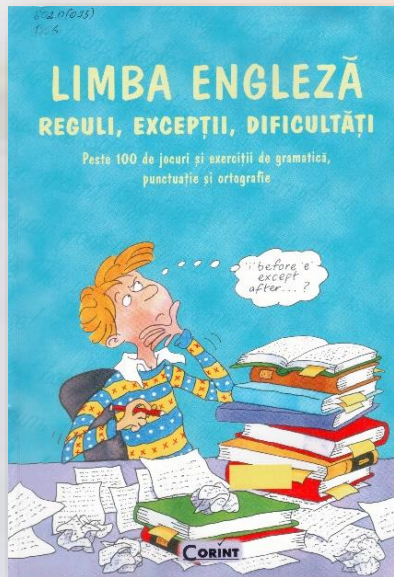
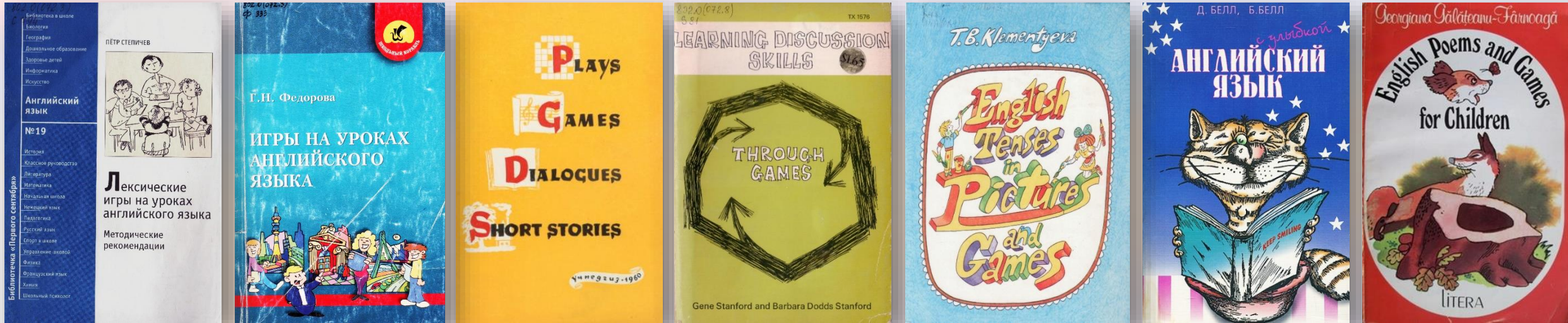
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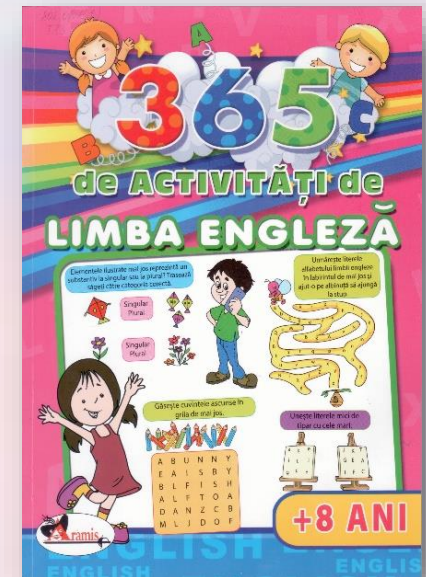


„Jocul este un impuls irezistibil, prin care copilul își modelează propria-i situație.”

