



Figure 6. The success percentage distribution of squares checked with the left hand by each student (1-12).

5. Conclusions

After applying the test, after the data collection and interpretation and after analyzing the data obtained by observation in the test development, we can affirm the fact that special educational request students in 6th grade have the weakest results, registering a success percent of 53.12%(P.A) and 51.96%(P.D), at checking the squares with their left hand, and a success percentage of 66.33%(P.A) and 64.22%(P.D) at checking the squares with their right hand. In the classification follow the 3rd grade students, with percentages in between 72.30% and 95.89% at checking the squares with the right hand. The best results, as far as the correctness is concerned, were registered at 7th and 8th grade students. We mention here the 100% percentage of the student T.A, but we have to specify the fact that the percentage corresponds to the 64 checked squares, out of a total of 250 squares drawn on the paper. Knowing the special role that the parents have in the support and the education of special educational requests children, reflects, on a side, their involvement degree. This way, the parents of T.A are parents who give a big share of time to the child, permanently encouraging him in everything he does and they are very calm and patient with him. This mostly explains the fact that the student took his time trying to check the squares as correctly as possible, rather than as fast as possible. At the opposite pole we find the student P.D, who checked correctly 70 squares, our of 109 checked squares. The registered observations during the test revealed the fact that this student manifests an increased level of anxiety and impulsivity. From the discussions with the class attendant it was revealed the fact that the parents are not giving him the required attention. As a general conclusion, we can affirm the fact that the work hypothesis is partially confirmed, in the sense that a motrical behaviour evaluation at at special educational requests students, could give new opportunities in establishing some effective teaching strategies, which would contribute to their faster social integration, if the students benefit also from the needed family support.

References

1. Albu A., Albu C. , (2000). *Asistența psihopedagogică și medicală a copilului deficient fizic*, Ed. Polirom, Iași.
2. Dumitru, G., Bucurei, C., Cărăbuș, C.,(2006). *Integrarea elevilor cu cerințe educative speciale*, Editura Mirton, Timișoara.
3. Oprea, V., Nițu, L.,Chiriacescu, D., Lungu, E., P., (2003). *Set de instrumente, probe și teste pentru evaluarea educațională a copiilor cu dizabilități*, Unicef.
4. Popescu, G., Plesa, O., (1998). *Handicap, readaptare, integrare*, Ed. Pro Humanitate, București.
5. Verza., E, Paun, E.,(1998). *Educația integrată a copiilor cu handicap*, Unicef.
6. Weihs,T., J.,(1998). *Copilul cu nevoi speciale*, Ed Triade, Cluj Napoca.

THE EXPLOITATION OF ORAL HISTORY IN THE FORMATION OF CIVIC BEHAVIOR OF PUPILS

Carmen Alexandrache

"Dunărea de Jos", University of Galati, Street .Garii 63-65, 800003, Galati, Romania, email: carmen_alexandrache@yahoo.com

Abstract

In this paper we intend to present some ways of developing ethical behaviour and consciousness. For a student is important to listen the experience lived of others. In this way he faced his own experience and information learned by hearing the realities

which others lived regarding the respective information. The theoretical aspects and examples of good practice hope the teacher of history and the teacher of civic culture to develop ethical awareness in students of compulsory education.

Keywords: history, ethical behaviour, pedagogical strategy.

1. Introduction

A history teacher is mainly focusing on helping the pupils understand the events of the past, both from the cause and effect relation, but also from their contribution to shaping the collective and individual identity. In this sense, history, the science of the past, becomes also a science of the present and of the close future (from the events perspective), a science of man and of society in general. It is also an active subject which is written and re-written permanently and which also determines an active attitude and human consciousness. Therefore, history may seem to be a pleasant subject (if it is skilfully presented by the teacher), an impossible one (if the focus is laid on the volume of events taught) or a useful and interesting subject (if its teaching is based also on the daily personal experience of the pupil).

