

TEACHING-INTERACTIVE METHOD USED IN THE TEACHING-LEARNING PROCESS

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ABSTRACT

The permanent preoccupation for integrating the didactic game into the learning activity, in order to make it more efficient, resulted in the elaboration of this paper, in which I focused mainly on the educational lessons. As an active method of acquiring and consolidating knowledge, didactic games are one of the instructional - educational activities outside the classroom and even during the teaching of some geographical notions, through whose content, they complete the students' training and they increase their interest in geography, helping, at the same time, , the teacher in the knowledge of the students' ability. By their instructive nature, games contribute to the development of the inventive and creative spirit, of thought and imagination, of the interest for widening the geographical culture, to geographical research. Through play, students become more volatile coming out of the rigid patterns of an imposed activity, they are active, they become brave, they overcome timidity and they learn from pleasure. Thus, monotony, boredom are applied by applying a variety of forms of play that arouse children's interest. Through interactive methods, students exercise their ability to select, combine, learn the things they will need in school and adult life. All these methods stimulate the creativity, communication, activation of all students and capacity building such as: critical constructive spirit, independence in thought and action, finding creative ideas, daring to solve the learning tasks. Being presented as learning, cooperative, fun, not concentration games, interactive methods teach children to solve problems they face, to make group decisions and to resolve conflicts. The educational process is the set of actions that the educator exercises consciously and systematically on pupils in an institutional setting organized to form their personality in accordance with the requirements of the educational ideal. The teaching method is a common way for the teaching staff and pupils to act in order to achieve the pedagogical objectives. Didactic play is an action-based and simulation-based learning method, an active method of acquiring and enhancing knowledge, is an activity that can take place in classroom or outside lessons, helping the teacher to get to know the students' abilities..

Keywords: didactic play; educational process; interactive-method;

INTRODUCTION

„Play is an active method by which the child is directly involved in the learning activity. The strategy of the game is, in essence, a heuristic strategy” (Bandura, 1977, p. 47) of

combining, relating, interpreting the child's experience: he enriches the knowledge and builds capacities, develops the attention, the spirit of observation, the memory, the imagination, forms the motivation and the attitude towards various activities, cultivates the spirit of inquiry, perseverance and cooperative spirit.

What does the word *game* actually mean? In the *Explanatory Dictionary of the Romanian language* (1993, p.764) the definition of the word *game* sounds like this:

1. the action to play and its result; fun activity (especially in children);
2. society = fun in a group of people consisting of questions and answers, jokes or unraveling funny problems.

The game is present in the psycho-pedagogical theory as one of the main means of educating the children having a decisive role in the psychic development, preparing it for the transition to a higher level of psychic development, channeling its energy in a positive way in shaping its future personality. yes, the child uses both his mind and body.

Play is also one of the ways in which the child seeks to know the surrounding reality. „For the child everything is game: at the beginning he plays with his body. Later, he enjoys reproducing elements of his environment (dog barking ...). At 4-5 years of age he imitates his entourage (mother, doctor, etc.)” (Sillamy, 1998, p. 171).

The didactic game, as an activity can be successfully organized in all the disciplines of education, and as a method, that is, a way of organizing and carrying out the instructional-educational process, at any moment of the lesson. Conceiving the game as a learning method further emphasizes its contribution to the education of the school child.

The educational game is a method of action and simulation based learning. *The game* - is an active method of learning and consolidating knowledge, it is an activity that can be carried out either in the classroom or outside the lessons helping the teacher to know the students' abilities. Through the use of games, students develop the imagination, the speed and depth of thinking, the memory, the spirit of observation and more intellectual traits that will contribute to the proper learning of the notions, to a better knowledge of them.

The didactic games integrated into the lessons bring variety, joy, prevent monotony and boredom, the integration of the game as an active-participative method in the teaching-learning-evaluation process determines a greater efficiency of the lessons, reflected in the results of the students. to the development of the inventive and creative spirit, of the thought and imagination, of the interest for lessons.

1. ORGANIZATION OF THE ACTIVITY BASED ON THE DIDACTIC GAME

The method of the didactic game can be used successfully in order to achieve the most fundamental objectives, in different types of didactic activities and at any time of the lesson: to capture attention, to teach, to assimilate, to consolidate and fix, to provide feed- back, recapitulation, evaluation. When choosing the type of teaching game, the following must be taken into account: the purpose pursued and the proposed operational objectives, the specific working conditions and the tasks to be solved. Training the students themselves in designing teaching games is a very useful exercise for them, and for the teacher, an effective evaluation test. The optimal unfolding of the didactic game presupposes the presence of the characteristic

elements: the surprise, the thought, the competition, as well as the establishment of a favorable climate for the activity, of a relaxed atmosphere, relaxing of good disposition.

