

## **THE ROLE OF SPECIALIZED DISCIPLINES AND INTERACTIVE TEACHING METHODS IN STUDENT EDUCATION**

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### **Abstract**

*Formation of a graduate professional competence is ensured by its complex and progressive training, based on the general issues to the specific profile of a group of trades. Such, study and perform various specialized disciplines complementary practical activities, will be based on knowledge pool formed by studying subjects of general culture. Advanced links between them are established, each with its own importance. The elaboration of the didactic technology projects is necessarily required by the conditions for the development of a modern education and must take into account a number of determinants, namely:*

- *the scientific organization of the activity;*
- *increasing the efficiency of the training process;*
- *achieving with maximum probability a certain level of performance correlated with the requirements the area for which training is provided.*

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### **1. INTERDISCIPLINARY RELATIONS**

The specialized disciplines should be regarded as parts of the same whole constituted by the educational process. They can not be viewed unilaterally as a theoretical part on which the practical skills of the professional future are built but in unity with them: what distinguishes them is the content of the pedagogical facilities that the pupils are to achieve.

As far as their relation to practical training is concerned, it should be noted that through such training activities the pupils acquire knowledge and

form at the same time skills, a common task of all the training disciplines being the formation of intellectual abilities, skills and abilities.

Through the judicious and correct approach of general and technical culture disciplines, the graduate of a form of education can be appropriately prepared on a cognitive, psychomotor and affective level for the situations in which it will face social practice.

## **2. METHODS OF OBTAINING PRELIMINARY INFORMATION NECESSARY FOR TEACHING TECHNOLOGY DESIGN**

In the case of training technology, teaching technology is the one that encompasses the whole process of training the young generation, in accordance with the social order. Teaching technology is in fact a set of methods, forms, means and relationships established in the educational process in order to achieve the operational objectives and under the conditions of a rigorous evaluation of their achievement. The instructive-educational process therefore appears to be characterized by two categories of convergent actions, namely:

- training actions run by master instructor;
- learners' learning actions supported by learning by optimally combining all available resources (methods, processes, material means, organizational forms).

Having the components of a pedagogical situation, it can be observed that the establishment of a certain didactic strategy will also be made taking into account the restrictions that arise, namely:

- students' level of education;
- their individual particularities
- the corresponding time

It is also necessary to have a permanent evaluation of the results by means of a reverse link so as to ensure the regulation and improvement of the system, as well as ensuring its quality and efficiency. For the purpose of designing a teaching technology, it is first necessary to obtain information on:

- the content of the current school curriculum and the manual of the respective discipline;
- the level of training and the possibilities of the pupils;

- the necessary conditions for the training: cabinets, laboratories, educational facilities.

The school curriculum, as an official document that directs, guides and delimits areas from which the teacher can extract problem formulations, indicates the thematic area and the degree of detail in which a certain content is to be studied, presented on themes and subtopics. In a program, the profile and occupations to be used are indicated, and the overall time for detailed and indicative training on subjects, as well as the time limitations according to the lyceum profile or course type (day / evening) are indicated.

Modern programs also outline the general objectives and skills, beliefs, attitudes to be learned in learners when studying the modules. Methodological information is provided, and it is also recommended to constantly adapt to the specifics of the sector for which the training is provided.

School textbooks are the main material support of accumulated knowledge, topics, problems solved or proposed for solving, sets of recapitulative questions, choice questions, etc.

The actual level of training of pupils to be trained, as well as their availability, are factors that influence and determine the design of a technology; their consideration is necessary for the correct setting of the objectives and the didactic strategy. The actual level of pupil training can be appreciated by a properly designed test or systematic observation of pupils in the early hours of the school year. In designing an initial verification test, the following items will not be omitted:

- the necessary knowledge acquired in the subjects studied: either general or specialized;
- skills of intellectual work that can be highlighted through correct expression using the specific vocabulary of certain domains;
- skills of using teaching resources, decoding of audio-visual messages, conducting experiments with didactic kits, use of independent work records, use of widely used measuring instruments, drawing tools, calculus, etc.

Following the application of the initial testing method, well-trained groups of learners interested in broadening the area of knowledge - for which extra-curricular scientific circles is advisable - and groups of students with loopholes can be provided, for which consultation is needed, problem solving in collectives, etc. The real conditions the teacher has for conducting the

training are another factor that is taken into account in the development of didactic technology.

No matter how well a teacher did, he becomes a utopia if he can not be put into practice. That is why it is necessary to be well-known:

- the training environment;
- endowment with educational means;
- the bibliographic material;
- the possibility of using the resources made available by other units;
- possibilities of self-tuning.

As the existing conditions of materials with a methodological character for the discipline presents these limits, the teacher has to use in his didactic design and his creative and innovative potential.

### **3. PRINCIPLES FOR THE DEVELOPMENT OF TEACHING TECHNOLOGY PROJECTS**

The elaboration of the didactic technology projects is necessarily required by the conditions for the development of a modern education and must take into account a number of determinants, namely:

- the scientific organization of the activity;
- increasing the efficiency of the training process;
- achieving with maximum probability a certain level of performance correlated with the requirements the area for which training is provided.