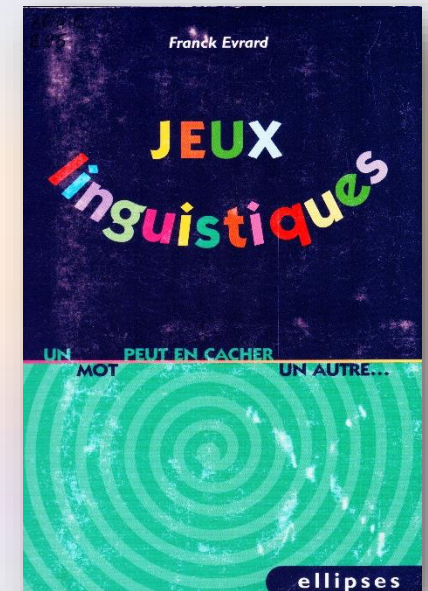
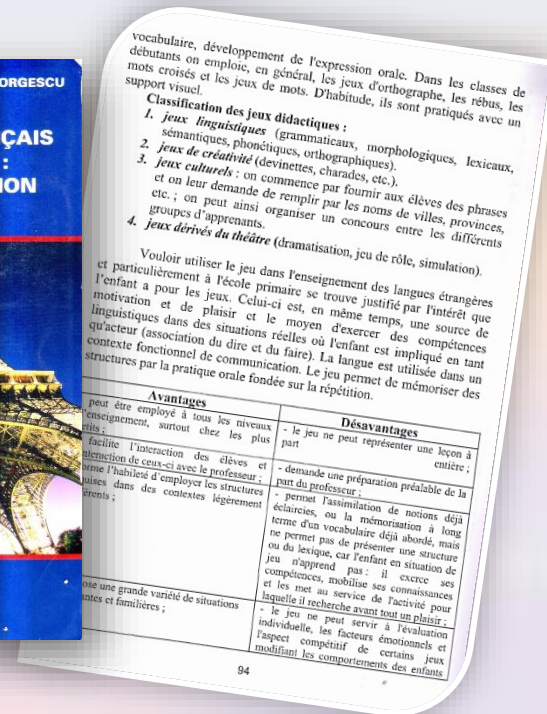
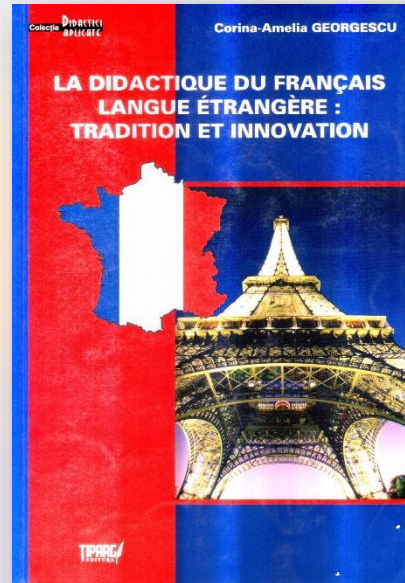
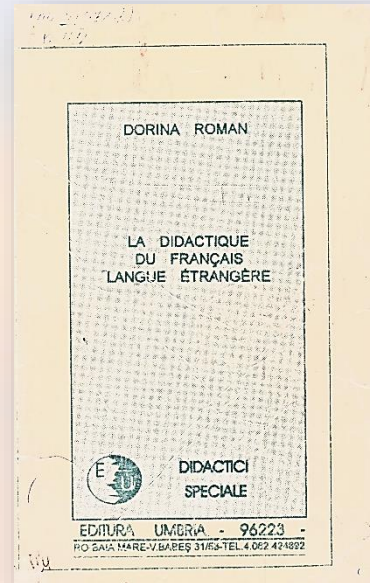
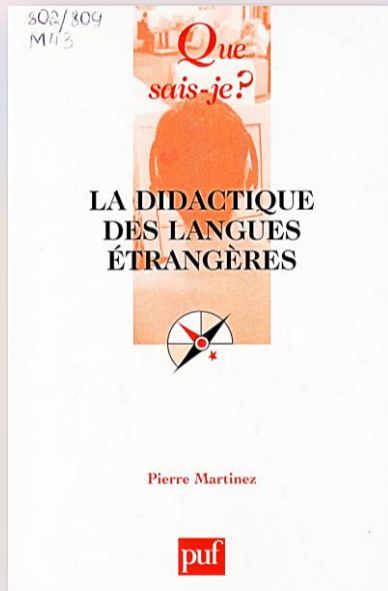
„Munca școlară trebuie să fie mai mult decât joc și mai puțin decât muncă. Este o punte dintre joc și muncă.”

