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DEZVOLTAREA INTERESULUI PENTRU ÎNVĂȚARE PRIN INTERDISCIPLINARITATE LA ELEVII CLASELOR PRIMARE -PROIECTARE CURRICULARĂ

DEVELOPING INTEREST IN LEARNING IN PRIMARY SCHOOL THROUGH INTERDISCIPLINARITY -CURRICULUM DESIGN-

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Adnotare

Interesul pentru învățare este un efort sistematic care necesită un studiu atent, atât personal, cât și instituțional. Pentru a avea succes, este necesar să se dezvolte un stil de predare-învățare care să motiveze elevii, inclusiv copiii mici de vârstă școlară, axat pe argumentarea utilității, stimularea aptitudinilor și competențelor existente, asigurând trecerea la acțiune. Prin adaptarea strategiilor de predare-învățare adecvate, căutăm pârghii/soluții prin care să poată fi declanșat interesul pentru învățare, dar și tehnicile prin care personalul didactic, inclusiv directorul unității, poate crește motivația elevilor de a învăța.

Cuvinte-cheie: interes pentru educație, interes cognitiv, interdisciplinaritate, personalitate, activități psihice, curiozitate, performanță, proiectare curriculară, reglarea și optimizarea procesului curricular.

Annotation

Interest in learning is a systematic endeavor that requires careful study, both personally and institutionally. In order to be successful, it is necessary to develop a teaching-learning style that motivates students, including young school-age children, focused on arguing the usefulness, stimulating existing skills and competences, ensuring the transition to action. By adapting appropriate teaching strategies, we are looking for levers/solution through which the interest in learning can be triggered, but also the techniques by which the teaching staff, including the director of the unit can increase the motivation of students to learn.

Keywords: interest in education, cognitive interest, interdisciplinarity, personality, psychic activities, curiosity, performance, curriculum designer, regulating and optimizing the curricular process.

During the young school age, the restructuring of students' knowledge processes is determined by their inclusion in new types of activities and social attitudes. Thus, during this

period, the student's thinking goes through the following evolutionary stages: from concrete thinking through direct practical actions to concrete thinking through representations and from this type of thinking to abstract thinking through notions [5].

Some psychologists believe that the intellectual development of primary school students is done effectively when learning tasks relate to practical actions, the ability to operate with images, the correct use of terms, logical skills, spirit. observation and creativity.

The specificity of the development of students in primary education is influenced by the particularities of children's social development, on one hand, and by the characteristic of the development of new psychic formations, on the other hand. In the actions of the young school-age student, in addition to the learning activity, they have an important role: the activity of play, communication and work [5]. These four basic pillars support the child's development.

According to the psychologist L.S. Vygotsky, in the instructive-educational act, thinking becomes a conscious activity, being the basis for the formation of personality and, thus, new psychic formations are created: reflection, analysis and internal plan of action and new types of attitudes.

The basic formations that are formed and developed in primary school students are reflected in:

a) quality level of voluntary regulation of the behavior and activity undertaken;

b) reflection, analysis and internal plan of action;

c) the development of new attitudes regarding the knowledge of the elements from the surrounding reality;

d) orientation towards the peer group [5, 6].

The student of young school age is receptive to: the formation of learning attitudes, the formation and development of skills in the field of creativity, the development of self-control skills, the formation of critical self-attitude and what surrounds him, the formation of a correct and moral behavior, the development communication skills [7].

Starting from the fact that the students in primary education are characterized by the development of theoretical thinking and the quality of logical thinking operations, at this age, the transition is made from concrete thinking through representations to abstract thinking through notions. The latter is determined by the learning activity, which includes the content and the ways of organizing the instructive-educational activity. In this way, students develop the operations of logical thinking: analysis and synthesis, comparison and classification, induction and deduction, negation and modeling.

When the student perceives and understands the objects, the featural and the results, the learning becomes conscious and assumed [8]. Thus, the student can select the means to achieve the learning objectives and can self-assess by adjusting their own learning actions. Developmental opportunities can be transformed into personality qualities of the student, when the pedagogical process will contribute to the broad and full development [9].

The activity of the young school-age student must correspond to the current level of development, on one hand, and exceed it in terms of the degree of complexity, on the other hand. Otherwise, the child's personality development process cannot be driven.

Starting from the internal and external effects on the formation of the personality, the reasons bring the individual into a state of action and support his activity for a period of time, despite all the problems that may arise. *"Learning motivation is subsumed in the general sense*

of the concept of motivation and refers to the totality of the factors that mobilize the student to an activity designed to lead to the assimilation of knowledge, the formation of skills and abilities. Motivation energizes and facilitates the learning process by intensifying the effort and concentrating the student's attention, by creating a state of preparation for the learning activity. Motivated students are more persevering and learn more effectively. Motivation is one of the reasons why the student learns or does not learn" [10, p.70].

A special merit in the theory and practice of motivation belongs to the American psychologist A. Maslow. He developed a hierarchical model of human needs, needs that are organized in a hierarchical structure. At the base are the physiological needs, and at the top of the pyramid, the needs of self-updating. The model developed by A. Maslow includes the following categories of needs:

• physiological needs (food needs, water needs, sexual needs, need for rest);

• security needs (defense, protection, emotional balance);

• needs for love and belonging to the group (the need to belong to a group, to be accepted, to offer and receive affection);

• the need for self-esteem (the need for prestige, the need to benefit from approval and appreciation, the need to achieve goals);

• cognitive needs (needs to understand, to know, to explore, to discover);

• aesthetic needs (the need for beauty, order, symmetry, harmony);

• needs for self-actualization: self-realization and capitalization of one's own potential (the need to use one's creative potential, to find self-fulfillment).

