Abstract

Modern tendencies of didactics have known an explosive development also as in the actual society, so in that manner we can follow some ideas of this developments, such as: prospecting action as a modality of anticipated instruction and education; comprehensive abordation of the educational and instructional process; didactical researchers centered on learning, in a structural and functional relation with teaching and evaluation process. It is a very well-known that learning preceding teaching, meaning that teaching has to response the needs of learning, so the evaluation should oriented and optimized the whole process of learning. Learning centered on student describes modalities of thinking about learning and teaching which put bases on responsibilities of the students for the activities of learning, interaction with other teachers and students. Teaching activity has complex modifications, if in traditional way it represents only an activity of communication of knowledge, in the modern way, the act of teaching follows the organization and leading the learning process. Teacher has an important role, not only in teaching concepts, but to help them how to learn. Evaluation process doesn't stress only on knowledges accumulation, as in traditional way, but it is focused on abilities, knowledges, on the way in which the student know how to use competences needed on self-development and self-integration in the society.

Keywords: education, strategies of teaching, centered student learning, strategies of evaluation, competences.

1 INTRODUCTION

In today's rapidly changing world, learners need a well-defined set of tools that fosters both personal development and future professional development, so that they can integrate in a society which demands team spirit, adaptability, initiative and entrepreneurship. Ideally, students will be able to do much more than remember or reproduce acquired information. They have to be able to listen to others, present their own ideas clearly, access and analyse information, and express themselves in various modes. Consequently, schools today must focus on developing strategies that will help students to be prepared to deal with the challenges of the world they live in. Teaching activity is getting more and more complex, so if, in traditional way, this is just the communication/transmission of knowledge. The present study mainly focuses on the organization and management of learning processes. In the opinion of the researchers in the field, the development of paradigms/concepts in didactic practice in teaching, learning and evaluation, respectively the constructivist paradigm and the interactive paradigm have an important contribution.[1] In didactics of science it is found that there is not enough insistence on the process of building knowledge, but emphasis, especially on the process of transmission and acquiring the content of the school disciplines by simply gathering data, facts, information, using exponential input and explanation strategies of concepts. Therefore, research on cognitive psychology has a huge contribution in increasing the quality of teaching and learning activities.

The major feature of constructivism is a centered approach educates, on its knowledge-building activity, the emphasis putting on the individual building of personal knowledge, how to the person acquires knowledge. In other words, the subject personalizes it working methods and building action strategies tailored to their own trening of their own personality. Musata Bocos, 2008, presents the concept of design constructivist principles through a set of principles [2]:

- Supporting the subject of knowledge to gain experience, the process of building knowledge.
- Support self-awareness of the process of building knowledge.
- Promoting the use of multiple representation modes.
- Inclusion of learning in social experience.
• Encourage the subject of knowledge to organize its own process, learning and engaging in its development.
• Contextualizing learning in real and relevant frameworks for the subject connoisseur.
• Supporting the subject of knowledge to gain experience with multiple perspectives for approaching a topic and appreciating / evaluating these.

Another concept of teaching is formulated in interactive instruction which starts from the premise that teaching is the best way to prime, to impulse, to encourage, to promote and to continue learning [3] In the opinion of the author, "teaching practices are interactive and displaced towards a more active rather than active role, the teacher generally acts and works intervenes at the request of students in order to facilitate their learning, to involve them in activity and cause them to learn and become active, actors and authors of their own knowledge, own declarative, procedural and strategic knowledge. Helps them pupils to find personalized and tailored learning and working strategies in the process of their own formation, their own personality, their own intelligence profile, its own objectives, etc."

2 METHODOLOGY

Activating teaching is a strategic teaching based on results and principles formulated as a result of research on cognitive psychology, that places the student in the building of learning. Strategic teaching shapes the learning strategies adopted by students and learners inherent superior motivation strategies for the progressive acquisition of a more and more complex knowledge.

An educational activity is centered on the student if he / she satisfies the following requirements:

• It is based on the pupils' personal characteristics;
• It aims at developing competencies (main objective) and transmission of specific content (secondary objective);
• It actively involves students in their planning, execution and evaluation;
• Being a positive learning experience;
• Allows transfer of experience to another educational situation.