Jean Chateau

<http://www.citatepedia.ro/index.php?id=131741>



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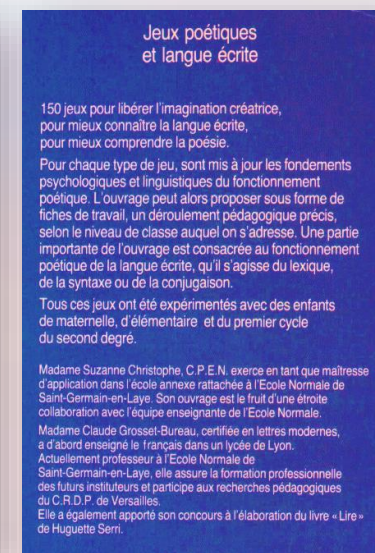
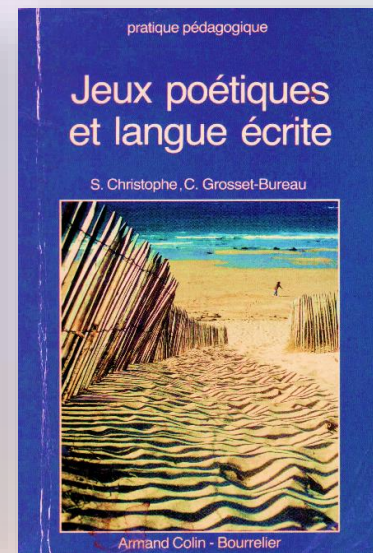
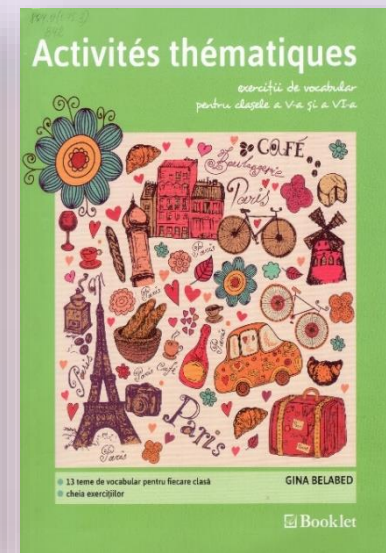
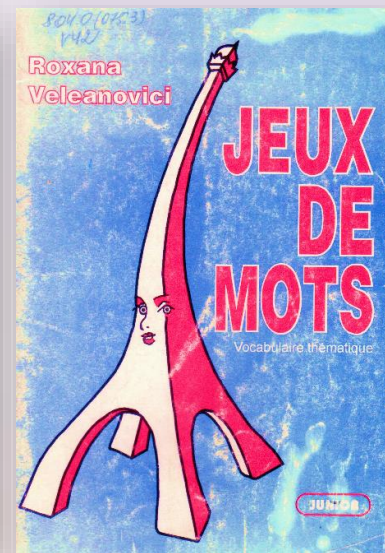
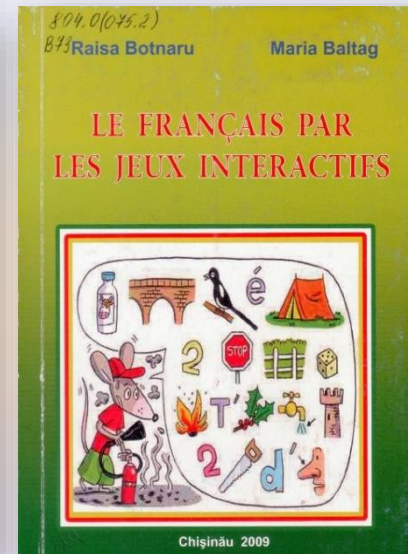
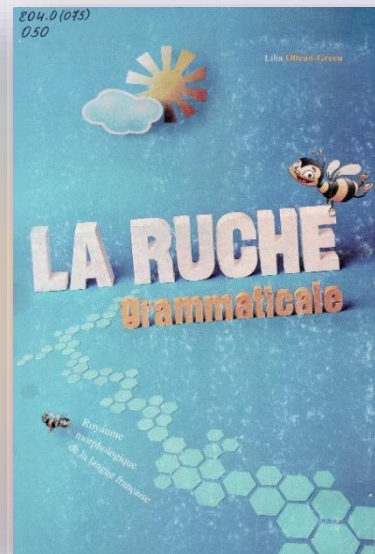
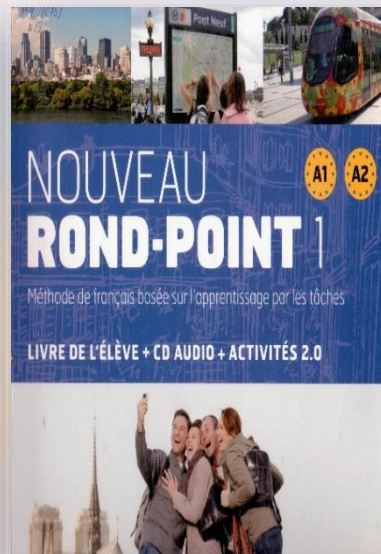
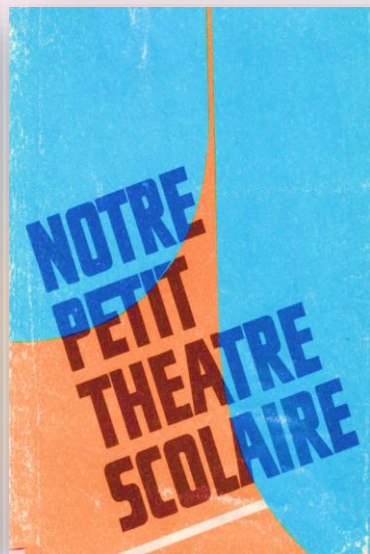
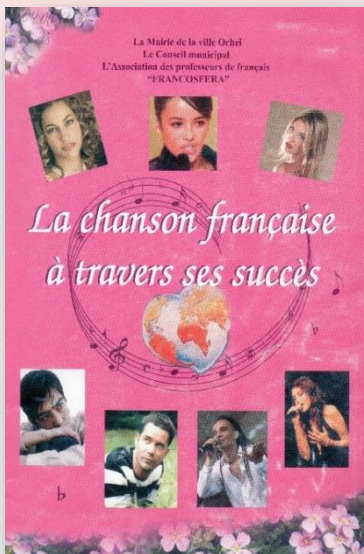


„Dacă îmi spui o să uit, dacă îmi arăți o să țin minte, dacă mă implici o să înțeleg.”

