

11. INTERDISCIPLINARY-FACTOR PF PROGRESSBIN PRIMARY EDUCATION

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Abstract: *The application of interdisciplinarity in primary education has many benefits in the young students': the development of cognitive, communication and social, in-depth understanding of knowledge, the understanding of the connections between different fields of knowledge, the development critical thinking, authentic learning skills that develop transversal skills, the development of essential skills, communication skills, learning issues, where learning content and activities are integratted across multiple disciplines or fields of study with the aim of developing more complex skills either through learning themes or teaching protejects. The teaching-learning-evaluation relationship, viewed a necessity and a decisive condition of modern education.*

Key words: *interdisciplinarity, school success, interest in learning, curriculum design*

1. Introduction

In the modern organization of the contents of the instructive-educational process, interdisciplinarity is one of the important solutions when the act of teaching concepts and principles is carried out in several study disciplines. In primary education, the application of interdisciplinarity may bring an interesting feedback by transferring methods and techniques from several fields and allow learning to be adapted to several situations. In the speciality literature, it is demonstrated that there are three moments of applicability of the interdisciplinarity (G. Văideanu):

- at the level of curricula, school curricula, textbooks, tests and worksheets;
- in case of the teaching-learning-evaluation process;
- during non-formal or extra-school/ extracurricular activities.

In the didactic activity, depending on the ways in which the teacher intervenes in the educational act, the interdisciplinarity can be achieved by: “mandatory and minimum correlations“ present in the act of teaching knowledge or in school curricula, respectively “systematic and disciplinary developed“ with a role in identifying concepts and methodologies or teamwork when organizing / planning didactic scenarios and planning.

2. Discussions

In the efficient realization of the instructive-educational process it is necessary that the traditional methods of teaching-learning-assessment be closely related to modern methods that refer to those interdisciplinary links in order to provide the student with thorough knowledge. Interdisciplinary teaching focuses on the aspects of the development of the young school-age student: intellectual, emotional, physical, aesthetic and social development, whereas student-centered learning stimulates creativity, allows the adaptation of content to the educated's specificity and, thus, everything that is best is obtained from him (Goodson, 1994).

Interdisciplinarity can be interpreted as a bridge between different disciplines, a bridge that allows: the student's responsibility during the teaching act, the teacher

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can be both a facilitator and a mediator, depending on the situation, he encourages communication and interpersonal relationships, stimulates related planning, encourages active pedagogies and active-participatory methods; this way transversal, integrated, key and transdisciplinary skills being formed.

Although interdisciplinary teaching has become a common activity in primary school students, there are also limits to integrated teaching: the teacher invests a lot of time in conducting the didactic scenario, in rethinking the content and in integrating the information palette included in the study objects specific to the primary education curriculum.

The author Sorin Cristea in “General Pedagogy” refers to the teaching activity as “a pedagogical communication action proposed by the teacher in different variants and forms of organization”. The same author defines learning as “the student's action performed by the student in the initial phase, as a direct effect of the training designed by the teacher in order to acquire knowledge, skills, competences and strategies”, depending on the proposed objectives.

Thus, by means of the relationship between teaching-learning-evaluation through an interdisciplinary approach, the boundaries between different traditional study objects are eliminated and there are born new topics that correspond to a higher level of study discipline: general and specific competences, abilities, skills and aptitudes. The literature presents different definitions of interdisciplinarity meant to illustrate the abolition of the boundaries between study disciplines and the training of students’s “unitary image of reality, and integrative thinking” [15]. We would like to present just some of these definitions:

According to S. Cristea, the interdisciplinarity “aims to exceed the limits of some reference disciplines, with reference to another discipline being part of the same field of study” [8]. According to C. Cucuș, interdisciplinarity covers “the form of cooperation between different disciplines on an issue highlighted by the convergence and prudent combination of several opinions” [9].

In the vision of G. Văideanu, interdisciplinarity realizes the bridge between “contents and the instructive-educational process, on the one hand, and the global character of the problem to be solved viewed from a professional and social angle, on the other hand” [16]. In another perspective, the author M. Manolescu is of the opinion that interdisciplinarity “has become a necessity, an economic, moral or aesthetic issue and appeared as a logical consequence of the integration of content types in terms of permanent education” [11].

The factor of progress in primary education – the interdisciplinarity - refers to the intersection of different curricular areas from which other objects of study result. In this way, International Pedagogy offers us alternatives to primary education successfully addressed to in Romania as well: Waldorf Pedagogy - Germany” promotes the idea of exploitation, develops talent, free expression, emotional and sensory life, emphasizes direct observation” [3, p. 32].

Maria Montessori – Italy – the child lives in an as natural as possible environment, an alternative that “opts for combined groups and mutual - activities” [3, p. 32]. Freinet Pedagogy – France – The factor of progress in primary education-interdisciplinarity “refers to the intersection of different curricular areas from which other objects of study result”. In this way, International Pedagogy offers us

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Dramatic Pedagogy – England – based on “critical thinking, free action and life skills training” [3, p. 33]. The “Step by Step” Program – U.S.A. – is based on “progressive education, development of physical, emotional, artistic, theoretical-practical and social skills “progressive values, responsibility, rule development, emphasis on motivation, communication, provides means and working methods” [3, p. 34].

3. Results

The didactic approach will focus on the student. The student must be accustomed to learning both by himself and in cooperation, to be an active and responsible partner of the instructive-educational process. What makes it possible to the interdisciplinary approach of the teaching-learning-evaluation process is the fact that some of the objectives are common to a wider range of curricular areas.

Interdisciplinarity is considered to be a factor of progress in primary education because it is motivated by: the large amount of knowledge, the information that children receive is varied and comes from different forms of activity, cultivates skills, ensures flexibility, fluidity and originality. The steps taken in developing the design of the learning unit can be materialized in: correlating the content with the operational objectives, establishing the learning activities, identifying the teaching resources: support materials, textbooks, texts, worksheets, audio-video means, time, space, form of the class organization, human resources, the establishment of evaluation tools.

4. Conclusions

Starting from J. Fr. Herbart's statement. according to which: “boredom is the mortal sin of teaching”, the interdisciplinary teaching game is an action that harmoniously combines usefulness with pleasure, being the easiest way to an interdisciplinary approach at a young school age because it develops thinking operations, team, observation, and order spirit, and, moreover the efficient and correct work skills are formed. Through the teaching game, the student is subjected to a mental effort similar to the one put in a normal activity: he observes, locates, interprets, explains and transforms.

The harmonious combination of teaching games creates new learning situations, ensures the students' emotional participation, stimulates the interest in knowledge, the interest in seeking the necessary information, offers a better motivation. The didactic game is a form of manifestation of the child's personality; it prevents the emergence of boredom and monotony, facilitating interdisciplinarity through: game elements: riddles, simulations, surprises, discovering new solutions, exploration, attention and interest keeping.

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