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LACK OF TRAINING - CAUSE OF THE LAG BEHIND

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Abstract: *This work is a continuation of a previous one in which we identify the problems faced by high school students and the factors - educational realities that make learning progress difficult and lead to the lagging behind. This time we set out to identify the causes that lead to these realities. The hypothesis from which we have left seems to be the result of a lack of training in school activity as a result of the fact that most of the hours are carried out by frontal activity. For the validation of hypotheses, we tried a research approach, using the interview method, by administering a questionnaire, a batch of 537 high school students and direct observation, during 73 special inspections to obtain the first degree.*

Keywords: *frontal activity; lack of training; guided individual activity; mutual reading; analysis of small group workload;*

1. Introduction

In a previous study, we have tried to identify the problems faced by high school students and the factors - educational realities, making learning progress difficult and leading to lagging behind.

Major problems have been identified: functional illiteracy, malfunctions in the process of thinking, and lack of interest and motivation for school learning.

Educational realities, the factors mentioned by the students and the questioned teachers leading to the lagging behind were:

- the issues mentioned by the teachers are:
• large gaps in previous years' acquisition;
• attitude of low indifference and motivation for learning;
• basic intellectual skills (precised reading, writing, counting);
- aspects that make it difficult for students to learn are:
• the large amount of knowledge taught at each discipline, which leads to overloading;
• accentuated by teachers on the theoretical part of learning, to the detriment of the practical-applicative character;
• inappropriate dosing of the required effort, subsistence or overload.

2. Description of the research

This time we set out to identify the causes that lead to these realities.

The hypothesis from which I left is the following:

The lagging behind in learning is the result of a lack of training in school activity as a result of the fact that most of the hours are carried out by frontal activity. This hypothesis was suggested by the empirical idea that most of the school learning activity is done through frontal activity, which implicitly leads to a lack of training of a consistent part of the number of pupils in a class.

Frontal activity makes a small number of learners involved in authentic learning, particularly those with sustained activity, those who are leaning towards intellectual activity

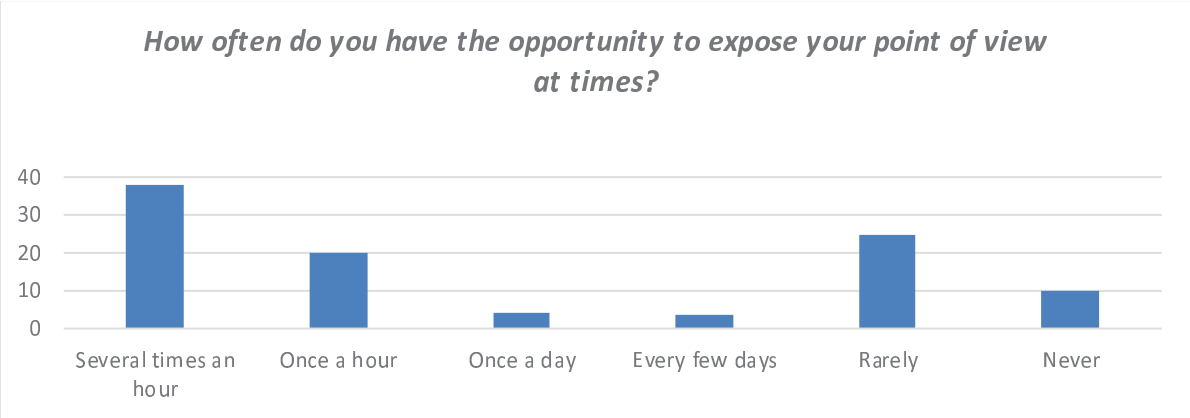
and with high learning potential. The others become inactive viewers of activities carried out by a small number of colleagues.

Hypothesis suggests that if students are not trained in school activity and only physically participate in classes, mental processes will be in the situation where, instead of evolving, it is possible to incite or at most to stagnate. Lack of involvement generates boredom and automatically, lowers interest, and secondly, lack of involvement, the sense of inutility leads to the loss of self-esteem and the full potential. Prolonged this situation will make the pupils come to helplessness learned, a situation that can only be overcome with the additional support of those around us: teachers, colleagues, mentors, tutors, etc. The student alone will be totally helpless.

