Psycho-pedagogical formative valences of the geographical game

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Abstract

The issue of improving teaching approach in order to enhance students' academic performance is closely correlated with teacher concerns of the establishment and the perfection of his professional and psycho-pedagogical skills. It is well known the fact that the performances of the students in school activities are correlated with the strategies used by teachers to achieve differentiated and personalized educational training. The study approach has resulted in providing an effective alternative to skills training and development of educational teaching games suggesting a possibility of pedagogical practice. The teaching game makes faster the knowledge acquisition and contributes to the development of mental processes. Combined with the humor is a way of knowing reality, enriching the life experience of children, stimulating their creative potential.

Keywords: School performance, performance, interpersonal relationships, strategies, skills;

1. Introduction

Interactive strategies establish successful educational approach emphasizing the child's activity on its motivation, on the task challenging incumbent and boosting skills. While tasks are shared, negotiated, solutions to problems are searched and psychological abilities to develop interpersonal are developed. To increase the probability of dispersal attention, interest, student effort, the teacher must make the ability to order and coordinate information, develop the essential ability to work with different epistemic contexts. Information explosion forces to approach geography as a discipline of thought logy-co-mathematical, cybernetic, less notional in order to overcome gaps between school and science, perfection of personality as a whole and the adequacy of the mental development of students favoring the transition to a higher mental development.

2. Theoretical and practical aspects

Developing the geography content in school is made respecting logic and structure of geography as a science, organized as a hierarchical information system, with levels of abstraction and generalization precisely delineated, but also closely related to teaching logic. The aims of geography teaching and learning positive attitudes towards training for the purpose of protecting the environment and its protection, health and beauty of the earth, conservation

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and rational use of resources from natural and anthropogenic landscapes of the land area within the meaning of knowledge and appreciation protect them; regarding Romania, for the purposes of geographical knowledge in the world, country land, its inhabitants, the transformation of economic activities and use of nature by man, to the global problems of mankind, on the increase of the population, use energy resources, water, soil, minerals, pollution and the environment, to human rights and equality between geographical nationalities. Geographical thinking involves terrestrial scientific concept by demonstrating and illustrating character material, knowable and constantly diversified. The combinations of stimuli (size, contrast / color harmony / sound, emphasis, repetition), the game is geographically attractive effect of novelty, of surprise. This manages to focus attention and to maintain without excessive voluntary effort of the student, facilitating and streamlining, first receiving operation of the learning process. Longitudinal research is an experiment in which the qualitative understanding of learning is considered significant in understanding geography at school. The results of an experimental class were compared and processed with the results of the control group, who worked traditionally. The research focused on the following objectives: highlighting the role of geographical teaching game, teaching geography at IV-th grade and development of educational games, various and specific for each educational unit.

2.1. Hypothesis

We started from the following hypothesis: the systematic use of geographical teaching game during teaching and learning geography in fourth grade, which lead to better assimilation of the concepts in the educational process when the teaching game method is used only sporadically. The nature of objectives, the specific phenomenon studied, characteristics of subjects involved in research, the requirements of methodological principles required the use of several methods that have provided data processed and interpreted using statistics, logic and psycho-pedagogical. The educational system which is centered on the student requires that the attention of the school should be directed mainly to the work in the classroom, focusing on preparing the student to the lesson. Designed and built on the base of curricular goals of training, lessons can train students so they can acquire school performances, required during active life (professional, civic and family) after school. It hasn’t been excluded the possibility that differences between groups are due to other external factors, random, uncontrolled. To annihilate the weight of these factors were chosen two similar collective as an experimental factor given experimental group, which shows to be strong.

