

PSYCHOPEDAGOGICAL KNOWLEDGE OF THE STUDENT, A GOAL OF THE SCHOOL ORIENTED TO THE STUDENT

Carmen Maria CHISIU, Ph.D.
'L. Blaga' University from Sibiu, Romania
carmenmariachisiu@yahoo.com

Abstract: *In a questionnaire handed out to 79 teachers, participants in the two-tier training courses and in a focus group with 12 participants of university student's practitioners and mentors, we aimed to identify the causes that lead to the lagging behind of students. Situated on the third place, as a importance, one of the reasons was considered to be the lack of differentiation of learning due to the lack of knowledge of individual pupils' peculiarities. The pupil's psychic life is extremely rich, complex, making study and knowledge difficult, lasting and of utmost importance. This responsibility of producing and using these documents lies with the teacher, the tutor, the instructor, or the student's mentor. In the present paper we try to present some tools and methods, the way in which the actors of education can use the psycho-pedagogical sheet, in order to contribute to the balanced development of the personality of the student.*

Key words: *Psychopedagogical knowledge, differentiation of learning, psycho-pedagogical sheet, methods, techniques*

Introduction

The psychic life of the child, is extremely rich, complex, which makes studying and knowing him to be a difficult, lengthy and critical. This forces the teacher to call on a variety of methods and procedures: biographic data analysis, observation, analysis products business, talking, testing, interviewing.

The collected material is going to be processed thoroughly and systematically. Such systematization that secures processing results collected factual material, related to a student, is called psychopedagogical characterization.

Psychopedagogical characterization is made by filling a form, which contains the essential aspects of the child's personality and pedagogical recommendations on its evolution.

Although it requires an effort from the educator, achieving such a paper is a real gain, because it highlights a number of issues that could be causes of a certain behavior, it can make a new student be almost as known as one who has been in school for some time.

To characterize does not mean to make a list and to describe all physical and psychological peculiarities, essential and non-essential. To characterize means to find the basic features of the personality and the development prospects. It results that the composition of the characterization should take into account not only the various psychological traits, but also the stability of their manifestation in the child's behaviour and work. Any child can be, under certain conditions, impulsive, irrepresible, but these are characteristic features of certain situations. Therefore, the main psychological traits of personality traits are relatively stable, which manifests themselves with a certain constancy in the conduct and child's activity.

It should be noted however that although these traits are relatively stable, they are not immutable, especially at an early age, but they are formed, they develop and change depending on education and environmental conditions. Knowing the child is important for his training especially for his education, a neglected aspect in school activities.

1. Psycho-pedagogical sheet of knowledge and characterizing student

Psycho-pedagogical sheet knowledge and characterization of the student is a practical tool that allows such actions programmed in each student, systematization of information on his person.

From a functional perspective, it is an auxiliary plug pedagogical teacher / tutor / diriginteleui, the class teacher or the teacher toturelui year. Through a responsible attitude towards the knowledge of the student and filling in pedagogical tutor can use this tool, both for the students and to the parents and teachers from the classroom in order to create a family environment and school conducive to the development proximate e of each student.

Organizing plug into chapters and subchapters is a plan to systematize information and an indicator of problems to be addressed. The characteristics of the pedagogical sheet allows qualitative assessment of the child's personality traits and the factors that influence on its formation (Holban Ion, 1972). The data obtained by different methods of investigation plug is inserted into chapters, assessing the extent to which they express a medium characteristic or behavior of the child. The assessments will be made taking into account the intensity (quantitative aspect) and permanence in time (consistency) of the aspects evaluated.

Making a psychopedagogical paper claims, firstly, a rich informative material and secondly an intensive work in processing and interpreting the data.

To conduct the educational work with efficiency, the knowledge of the child's personality is as important as knowledge of the group's syntality. Therefore it is quite important for the educator, knowledge of the relationship between group members.

To investigate and research school groups, there can be used the so-called sociometric techniques, made by the American psychologist of Romnian origin, J.L.Moreno.

2. Who can use the psycho-pedagogical sheet and how it can be harnessed?

In a not so distant past, preschool teacher used to complete psycho-pedagogical sheet for each child, contained in the kindergarten program. The rules for entering primary school child, among the documents required there was also this sheet. So the child went to school with a 'passport', a psycho-pedagogical profile. Since the first day, the class teacher had information about the behaviour, about the characteristics of each student, nothing like starting off in terms of total ignorance. Teachers continued this systematic observation and filling in and at the end of the 4th grade the primary school teacher handed 'the passport' to the formteacher.

I think it is worthwhile to ask: Who would consider useless such a document which accompanies the student throughout the educational path? Nobody, that's for sure. On the contrary, it would be really useful. What else do we have to do as educators? To facilitate the transfer sheets once a student transferring from one cycle to another or from one school to another, which is not at all difficult. It's a simple procedure as possible: to annex the document to the transcript.