Like any educational method, educational games must be used with great discernment, and viewed seriously, as they are activities that happily contribute to the acquisition of knowledge, skills, behaviors, as well as skills development.

For a better achievement of the didactic game, the teacher must: choose the didactic games according to the objectives pursued by the particularities of the class and the discipline, to print a rhythm of the game, to maintain the atmosphere of play, to avoid the moments of monotony, to stimulate the initiative and the identity of the students, to follow their behavior, form conclusions, assessments on how the game was played, on the student's behavior, make recommendations for individual or general evaluation. The educational game as an active-participative method is successfully used in the learning process, recognized as having multiple training valences, because it responds to the age particularities of the students.

2. THE FORMATIVE AND INFORMATIVE VALUE OF THE DIDACTIC GAME

In the instructional-educational process is that it ensures active participation by increasing the interest in the content of the lessons, stimulates the initiative and creativity by involving the operations of thought, develops the spirit of observation, competition, discipline and order, facilitates thorough, quick and Pleasant knowledge, stimulates curiosity, perseverance, inventiveness, a desire to affirm, helps in learning and fixing knowledge without constraints, develops cooperative relationships and team spirit between children, allows the teacher to get to know the student better.

Through the didactic game it is specified, consolidated, synthesized, evolved and enriched children's knowledge, they are exploited in new, new contexts. Unlike other types of games, the educational game has a special structure.

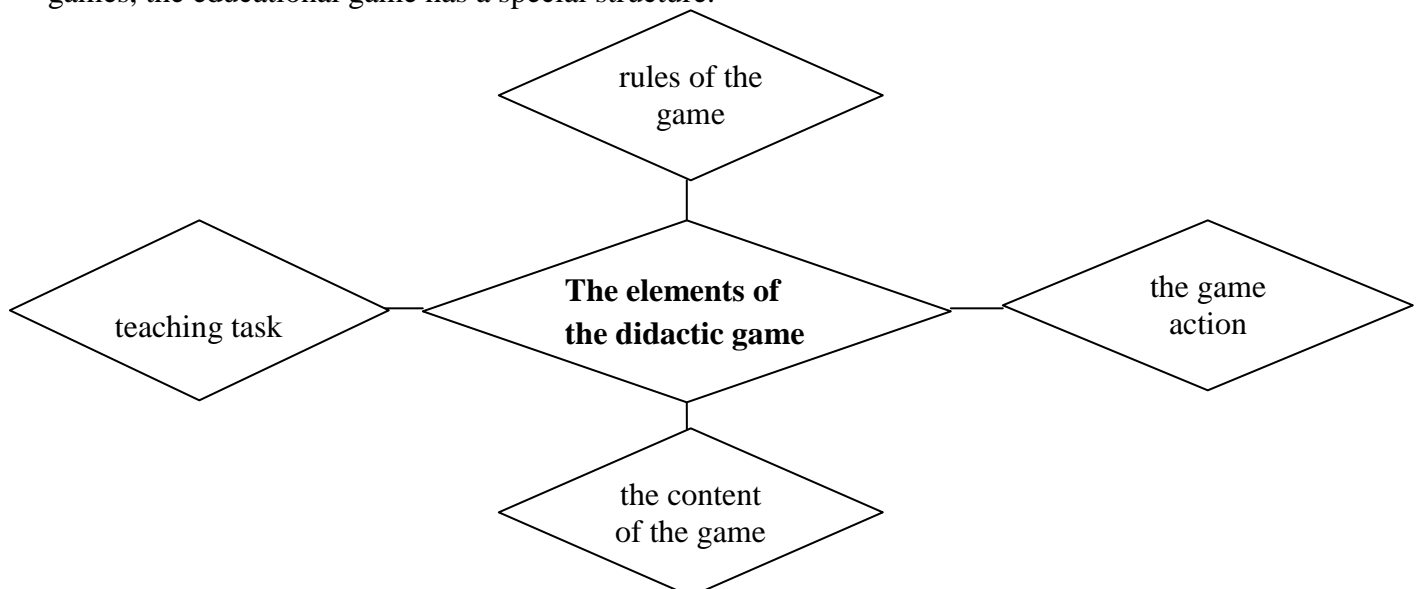


Figure no. 1. The elements of the didactic game (Piaget, 1969)

