

ȘTIINȚE ALE EDUCAȚIEI

UNIVERSITATEA DIN BACĂU
STUDII ȘI CERCETĂRI ȘTIINȚIFICE

Seria: Științe socio-umane

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POSSIBILITĂȚI DE DIFERENȚIERE ȘI INDIVIDUALIZARE A PROCESULUI EDUCAȚIONAL DIN PERSPECTIVA REMANIERILOR CURRICULARE

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Universitatea de Stat din Moldova

***Abstract** The challenge of differentiation and individualization of the educational process is an actual one. This actuality is determined by the specific of the educational context: each person demands an education of quality or the main criterion of a high quality education consists of creating the propitious conditions of developing the individual potential through education. The curricular approaching to education gives new possibilities of differentiation and individualization through applying didactic tasks of different complexity level, using group-work and also making adequate use of motivation and scholar success variable.*

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PEDAGOGIA DIFERENȚIATĂ, SENS ȘI DESCHIDERE SPRE PRACTICĂ

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***Abstract:** This paper explores the conceptual and practical problems arising from differentiated pedagogy and from reflective teaching. First, we present the use of Differentiated Pedagogy as training topic. Then, we propose an implementation of reflective approach in order to respond to learner diversity. Last, our work aims is to promote the construction of professional competencies of teacher for each area mentioned above. We think that the study of relationship between reflective teaching and differential instruction is one of the key issues of professional development of teacher. We examine some practical and*

theoretical consequences of this idea. In addition, reflection on practice and reflective education have a significant role in equal opportunities-centred pedagogy.

Expanding the capacity of reflective thinking in a climate for diversity in order to meet the needs of each pupil is one of the most important tasks of reflective practitioner. Reflection on practice and adapting instruction to Individual Differences can be associated with the deep approach to learning and with highly qualified teacher.

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SPECIFICUL COMUNICĂRII DINTRE FORMATOR ȘI ADULT ÎN MEDIUL DE INSTRUIRE FORMAL

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Lector univ. dr. Doina Popescu
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***Résumé:** Le travail se propose de mettre en évidence que l'intérêt croissant accordé à la qualité du processus de communication dans le contexte des programmes destinés à l'éducation des adultes est justifié. Pour cela, nous nous proposons une analyse argumentée des suivants aspects psychopédagogiques du problème: la nécessité de réaliser une éducation qui stimule la communication entre les adultes, la nécessité de respecter la façon spécifique d'apprendre des adultes, la différenciation des adultes dans le contexte de la réalisation de leur éducation.*

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LA PLACE DU PROJET COMME STRATEGIE HEURISTIQUE DANS L'APPRENTISSAGE DU FRANÇAIS LANGUE ETRANGERE

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Conf. univ. dr. Venera Mihaela Cojocariu
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***Résumé:** Le projet désigne une investigation détaillée, déroulée par les étudiants, orientée vers un thème général, focalisée sur un certain sujet d'intérêt pour ceux-ci. Nous nous sommes efforcées à assurer une intégration plus systématique et équilibrée du projet dans l'acte d'apprentissage. La projection, la concrétisation et la réalisation des pratiques éducationnelles adéquates deviennent un acte d'intérêt stratégique pour le professeur, d'autant plus qu'il prépare ses étudiants pour une carrière didactique.*

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METODE COMPLEMENTARE ÎN PROCESUL EVALUATIV DIN ȘCOALĂ

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***Abstract:** Besides the classic methods of evaluation are being used a series of new methods called alternative methods (complementary) of pupil's knowledge evaluation. This complementary methods are more flexible and allow the teacher to gather information regarding the development of his activity, using instruments that are more adapted to the specificity of the educational situations. A certain difficulty intervenes due to the fact that the given evaluation methods are not standardized, it's way of projecting and it's applying depending, in every case, from teacher to teacher (which attracts different classifications). The complementary methods of evaluation are: the paper, the investigation, the project, the portfolio, the systematic observation of the activity and pupil's behaviour, the self-evaluation.*

