Key words: instructive, conscious learning, types of learning, socio – affective variables.

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КОМПЛЕКСНАЯ СИСТЕМА ОБУЧЕНИЯ

Комплексная система обучения – это сочетание педагогической стратегии, которая способствует равноправному взаимодействию участников педагогического процесса, а также решение познавательных задач. Целью статьи является раскрытие важности и продуктивности комплексной модели обчения.

Ключевые слова: сознательное обучение, формы обучения, модель обучения.

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КОМПЛЕКСНА СИСТЕМА НАВЧАННЯ

Комплексна система навчання - це поєднання педагогічної стратегії, яка сприяє рівноправної взаємодії учасників педагогічного процесу, а також рішення пізнавальних завдань. Метою статті є розкриття важливості і продуктивності комплексної моделі навчання.

Ключові слова: свідоме навчання, форми навчання, модель навчання.

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BEING A TEACHER IN THE 21st CENTURY

Human society is organised so that it transfers, through education, in terms of evolution and also synchronism, the values it holds. The strength of a society is given by this radiant power of knowledge spread throughout time and space. The stake of education is the know-how, an accumulation of cultural values, its transferability from one another. Knowledge is an anthropological condition of human persistence in time and over time (Cucoş, 2006).

These new concepts in education cannot replace the traditional ones dramatically. The combination between tradition and novelty may, however, lead to more safety in solving the current educational crisis, manifested not only in Romania, but also worldwide.

At the moment, there is a huge gap between Romania and western countries, economically speaking. But this gap is probably manifested, though not so obvious, at the cultural and educational level. There is no reference here to the general culture and education, but rather to the technical culture and practical education.

The current Romanian education system provides very low adaptability to the individual needs of each participant to the training process, and this situation is not likely to diminish the gaps between Romania and Western countries.

The use of new technologies combined with the new educational methods might reduce these gaps. Perhaps this should be done first at the cultural and educational level, this pushing forward the economy, too (Burlacu, 2006).

In modern education, the position of the teacher/pupil (student) knows significant changes in the active classes/groups and modernization of Romanian education, the relationship between them knowing some reassessments in accordance with the values of contemporary society: freedom, responsibility, as well as accepting the idea that the relationship is built on/in common experience.

Reasons pro Modern Technologies in education. The use of modern technologies in education is part of the natural evolution of learning and it is an answer to the current challenges regarding learning but more especially to the pupils'/students' expectations, as beneficiaries of teaching.

21st century children, future pupils and students, have a computer in their homes and have the skills to use it from the earliest age. We are not referring here to the children who come from families with high financial possibilities, but also to those with modest incomes (EURO 200 – IT support for 200 euro aid for the purchase of computers) or even the institutionalized children, who, as part of the Romanian education system, received free computers. They are already vey familiar with using the internet and the e-mail, SMS or social networking such as Yahoo or Facebook.

Whether or not the teacher uses the information and communication technologies at class, pupils definitely use at home modern means of information as support for their homework.

For the reasons mentioned above and beyond, the use of modern technologies in the teaching-learning-evaluation process is highly recommended.

The integration of these modern technologies into the education process brings the following benefits:

- Educational activities become more attractive for the pupils/students;
- The time allocated to drawings, schemes in the teaching process is much lower, since these can be made in advance and more attention could be given to explanations, in order for them to be better understood;
- It enhances the quality of the teaching act;
- Considering the dynamics of the labour market, acquiring the skills to use the computer (not just for games) are advantages for the further integration of pupils/students;
- It creates new desires, interests and motivations;
- Teachers may collaborate with each other on their fields of activity to develop the educational materials;

- The Internet provides a source of information that allows the teacher to learn the ropes of the latest news in the field;

- It makes the works of the professor efficient;

- If pupils are guided with confidence towards change, they will feel the need to be trained as good as possible to handle the new challenges of future jobs;

- It creates creativity and intellectual curiosity.

Reasons against Modern Technologies in education. Like any new element, this trend also faces denial attitudes from some people. Frequently, older teachers, who use the computer with more difficulty, prefer the traditional teaching-learning-evaluation methods out of a general reluctance to new technologies, they reject from the very beginning to make their classes more dynamic and to stimulate the pupil by use of the computer, Internet and all the other associated instruments.

Among their arguments there are:

- Due to the frequent use of Messenger and use of abbreviations pupils/students will get used to not writing correctly in Romanian;

- Learning to write by hand is increasingly forgotten;

- The Internet is not used as a source of information for carrying out different homework, assignments, but it induces the idea of "copy" and "paste" by which pupils/students take what they find already without putting their minds to it.