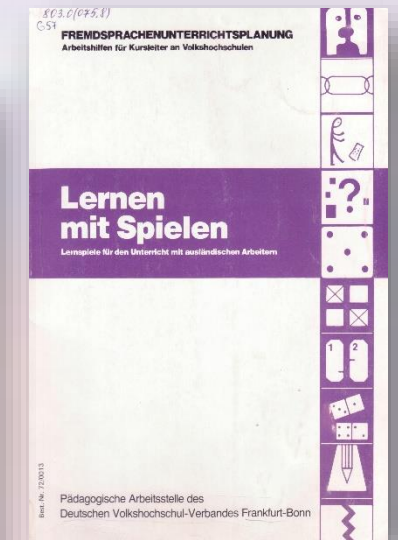
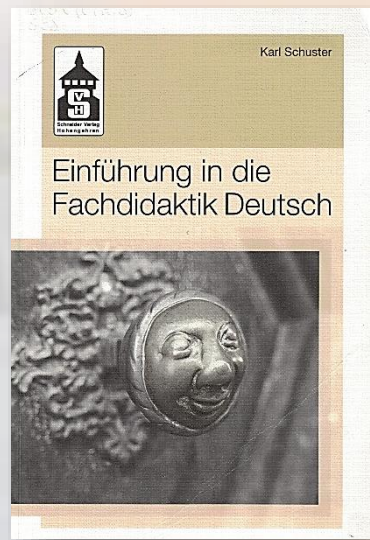
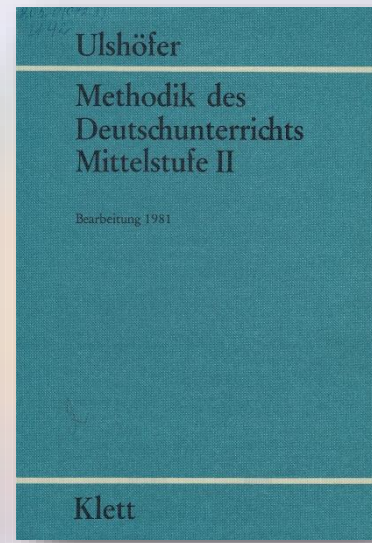
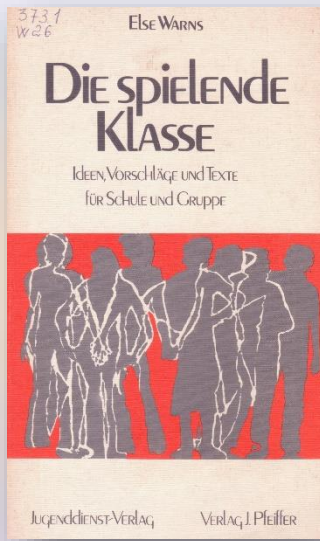
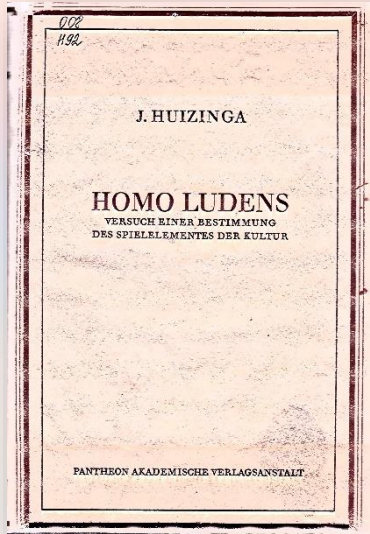
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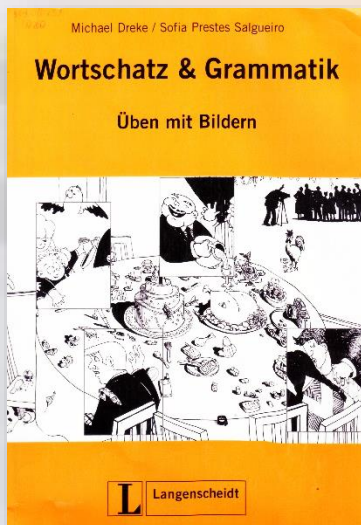
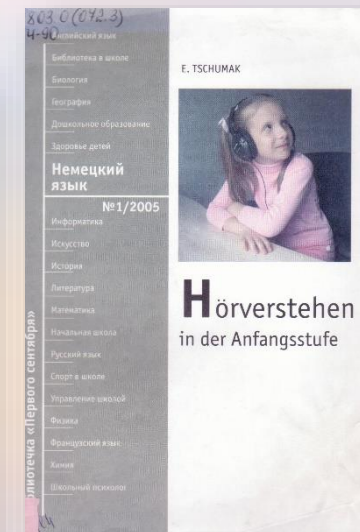
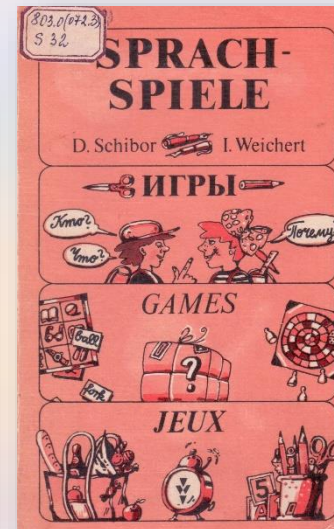
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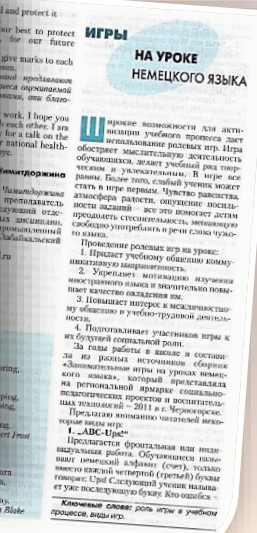
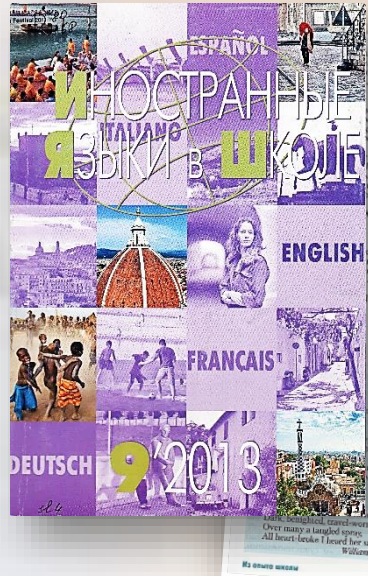
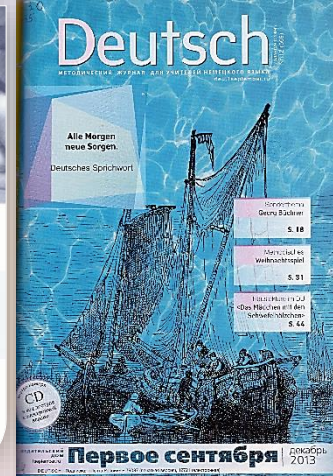
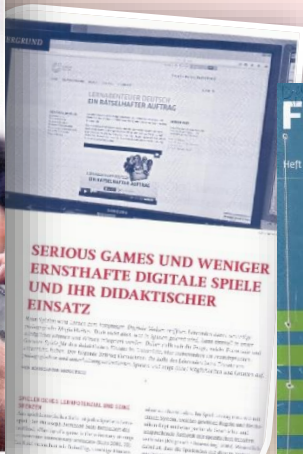
„Spiritul omenesc scânteiază în jocuri mai puternic decât în orice altceva.”