What we propose further are some ways in which these cards can become authentic instruments of the student's knowledge, available to all those involved in raising and educating his parents, head teachers, teachers and not least the student himself.

Of course the information inherited from the teacher under whose guidance the student formed the previous cycle are helpful but these should be constantly updated and sheet is good to become a tool in which to operate frequently.

Using one of the many forms of pedagogical sheet, the teacher will complete one at the beginning of each cycle, using information sheet completed in the previous cycle and adding new ones obtained through its own investigation.

Valuable sources from which we call the masters are themselves students and their parents.

Within an hour of tutoring, both the students and parents will receive files, they will read a statement and annex will make their own additions, comments, likes. Teacher / tutor / tutor will select, process, will collate the information gathered from other sources and experience and will continue filling in.

Especially helpful may be continuous operation under the heading Recommendations pedagogical (specifying educational goals concrete and interventions educational timely. Instead replenish memory as teachers / masters with all behaviors student, wishing to bring forward their parents and then pedagogical recommendations designed to regulate the emerging aspect we can fill this box with the date, behavior and recommendation, the proposed intervention.

The first few minutes of each meeting with parents will be dedicated meeting each parent with their child sheet.

Pedagogical sheet can be consulted by the class teachers. It's not very difficult to establish a timetable and conducted meeting of all teachers in the classroom, during which each student consult records and may make recommendations to fill them, depending on the student's behavior at times held together.

May be useful as this sheet and the transfer student from one class to another or from one school to another.

Anyway transfer involves a period of adjustment and adaptation to new conditions of the school, class, group of teachers. A informing teachers and teacher / tutor / student diriginteleui with reference to the specific roughness can only facilitate this period.

In this way:

- Father kept informed and genuine without distortion caused by the passage of time and the emergence of forgetfulness child's behavior;
- Teacher recommendations are parent / tutor / diriginteleui;
- Father is behavior - answered student's educational intervention;
- The parent can add your own opinion and intervention;
- The parent becomes a real collaborator teacher / tutor in the education of the child;
- The child is no longer able speculation lack of communication between school and home;
- Teacher / tutor / tutor no longer appears in the position of that memorial services for parents;
- Class teachers formed a team responsible for the student receives education in schools;
- Education has a certain unity, consistency and transparency.

3. Methods and techniques used for student knowledge

To achieve an understanding of the child's personality and the evolution of his rhythm and how to develop a number of methods and techniques, but to get a picture of how deep and objective recommended combining them in various ways, for painting information to be varied.

Biography

For parents and students participation should be based on honesty necessary to provide biographical data, the teacher should enjoy their confidence. Also school doctor or doctor are those who can participate in the anamnesis.

Psychopedagogical observation:

- It consists of the systematic tracking of psycho-behavioral manifestations of the child's activity in natural conditions.
- To achieve scientific observations that lead to capturing the essential, significant relationships between observed phenomena, it is necessary:
 - Establish the purpose of observation;
 - To make use of parts of control arising from previous observations, from personal experience or from the literature;

- To resort to some means and ancillary technical tools;
- Make use of ways to assess the comments made to allow easy data recording and then comparing them is better to use observation units (the amount of observed elements equal time intervals). It may also determine the estimates of mental qualities. They can be converted into figures by granting points. The middle is easy to harvest data and their systematic observation grid based on several criteria.
- Put in place steps to combat the obstacles that may hinder an appropriate observations.

The call

At younger ages, it is recommended not to use it as a method but to be integrated with other methods. At older ages, both the way the conversation is done and the themes are widely diversified.

Survey

Children use the questionnaire survey and interview interview, which often takes the form of a dialogue, a conversation. Through her are searched the opinions, desires, aspirations, students' vocational interests. It is practiced in times of change, engagement in new types of activity or school orientation.

Case study

There are two concepts in pediatric psychology and pedagogical psychology:

- As a method of research and knowledge of some collectives
- As a method of researching an ins in a particular situation. Not every situation is a case. Studying his own child as a "support" of a development-related theory became famous thanks to personalities such as Charles Darwin, who in 1877 published his notes on his own son William Erasmus "Doddy" and a century later thanks to Jean Piaget, who he actually built the entire theoretical vision from the observation of his three children.

Even if such exceptional observers were able to capture information useful for developing psychological theories further their studies are more or less attacked, putting problems to generalize the results to other situations or other individuals. However, the case study is used fairly frequently when there are exceptional cases (eg "scholar idiots") that can not be merged into a statistical study.

Analysis of the products of the activity

It is one of the most commonly used methods of psychological knowledge, along with observation and testing. Any product made by a child or pupil may become subject to psychological investigation.