2.2. Strategies

Teaching practice has demonstrated, over time, that instruction and education, teaching strategies generates the same mixed results. Receiving and processing messages transmitted is varied according to: individual characteristics and age of education, the intellectual structure of skills, professional choices, attitudes and beliefs. Once you have determined who will be participating in research groups the following questions will have to be answered: how will acquire knowledge about the capabilities of each pupil, which is knowledge of this kind to be needed, what kind of decisions on the instruction may be taken if you have such knowledge. To diagnose and interfere appropriately was considered that first should be identified learning difficulties. Failures were seen in students' attitude of rejection displayed by some of them to geography and, knowing that emotional and cognitive life are inseparable to the properties studied geographical games, keeping the material taught and the specific skills which were trained. The experiment was focused on highlighting the relationship between geographic teaching games (cause) and learning outcome objectives, achieved (effects). First game was introduced when fixing geographical teaching and consolidation of knowledge, every lesson, unit of learning, elements of geography and local horizon. "There has been a blend of learning activities and games, joining that facilitated the consolidation of knowledge in preparation for a wider field to format easier to achieve basic level geographical competencies. It included: a set of essential knowledge, a set of skills (working methods and techniques, skills) and a system of attitudes. There has been applied different geographical games to achieve several aspects:
- Skill-building to represent a route using cardinal points;
- Attention and skill-development identification and inter-cardinal points in a given plane;
- Spirit of observation and skill development guidance geographic space-problem situations;
- Skill-building orientation in space and plan, develop ability to analyze written texts containing geographical and skill to use the map;
- Capacity to design multiple choice decisions by identifying and establishing logical relationships between variables that define the situation. In the formative evaluation were used to cast short knowledge tests included in the curriculum, specific abilities and skills to obtain an accurate, precise performance of students. Using this version of the experiment psychological and pedagogical evaluation made it possible to establish an immediate and permanent links between teaching, learning and assessment. Information obtained about the implications of geographical teaching strategy used game, and the immediate performance of students, led the design of future types of geographical teaching games. Improving experimental group subjects has been realized by reducing errors in the various aspects of the geographical followed game. Every subject of the experimental group offered on the test sheet a suggestive and accurate picture of the text with geographical content, scope and spatial distribution. Geographical data mapping, done by students, has complied with all its features: geographic location elements, symbols and conventional representation by geographical elements, their name and playing characteristics of qualitative and quantitative means using specific graphic representation of the map. In simple explanation of basic processes of nature, errors of the two groups differ significantly, the control group totaling several compositions has been captured only some essential features if any, have explained only some aspects identified in many cases using geographical terms wrong. Most mistakes were made in explaining the simple elementary processes of nature, which shows that heuristic solving the problems of teaching geography is more difficult. Geographical games applied on experimental group contained various exercises, mandatory for all students, who were solved step by step, made possible the practice of conscious operations so that they could use the knowledge and skills in final test, which were learned in new situations. If differences between the performances of such items describing geographical realities remain roughly the same between the two groups on other tests, such performances at the final assessment item known differences. The explanation may be related to frequent use in geographical teaching strategy games interactive task type, argues on the essential characteristics of geographical space. " Descriptions, often diminishes the quality of perception are dull and students, while when integrated into the games mentioned above, students' attention is supported by the task of verifying information for points of their team or losing team. To improve the school system means that students should not always depend on the teacher. The experiment aims to demonstrate that the systematic use of geographically game teaching method and technique in teaching and learning of geography in IV-th grade leads to better assimilation of the educational process than when the game teaching method is used only sporadically.

Objectives were: to highlight the role of geographical teaching game teaching geography at IV-th grade and development of various educational games, learning specific unit introduced when fixing the knowledge, time to update the previously acquired knowledge when learning stewardship. After analyzing the results obtained by students was found that the systematic use of the geographically teaching game, teaching method and technique in teaching and learning of geography in IV-th grade provides an effective solution specifically on geography skills training, also suggesting a possible course of action to solve practical problems identified before, but no answers offered. Application of geographical teaching game for eight months was used to grade IV, based entirely on learning tasks articulated in school learning elements specific to this age, the educational process, is such that the novelty and variety become attractive and motivate students in their resolution.

The topic discussed shows the importance and usefulness of the effects identified through personal contribution, the basis for a coherent approach to teaching which is expressed in the psychological development of students' progress and development of practical media by providing training game teaching geographical skills faster geographical features.

Educational actions must take into account the psychological characteristics of child development, to satisfy the activity to manipulate objects, real or imagined, to implement the different roles and situations. A game program based on geographical teaching and performance levels is responsible for the differences which school should consider offering a structured field for action in teaching the learner to be able to articulate.
3. Conclusions

The positive effects of geographic teaching game used systematically for formative assessment test results is reflected not only quantitatively but also in terms of quality errors: restricting the types of errors, reduction and disappearance of certain types of errors, increasing polarization to types that are closer to finding the right solution. Error dynamics is thus an argument that proves the positive role of geographical teaching the game of mental development of the subjects, the quality of error is considered an indicator of improving resolution strategies.

Efficiency of systematic teaching strategy game geographically specific skills training involves integration of other didactic variables: the personality of the teacher, teacher-student relationship, educational content, training time and organizing classrooms.

The application of geographical teaching games in each lesson has been shown to restore balance in school activities. Teaching game strengthened their intellectual and physical energies, generating a secondary motivation, but stimulating, providing a vital presence in the increased rate of school work, facilitating the assimilation process, reinforcing and consolidating knowledge. The applied geographical teaching games have modeled and offset intelligence and personality where it is necessary.

Teaching game strategies were heuristic strategy in which subjects in the experimental group showed their wit, spontaneity, resourcefulness, initiative, patience, courage, etc., Discovered truths and have developed some capacity for action.

Teaching the game has not had a spontaneous and voluntary character, but has become an activity that combines teaching techniques with educational tasks game elements motivating student learning, motivating him to use the full potential mentally, to develop attention, initiative, inventiveness, spirit of cooperation, team.

References