In the conception of Jean Piaget (1969), presented in the work *Psychology of the child*, the game has the function of realizing the child's adaptation to reality and includes the following elements:

1. the content of the game
2. teaching task
3. rules of the game
4. the game action

Elements of play - include the paths, the means used to give a pleasant, attractive, fun coloring to the activity. Their design depends largely on the ingenuity of the teacher. The task of the teacher is to find for each game, game elements as varied as different from those used in previous activities, otherwise there is a risk that they will no longer be attractive to children, the essence of the game being, in this case, being compromised .

Content of the game - includes all the knowledge, skills and skills with which children operate in the game. These have been learned in previous activities. The content can be extremely diverse, it has to be well dosed, depending on the age particularities of the children, to be accessible and attractive.

Teaching task - indicates what the children must actually achieve during the game in order to achieve the proposed purpose. It is recommended that the teaching task be formulated in the form of an operational objective, helping the child to realize what he or she must accomplish. The educational task must be in accordance with the level of development of the child, accessible and, at the same time, attractive.

The rules of the game - materialize the didactic task and realize the connection between it and the action of the game. It specifies the ways that children have to follow in carrying out the playful action to carry out the teaching task. They are predetermined and compulsory for all participants in the game and regulate their conduct and actions according to the particular structure of the didactic game.

The rules of the game have a great variety:

- indicates the game actions;
- specifies the order, their succession;
- regulates actions between children;
- stimulates or inhibits certain behavioral manifestations.

The more precise the rules and the better they are learned, the easier the teaching tasks, and the game is more interesting and more fun. The rules should be simple, easy to formulate and accessible to all children, accessible.

The action of the game - it is established in relation to the educational requirements and tasks of the game. determines compliance with the rules of the game. Other elements of the game action can be applause, stimulating words, encouragement.

„The most important aspect of using the game as a teaching-learning method is to make participants aware that they are in a learning situation that requires maximum seriousness” (Trif & Voiculescu, 2013, p. 255). The teaching game can be introduced at any time of the lesson, when the students show signs of fatigue or when we notice that the interest for teaching

decreases. Using *game* as a didactic method in teaching geography we have come to the conclusion that it is an active method of acquiring and consolidating knowledge based on action that can be used within the flexible forms of organizing the lesson; facilitates access to knowledge and learning; includes group activities or self-employment.

This method optimizes the learning process by having the student play an important role in acquiring new knowledge through self-instruction. The teacher has the role of coordinator.

As a result, the teacher will choose those games where the students' knowledge is updated, fixed, associated in a relaxing way, depending on the proposed objectives and the content of the lesson. The games can be organized either individually or in groups of students, in the form of a contest accompanied by the appropriate festive framework. There are several types of geographical games: orientation, application games, demonstration games, memory games, symbolic games, logic games, type games - *Who knows how to contest*, riddle games, games-rebus.

3. EXAMPLES OF DIDACTIC GAMES USED IN THE ACTIVITIES OF ENVIRONMENTAL KNOWLEDGE

Geographical chain

It's simple and easy to do; it can be applied to different topics of physical or human geography. Game technique - choose the theme of the game (mountains, rivers, lakes, states, etc.), students of a smaller class or group will have to mention: rivers, countries, cities / capitals, etc. according to the chosen theme.

These will be presented non-articulated, so that each name has the first letter corresponding to the last letter of the previous word. For example: on the theme *Rivers of Romania* - if the first name is the Danube, the next name will start with *a* (the last letter of the previous name) Argeş - (the last letter *s*) - Sebeş - (there will be no distinction between the letters: *s* and *ş*; *t* and *ţ*; *i* and *j*) - Siret - Tur - Râul Doamnei - etc. Each river name will be presented concurrently on the map. The first name will be given by the person who runs the game. This will also indicate the name of the participant who will continue the game. The designated player will indicate on the map that target - the river - and quickly say the next name. There is no need to repeat the same name in the respective chain. For each answer, the number of points earned is established from the beginning. At the game students can present articles, illustrations, etc. related to the theme of the game.

Example: Danube - Argeş - Someş - Siret - Trotuş - Sebeş - Strei - Ialomiţa - Arieş - Someşul Mic - etc. When the chain is completed, each river will be indicated on the map and characterized by physical, geographical and economic features.

