INFORMATIVE-FORMATIVE IMPLICATIONS WHEN COMBINING TRADITIONAL AND MODERN TEACHING METHODS IN HIGHER EDUCATION

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Abstract: *In the contemporary world, the teacher is part of society strongly influenced by the progress of science and technique, changing continuously. In this context, the student comes to university with an experience supported by modern communication means. In order to avoid the student's satiety during study years, the teacher must challenge him through various didactic methods he applies. Optimally projecting and accomplishing didactic activities largely depends on the didactic method and process ensemble used during the educational process, which must adequately solve new learning situations. The teacher's selection of certain methods represents a complex decision, since methods have a multifunctional character. The strategy projected for each learning situation may efficiently combine traditional and modern methods to finally concretize the desired educational ideal.*

Key words: *learning situation; didactic strategy; traditional and modern methods; educational ideal*

INTRODUCTION

In its main sense, the word "method" originates etymologically from the Greek "methodos" („odos" - path, way; „metha" - towards), which means "path towards", "the path to be followed".

The pedagogue GEORGE VĂIDEANU (1986) considers that the didactic method is the work way or modality chosen by the teacher and used in didactic activities to the benefit of the student. Presenting various variants, used depending on the students' particularities, methods are supposed to help assimilate knowledge, principles, values, but also to stimulate the creative spirit.

GASTON MIALARET (1981) shows that any pedagogic method results from the interaction of several factors, and the teacher needs to adapt to a certain situation.

The method concept is linked to a series of terms such as:
- *didactic procedure*, which represents a particularization of the method;
- *didactic technology*, which supposes a structured method, mean, didactic activity organization strategies ensemble, used in the interaction teacher-student;
- *didactic methodology*, which refers to the didactic method and procedure ensemble used in the educational process;
- *didactic strategy,* which aims at optimizing the educational act by choosing learning methods from the perspective of the educational process principles.

Thus, the "learning /educational/didactic/pedagogic/teaching-learning method represents an independent activity means of the teacher and the students, a way of knowing and acting, an instrument with the help of which students, under the teacher's guidance or independently, acquire and deepen knowledge, form and develop intellectual and practical skills and abilities, capacities, competences, aptitudes, attitudes etc., during the didactic process." (BOCOŞ, 2008, p.213)

DISCUSSIONS

The learning methods categorization remains an open issue in the speciality research.

The current learning methods system configuration comprises (table 1- in CUCOȘ, COORD., 2009; FIGURE 1 - CERGHIT, 2006):

Table 1

The learning methods sistem

|		
Teaching-assimilation methods (training methods)	Traditional methods	Teaching exposure Teaching conversation Demonstration Manual work Exercise etc.
	More recent methods	Algorithmization Modeling Questioning Training scheduled Case study Simulation methods etc.
	High tech methods	Brainstorming Phillips 6-6 Brainwritting 6-3-5 Cube Mosaic Aquarium method SINELG method Academic controversy Venn diagram Tour gallery Sinectica etc.
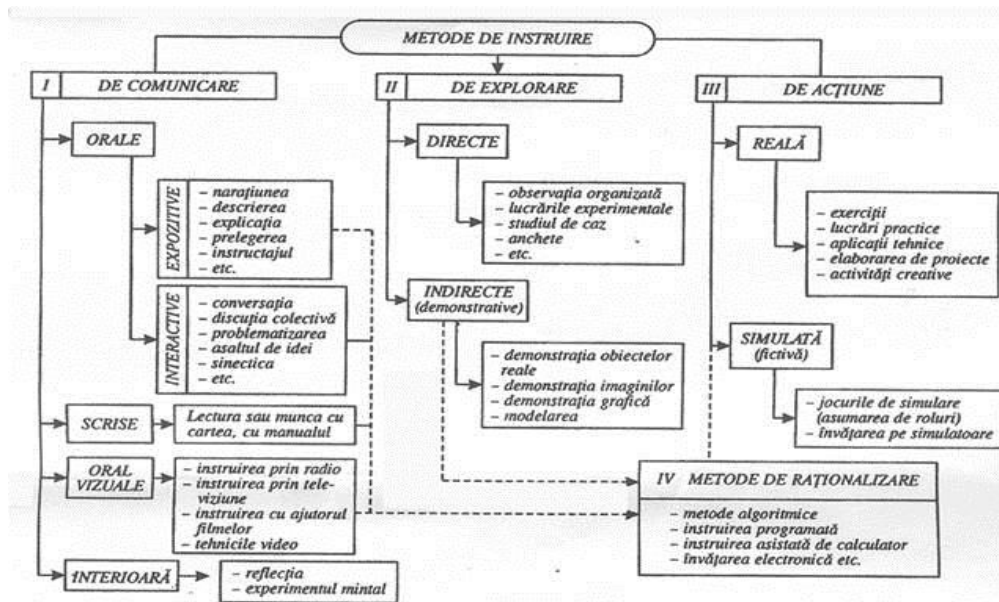
Figure 1 - The teaching- learning methods system after I. Cerghit, 2006

In higher education, the main characteristics, which may constitute disadvantages of traditional learning methods and advantages of the modern ones, are:

a) traditional methods:
- focus on the teaching activity, on acquiring the discipline content;
- confer the teacher the role of knowledge emitter;
- the student's role is that of didactic activity object;
- develop the student's extrinsic motivation;
- tend to uniform learning;
- almost the same ones are used during the entire didactic activity;
- neglect the students individual study;
- are mostly verbal;
- are based on reproductive activities;
- impose a rigid learning attitude;
- support competition, hierarchy, individual work;
- determine autocratic relations between teacher and student.

b) modern methods:
- focus on the student formation part, on abilities, aptitudes;
- confer the teacher the role of learning condition manager;
- the student is the object as well as the subject of his own formation;
- develop the student's intrinsic motivation;
- focus on diversification and flexibility;
- represent action ways, which help students acquire knowledge;
- promote self-education, self-guided learning;
- are centred on action, research, experimenting;
- are active-participative;
- encourage creativity, initiative;
- support cooperation, collaboration, team work;
- determine democratic relations between teacher and student

CONCLUSIONS

The teaching-learning methods:
- are access ways towards knowledge, raising interest, curiosity, motivation;
- ask for various learning types and diverse learning organization modalities;
- offer the student additional chances to succeed at school;
- practice and stimulate psychic functions;
- influence the formation of cognitive strategies;
- develop scientific convictions;
- cultivate opinions and attitudes;
- influence learning results;
- orient didactic activity towards optimization.

To efficiently use didactic methodology means to adapt it to the actual teaching-learning situation. Thus, each activity can combine traditional methods and techniques with more recent, modern ones, in the sense of the educational process finality. Each one of these methods addresses various learning types, depending on the particularities of those addressed.

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