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PERSPECTIVE ALE DEZVOLTĂRII ORGANIZAȚIEI ȘCOLARE ÎN ÎNVĂȚĂMÂNTUL CONTEMPORAN

Lector univ. drd. Simona Alecu
Universitatea „Dunărea de Jos”

***Abstract** School development represents a new trend that proposes to show why paradigms and educational practice change, and especially how they change. In our times, school development means to face the new social requirements and pressure. For this, the school has to improve its activity and*

performances by adopting some convenient general structural changes and further to an organizational analysis of the school. It is therefore compulsory to correlated school development to organizational theories such as: organizational development, "learning organization", organizational culture and climate, e.a., with the purpose to determine the reports between them and to give and adequate response to the increasing complexity of organizations, trying to avoid the unilateral analyses promoted by some prior theories. Thus, by approaching the school development from an organizational perspective, we try to comprise and offer responses to the entire problematic assembly of the school organizations – from the organizational structural one to the dynamics of operation and change by the through their human specificity. Such scientific approach is difficult and complex as it involves an incursion in both the theory and practice of certain connected fields, specific to school organization: pedagogy, psychology, sociology. Even though perspectives differ, there is a first common point from which we can start on: in order to maintain some school organization, in an efficient operational condition, and, even more, for an increase in its performances, adjustment to social transformations is necessary.

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UNIVERSITATEA ROMÂNEASCĂ SUB SEMNUL TRANZIȚIEI

Prep. univ. drd. Liliana Sacară
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***Resumé :** Le but de cette étude c'est d'obtenir une image réaliste et large au sujet de l'université roumaine dans le contexte de la transition. Pour notre objectif sont significatifs deux analyses: l'esquisse sociologique réalisée par E. Stănculescu et la carte éducative élaborée par A. Miroiu après des diverses critères. Pour dépasser les faits négatifs identifiés la solution c'est la transformation dans le mode organisé et continu.*

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EVALUAREA ACTIVITĂȚII STUDENȚILOR PRIN COLOCVIU DE REFERATE, LA GEOGRAFIA REGIONALĂ A ROMÂNIEI

Asist univ. drd. Oana-Ramona Ilovan
Universitatea Babeș-Bolyai

***Abstract:** Our paper is a justification for the necessity of changing the teaching-learning process for the Regional Geography of Romania. It seems that the old practice does not answer adequately to the new pragmatic attitude in approaching Geography, in a fast changing and information society. Our study focused on the 4th year students of the specialization Geography – A Foreign Language and Literature during the second semester of the academic year 2004-2005. Our target was the bettering of the educational process during the seminars according to the students' wishes and according to the period we are living in. We reached the conclusion that a qualitative increase of studying the Regional Geography of Romania can be realised only by changing the traditional practice in the teaching-learning process.*

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SURSE DE DISTORSIUNE ÎN ACTUL EVALUATIV. DIRECȚII DE PERFECTIONARE A EVALUĂRII ELEVILOR

Conf. univ. dr. Dumitru Valeriu
Universitatea din Pitești

***Abstract** The evaluation is a very important dimension of the educational process because delivers information about it's quality and functionality , in it's totality, and also for some of it's components (means, methods, forms of organization, contain , the characteristics of agents involved in it's development).*

The objectivity and validity of notation and appreciation may be altered by certain sources of errors in the evaluation act. This sources or disturbing factors are represented by some aspects that define the examiner's personality, the pupil's personality and the singularities of the educational object.

The school staff' concern for eliminating and attenuating the signaled errors must be collocated with the concern regarding the improvement of evaluation and it's a moral and professional duty for every teacher.

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IMPLICAȚIILE EDUCAȚIONALE ALE TEORIEI INTELIGENȚELOR MULTIPLE

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Resumé: *La théorie de intelligences multiple, quand à elle, diversifie cette conception traditionnelle. L' intelligence y implique la capacité à résoudre des problèmes ou à produire des biens ayant une valeur dans une contexte culturel ou collectif précis.*