

PRAXIOLOGICAL ASPECTS OF MUSEUM EDUCATION IN CONTEXT OF EDUCATIONAL INSTITUTIONS- MUSEUM- FAMILY COLLABORATION

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Abstract: This article represents a theoretical-applicative study targeting the collaboration between educational institutions, museum and family. Within this context was developed a program focused on museum education, in which have been involved students of Technical University of Moldova, specialization Interior Design, students of Theoretical Lyceum specialized on Arts – Nicolae Sulac from Chisinau, also professors, parents, museum workers. The survey performed by us within the involved people proved that the interaction of valorization of national museum are sporadical and don't have signs of an efficient collaboration. Having provided results and conclusions was concluded an agreement of collaboration targeting the optimisation of museum education and cross-relational interactions between museum, educational institutions and families. In this context was developed a variety of educational events during the educational year in which were involved systematically and actively the professors, students and parents. Following the evaluation of experiment was notified interest, creativity, inventiveness and a great appreciation of developed partnership among the involved participants. The agenda of the program and the activities content of knowledge of museum heritage was highly appreciated by all the involved parties.

Keywords: museum, museum education, values, museum heritage, family, educational institution.

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BRAINSTORMING AND MODERN TEACHING STRATEGIES IN PRESCHOOL EDUCATION

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Abstract: The paper proposes in the first part a brief overview of teaching strategies, as flexible and operational approaches (which can be modified, reformed, changed), coordinated and linked to objectives and situations in which the conditions of teaching and generation are created learning. For us and for this important work are the interactive strategies about which the specialists say that they act beneficially in the pedagogical processes, offering the possibility of a productive, participative learning from the involved actors, with possibilities of effective communication and cooperation. Interactive didactic strategies based on the use of group interactive methods and techniques aim at promoting an optimum atmosphere of self-confidence and mutual respect; the adequacy of the didactic means to the specific of the activity and of the proposed objectives; stimulating a positive attitude towards micro-group work; encouraging mutual learning, through collaboration and mutual support; discouraging negativism and selfishness; constructively resolving socio-cognitive conflicts; stimulating the negotiation processes, the dialogue between students and between students and moderator. The second part of the paper will present the brainstorming method, used in kindergarten, as an illustration of interactive strategies. For the proper development of this method, a series of rules must be followed: knowing the problem, selecting the participants, ensuring a place of development, admitting and encouraging the formulated idea. Also here, to initiate a brainstorming session you must follow some stages and phases proposed by Camelia Zlate and Mielu Zlate. In this context will be exemplified 1 - 2 games by which the brainstorming method is applied and the advantages of using it in the kindergarten activities. The final part will be presented some conclusions regarding the practice of using the brainstorming method in the activity with the children in the group.

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FORMING SOCIAL POSITIVITY IN YOUNG SCHOOL CHILDREN ACCORDING TO PARENTAL STYLE

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Abstract: This study investigates the essential role played by the family in forming social positivity in young school children.

Within the family, parents must ensure their children with a framework for development, characterised by the following aspects: satisfying physical and emotional needs at an optimal level, offering protection from danger, acting as mentors; providing feedback for their actions in order to help them improve performance; acting as models, by demonstrating skills and attitudes; encouraging conversation, communication; acting as a database for the child, by helping him organise the information received and elaborate plans. In the process of shaping positivity, the affective component is very important too, through 'warmth', kindness and tenderness, all this being revealed in all the activities developed in the 'house', but especially during communication and play. Thus, the family is the place where the child develops, spends most of the time, becomes a social being. That is why, each child is the mirror of his family universe.

Keywords: social positivity, early school age, parental style.

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THE “SEMAFOR” METHOD IN THE CONTEXT EVALUATION - SELF-ASSESSMENT OF PRESCHOOLERS

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Abstract: In order to achieve quality education, a first requirement would be to know the personality of the child. Only in this way, the teacher will know how to act in order to reveal from the individuality of the child who has the best one, will initiate appropriate steps through which he will discover himself. By actively involving the child in the education process, he becomes the subject of his own development process, participating in his own training and education.

Formative assessment is the most effective because it comes from the learner's own initiative, developing its self-assessment capabilities. Self-assessment is not only a challenge for children, the teacher is also committed to the spirit of evaluation that develops and promotes children's autonomy, knowing not only what the child has to learn in the classroom, but also his own level of knowledge that he has. In order to reach self-assessment, children, especially preschoolers, need guidance from the teacher, making transparent assessments in which they are explained (within their meaning) the criteria that they must meet, by training them in appreciating their own benefits and their own results, then giving them various opportunities to practice it and receive feedback and support. There are several types of self-assessment, from simple and holistic techniques, to complex and multidimensional analyzes. Of the simple techniques, we mention the evaluation of his work by assigning smiley faces, traffic lights, thumbs up/ thumbs down, talk partners, post-it's, and complex ones likes structured rubrics or scripts like webs (or concept map), triangles, ladder (scara), ven diagram or PMI diagram (plus, minus, interesting).

In kindergarten, the „traffic light” is used as a self-assessment method, a strategy by which the preschoolers evaluate their own progress in achieving the learning objectives, and the teacher obtains an immediate feedback regarding the level of understanding of the preschoolers during the activity. To better understand this strategy, I made a large traffic light with the children, where I wrote in the colors that mean each one. Green means „I know, I do it myself”, yellow means „I am not sure, I have a question”, and red means „I do not understand, I need help”. The children each use three different colored cards, which allow them to communicate with me without raising their hand. Depending on the task received, the preschooler sits above the card that represents his level of understanding, so I know which children can continue working independently and who need help. In kindergarten, this method can be used either in compulsory activities (in language education, mathematics, environmental knowledge, practical or plastic activities) as well as in games of choice or sectors (literacy, science, board games, art). It can be used individually or in groups.

