

THE SYSTEM OF THE DIDACTIC PRINCIPLES WITH APPLICABILITY IN TEACHING ECONOMICS

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Abstract

The present paper aims to present the system of didactic principles and offer several models of didactic tasks used in teaching Economic objects, but they can be broaden to any other school objects, in accordance with the presented approaches and their specific features.

Thus, we presented the following principles: the principle of the active and conscious appropriation of the knowledge and skills; the intuition principle or of the unity between real and abstract, between rational and sensorial; the principle of accessibility and of respecting the students' age and individual particularities; the principle of connecting theory with practice; the principle of knowledge systematization and continuity; the principle of the rigorous and durable appropriation of the knowledge, abilities and skills; the principle of assuring the feed-back within the system of learning.

The didactic tasks are found after every above mentioned principle. The work is suitable for mainly probationer students and for teachers.

Key-words: *the system of the didactic principles, the economic objects, the thinking operations*

JEL Classification: A₂₀, A₂₁

Introduction

The progress realized within the education field leads to the forming a corpus of didactic principles, with a great availability for a great variety of conditions, for all the learning levels. The relation between the educational objectives and the didactic principles is shown also from their definition. [(Burja V., et all, 2006), p. 101] The principles are fundamental theses, general rules which represent the basis of the teaching-learning activities projection, organization and displaying, for an optimal realization of the educational objectives. (Ionescu M., Radu I., 1995)

Literature review

The system of the didactic principles was studied by many pedagogues and researchers. Thus, M. Ionescu and I. Radu (1995) presented them, I. Bontaş described their characteristics (1994, p. 122-123); of much importance were the papers and researches of I. Cerghit, T. Radu (1990), C. Cucuș (1998), I. Jinga (2000).

The system of the didactic principles

Within the contemporary didactics, the didactic principles are presented generally as a system. Depending on the approach perspective, the number, the formulation and even the content of the principles differ. (Burja V., et al, 2006, p. 102-110)

The traditional didactics consecrated the system we have already mentioned in the abstract of the present paper. We agree with this and recommend the teachers use it in the teaching Economics objects.

1. We know that *the principle of the active and conscious appropriation of the knowledge and skills* expresses the necessity of manifesting an active and conscious attitude of the students in the learning process; it also creates the students the necessary premises of a profound and creative understanding of the notions under discussion, by avoiding the mechanic, formal learning. The simple presentations or defining of the economic categories lead to confusions or wrong interpretations if one does not specify the circumstances which can determine a particular economic phenomenon, the causes of its appearance or the evolution of some economic indicators and so on.

Task: By applying the principle of the active and conscious appropriation of the knowledge and skills, explain argumentatively the content, the causes, the forms of manifesting and the social and economic implications of the inflation. Start with concrete examples, train the students in resolving some problems which are connected to this economic phenomenon, identify solutions offered by the students for the inflation equilibration.

Connected to this principle is *the comparison* as a thinking operation. Within the study of the Economic objects, it leads to the social economic contents appropriation and to the delimitation of the comprising area of some notions against others. The comparison also allows the study of the results level and of different economic indicators towards the recorded result of the same indicator in other situations, in the given situation is considered a referential point.

Didactic task: Realize a parallel between shares and bonds at the theme “The capital market”. Take into account the following items: what do they represent, the brought income, the intervention in administration, the risk, the duration.

Other thinking operations we meet are *the analysis* and *the synthesis*. They are opposite, but condition each other. Through the analysis, the presented economic category is decomposed in its constitutive parts, these are separately

analyzed and finally the essential features which characterize the respective category are presented. Through the synthesis, the whole is reconstructed.

Didactic task: Analyze the economic category “property”, following its two components: the property object and the property subject. Identify the pluralism of the property forms and then, through synthesis, reach the free initiative based on the private property, as an essential feature of the market economy.

The induction is the logical operation which consists in drawing the conclusions, the rules, from analyzing the concrete, particular cases, then reaching the theses, the concepts and the theories with a general character.

The deduction is that type of argument that one can pass from general to particular.

The principle of the active and conscious appropriation of the knowledge and skills determines affective and attitudinal changes to the students, increasing their trust in the assimilated knowledge and abilities, increasing the efficiency of the learning process.

2. *The intuition principle or of the unity between real and abstract, between rational and sensorial* expresses requirements due to it is necessary that the learning process start from the real contact with the studied object or phenomena, from the concrete reality and has the purpose to internalize the gained perceptions via senses and the tripping of an intense mental activity of forming some representations. The requirements of this principle can be touched by presenting during a lesson/seminar of a diverse didactic material under the shape of schemes, graphics, diagrams, films, CD-s, cassettes and so on.

Realize and present (explain) o scheme, a diagram, at your choice. A classic example is the explanation of the equilibrium price.

For the usage of the intuition principle to be efficient, it is necessary that the didactic intuitive material to correspond to the lesson purpose help students notice the essential aspects and imply as many senses (seeing, hearing and smelling) as possible.

3. *The principle of connecting theory with practice* is naturally connected to the intuition principle and supposes that the appropriation of the economic aspects be through their direct joint with practical activities, thus one avoids the accumulation of the formal pieces of knowledge.

There are a lot of modalities for applying this principle:

- the presentation of the applying domain of the knowledge and the illustration with concrete examples;
- solving problems and exercises specific for every object;
- the usage of the appropriate methods in the teaching-learning process, such as the case studies, the company games;
- visiting the companies;
- laboratory works and practice activity.