Gottfried Leibniz

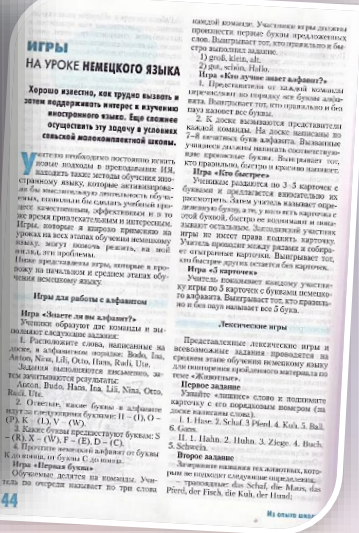
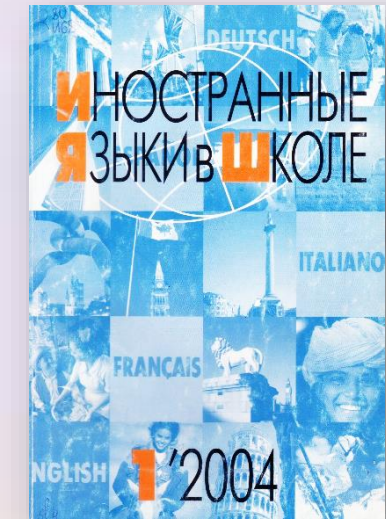
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ÎN PUBLICAȚII PERIODICE



„Jocul este modul favorit de a învăța al creierului.”
Diane Ackerman
<https://ru.scribd.com/doc/131676775/Citate-jocuri>



CERCETĂRI ÎN BAZE DE DATE

Jocul este cel mai elevat tip de cercetare.