It takes enthusiasm, energy and dedication to change theory into real solutions based on pupils' individual needs in order to understand and implement the information and communication technology.

Combining the information and communication technology with the traditional teaching methods represents a paradigm shift with implications for knowledge in general and for learning in particular.

The wisdom of traditional methods may and should be combined with modern technological solutions.

Romanian education is centred on students.

Teaching well – and engaging pupils in the learning process – requires first of understanding the factors that favour thorough study of a number of concepts that relate the study to the real life, favours a formative, continuous assessment, stimulates the pupils' interest for certain areas or aspects of knowledge, relating theory to every day practice.

Specialists consider that we should not ask whether the training and evaluation improve through the use of computers. The question is how to use better the unique qualities of the computer, which distinguish it from other media, in the teaching-learning-evaluation process. These unique qualities of the computer are represented by:

- interactivity;
- accuracy of the operations performed;
- ability to provide multiple and dynamic representations of the phenomena;
- it can interact consistently and differently with each pupil/student in part.

Traditional versus modern methods of learning with implications of modern technologies. In a system of teaching, teaching methodology should be in accordance with the modifications and changes occurring in terms of education finalities, learning contents, new requirements from the pupils/students and the society. The methodology is required to be flexible and tolerant to the dynamic changes taking place within the instructive-education process. The quality of a technology is given by the flexibility and openness to the new and complex situations and exigencies of contemporary education.

The specialised literature highlights the contrast between "traditional learning" and "student-centred learning".

„Traditional learning" means:
- teacher-centred training;
- delivery of information;
- factual, based on knowledge;
- teaching based on traditional disciplines;
- emphasis on learning in view of remembering the studied;
- assessment largely through traditional examinations;
- passive learning;
- response as reaction;
- stimulation of a single sense;
- a single media;
- individual work.

„Student-centred learning" means:
- student-centred instruction (Sarivan, 2009);
- exchange of information;
- critical thinking, making well-informed decisions;
- students ask questions and solve problems;
- flexible, changing arrangements, depending on the classrooms;
- focus on understanding / application;
- variety of assessment;
- active, exploratory, research-based learning;
- interactive, planned action;
- multi-sensorial stimulation;
- multimedia;
- work by collaboration;
- common responsibility;
- evaluation – not just for grades.

The following concepts are defined:

Method = the way to give the pupil the opportunity to prove his knowledge;

Instrument = part of the method through which the teacher's option is materialised for testing performances;

Assessment = any evaluation instrument designed, administered and corrected by the teacher.

We cannot say that one method of teaching is good or bad, but by relating it to that given teaching situation, the criterion of opportunity or adaptation to a certain reality may be the one making it more or less efficient. At the same time, the external adaptation alone does not represent an indicator of how pertinent the method is, but also the congruence of the sequences composing it, as well as the alternation, oscillation of methodological tricks, the quality of coordinating and articulating between methods, between a procedure and a method.

From the historical point of view, teaching-learning methods are classified in:

1. Traditional (classical) methods, such as:

-display;

- heuristic conversation;

-observation;

-demonstration;

-exercise;

-work with the manual.

2. Modern, more recent methods, such as:

-algorithmic formulation;

 -problematization;

 -modelling;

 -case-method;

-game-method;

-role-play;

-learning on stimulators;

-project method;

-scheduled training;

-method to stimulate creativity (brainstorming).

Some of them are mentioned below.

Heuristic conversation:

• is part of the teaching methods of transmitting and acquiring knowledge;

• is based on verbal interactions and exchanges/dialogues;

• it may occur at the beginning of studying a subject with a known material, to specify and deepen the notions of accountancy, being an introductory conversation;

• it applies when presenting the new material, accompanied by demonstration → fixing conversation.

Teacher-directed observation – is meant to guide, direct the pupil's observation activity towards the target established by the teacher.

Non-directed observation – gives pupils great development possibilities in terms of acquiring knowledge, but more especially, in terms of acquiring new attitudes and spiritual abilities, as well as working skills.

The project method, in comparison to the various active-participatory teaching methods provides a generous framework for the differentiated training of the individual. In order to use effectively the project method and to integrate all that the resource called computer can offer, are very important steps taken by the teacher in planning and designing the teaching unit. Pupils'/students' projects are agreed conjunctly at the beginning of the unit/semester, these shall be monitored throughout the whole teaching unit/semester and the group and individual product shall be presented at the end of the teaching unit/semester.

