# METHODOLOGY OF DEVELOPING THE COMPETENCE OF DIDACTIC COMMUNICATION FROM THE PERSPECTIVE OF LEARNING SITUATIONS

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*Abstract: The methodology of developing the competence of didactic communication within the pedagogical disciplines through learning situations is a procedural scheme that aims at making the didactic approach more efficient and is dimensioned in such a way as to predict an educational reality generating knowledge, mobiles, beliefs, values in students in the process of teaching. We considered it appropriate to designate this approach as a methodology, given that it is a design, organization, and realization of a suite of learning situations, designating an actionally and operationally flexible approach (which can be modified, adapted), linked to objectives and situations that create the conditions of teaching and learning, changes in attitudes and behaviors in diverse, particular didactic contexts.*

*The analysis of the categories of learning situations led to their synthesis in two general categories - receptive learning situations and investigative learning situations - that offer the possibility to implement and validate in the higher education the methodology of developing the competence of didactic communication through learning situations within pedagogical disciplines.*

*Key words: methodology, the competence of didactic communications, learning situations*

The methodology of developing the competence of didactic communication within the pedagogical disciplines through learning situations is a procedural scheme that aims at making the didactic approach more efficient and is dimensioned in such a way as to predict an educational reality generating knowledge, mobiles, beliefs, values in students in the process of teaching. We considered it appropriate to designate this approach as a methodology, given that it is a design, organization, and realization of a suite of learning situations, designating an actionally and operationally flexible approach (which can be modified, adapted), linked to objectives and situations that

create the conditions of teaching and learning, changes in attitudes and behaviors in diverse, particular didactic contexts.

In constructing the methodology of developing the didactic communication competence through learning situations within the pedagogical disciplines there was I. Neacşu's statement as base. He stated that methodology must reflect the "methodological and organizational principles corresponding to the main directions known in the theories of learning". This is reflected in the predominant pedagogical training models, a category established by correlating I. Neacşu and R. B. Iucu's points of view (modular, psychoscentric, sociocentric and logocentric models) and the model of training situations starting from the premise of V. Ionel by that learning is always contextual, suggesting the exploitation of the context of learning and placing the student in a certain network of relations with the subject to be studied.

Although the content of the paper is based predominantly on the concept updated and experienced by V. Ionel - *pedagogy of educational situations* - in the structure of the technological model of training the didactic competence from the perspectives of learning situations is also proposed the term *situational pedagogy*. The situational didactics advocate the use of the so-called "application models" to solve specific training problems, to apply performant solutions, to deduce certain psychological theorizations or to simply analyze the content to be taught, which is equivalent to imposing a priori didactic models that had to be imitated. Another argument that reinforces the research option for the term "situational pedagogy" is that it opposes precisely such a way of acting, which risks to ignore a reality as dynamic and complex as the instructive one. It expresses its preference for using her own, flexible and easily adjustable solutions, resulting from a detailed analysis of concrete pedagogical reality. This reality is the one that can apply authentic training situations, situations that constitute a complex didactic entity that integrates into one unit all the components that have direct and indirect tangency at a given moment with the proposed learning.

The argument for which the approach proposed in this research with the aim of forming the competence of didactic communication is called methodology is its multidimensional character: it is a theoretical, coherent, coextensive construct of certain scientific rules; it is designed to model concrete teaching situations to maximize their effectiveness; it includes correlated operations suites, in resonance with concrete didactic situations; it includes assemblies of mutually compatible and consonant teaching methods and procedures.

In elaborating the methodology of developing the competence of didactic communication from the perspective of the learning situations we started from the normative approach of education, through which both didactic communication and situational pedagogy contain their own arsenal of principles, concepts, theories, axioms, ideas, laws, norms ensuring the achievement of differentiated training, ensuring the objective-content-methodology concordance, the permanent integration of the retroactivity as a permanent evaluation strategy in the process of forming the didactic communication competence from the perspective of the learning situations.