Contour map

It helps a lot in forming the skills of orientation on the map, in knowing the counties, some problems in the geography of Romania or other countries. The map can be made by students from plywood or plastic. The contour map that remains after the template is removed is applied to another sheet of plywood or plastic.

The removed template is cut in counties, countries, etc. You can make a combined contour map: for example, the map of Romania where we have cut all the counties or the map of Asia with all the countries. Students also make different conventional cardboard signs. One of the conditions of the game is that on the contour map, the templates are not random, but a starting point is established and then the neighboring regions are placed.

Game technique: I can participate in the game from 4 to 8 students. An arbitrator is chosen who writes down the number of participants on a sheet of paper. The counties are placed in the strict order of the neighborhood.

A student plays until the first mistake; in this case, the second one follows a. It is fixed from the beginning how many times the map will be completed (4-5 times). By fixing on the contour map the county, the conventional signs indicating important industrial centers are fixed. Finally, the score is calculated. The student with the highest number of points wins.

Geographical rebuses

This game trains many students, arousing their desire to solve as many problems as possible and to draw them up themselves. The game is prepared by the teacher, and the students have to give correct answers and complete the boxes. The game can also be formulated by the students, who establish the boxes and the questions, and the class, divided into groups, researches and dislodges them. If a student cannot give the answer, then he is helped by the participants of the other group. Rebuses can have different themes.

The success of a didactic game also depends on the didactic materials used in the game. They must be content-appropriate, varied and attractive, easy to handle, and come from the immediate environment, familiar to children. The pleasure with which the children participate in the game is the only justification for the use of the educational game.

CONCLUSION

The teaching game contributes to the enrichment, fixation, systematization, deepening and evaluation of the students' knowledge and skills. Through the game, the whole class is trained to assimilate knowledge through their own strengths, the students, actively and effectively participating in the learning process as protagonists and not as spectators. Their abilities, they learn to subordinate their personal interests to the interests of the group.

By its practical nature, the game promotes direct knowledge of the world and, above all, cultivates skills, complex character traits, convictions and strong emotional experiences. He is the generator of a powerful, intrinsic, effective motivation. The motives incite action. They bring the student closer to the cognitive material. They result in a higher yield of knowledge actions. Starting from a well-chosen motivation, the strong inclination towards the knowledge material (the object of personal success) will be established.

The game positively influences the will to learn - an act that needs to be educated, inoculated like a serum. The will will bring to the student activism, initiative spirit, power, perseverance, independence. The game logically involves curiosity. It manifests itself through the interest of knowledge - the active, positive attitude and perseverance.

Advantages of game learning:

1. Train the student's willingness to integrate into a team where he can demonstrate his qualities: cognitive, creative, performance, based on and needs, where he can gain confidence, prestige;
2. Overcome inhibitions and emotions by engaging in activities (games);
3. The child becomes spontaneous, unintelligible!

Taking into account all these aspects, the teacher must adapt the content of the learning to the real world acquisition opportunities, specific to each case, in order to make differentiated, personalized learning. In this way, it is ensured that all students are involved in learning activities, but also in the formation of the instrumental skills: motor, affective, social, cognitive. The reality of the students with special educational needs is partially deformed, not only by the weak reasonings, by the necessity of the concretism, but also by the synergy of the emotion-intellect, by the destructive impact on the behavior and the volitional capacities.

Educational work through play can facilitate children's access to a place beyond the threshold of deficiency, generating changes in the content and structure of cognitive processes, because it catalyzes the transition from the stage of practical action to that of mental actions. It encourages the emergence and development of systematic work and work opportunities.

In teaching, the psycho-pedagogue understands play as a didactic task that combines desire, interest and pleasure as an ingenious way of stimulating learning activity. Used as a method and as a means of learning, the didactic game facilitates the passage from the observance of the rules through play, to the observance of the school, social rules followed by the observance of the moral rules and laws.

Teaching is a bridge between play and coordination, organization. By avoiding routines, stimulating creativity, placing the student with cognitive disabilities in new and new positions within the dynamics of the didactic process, we achieve the proposed goal both at the general level, especially at the level of sequences and small learning curves, the student confirming the beneficiary status of the education at the personalized and personalized level. „The whole intellectual activity involved in learning is substantially enhanced by the interest of knowledge, because the reasons that stimulate and energize this activity contain in their structure this interest” (Drăgan, 1987).

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