This is what is expected from history in the 20th-21st centuries (Low-Beer A., 1997), with the suggestion that "history teaching in schools must not reflect or monitor history from an academic level. We must get our students used to critical history. We must not avoid presenting the facts just because of being controversial; we must allow our students to observe the complexity of history and to measure level of veracity of historical sources; they have to assert their critical thinking abilities" (M. Mihai, 2000, p.82). The complexity of these aspects raises difficulties for the history teaching-learning process, a fact which reiterates the need to identify the strategic and motivational means to stimulate the pupils' interest in learning it.

Using the methods of analysis of information (Cerghit, 2008, p. 32-65), the students contribute to finding out the historical truth; develop self-confidence in their cognitive and practical skills proving curiosity, their involvement in study and culture. Equally, all these imply the formation of students' abilities: to think for themselves, to interpret information critically and responsibly through debating with the others and through accepting multiple perspectives.

The paper starts from the premise that the pupils' interest for learning history may be developed with the help of investigative strategies which are specific for the oral history. The argument behind the above made remark is given by the observations made during the activities taking place at the seminars and the pedagogical practice held by students preparing to become teachers in the pre-school and in the primary school. As per them, the pupils are mostly interested in the events which took place closer to their own time, especially in those that are being presented by the persons who lived them. This is not due only to the emotional load of the recent events, but also to pupils' desire to find an explanation for everything happening around them.

2. Hypothesis, observations, discussions and pedagogical solutions

Starting from the premise that the development of pupils' interest for learning history represents an important component of the didactic activity we aim at emphasizing even more the role of oral history and their investigative strategies in this pedagogical objective. In our paper we want to pin-point the importance of using the oral history during the history classes and to make some theoretical- methodological recommendations.

The concept of oral history might be nuanced and re-evaluated due to the formative aspects of a socio-pedagogical nature which are presupposed by it. Mainly, the oral history has the following roles:

- a *depository* of general, everyday information (data regarding the contemporary reality) which are valued with the help of confessions, public debates, conferences, scientific communications, etc.;
- a *collector* of material and spiritual proofs of the community;
- a *selector and user* of the cultural and civilization elements of the community;
- a *mediator* between the collective memory and the individual one;
- a *stimulator* of the emotions and the feelings.

In the pre-school and school environment, the oral history may become also a stimulator of the critical thinking because it is important not only the impression of truthfulness and of complementing the historical knowledge, but also the children's attitude towards confessions received as a source of information. It is also important the pupils' involvement in identifying, gathering and archiving the confessions which make up the oral history, a fact which attributes it also the role of shaping conducts, skills and aptitudes specific for the historical scientific activities.

Usually, the oral history is used in children's activities under the form of meetings with the persons who have witnessed some past facts and things and which are willing to talk about them. Such presentations help the children to better understand and appreciate the present, by comparing it with their close past. The confessions may involve the way in which children were living in the past, their life style, but also to the way in which they were taught history, were asked to investigate and interpret the facts and processes of the past. So, in order to increase the formative value of these activities, we recommend letting the pupils organize them, with the help of the teacher.

Next we will present a few examples of learning activities generated by the oral history, correlated with the abilities which pupils will shape and develop during them.

Table 1: The learning activities of oral history correlated with the scholar abilities