Albert Einstein

The screenshot shows the EBSCOhost search interface. The search query is "role play in language learning". The results page displays two articles:

- 1 Role Play in Language Learning**
By L'ningstone, Carol. 1993. 94 pp. (ED240366)
A guide to the use of **role playing** in the foreign **language** classroom outlines in general terms what **role play** is, provides examples, analyzes its uses, and gives practical assistance in planning activities. The following topics are examined: aspects of **role behavior** (formality, register, function, attitude, para-**linguistic** and extra-**linguistic** features, acceptability and appropriateness, and the immediacy of **oral interaction**), **roles** in the classroom, and activities often confused with **role play**. Two sample **role plays**, one for beginning students and one for advanced, are described and analyzed in terms of teacher and class preparation and follow-up. Advantages of **role play** (including maximizing student activity, relevance, interest, discipline, and mixing of ability groups), disadvantages (including organization and time constraints), and further points for consideration (teacher **role**, teacher and student attitudes, and mistakes) are outlined and discussed. A **role play** checklist for activity selection, preparation, action, and followup is included, and guidelines are given for long-term preparation, including formal **oral practice**, dialogue work, conversational techniques, group work, miming and drama, and listening comprehension. Suggestions for developing **role plays** focus on interviews, **role plays** on one theme, and using existing materials. Simple **role plays** for beginner, intermediate, and advanced levels are appended. (MSE). Baza de date ERIC.
- 2 Humorous Language Play in a Thai EFL Classroom**
By Forman, Ross. Applied Linguistics. v02 n6 p541-565 Dec 2011. (EJ994109)
The relationship between creativity, **play**, and **language learning** has been of increasing interest over the past decade, but the **role** of humour itself in SLL remains significantly under-explored. The present study examines humorous **language play** initiated by a bilingual EFL teacher and taken up by his

<http://web.a.ebscohost.com/ehost/results?vid=12&sid=7cb9c248-86bd-4708-9754-68050a96e5ba%40sessionmgr4007&bquery=role+play+in+Language+learning>

The screenshot shows the SpringerLink search interface. The search query is "role play in language learning". The results page displays 11,634 results for "role play in language learning" within Education. The page includes a "Refine Your Search" section with filters for Content Type, Discipline, and Subdiscipline.

Content Type	Count
Article	8,024
Chapter	3,366
Reference Work Entry	224
Conference Paper	99

Discipline	Count
Education	11,634

Subdiscipline	Count
Education, general	3,283
Science Education	2,011
Educational Technology	1,869
Learning and Instruction	1,795
Mathematics Education	1,708

Top results include:

- The Role of General and Subject-specific Language Skills when Learning Mathematics in Elementary School**
The role of skills in the language of instruction for mathematics learning is well established by longitudinal studies at... they mostly due to general, domain-overarching language skills, or does the command of... Stefan Ufer, Katrin Boehnik in *Journal für Mathematik-Didaktik* (2020)
- Implementation and Evaluation of an Early Foreign Language**

<https://link.springer.com/search?facet-discipline=%22Education%22&query=role+play+in+language+learning>

The screenshot shows the OpenEdition Journals website. The page displays the journal "Jeux et langues dans l'enseignement supérieur" (Vol. 36 N°2 | 2017). The journal is coordinated by the APLIUT (Association des professeurs de langues des IUT). The title of the issue is "Playing and Learning: What are the Stakes in LSP and LAP?". The journal is edited by Anne-Laure Durban and Linda Terrier. The URL is <https://journals.openedition.org/apliut/5402>.

<https://ru.scribd.com/doc/131676775/Citate-jocuri>

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Jocuri didactice ca ajutor în învățarea limbii germane
Didactic Games as an Aid in Learning German
Author(s): Rodica Teodora Birș
Subject(s): Literary Texts
Published by: Editura Universității Vasile Goldiș
Keywords: Game; didactic; method; development; learning aid; Jeu; didactique; méthode; développement; aide pour l'apprentissage; jocuri didactice; metode; dezvoltare; ajutor; gramatică; vocabular; Spiel; didaktisch; Methode; Entwicklung; Hilfe; Grammatik; Wortschatz
Summary/Abstract: The didactic game in German classes reduces the student's fear and uncertainty, facilitates the contact with his/her colleagues and develops communication skills in German language. In this way four skills can be developed. Weaker students can prove their maximum potential doing such games and exercises or, the contrary, to embarrass themselves in front of their colleagues. This last option should be avoided by the teacher, who has to overlook that the game will become an aid in practicing and developing skills. The game could be introduced in practicing vocabulary, pronunciation and intonation, in writing, reading, in grammar and text comprehension.