The traffic light can still be used and for the level of interactivity in the classroom, in the compulsory activities where red means „No talking: I do an individual activity”, yellow means „Partner voices: working with a peer” and green means „Group work: working together in a group”. This time I used three colored LEDs that lit them according to what the children wanted to achieve (individual work, in pairs or in team). You can also use the colors of the traffic light to note your own work or your colleague's work. To do this it is important to know the success criteria after which the assessment will be done or to manage the behavior of the preschoolers in the classroom. Even the voice level of a class can be controlled with the „traffic light”. Green for „Talking voice – we are working with the entire class”, yellow for „Small voice – we are working in small groups” and red for „Quiet – we are working independently without noise”. The implications of the didactic self-assessment on the preschooler are manifested with priority at the level of his / her self concept, the main source of information consisting of the permanent reference to what the teacher does and how he / she performs the classroom assessment.

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THE SELF-EFFICACY OF ADULT FAMILY MEMBERS

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Abstract: The family provides stability and durability society. A positive relationships within the family helps maximize their own resources, which enhances the efficiency of each member of family itself. Family as educational factor paves the way for formation of self-efficacy based on self-awareness, self-management, social awareness, relationship management. Self-efficacy of adult in the family is determined by many factors: biological, social, cultural. The family is the place where people exploit their potential, receiving and providing safety, support and love.

Keywords: family, self-efficacy, counseling, parental competence

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THE ROLE OF ANIMATION FILMS IN TEACHING SCIENCE LESSONS TO FIRST GRADE STUDENTS

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Abstract: The students of the first grade are interested in knowing the environment and are eager to find out as much information as possible about the universe. This topic is provided in the curriculum for the preparatory grade and for the first grade in Mathematics and Environmental Exploration subject (M.E.N., 2013b), introduced in the curriculum for the primary education of the school year 2012-2013 (M.E.N., 2013a). Within these themes, several content elements provided in the curriculum are addressed: object positions; bodies / 3D; time: hour, day, month, year; duration; seasons: intuitive elements regarding the Earth; the Universe; the Sun, source of heat and light (M.E.N., 2013b). Understanding these abstract contents must be facilitated by teacher by using active teaching strategies and by integrating animation films into the lesson. The purpose of this research is to analyse the efficiency of the use of animated films in Mathematics and Environmental Exploration lessons to first grade I and the ways in which the teacher can facilitate the understanding of the scientific concepts in the lesson "Solar system". To achieve the research objectives, we organized a psycho-pedagogical experiment on a sample of 27 students who formed an experimental group and a control group. After applying the initial test to the two groups, in the experimental group we organized a formative intervention during the lesson "The Solar System". In this lesson we used several didactic means to achieve several objectives: the transmission of new knowledge; acquiring skills; fixing and systematizing knowledge; movie presentation. In the experimental group, after the film reviewing, conducting learning was realised through a discussion, and the students received additional information and explanations from the teacher. During the formative experiment, we observed the students' behavior and we analysed the process of teaching, learning and evaluation and the students results. To identify the differences between the two groups as a result of the learning activities we used, we applied a final test. Tests included similar items, but with an increased difficulty level from test 1 to test 3. The test results were subjected to numerical analysis and statistically processed. We analysed the animated film by visual methods. During the course of film watching and the learning activity carried out as a result of this viewing we observed the students' behaviour based on the observation sheet. The use of animated films for this topic significantly increases the volume of knowledge and understanding of scientific concepts, by students, which are normally difficult to understand and often cause misunderstandings, if they are involved in active learning activities in which the teacher facilitates the film content, using other means of education. The results indicated that students formed correct representations about the Solar System, if they watched the animated film and were involved in an active learning activity under the guidance of the teacher. Through these activities the students have improved their thinking skills, in terms of: scientific understanding, knowledge implementation and the ability to reason. Teaching with the help of animation films has a positive influence on school performance and students' knowledge.

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THE EFFICIENCY OF USING MODERN TECHNOLOGY IN EDUCATION

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Abstract: Current education, through the requirements of everyday reality and students' attitude towards school, obliges the teacher to complete and/ or alternate traditional, collaborative classroom learning, focused on valuing students, with learning sequences supported by educational software and directed on online platforms.

In the contemporary society the dominant constant is represented by the amazing 'invasion' of digital technology in association with the dynamics of perfecting it and the exponential expansion of its applicability in all areas of socio-economic and cultural life. In this new context, information technology, with a difficult to foresee development, is needed as a second "mother tongue" because it tends to become an ever-present instrument in everyday life which has changed and is still changing social relationships completely, the relationship between people and their environment, and implicitly their mentalities, attitudes, skills, way of thinking, etc.

Acquiring digital competences is compulsory in school education in order to ensure the personal development of the young generation and their professional progress for a successful integration in the future society. Regardless of the learning context, the priority of the instruction should be training rather than providing information, the syllabus taught in school must include problem-solving techniques, the result of the learning process must be the acquisition of competences, and the teacher must be the monitor of the cognitive process and a dialogue-oriented partner.

Keywords: information technology, educational software, interactive methods

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