APPLYING DIDACTIC PRINCIPLES TO TEACHING AGRONOMIC DISCIPLINES

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SUMMARY

Didactic principles are norms or general theses orienting and instilling the process of education a functional sense thus granting the premises of efficient fulfillment of the objectives in view. Such principles refer to teachers’ activity and, through it, implicitly, to students’ activity as well (Ionescu M., Radu I., 2001; Postelnicu C., 2000).

The principle of organic integration of theory with practice demands that everything acquired throughout didactic activity be rendered valuable in ulterior activities (such as that of studying or material endeavors) commands a reciprocal conditioning of didactic objectives with those of the logic of science and supposed demands of the agronomic professional integration. Such a didactic principle assumes a reverse way, a deductive strategy of systemizing the material to be introduced in such a manner as it relates itself to experiments able of implementation.

The effective application in the didactic activity fanned out in transmitting the disciplines of agronomic profile of the principle of connecting theory to practice asks for the relentless observation of the following demands: laboratories implied in practical applications be endowed in accordance with the level of modern demands; practical activities have end scope and direct and immediate practical applicability; documents accompanying practical applications be theoretically funded being aware that the theoretic support is really useful, even indispensable with most of the cases; the implication of the specialty-teaching cadres be periodically doubled (with practical works) by specialists from without the educational system in order to deepen with the students the belief that the results of their endeavors are in line with society’s demands.

The principle active and aware participation of the student in the didactic activity is implemented by means of effective actions of direct or mediated exploration of reality, of rediscovering and solving problems, a.s.o. This principle demands participative stimulation of the students to lectures, seminars, traineeship and laboratory works, meaning that the student’s will is prompted to knowing, understanding and keeping he has learned and used.

REFERENCES