As a general aspect, the way students learn influences how we must be surrendered; also the content to be learned (notions, concepts, procedures, problem solving, attitudes, etc.) determines how we have to present the information, the structure and the logical sequence, and in the same time, effective realization of internal didactic transposition. The teacher is no longer summarizes only the provision of information to the student (what to teach, but also to help students how to learn). In this context, contemporary pedagogy with openness to psychology cognitive and ways of activating students proposes reconsideration learning activity as a fundamental activity. Learning is described as one individual process, it is realized through direct experience with situations of environment; Is strongly determined by the previous knowledge base, and the process didactic becomes one centered on the learner. Some features of the learning environment from a perspective of constructivist theories [4]:

• to provide multiple representations of reality (contributing to growth cognitive flexibility);
• these multiple representations must be adaptive, preventing oversimplifying and depicting the complexity of the real environment;
• to facilitate the building of knowledge instead of their reproduction;
• to facilitate the solving of authentic tasks in relevant contexts, instead an abstract decontextualized instruction.

Active learning is the most commonly used strategy by teachers in student-centered activities. We can define active learning as a process that allows the subject of learning to have direct contact with the material studied. Usually, through active learning, we understand a type of didactic activity based mainly on student activity, on his / her direct intervention, transformers on the material to be studied. Active learning implies giving up teaching methods and facilitating more frequent and diverse contacts with the material to be taught. The following suggestions can facilitate an active learning:

• learning by discovery, using concrete materials (texts, products, objects);
• giving a reflection time, in which the student makes a response point to a given situation;
• the grouping of pupils who receive a partial pregnancy load course;
• encouraging critical thinking;
• using group methods (focus group, brainstorming, panel discussion, Thinking - Work in pairs - Communicate, etc.) in search appropriate responses;
• project-based learning, designing teaching as a project applied test.

The teaching style must be adapted to learning styles. Research shows that the active involvement of the student in solving educational tasks facilitates one learning superior and qualitative to the traditional one. Through active involvement understands the direct interaction of the subject with the content of learning, transformation by the student and the design of personalized responses by the student. This type of learning is based on deep involvement (intellectual, psycho motor, volition and action) of the student in the building of knowledge, in the formation and skills development, skills, behaviors, etc.

Mediated learning is a way of facilitating and empowering students with the help of adult learning in structuring the learning activity. The strategy has its origins in Vigotsky's intelligence development theory and Feuerstein's mediated learning practice [5]. The child has a development area that can only be accessed by an adult. Adult (teacher) facilitates student development by providing student declarative and procedural strategies. If the student learns new skills, he will be able to transfer this learning to new, but similar, situations. Mediated learning is an action to facilitate students' cognitive development. Expanding this theory to the whole spectrum of learning, the student is helped to learn to learn, in other words, we are talking about metacognitive education. The quality of the mediated interactions is described by the following parameters:

- intentionality and reciprocity;
- transcendence;
- mediation of meaning;
- mediating sentiment of competence;
- mediating self-regulation and behavioural control;
- mediating participation;
- mediation of individual differentiation;
- mediating the search for the formulation and reaching the goal;
- mediating the search for the new;
- mediation of auto-change.

3 RESULTS

Of the ten parameters presented, the first three are necessary and sufficient for an interaction to be classed as a mediated learning process. These are considered to be the factors responsible for the modifiability cognitive. They are universal parameters, being met in any cultural space, independent of a certain social status. The other seven parameters are dependent on certain tasks and are strongly related to certain cultures, reflecting the diversity of the human being in terms of cognitive style, motivation, knowledge.

a) **Integrity and reciprocity.** It's like the mediator puts in the way deliberately, under the magnifying glass a certain stimulus, in order to make it stand out and get it distinguishes itself from other stimuli. This is the intentionality, stimulate the stimulus, captures the attention of the mediated person and generates what Feuerstein calls "one state of vigilance "towards stimulus. This is reciprocity. Intentiveness and reciprocity are the defining characteristics of mediated learning.

b) **Transcendence,** defined as the mediator's orientation to widen the interaction beyond the immediate elementary purpose, creates the opportunity for the mediated person to enrich their cognitive and affective experience by linking the present situation to past events / situations, respectively, by designing new relationships between them. Mediation of transcendence
c) **Mediation of meaning.** If the first two components represent the structure of the interaction, responding to the questions: when, where, how does mediation take place, mediation of meaning refers mainly to drive the action, answering questions why, why, As well as other questions that highlight causality. Mediated learning transmits to the person mediated the meaning of interaction, its meaning, why or for what purpose certain knowledge is mediated, being thus explicitly expressing the immediate purpose of the interaction. The child's blocking occurs, most of the time, due to one of the situations following:

- The student does not know the concepts, he can not formalize them and define them, the teacher's role is to clarify these concepts.
- The student does not know the procedures, solving algorithms, the role of the teacher is to teach these algorithms to the student.
- The student is not able to plan, perform, and monitor the task performance, the role of the teacher is to teach him the necessary metacognitive skills.