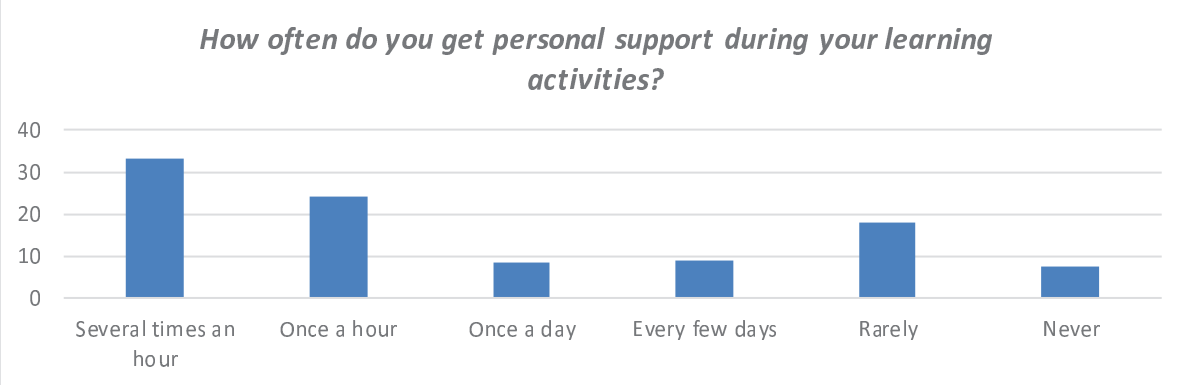
The direct observation of the activities and the interview were used as a research method, by the administration of a questionnaire.

The information gathered during the 73 inspections for obtaining the first degree did in 13 counties and the municipality of Bucharest and the administration of the questionnaire was used to 537 high school students, which included some of the questions regarding the possibilities of involvement in the activity of learning.

The questions and answers were as follows:



1. 34.8% of students surveyed have the opportunity to participate very little in classwork.



2. 25% receive rare or none-personal support.

The answers given by pupils and the observation on the occasion of the special inspections carried out for obtaining the first degree, 73 distributed in 13 counties and the city of Bucharest, and the ARACIP evaluations carried out in 61 school institutions, of which 42 high schools, confirm that the teaching activity is dominated by the activity in which the teacher

exposes knowledge and involves a small number of pupils in the teaching activities, dominating those with high potential and availability for school activity. Only 15% of the assisted activities combine in a steady and balanced way the front-to-the-front and the group-independent activity so that each student has the opportunity to participate through personal effort in the learning activities.

3. Techniques for involving each pupil in the learning activity

To increase interest and motivation, the need to increase the participation in the learning activity of all pupils, not only a few, those who have a sustained rhythm in learning, solving school tasks, those with an increased need for affirmation, we propose some working techniques that create a learning context that puts each student in the position to participate through personal effort and with the possibility to have the necessary support for the realization of learning: Individualized Activity, Mutual Reading and Small Group Workload Analysis .

3.1. Individually directed activity

In order to enable individual activities to be carried out, in the case of learners with slow learning or knowledge gaps, take the following steps:

a. The pupils will follow (without writing, only by proposing to understand the approach) the demonstration made by the didactic framework, using the voice-thinking protocol (step-by-step explanation while demonstrating);
b. Students will follow (without writing, only by proposing to understand the approach) the demonstration made by a colleague on the board;
c. Everyone will work individually (using the voice thinking protocol) under the supervision of their colleague. Then the roles change. He will work every two exercises each;
d. Everyone will work individually with the opportunity to ask for help from the teacher or colleague, two exercises;
e. each will perform the activity individually, without support, two exercises;
f. In a group of 4/5, students perform self-evaluation, each reading what others have done, what results they have achieved.

