

Active and Participatory Teaching Methods

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Abstract

By active-participatory methods, we understand all the situations in which students are placed and who take them out of the subject of the object of training and turn them into active subjects, co-participants in their own training, not only the active methods themselves. Student-centered learning is an approach that involves an active learning style and the integration of learning programs according to the pupil's own learning rhythm. The student must be involved and accountable for the progress he has made in terms his own education. Among the teaching-learning methods are those through which students work productively with each other, develop collaborative skills and mutual help. They can have a tremendous impact on pupils due to their names, playability, and provide children's learning alternatives. In order to develop critical thinking in pupils, we must use, above all, some active-participative strategies, creative. They must not be broken by traditional ones; they mark a higher level in the spiral of the modernization of didactic strategies.

Keywords: modern methods, active-participatory methods, traditional methods, teaching, didactic strategies

1. Introduction

Theoretical Approach

The methods of education ("octos" = path, "metha" road = towards, to) are the ways used by the teacher in school to help pupils discover life, nature, the world, things, science. The pedagogical quality of the didactic method involves transforming it from a path of knowledge proposed by the teacher into a learning pathway actually realized by preschool, student, student, in formal and non-formal education, with openness to permanent education.

The dilemmas of modernization and improvement of didactic methodology are in the direction of increasing the active character of the teaching, using the new e-learning technologies, overlapping the questioning on each method and technique learning, thus making a significant contribution to the development of the pupil's entire potential.

The primary requirement of progressive education, as Jean Piaget says, is to ensure a diversified methodology based on combining independent learning and work with cooperative, group and interdependent work. At the same time, didactic methods are action plans with a (self) regulating function (a set of operations that are carried out in order to achieve a goal) and ways of acting (action strategies through which the student reveals the essence of phenomena, processes, events).

2. The Functions of Teaching Methods

- The *formative-educational* function aims at realizing in practice the formative-educational valences of the educational process, especially the active-participatory methods.
- *Cognitive* function, through which the child has access, under the supervision of the teacher, to the values of human knowledge.
- The *motivational* function, which aims at awakening and developing curiosity in the process of knowledge.
- The *instrumental or operational* function suggests that the method mediates the achievement of the objectives pursued.
- The *normative* function of optimizing the action by which, by subordinating the action, the method guarantees to some extent an efficient action, it shows how to proceed in certain concrete situations. The main direction of the restructuring of the didactic methodology is the focus on the heuristic, activism and creativity of the teaching methods.

In organizing a child-centered education, the teacher becomes a co-participant alongside the pupil in the activities carried out. He accompanies and places the child on the road to knowledge.

3. The Link between the Traditional and Modern Methods

The main methods that are under consideration for pre-school age are: narrative, description, explanation, conversation, book activity, demonstration, observation, modeling, guided experience, practical work, exercise. Among them, a decisive role is played by those who invite the child to direct exploration of reality, to his personal activity, to stimulate his independence and creativity, in one expression, the active-participatory methods (free observation, guided experience, practical works, book, exercise, methods to stimulate personal and collective creativity, heuristic conversation, etc.). The didactic methods are historically divided into:

- Traditional classical methods: exposure, conversation, demonstration, exercise, observation;
- Modern methods: brainstorming programmed training, case study, simulation methods, project-research theme, etc.

But not everything that is "old" is necessarily and out of date, as not everything that is "new" is also a modern. Successful application of classical methods combined with modern methods and procedures will lead to the pre-school position being placed on the closest to school level, placing school as a continuity of work in kindergarten. Interactive group methods are a novelty, a change, a new beginning, another approach to their educational content that makes it easier to solve problems of relationship, communication, accountability, and mutual learning.

These methods, by their novelty and attractiveness, stimulate children, motivate them to learn, reduce the stress experienced by educators and children in a traditional activity. Preschools discover a new experience interrelated in active learning groups; they study, investigate and gain confidence in individual and group capacities. These activities with their variants and stages achieved through interactive methods must be taught as a game of rules by which children learn, cooperate, and at the same time have fun, relax, learning to solve their problems more easily, make decisions in group and settle conflicts.

4. The Importance of the Use of Modern Teaching Methods

Modern didactics understands the teaching method as a homogeneous system of procedures, actions and operations, structured in a group of well-correlated activities, depending on a number of factors.