While working on their projects, pupils/students develop genuine abilities, appropriate for the 21st century – many of them being required by employers on the labour market – such as the ability to:

- work well with each other;
- take thoughtful and reasoned decisions;
- take initiative;
- solve difficult problems;
- self-direction;
- communicate effectively.

Computer-aided learning is a modern educational method that can be used in all stages of the teaching process: in the design, teaching-learning, assessment.

The use of computer, of educational software, increases the quality of learning, contributes to a more selective, systematic, rapid and effective thinking.

Assessment can be achieved through:

a) TRADITIONAL METHODS:
- oral tests;
- written tests;
- practical tests.

b) ALTERNATIVE METHODS:
- Systematic observation during task resolution;
- Investigation;
- Project;
- Portfolio;
- Self-evaluation.

Conclusions. The purpose of integrating technology into training determines the working methods and techniques in the classroom.

Contemporary society, called era of knowledge, is characterised by a number of reforms and in this context, it is considered the most important resource, thus the most valuable capital.

The pupil/student is tempted to use the computer more and entertainment instrument, it is the teacher's duty to introduce it as a teaching instrument, to exploit the pupil's/student's perception about computers, as a very attractive, intuitive, friendly intermediary. Moreover, in the teaching process, the computer should be

used as an instrument to promote initiative, to engage the pupil/student in the activity, and not just as a means of information.

Teachers can no longer resume to announcing some abstract and limited contents, but they must answer the challenge presented by modern technology.

The use of new technologies in education, such as information and communication technology, but not only, decisively contributes to changing the type of teaching, from a static model, where the pupil is a "receptor" for what the teacher teaches, into a dynamic one, where the teaching-learning process is guided by the pupil and the latter one is attracted to seek on his own new sources of information.

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Sima Elena
BEING A TEACHER IN THE 21st CENTURY

Information and communication technology in teaching is an impetuous requirement of the 21st century education.

The Romanian education insisted on getting equipped with modern computers obtained from European projects so that the pupils/students can get the skills to use them as source of information and creation instruments. Also through these projects, teachers have been trained to use modern technologies, making them ready for e-learning.

Keywords: education, information and communication technology

Сима Елена
УЧИТЕЛЬ В 21-м ВЕКЕ

Информационные и коммуникационные технологии активно используются в обучении в 21 веке. В Румынии в образовании используются современные компьютеры, полученные от европейских проектов, следовательно учащиеся могут получить профессиональные навыки пользования информацион-

ными технологиями. Также в рамках этих проектов, учителя прошли обучение по вопросам использования современных технологий, что делает их готовыми для e-learning.

Ключевые слова: образование, информационные и коммуникационные технологии.

Сіма Олена

ВЧИТЕЛЬ В 21-му СТОЛІТТІ

Інформаційні і комунікаційні технології активно використовуються в навчанні в 21 столітті. У Румунії в освіті використовуються сучасні комп'ютери, отримані від європейських проектів, отже учні можуть отримати професійні навички користування інформаційними технологіями. Також в рамках цих проектів, вчителі пройшли навчання з питань використання сучасних технологій, що робить їх готовими для e-learning.

Ключові слова: освіта, інформаційні та комунікаційні технології.

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THE INFLUENCE OF EDUCATION ON THE QUALITY OF TECHNICAL-HUMAN POTENTIAL IN ROMANIA.

Human capital represents knowledge, skills and human aptitudes, and its formation is influenced by the motivation system of work results, production experience, level of training, qualifications etc. Modernizing of education system is an important condition for the formation of innovation-based economy and is the basis for economic growth and social development of society, a factor of welfare, competitiveness and security of the country. Education, its quality and structure need to satisfact more of social, economic and cultural rights of citizens, to be oriented towards new models of training, pragmatic objectives in accordance with modern requirements and realities of a changing world order social development. Only people with initiative, innovative, constructive and active, who learn the cultural experience of human civilization can be a resource of active modernization. Education in Romania is a priority area for investment and systemic changes in socio-economic development of society.

The necessity of continuous correction of labor supply is determined by a number of factors, the main of which is labor demand. Demand for practical training can occur in almost all subjects of the labor market for various reasons:

- State policy in the sphere of vocational education, which may influence the development of labor potential of the company and the situation in the workplace and employment;

- Contractor becomes aware of the need to train staff in terms of business diversification;