From a methodological point of view, learning situations are addressed through the principles of organizing training within the psychoscentric model, which is why the training methodology is appropriate to the evolution and dynamism of learning, particularly cognitively addressed. Specifically, this model is centered on the educated,

seen as the learning subject, with consistent motivational support, based on the *mastery-learning* model (J.P.Carroll, B.S. Bloom), the hierarchical learning sequence models (R.M. Gagné) problem solving/projects models (W. H. Kilpatrick, J. Dewey, etc.)

The sociocentric model states the social organization of learning and is centered on group work where the team becomes the object of training, even if it is known that learning is psychologically individual.

A special weight in organizing the formation of didactic communication competence through learning situations has the empiriocentric model which promotes the formative aspect of learning in a heuristic approach, focusing on the whole of the educator's experiences: active, affective, cognitive, individual and social. After the familiarity with the logic of scientific research and research techniques, students are able to plan their learning activities systematically, self-assess and program new themes and issues of investigational-experimental approach to knowledge.

Modern didactic is explicative and normative and focuses on the study of the fundamental components of the didactic system (the school type knowledge-teacher-student) synthesized by the model of the didactic triangle, as well as the relations established between them in the didactic context (teaching-learning-training). It is also interested in identifying and addressing the difficulties students face in learning. The didactic process through which the transformation (processing) of scientific information is made in order to constitute a school-type knowledge accessible to pupils, is called didactic transinformation in Romanian didactic, and in the foreign specialty literature, didactic transposition. The realization of the didactic transposition in direct relation to the didactic activity with the students contains two stages (levels): the external transposition and the internal transposition.

Given the wide variety of conditions, methods, organizational forms through which skills are being developed, there is a wide variety of pedagogical strategies that are used to build appropriate education situations.

The analysis of the categories of learning situations led to their synthesis in two general categories - receptive learning situations and investigative learning situations - that offer the possibility to implement and validate in the higher education the methodology of developing the competence of didactic communication through learning situations within pedagogical disciplines. Today's pedagogy faces two fundamental strategic orientations, each giving rise to specific types of learning situations. One is the strategy by which the student is put in the position of investigating and even discovering certain truths; the latter puts him in the position of receiving the knowledge that is offered to him. Learning situations by reception are typical of traditional didactics. They have often been criticized as mechanical, dogmatic, passive. There are negative situations where students, lacking basic knowledge and skills, remain passive in the classroom, which explains their school failure. But this is not a reception but a pseudo-reception, which we fight. As a rule, there is an active reception in the education process, which can not be abandoned. It is obvious that discovery learning situations stimulate creative effort and have a great formative force. They require investigation, exploration of the real. The two strategies mentioned are not mutually exclusive. Each has its advantages and limitations, being two alternatives, usable in relation to situational conditions. Both enable active student participation, but in varying degrees and ways. In a well-organized learning process, discovery learning situations and

responsive learning situations alternate or are correlated, as appropriate. Within the strategy of training the competence of didactic communication through learning situations, these two categories of learning situations are proposed, being based on their equilibrium and the completion of them. The learning situation is created by the educator, designed and evaluated in formal and non-formal learning, and is sometimes in an informal context. Learning experience is what each pupil lives in the context of a learning situation. It is a result in terms of acquired knowledge, capacities / abilities formed, outlined personality traits.

The success of teaching-learning is defined by the mutual interaction of a number of factors, one of the most important being the didactic strategy employed by the teacher. Modern pedagogy considers the educator - educated relationship as being a very complex one, implying an ongoing dialogue between the two factors involved in the educational process, mutual communication which involves all sides of their personality. School experience shows that students learn and train themselves the way they are led by their teacher. Student's personality is influenced by the teacher's personality, one's spirituality feeds from the other's, making the interpersonal and multispiritual dialogue necessary and pedagogical interaction posible and able not only to ensure the informational-operational dimension of knowledge transfer, but also its human and psychosocial dimension reflected by the common growth and coevolution of the partners in interaction: the teacher and his students.

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