Diversification of didactic methodology is required by the need to correlate the requirements of learning theories with the real possibilities children have. A certain method of education only correlates certain variables of the didactic process and conceals a hypothesis about the child's learning mechanism. The modernization of the didactic methodology is a fundamental element of the pedagogical reform because, in the child's formation, the methods play the role of precious tools of knowledge of reality, of real action, of integration into society. They do not only concern the educator who is talking to them, but also the child, who becomes by the modern methods the main beneficiary of his own discovery activity, of real or fictive activity, acquiring with knowledge, skills, skills and the way to reach them, to use them in new situations, to make transfers between different categories of knowledge or from theory to practice and vice versa. The method thus conceived is no longer external to the educated, but becomes an own intellectual or productive work tool, inserting itself into its strategic and procedural knowledge into its real powers.

Group interactive methods are modern ways to stimulate learning and personal development from early ages, are teaching tools that favor interchange of ideas, experiences, and knowledge. Interactivity involves learning through communication, collaboration, produces a confrontation of ideas, opinions and arguments, and creates learning situations focused on the willingness and willingness of children to cooperate, on their direct and active involvement, on the mutual influence within the micro groups and the social interaction members of a group. The implementation of these modern teaching tools implies a cumulus of qualities and availability from the teacher: receptivity to the new, adaptation of the didactic style, mobilization, self-refinement, reflexive and modern thinking, and creativity, intelligence to accept the new and great flexibility in conceptions.

5. The Characteristics of Modern Participatory Methods

The characteristics of interactive methods:

- They are attractive;
- Stimulates active involvement in the teaching task; · Stimulates the initiative;
- Ensures better implementation of knowledge, skills and abilities;
- Provides an interactive approach to teaching-learning-evaluation;
- Capitalizes and stimulates the creative potential, the originality of children;
- Act on students' critical thinking;
- Students become responsible for solving tasks;
- Promote cooperative learning;
- Children learn to justify their actions;
- Teaches students to communicate with each other and listen to the opinions of others. In kindergarten, interactivity is an important component of the educational act, and it assumes a learning through communication, through collaboration, generating a rain of ideas, opinions and arguments.

6. Disadvantages of Participatory Methods and Teamwork

From the above and from what we know, we conclude that there are many ways to dynamize the learning process and remove the impression of its "dusting". In our schools teaching methods are today the most interactive, participatory and collaborative, student-centered, not teacher-centered. Although it seems to be a democratic, non-linguistic, honest strategy from the point of view of education for all, there are objective factors that impede education by focusing on the pupil. In the teaching and learning phase, rigorous, guided scientific content is directed to professor centered and only in student-centered situations. Dissemination of scientific information belongs to the teacher's responsibility and activity, and fixation can be interactive, participative-collaborative. It is good for a teacher to know and apply as many teaching methods as possible to avoid devaluing the method by repetition. The elements of creativity must always be present.

Participatory methods are more tiring for the actors of the didactic act, unlike the classical ones that are more passive and relaxing. Even in participatory activities, when working in teams, they relax immediately after reporting tasks as a response to the effort, and no longer accept the information of the other teams.

Participatory methods require a large number of lessons from teacher training, design effort, large materials and special measures to mitigate the risk of unforeseen situations that would destroy the whole activity. That is why the teacher needs to have several alternatives to approach the lesson. The lesson itself may be felt too short for the correct development of the didactic scenario.

The discontinuous nature of the type of invasion arises because the type of participative learning at school is different from the home one, which is individual and reflexive.

Unlike participatory teaching, the assessment is classical because it is hierarchized and further sanctioned, it has social value and content, and not gaming skills and participatory integration.

Translating content into games and interactive approaches can accentuate information that is not very important, but information may be lost because of the inability to integrate into the lesson.

The teachers' time of thinking when working in teams is 3-4 minutes for each task, which will never be respected by students and will almost always result in incomplete results or superficial evaluations.

Therefore, active-participatory methods imply prudence in use. But methods should not be ignored because it enhances the teaching-learning process and motivates students.

7. Conclusions

Modern education teaches that "active" is the thinking child, who makes a personal, inner and abstract reflection effort, which is given the opportunity to learn knowledge by understanding, storing and applying them personally, which

researches and rediscovers the truths and not that which reproduces mechanically the material taught by the teacher. This type of education wishes to train students able to solve any unexpected problem situation that is able to focus on an activity for a longer time and who are willing to develop their full potential. During the teaching process, we have to make the child an active participant in his / her own learning process prepared to acquire knowledge through his / her own effort, by engaging the thinking and mobilizing all intellectual functions.

The transfer of knowledge must be a kind of didactic game in order to attract the children and to get them in the nets of the instructive-educational process. When we decide to become teachers, we are directly responsible for the education and development of the pupils / children to whom we will be educators; in this process, we have an important role because of us, our behavior, but especially the methods we apply depends on the development and involvement of children in the instructive-educational process.

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