Task: Present at least a problem proposed to the students for being resolved, after the teaching of the theme “The Unemployment”.

Task: Teach the theme: “Work Division” during a visit in an economic entity. What practical, concrete aspects would you stress, applying the principle of connecting theory with practice?

Within the principle of connecting theory with practice an improvement of the students knowledge and life experience takes place. The pieces of knowledge gain an operational value, by forming abilities and skills. The students’ spirit of observation, thinking, imagination and attention are also developed; new attitudes, motivations and beliefs are formed.

4. *The principle of accessibility and of respecting the students’ age and individual particularities* implies that the organization of the system of learning be realized taking into consideration the real possibilities of the students; it is conditioned objectively by their age, their previous knowledge, their individual physic and intellectual potential. The accessibility does not suppose the renunciation at the intellectual effort from the students’ part, but their training in a continuously and sustained effort in order to assimilate new pieces of knowledge, abilities and skills. The dosage of the effort is required in fact, because the exceeding of the students’ possibilities leads to a mechanic learning, lack of interest, breakdown.

The specialists (Postelnicu C., 2001, p. 300) speak about a series of individual particularities, specific for every student:

- the psychological specific, represented by the psychic features (temperament, character) and distinct affective-emotional particularities (interests, aspirations, needs, beliefs);
- the neuron physiological specific, represented by the functional particularities of the nervous system and of the sense organs;
- the intellectual capacity, represented by functional particularities of the nervous system and of the sense organs;
- the volume of knowledge, abilities and skills of every student;
- the life experience, familial environment and learning style of every student.

Task: Which one of the following fragments of text do you consider that respects the requirements of the accessibility principle? Motivate your choice. Take into account that your students are in the eleventh form.

a. “The US economy is set to maintain its strong rates of growth and job creation and there is no risk of a resurgence of inflation in the foreseeable future, President Clinton said yesterday in his annual economic report to Congress. Our economy is stronger than it has been in decades, Mr. Clinton said in the report prepared by his council of economic advisers.” (Ștefan R., et. all, p. 142)

b. “Originally the over-the-counter market dealt mostly with small firms that could not qualify for listing on the national exchanges or did not want to bother with procedures. Today, however, well-known firms such Apple, MCI and Coors prefer to have their stock traded on the OTC market.” (Miculescu Andrei (coord.), 2007, p. 145)

5. *The principle of knowledge systematization and continuity* supposes that the content be taught and learned in a specific scientific and pedagogical order, which has to assure the information accessibility and assimilation in their naturally sequence. The observance of this principle starts with the content organization in logical sequences: chapters, sub chapters, themes. Exemplify.

Realize the table for resolving the operations of an accounting analysis. Please show us how you respect the requirements of the principle of knowledge systematization and continuity (through chaining the economic operations, the documents of bookkeeping evidence, the necessary knowledge, the logic sequence).

The principle of the rigorous and durable appropriation of the knowledge, abilities and skills expresses the requirement that the knowledge, the abilities and the essential skills be kept for a long time, in order to be reproduced and used when necessary.

By respecting the requirements of this principle, present your students in the eleventh form the definition of “the request”, after they have already learned about “the offer”. Please, point out the essential differences and the newness elements.

The usages of some schemes when presenting a theme do contribute to the knowledge fixation and correspond to the principle of the rigorous and durable appropriation of the knowledge, abilities and skills. Within the theme “The productivity of the production factors”, present the students the following scheme:

PRODUCTIVITY	Natural factors
	Technical factors
	Social factors
	Psychological factors
	International factors

6. *The principle of the rigorous and durable appropriation of the knowledge, abilities and skills* expresses the requirement of keeping the essential knowledge, abilities and skills for a long time, for being reproduced and used when necessary. If the other principles stress the knowledge assimilation, this one takes into account the knowledge fixation.

The fundamental requirement for a rigorous and durable appropriation of the knowledge, abilities and skills is their repetition.

Task: Explain to your students the scheme “The operational structure of a company”. This helps the knowledge systematization, understanding and fixation.

7. *The principle of assuring the feed-back within the system of learning* refers to the continuous improvement of the results, depending on the previous achievements. During the teaching process, the feed-back is an essential condition for the efficiency of the educative act. The teacher has to assure himself all the time that the knowledge he transmits to the students is understood by them and they can also operate with it.

Within the theme “The productivity of the production factors” how can you verify during the lesson that the students realize the difference between the partial and the global productivity? (Suggestion: ask them exemplify the two categories).

Observing this principle leads to acquiring the habit of systematic work, life and character features. The economics science requires much structures, systematization and continuity.

Conclusions

The present paper spoke theoretically about the importance and specific features of the system of didactic principles, but it has a didactic part, consisting in methodological task the teacher should use within the Economics theme, during the teaching process.

We noted from the principles features that they have a law character, because they represent general, essential, relatively stable reports. They have an objective character, act independent on the implied factors in the process of learning. They have an algorithmic character, because they are expressed through a set of rules and requirements. We have to notice also they have a dynamic character, evolving in concordance with the educational process. (Costea Ștefan, Șerdean Ion, 2004, p. 101-102)

Respecting the principles requirements determines affective and attitudinal changes to the students, increasing their trust in the assimilated knowledge and abilities, increasing the efficiency of the learning process, leads to acquiring the habits of systematic work, life and character features.

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