Maslow A. divided these needs into two categories:

a) needs of difficulty - refers to the first four classes of needs;

b) development needs - the desire to be successful - includes the last three classes of needs;

A higher need finds its applicability when the needs of the next lower level have been met, at least in part. The highest motivation, self-actualization, can only be achieved if the other needs are met. The teacher is best able to know that in order to develop students' interest in learning, they need to feel physically comfortable, relaxed, encouraged, appreciated and have a high self-esteem. In this way, students will have a higher performance, and learning is done in a pleasant and friendly atmosphere.

The content of learning, the atmosphere of collaboration, the way of relating are elements that help the student to acquire the feeling of personal dignity, self-respect and respect for others, the feeling that he is appreciated and the fact that his point of view is taken into account [9].

Regarding the psychosocial peculiarities of development of primary school students, Ș. Amonașvili refers to a first conclusion, namely: during the pedagogical process, the student must feel that he can make choices. In other words, the learning process must be realized as a social-important action, and the proposed objectives must represent social-pedagogical obligations. In this way, the student's desire coincides with the objectives of the training and with his bio-psycho-social peculiarities. In the situation where there is a pleasant atmosphere in the classroom, of trust and mutual respect, the instructive-educational process stimulates the independent creative activity of the children. Also, Ș. Amonashvili, regarding the psychosocial peculiarities of children's development, refers to a second conclusion: the pedagogical process

involves the collaboration of the pedagogue with the student, in which the primary school teacher can help the student by: encouragement, trust, arousing the interest, respect, creates motivation and encouraging demand. A third conclusion reached by Ș. Amonașvili is the subject of facilitating the student's well-being by the pedagogical process itself. Based on these conclusions, for the primary school student, the tendency to make lasting friends with those around him is one of the characteristics of age. They understand by friendship the attitude of appreciating correctly, of helping each other, of being responsible, and of showing mutual trust.

Therefore, the pedagogical process should take into account the deepest psychological foundations of the student's activity, and the opportunities of the didactic game, in terms of the child's development, are inexhaustible. In the field of artistic activities, a field of emotion development, setting the objectives of cognitive activity determines the long-term teaching process, objectively expressing the final results and social orientation.

Teaching activity is always associated with knowledge. Thus, in order to master knowledge, the student makes connections between: observing objects, phenomena; understanding of perceived material; memorizing and consolidating perceived material; the applicability of knowledge in practice and the evaluation, respectively the self-evaluation of the degree of assimilation of information, together with the analysis of the results obtained as a result of the cognitive activity.

On the other hand, during teaching - an activity that satisfies a cognitive need - it is necessary to develop in students the desire for knowledge, the ability to solve difficult tasks being closely related to the independence of completing tasks; teaching is based on the general laws of knowledge and necessarily involves an active learning process.

The purpose of learning, for the young student is transformed into the reasons for the training activities. These activities are the basis of the inner motives which, however, are not spontaneous, but represent the result of the student's relationships with an objective environment. Cognitive motives express cognitive interests and needs. The latter are at the starting point of the activity. Regarding the moral reasons, they are an essential part of training a person. If responsibility, duty and honor are components of the teacher's motivation, its social purpose is largely understood by the student.

For example, we can appreciate, in an admirable synthesis, the interpretation of a didactic project specific to the second grade, from the mathematical and natural sciences curricular area, to the Mathematics discipline and environmental exploration. The competencies specific to the fields of integration were followed: Mathematics and environmental exploration, Communication in Romanian, Music and movement and Personal development. The purpose of the activity topic is to strengthen the knowledge on the oral, written and solving algorithm through multiplication operations in the 0-10 concentrate. By choosing the most appropriate methods and procedures, by thinking of some forms of activity organization and material resources, at the end of the lesson, the following operational objectives were achieved:

O1: - to make the correspondence between the propagation operation and its result;
O2: - to calculate, written and oral, the multiplication operations;
O3: - to calculate in the order of the operations;
O4: - to solve a problem with 1 and 2 operations;
O5: - to compose a problem after the given exercise;
O6: - to draw a problem.

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IMPORTANȚA RELAȚIILOR INTERPERSONALE ÎN DEZVOLTAREA UNUI MEDIU DE ÎNVĂȚARE POZITIV ȘI COLABORATIV LA CLASA DE ELEVI

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Adnotare

Conceptul de relații interpersonale la clasa de elevi se referă la interacțiunea dintre elevi și profesori, dar și la modul în care elevii interacționează între ei. Aceste relații sunt influențate de factori precum personalitatea elevilor, stilul de predare al profesorului, climatul școlar, cultura organizațională și alți factori. Relațiile interpersonale joacă un rol esențial în crearea unui mediu de învățare eficient și în asigurarea succesului academic al elevilor. Acest articol examinează importanța acestor relații în contextul clasei de elevi, analizând modul în care interacțiunile dintre profesori, elevi și colegi pot contribui la dezvoltarea unui climat propice pentru învățare și creștere personală.

Cuvinte-cheie: relații interpersonale, activitate educativă, grup de elevi, calitate.

Annotation

The concept of interpersonal relationships in the classroom refers to the interaction between students and teachers, as well as how students interact with each other. These relationships are influenced by factors such as student personality, the teacher's teaching style, school climate, organizational culture, and other factors. Interpersonal relationships play an essential role in creating an efficient learning environment and ensuring the academic success of students. This article examines the importance of these relationships in the context of the classroom, analyzing how interactions between teachers, students, and peers can contribute to the development of a conducive climate for learning and personal growth.

Keywords: interpersonal relationships, educational activity, group of students, quality.