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Issue Year: VIII/2012 Issue No: 4 Page Range: 163-168
Page Count: 6 Language: German

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DAS PROTOKOLL UND DAS ZEUGNIS
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- 2 Denglisch - eine Umgangssprache?
Angle-german - a colloquial language?
2011
- 3 Împrumutul latin din domeniul medical pătruns în limba română prin intermediul limbii germane
Medical Terminology Borrowed into Romanian from Latin through German
2011
- 4 Metode de lucru folosite în predarea limbilor străine
Methods in Teaching of Foreign Languages
2012

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LE RÔLE DU JEU DIDACTIQUE DANS LES CLASSES DE GRAMMAIRE
THE ROLE OF DIDACTIC GAME IN GRAMMAR CLASSES
Author(s): Cristina Loredana Bîlțu
Subject(s): Language and Literature Studies
Published by: Editura Universității din Pitești
Keywords: didactic game; building communication; primary education
Summary/Abstract: The didactic game was defined and explained in countless ways over time by specialists. Doing a cumulation of all these guidelines, we could say that the didactic game is a method of education, successfully used in every kind of lesson at primary level, emphasizing on the educational edge of the lesson and fully use, equally, the creative side of any participant. Regardless of the age stage at which it is used, the didactic game favors both the informative aspect of the educational process and the formative aspect of it. Within hours/classes involving activities of teaching, learning and assessment notions of building communication, by the content and manner of development, the didactic games are effective means for activation of the entire class of children, developing the team spirit, forming and optimizing certain practical elementary skills and organized labor. Although notions of morphology or syntax involve some difficulties at primary level, it appears that through didactic games looms a good framework for active learning, participatory, while stimulating children's initiative and creativity. The didactic games used in classes I-IV, for assimilation, consolidation or evaluation of building communication notions constitutes a form of learning accessible, pleasant and attractive corresponding mental peculiarities of this age. For the primary education the didactic game is "a species of game" which harmoniously combines the educational element with the fun.

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Language: French

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„Jocul conține toate tendințele de dezvoltare într-o formă condensată și este în sine o sursă majoră de dezvoltare.”

Lev Vygotsky

The screenshot shows the article page for 'Transform your lesson into a game' on the IBN website. The URL is https://ibn.idsi.md/ro/vizualizare_articol/4547. The article is from the journal 'Revista Didactica Pro...' (Issue 3(3) / 2000 / ISSN 1810-6455) and is authored by Crețu Veronica. It is available in IBN since December 13, 2013. The page includes a sidebar with navigation options like 'Reviste științifice', 'Materialele conferințelor', and 'Evenimente științifice'. There are also links for 'Articolul precedent', 'Articolul următor', and 'Descarcă PDF'.

The thumbnail shows the title 'Transform your lesson into a game' and a small image of a woman. Below the title, there is a quote: 'Oricât de inaccesibilă, de ideală ar fi o idee bună, e mai bine să năzuiești la realizarea ei, decît să-ți pui mințile în poală.' The article is identified as 'EXERCITIO, ERGO SUM'.

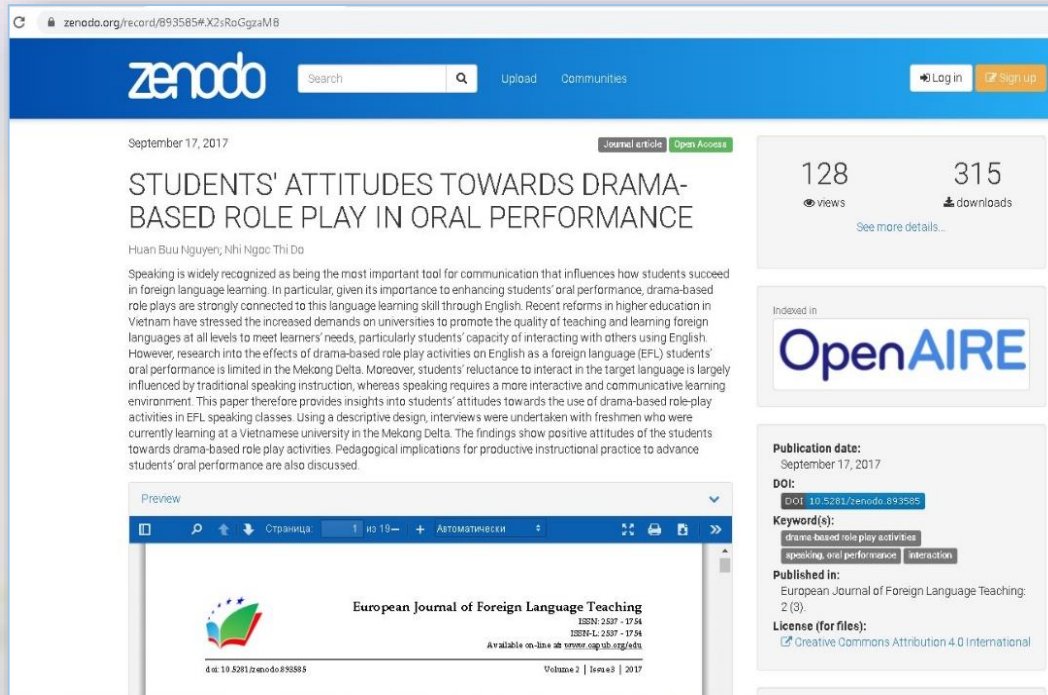
https://ibn.idsi.md/sites/default/files/imag_file/Transform%20your%20lesson%20into%20a%20game.pdf