Educational objectives	Learning activity	Skills, intellectual and emotional-motivational abilities; values and attitudes
<i>The gathering of information from oral historical sources</i>	<ul style="list-style-type: none"> • activities to preparing of the fact sheets of interview; • activities to identify the aspects which can be known with the help of the oral history; • getting to know the oral sources and their role in developing the historical knowledge. 	<ul style="list-style-type: none"> • elaboration of instruments of interviewing; • the identification of the frame-elements which can make the confessions unreliable; • increasing sense of personal effectiveness; • optimism, compassion, social engagement; • strengthening the feeling of belonging in the community to which it belongs.
<i>The interviewing of the eye witnesses as a means to get to know the past reality</i>	<ul style="list-style-type: none"> • the gathering of information with the help of eye witnesses (veterans and prisoners of war, political prisoners, survivals of some important events in the life of the community or of the Romanian society in general); • participation in activities to gather information by interviewing eye witnesses; • cooperative learning; • role play. 	<ul style="list-style-type: none"> • the capacity to prepare the context in which the interviews will take place; • the use of the methods to gather information from the oral sources identified; • the ability to lead the discussion with the eye witnesses so as to value their life experience; • development of communication and relationship skills; • respect for cognitive and affective experiences of others; • tolerance, solidarity, respect for the rights.
<i>The inventory and archiving of the confessions gathered by the "research teams"</i>	<ul style="list-style-type: none"> • organising and the ordering of the information collected. 	<ul style="list-style-type: none"> • the determination of the causal relations between the facts which occurred in the close past; • the selection and ordering of the confessions, according to specific criteria; • Realization of collections of evidence (audio recordings, audio and visual, historical files, photo albums etc.).
<i>The processing of the information gathered from the oral confessions</i>	<ul style="list-style-type: none"> • common investigation and discussion network, discussion, panel discussion, case study, brainstorming technique: think / work in pairs / communicate, bunch, bunch reviewed controversy constructive role playing, debates (Bogoş, 2013), etc. 	<ul style="list-style-type: none"> • examining the authenticity of the information (historical criticism); • the use of historic, scientific or intellectual arguments; • the thinking process over the information gathered; • the discouragement of labelling, of manipulating others, of assimilating and applying some inner norms, of democratic sense;

		<ul style="list-style-type: none">• the comparison making between one's own opinions and the opinions of others.
--	--	--

The analysis of this area of history will guide the young towards learning the individual work techniques, and it may do it better than other areas of history, the young people being able:

- to identify, use and evaluate documentary sources;
- know how to use them in solutioning situations or supporting viewpoints.

The gathering of this kind of information must be prepared with responsibility and competence, being performed by qualified people, as well as by students under the guidance of the former or that of teachers who are interested in this matter and trained to approach it. In brief, conversation focused on collecting information must be centred on the following landmarks:

- the general context in which he lived and lives eyewitness interviewed;
- the role of the interviewee in the respective events;
- the time distance of their recollections;
- their current position, both social and professional;
- their personal reaction towards contemporary events;
- their capacity to discern, personal reasons for participating in the disclosure of the respective facts;
- the information about the content of exposure (it is contradict or confirm the interpretation of other sources, concerns or deficiencies in the information provided, unknown events, the emotional charge related);
- their situation in the community.

Of course, the pupils will understand that history is only a reconstruction of the past which makes it susceptible of subjectivism (Duțu, 1986).

Therefore, in the pre-school and school environments, in order for the activities related to oral history to reach their formative objectives, we will indicate next some methodical recommendations and examples of good practices:

- using and understanding of interrogation, as a circular entity, where each type of question triggers different thinking processes, thus involving the students in activities of research, interpretation and synthesis;
- placing the student in the context of concrete reality, by means of case studies, discussions, simulation of various situations, actions, facts;
- learning through collaboration, where students are stimulated to analyze informational content, reflect upon the text, associate new ideas;
- exploring reality (by means of observation, experiment, case studies, or through demonstration or modeling) in order to search for and discover certain information. Learning through discovery allows the student to find the truth by personal endeavor, yet contacting the study materials;
- to encourage the pupils to reflect upon the activities which have been organized and took place (critical approach of the oral sources, compare and explain the historical facts, their correlation with contemporary realities, making connections with other disciplines, literary expression / plastic explores issues of interest for the history lesson, extending the proposed issues etc.);
- to collaborate with the historical circles, clubs.

3. Conclusion

By respecting the scientific and pedagogical strategies of utilizing historical sources, students will get involved directly in the learning process, being encouraged to use a variety of forces, to use contemporary testimonies, to approach events from multiple perspectives, to use investigation as a means of acquiring knowledge. Thus, the study of contemporary history may also contribute to consolidating youth's abilities to judge the information spread by means of the media or the internet, making use of the ability to select information from various sources that might capture their attention, as well as to perform critical interpretation by confronting the others.

Undoubtedly, these psycho-pedagogical and civic concerns of oral history will additionally allow the optimization of relationships at the following levels:

- *the informational level*, by means of identifying, analyzing, understanding notions, facts;
- *the social level*, through processing information, adducing results, participating in ideas exchange, completing or correcting colleagues' presentations, through clear, neat and sustained presentations and by comparing and contrasting opinions.