In essence, of all student-centered strategies, mediated learning is one more adapted to the student's cognitive abilities. Mediated learning allows accurate diagnosis of cognitive blockages in learning so that the teacher can provide aid that clearly addresses the student's difficulties. The aid offered is specialized information (declarative or procedural) designed to eliminate the bottlenecks in learning. Mediated learning is a positive, intimate, significant for the pupil.

**Evaluation** is an integral part of the instructive-educational process constituting a complex approach to assessing the learning activity pupils and the quality of teaching. This approach reveals both the progression of learning / teaching and learning of students, and the successes and difficulties that arise in didactic activity. Thus, evaluation is considered in modern didactics a process, an activity Complex, stepped, time-driven, dynamic and flexible, oriented of well-defined goals and objectives. Evaluation Review Perspective Proposed by Ion Radu, 2009, emphasizes the importance of centering on pupils by: monitoring and verifying the stage reached in learning and knowledge by this; improving the curriculum process, correcting mistakes and removing dysfunctions, building and rebuilding the curriculum and, last but not least, in fostering and promoting self-knowledge and self-evaluation.

In other words, the optics on the reason, status and purpose of the didactic evaluation in the instructive-educational processes has changed profoundly in modern didactics towards the model and the concepts of traditional didactics, which determined us developments in the theory and practice of didactic assessment:

- it is recommended to conduct a formative assessment to support learning, to provide each individual with information about the evolution of learning and the opportunity to monitor their own progress in learning, to build knowingly progressing knowledge and regulating activity with priority the educator's educational strategies;

- it is recommended that the formative assessment be continuous (in continuous flow), systematically and analytically, in order to provide the assessor with information concrete about the level of achievement of educational objectives, with learning difficulties of students, suggesting changes, adjustments, appropriate corrective or corrective measures;

- an effective didactic evaluation turns it on to the evaluator of the of its own actions, ie it allows the regulation of the instruction through the student himself, this being the one that prefigures learning regulation strategies, which it means that it is no longer just a control tool, but one the training tool that the student may have to track their own goals and to build their own paths / routes learning and training;

- the evaluation must be designed and built in such a way as to stimulate it motivate them inherently to evaluate them to learn, to monitor their own evolution in learning, own cognitive progress, but also difficulties, errors and gaps;

- the evaluation should not be considered as a final point or balance sheet, but the necessary and useful link, indispensable, in practice, in the chaining of sequences instructive-educational, providing the formative and summative feedback elements and suggesting appropriate ways to regulate the teaching process.
4 CONCLUSIONS

We believe that little attention is currently being paid to some issues an "ecological assessment" in the sense of tackling the issue [6] of school and school notes of its importance for the pupil's school path. In our view, "ecology of assessment" addresses four major aspects:

4.1 Teacher's pedagogical tactic

The issue of teaching teacher tact is defined in the literature specialty, as an important quality in the shaping of the psycho - pedagogical profile of the child. The evaluation has long been regarded as a distinct stage of the process of instructive educative, with only a very informative role. A correct examination in terms of pedagogical tact involves:

- do not interrupt the student while answering trap questions;
- intimidating students;
- issue of unfavorable value judgments related to the poor preparation of the student before he finishes what he has to say;
- asking help questions to get the student out of the deadlock;
- calm and patient with the students' different rhythms;
- the justification for the issue of each note;
- suggestions for future preparation for improvement performance.

Knowing these aspects of examining students and applying them consistent in practice can help prevent important issues negative as: the student's disbelief in his/her own forces; Decrease motivation for learning, diminishing respect for the teacher, etc.

4.2 Choose the optimal moment for evaluation

Researches think that by choosing an optimal moment for evaluation, the effort capacity of the body sets some peak moments in yield teaching. Knowing and observing them by the teacher can prevent many shortcomings in instructive-educational activity. Thus, there is the question of the hygienic organization of the educational-educational process and implicitly assessment as an integral part of the evaluation, to avoid overstretching pupils. These aspects are generally taken into account in the timetable school, but less are taken into account in the educational-educational activity.

4.3 Create one psychological climate appropriate to the examination

Create one psychological climate appropriate to the examination and reduction subjectivity of the evaluator, can move the emphasis on the purely observable side of the evaluation towards the educational function with wide formative and formative valences involves a reconsideration of what we call the "psychological climate" needed to be one positive throughout the evaluation process. Under these circumstances, the teacher is confronted with a new perspective on what concerns the examination and the giving of notes to the pupils, the perspective that determines them changing mentality both at the teacher's level and at the student level.

REFERENCES