The screenshot shows the article page for 'Le jeu didactique comme source de motivation dans l'enseignement/apprentissage de fle' on the IBN website. The URL is https://ibn.idsi.md/ro/vizualizare_articol/69839. The article is from the journal 'Buletinul științific al Universității de Stat „Bogdan Petriceicu Hasdeu” din Cahul, Seria „Științe Umanistice”' (Issue 1(7) / 2018 / ISSN 2345-1866 / ISSNe 2345-1904) and is authored by Mocanu Diana. It is available in IBN since December 27, 2018. The page includes a sidebar with navigation options like 'Reviste științifice', 'Materialele conferințelor', and 'Evenimente științifice'. There are also links for 'Articolul precedent', 'Articolul următor', and 'Descarcă PDF'.

The thumbnail shows the title 'Le jeu didactique comme source de motivation dans l'enseignement/apprentissage de fle' and a small image of a woman. Below the title, there is a quote: 'Si on cultive l'intérêt pour le jeu, on développe une personnalité multilatérale et parfaite. (Friederich von Schiller)'. The article is identified as 'EXERCITIO, ERGO SUM'.

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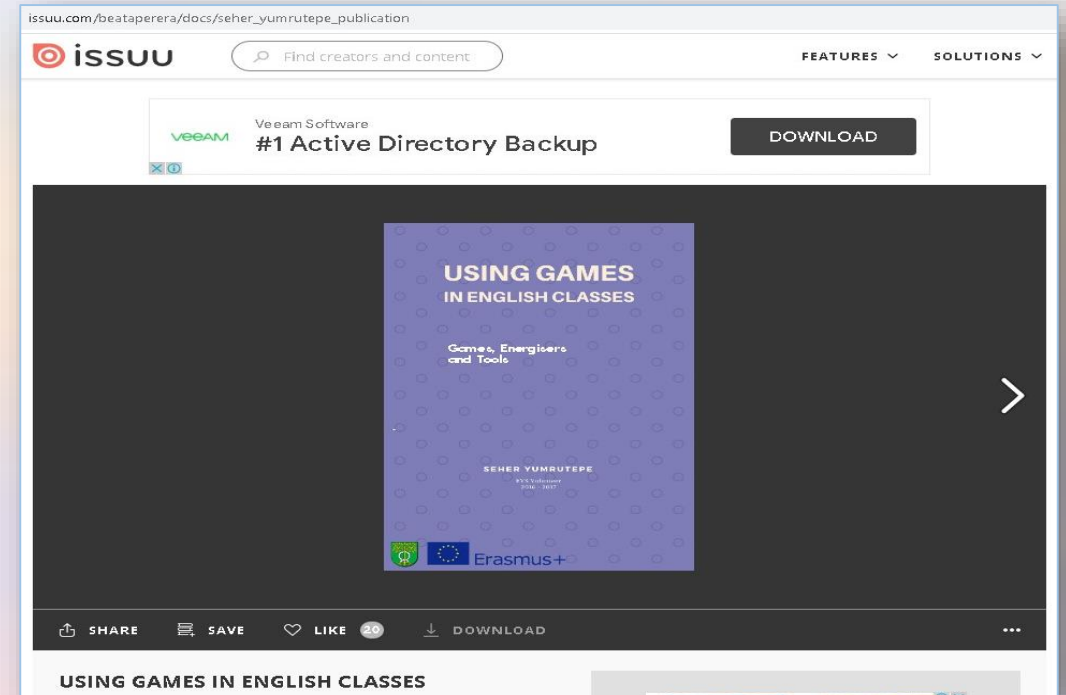
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