Beyond perceiving the research strategies as those methods and conditions which get the students to find the information themselves, it is necessary, nevertheless, to understand them in a much broader context, at the same time considering the following: a critical approach of the text, interrelations, interest, motivation and experience, creativity in finding solutions, interpersonal communication, multiple perspectives of perception, multiple interrogation, essentializing and relevance and so on.

History comprehension, seen as exploration and understanding, remains a challenge in the new century due to the research of its valences and the variety ways of manifestation, with divergent work hypotheses; even now there are

required erudition, critical analysis of the testimonies, systematic restitutions, on account of methodical training. As history meets "the need for order" (Zub, 1991, p. 36), it also represents an attitude toward time, based on building a self-image through others, on the grounds of respect, interest and capability to reconstruct and understand the past.

References

1. Bocoş M-D., (2013). *Instruirea interactivă*, Ed. Polirom, Iaşi.
2. Cerghit I., (2008). *Alternative de instruire alternative și complementare. Structuri, stiluri, strategii*, Ed. Polirom, Iaşi.
3. Council for Cultural Co-operation (1997). The preparation and publication of new history text books for school in European Countries in democratic transition, Warsaw, Poland, 14-16 november 1996. Report, Strassbourg.
4. Dumitru, I., A., (2000). Dezvoltarea gândirii critice și învățarea eficientă, Timișoara.
5. Duțu, A., (1986). *Dimensiunea umană a istoriei*, București.
6. Low-Beer A., (1997). *Consiliul European și Istoria în școală*, Centrul de Informare și Documentare al Consiliului European, Strasbourg.
7. Mihai M., (2000) *Predarea istoriei în secolul XX*, MEC, București.
8. Zub Al., (1991). *Istorie și finalitate*, Ed Academiei Române, București.

EXPECTATIONS OF POLYTECHNIC STUDENTS FROM THE PHYSICAL EDUCATION AND SPORT TEACHER

Liliana Becea

University Politehnica of Bucharest Bdv. Alexandru Ioan Cuza 87, Bucharest, Romania

Abstract

As a partner in the instructive educational process, the student is an adult with a well-defined system of values. Knowing them in the most complex manner possible is an important stage for the actual and future efficiency of the effects on multiple plans of the intervention of the teacher in university education.

Purpose

This study aims to objectify the expectations of technical university students from the professional and human features of the physical education and sport teacher, as well as the ways of structuring them according to the gender and lifestyle peculiarities.

Methods

The main research method used is the investigation in the form of questionnaire.

74 students of the Aerospace Engineering Faculty from the Polytechnic University of Bucharest participated in the research.

The research took place during 7 March – 7 May 2015 within the Sports Complex of the Polytechnic University of Bucharest.

Results

The results obtained following this research highlight the fact that gender feature and "university experience" affect the expectations of students from the physical education and sport teacher.

Conclusions

The current and future impact of the teacher in the training on multiple plans of the student is strictly determined by his/her respect and appreciation for the instructor.

Specifying the defining aspects of the students' system of values in relation to physical education and sport teachers, structuring the relationship student – teacher according to these represent a proof of the respect for the student, with direct effects on increasing long and short term impact of the physical education and sport teacher's activity.

Keywords: expectations, student, physical education and sport teacher

1. Introduction

Change is the only permanent aspect of existence.

The speed with which changes occur geometrically grows in recent years.

Major changes in social life causes decisive changes of mentality and lifestyle choices even deeper as the age is lower.

We are involuntarily "formatted", in overwhelmingly most of the time, by determined aspects of our society we live in.

Training and education is essential to be prospective to prepare the pupil / student today for professional and social requirements of the future 10, 15 years, goal almost impossible to achieve, due to the changes speed and the difficult prognosis of their directions.

Between what the physical education and sports lesson provides and what would like from it the ones it is intended to is often a difference, also determined by material limitations, but not only.

Knowing what do young people seek both in the lessons of physical education and sports in higher and non-profile education and from the teacher, specialist in physical education and sports, is a real and realistic beginning in increasing the attractiveness and effectiveness of this activity.