We can obtain information about mental capabilities available to children (the mental coherence, power of imagination, scale interests, quality of knowledge, skills, skills, skills) to achieve style, the endowment, progress in learning.

It is of great importance to set criteria to appreciate these products (fairness, originality, complexity, expressiveness).

Tests

They have the widest spread. There are relatively short and standardized evidence that allows the rapid investigation of childhood psychological traits.

There are tests for each psychic capacity in part (perception, attention, memory, imagination, intelligence tests), differentiated by particular characteristics (distributive attention, concentrated attention, theoretical, practical, verbal, numerical, technical).

Their application serves to determine the child's level of psychological development for school and professional selection and orientation. These are relatively simple, both as application and interpretation.

Knowing the methods of investigation should not be an end in itself but the necessary tools for knowing the pupils, in order to identify the educational paths optimal to the development of the individual.

A good knowledge of the individual can be achieved in the conditions of a consistent knowledge of the age peculiarities for each category and of the natural evolution of the development, the periods of crisis and the way of their manifestation, the factors that can generate problems in different age categories.

This is an important role for teachers, for their own information and training, and for informing and educating their parents.

The characterization of a child must also notice the tendencies of personality development. We must also capture both the positive aspects that we support and which we promote, as well as the negative aspects of the personalities that we are going to remove.

The socio-metric test

For the efficient development of educational activity, knowing the individuality of the child is as important as knowing the group in its sentiment. That is why it is important for the educator and the knowledge of the existing relationships among the members of the group. For the investigation and research of the school groups, so-called sociometric techniques, produced by the American psycho-sociologist of Romanian origin, J. L. Moreno, can be used. They propose measuring the affective-sympathetic relations between members of a group.

It addresses questions such as:

"Who would you like to sit with in the bank?"

"Who would you like to spend your free time with?"

To capture affective relationships preferably or

"who would not you like to stay in the bank?"

"who would not like to spend your free time?"

In order to capture the emotional rejection, an additional question can be formulated to get an incentive for choices and rejections. This test is called the sociometric test.

For a better understanding, we assume the use of the data obtained by applying the sociometric test to a group of 17 pupils coming from two classes who are going to spend classes together at an optional discipline.

The following steps are taken:

- The sociometric drawing, a double entry table, in which the members of the group are marked both vertically and horizontally with the relations between them, noting with (+) preference relations and (-) rejection relationships. It reads as follows: Student "a" preferred "e" and "f" and rejected "c" and "g".

- Calculating the sociometric indices, to know where the position is, the position occupied by each individual in the group. The number of choices and rejections issued by each individual is summed horizontally, and there is the affective expansiveness index. If the sums and rejections received by each one are vertically summed up and the formula $(s) - r$ (rejections) received / $n-1$, where n is the number of subjects within the group, we find the preferential status index of the subjects. The statutes may be positive, negative or zero, which indicates the presence of popular, rejected or isolated subjects within the group.

- Drawing up a sociogram, that is, a graphical figure that reflects the type and meaning of the existing relationships between the members of the group:

- a mutual preference
- a unilateral preference
- a mutual rejection
- a unilateral rejection
- a preference for rejection.

- Calculation of the cohesion coefficient of the group by the formula: $gr = \text{sum of reciprocal choices} \times 2 / n(n-1)$.

The information provided by the sociometric test is extremely important for the educator.

Based on these we can:

- it achieves the positive orientation of the relations between the members of a group, explain the latent or manifest tensions between them;
- convert negative relationships into positive relationships with educational-formative valences.

Reading the sociogram from the sociometric data reveals the following phenomena:

- dividing the group into two subgroups;
- the existence of reciprocal rejection relationships; between the two subgroups;
- the subgroup's tendency to promote its own leaders;
- no coincidence between formal and informal leaders;
- the presence of rejection relationships between the two leaders;
- the undefined or linking position of b in relation to the two subgroups, but its ignoring by both;

- the coefficient of cohesion is extremely low (0,28), there being a subgroup cohesion, not a group.
- the presence / absence of rejection relationships between the two leaders;
- the significance of the cohesion index.

Conclusions

The drawing up of a psycho-pedagogical card requires, first of all, a rich informative material, and secondly, an intense work of processing and interpreting data.

The psycho-pedagogical record made with the responsibility of each of the teachers: from kindergarten, primary school, middle school, high school master, can be used as a "PASSPORT" that accompanies the pupil throughout the schooling and helps the ensemble of participating actors to education in knowing the individual particularities of each student.

This would be a prerequisite for approaching a differentiated learner oriented to the needs and interests of the pupil, differentiating to the best possible use of the potential of each pupil by means of educational interventions appropriate to the student's development needs.

In this way we could meet one of the identified problems, both at the level of the research sample group and at the level of the educational community in Romania: respecting the individual peculiarities of the pupils, differentiating the learning according to the needs of each one.

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