The teaching project, in order to be effective, must meet the following conditions:

- to observe the pedagogical principles and the psychology of the instructive process;
- training techniques should be subordinated to the content and objectives pursued;
- how to organize instructional activities to meet learning peculiarities for each age;
- established activities must lead to a high level and pace of learning, to mobilize all psychic resources in the self-training effort.

- to take into account the level at which the necessary resources are available for the didactic activity: the didactic-material endowment, the nature of the space allocated to the training, the time allocated;
- to take into account the conditions of good communication between the teacher and the student, the avoidance of fatigue and overloading factors;
- indicate the ways of continuous evaluation of the training results, thus providing the opportunity to regulate the process even during its course, in order to obtain the predetermined finality.

From the perspective of the presented, the elaboration of the didactic technology project becomes an extremely complex task which requires finding the most advantageous structure of the training and the ways for its realization, taking into account the given conditions, the particularities of the class and of each student. Underestimation of any of these factors may lead to failures, for example: disregarding the material conditions of material endowment renders inappropriate a technology that theoretically has been correctly drawn or the development of a technology without taking into account the particularities of the trained class may result in training inaccurate or inconsistent with reality.

A modern concept used in the teaching of economic disciplines (accounting, marketing, human resource organization, professional communication, operational planning, economic contracts) is "Exercise Firm". It is a didactic concept, based on learning by doing, a model of simulation of internal processes in a real firm and its relations with other companies and institutions.

This is an interactive learning method for the development of entrepreneurship, a modern concept of interdisciplinary integration and application of knowledge, a teaching-learning approach that provides conditions for the practical exploration and deepening of the skills acquired by students / students in professional training.

The overall objective of learning through the exercise firm is to develop entrepreneurial spirit through:

- familiarizing students with the activities of a real company
- simulation of business operations and business processes specific to the real business environment
- improving business language

- developing the skills and attitudes needed by a dynamic entrepreneur: creativity, critical thinking, problem solving, decision-making, responsibility, teamwork, initiative, perseverance, self-organization and self-evaluation of individual resources, flexibility.

Each exercise firm is a practical activity, structured on departments:

1. Human resource department,
2. Secretariat,
3. Marketing
4. Sales,
5. Control,
6. Accounting
7. Logistics

Students work in different departments to carry out their specific activities.

In addition to national and international contact, another strength of the exercise firm is simulation. Mistaken decisions, which in real business life can endanger their own business, do not have any real economic consequences in the exercise firm. They are an important part of the students' own experience, an essential factor in the learning process. It is even advisable to practice these potential failure situations in the real economy, so students are prepared to solve and prevent them.

The objective of the teaching-learning-assessment time in the exercise firm is interdisciplinary, action-oriented and problem-solving, centered on pupils' knowledge of business activities and business-to-business relationships. Also, the activities completed by the business partners put in motion the learning processes in the students and determine their motivation.

Acquiring key competencies (eg, teamwork, interdisciplinary thinking, language skills) enable the student to have mobility and flexibility later in the active and professional world.

For example, if the student has to implement as an accountant of the purchasing firm's purchasing department, his knowledge of the enterprise of the purchasing business, taking into account the economic situation of his business, must make the optimal decision in collaboration with colleagues, to recognize the effect it will have on the success of the business and to represent this decision before the company's management.

And for the teacher, as exercise coordinator, the exercise firm is a particular challenge: a change in the traditional role of information exposure

as a team member and counselor. In the exercise firm, the student has the decision and the action. The teacher can only intervene in the decisions he takes if he holds a position in the exercise firm.

Establishing a real business is based on a business idea, resulting from the analysis of the marketing environment. The exercise firm is a virtual entity, but it actually respects the legal habits in the field of authorization, establishment and operation of a company. The virtual exercise of the exercise firm allows unlimited creative practice, noting that the rule is practiced, not the exception, and the approach determines effective transposition into practice.

The exercise of setting up an exercise firm favors the development of entrepreneurial skills through:

- identification of sources of documentation for setting up;
- choosing the object of activity
- establishing the legal form;
- analyzing the business environment to identify competition;
- shaping the business idea as a result of the analysis of the competitive environment and the establishment of market opportunity

The Exercise Firm is a virtual firm, which has an object of activity established on the basis of a market survey classified according to the classification of activities in the national economy (NACE codes harmonized with NACE-Nomenclature of Activities in the European Community).

The legal form influences the organization of the company, namely:

- the number of associated persons;
- social capital;
- contributions to capital;
- procedure, etc.

Most companies are organized in the form of LLC - limited liability company. The legal form of the exercise firm is based on the real-world business model. Commercial companies are in most cases licensed as LLC, and in the future they will turn into JSCs as the company expands.

#### **4. CONCLUSIONS**

In conclusion, the implementation of the concept of "Exercise Firm" aims at creating the type of dynamic entrepreneur able to develop a new

production process, to bring a new product or service to market or to discover a new distribution path.

The precedent results following the application of this method are:

- increasing the degree of insertion on the labor market of graduates
- reducing the workplace accommodation time
- Better adaptability to changing jobs
- flexibility
- taking the initiative and risk.

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