The number of exercises students perform at each stage may be different, depending on their complexity and the time needed to accomplish. Exercises from the book or from a workbook that the students receive at the beginning can be used.

3.2.. Analysis of small group workload

When workload involves individual work, especially for a problem that is more difficult to understand or is more complex (it has many data, it involves multiple connections, it has more operations) we recommend that after the explanation for the better understanding of the task and the problem solving, the pupils discuss at a small group level to identify the keywords, to clarify the steps, the steps, the issues that can raise problems and only then to start individual work.

3.3.*Mutual reading*

Mutual reading is a pedagogical concept that designates a work technique that can be used in school learning after each sequence of independent activity, with the aim of:

a. to share with colleagues from the small group the way of solving individually;
b. to express, at the level of the small group, the way of solving a problem, his own opinion, a personal opinion;
c. a first assessment of the learning outcomes by confronting the solutions, opinions, opinions of others.

4. Perspectives

Following the use of Guided Individual Activity, Mutual Reading, Small Group Task Analysis over time, psycho-pedagogical reflections made with thousands of learners from the project framework: Mentorated for rural teachers, Studium, After-school Professionals, teachers involved in the preparation for obtaining the didactic degrees, future teacher students, the conclusions of the focus groups organized during the pedagogical circles, the mentor teachers' working sessions, for each of the three techniques we have established several advantages:

Advantages of guided individual activity there are:

- tracking the demonstration, without copying the exercise, makes the focus point only on the steps, the work algorithm, without losing certain explanations or important elements due to copying the exercise on the board;
- we all know that the worst retention rate occurs when we explain, what we do. The protocol of voice thinking and the answer that students give to their colleague are educational contexts that make this technique possible;
- Time multiplies. At the same time, in the sequence of activity in pairs, half of the class staff work in parallel;
- students with low self-esteem, have the courage to ask their colleagues if they have not understood something; there is no the same reservations and fears they have in relation to the teacher and to the whole class.

The advantages of the task analysis in the small group there are:

- for those with learning potential, the exercise of the explanation is a possibility of attachment, learning;
- for those with low potential for hyperkinetics, the explanation and discussion in the proximate space will have an increased impact on the teacher's explanation, which was done somewhere in the space that did not attract enough attention.
- In the small group, students with low self-esteem have another courage to ask if they have not understood something; there is no the same reservations and fears they have in relation to the teacher and to the whole class.

Advantages of mutual reading there are:

- each student has his / her time, in which he / she is listened to by colleagues. It will feel useful and important, which will contribute to the development of self-esteem;
- It takes little time and ensures the participation of each student in the activity. Nobody is excluded;
- each has its own moment of expressing the personal point of view, of its own way of solving. A first evaluation is carried out. Provides the possibility of displaying the learning outcomes of each student. Some of the errors are identified by confronting responses, opinions, and shared ways of solving;
- Differences of opinion, different ways of solving, give the pretext of group discussions on the subject;
- Provides multiplying time. At the same time, in the classroom, by matching the intensity of the voice to the specifics of work in the small group, pupils speak in a number equal to the number of working groups. If we use classical front-end activity to evaluate individual activity outcomes, some students, 2-3, share their views, achievements; usually those who finish first. The risk is that, as a matter of course, a large number of students will not even carry out the exercise for individual work because they know they will not be listened. Under these circumstances, for many of the students, that time is a lost one because they did nothing.

Conclusions

As a result of these data, we consider that the main cause of functional illiteracy, lack of interest and motivation and dysfunctions in the processuality of thinking is the lack of training of students, which, step by step, causes the accumulation of gaps, the feeling of impotence and the detachment of a number quite a large number of students of what would have been natural to be daily concern and constant responsibility - their own development.

Guided Individual Activity, Mutual Reading and Small Group Workload Analysis are techniques that are used every hour several times, ensure each student's participation by personal effort in learning, provide the necessary training for each person's evolution, acquire the level of mental activity required overcoming functional illiteracy, and then resulting in progress in the functioning of thought processes, hence progress in learning and then increasing interest and motivation for school activity.

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