

The didactic principles and their applications in the didactic activity

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Abstract: The evaluation and reevaluation of the fundamental didactic principles suppose the acceptance at the level of an instructive-educative activity of a new educational paradigm. Thus, its understanding implies an assumption at a conceptual-theoretical level of some approaches where the didactic aspects find their usefulness by relating to value principles. This situation expresses in fact focus on the formative side specific to the process of didactic communication. Therefore, the understanding of the didactic principles emphasizes concrete modalities of completing the educational activities.

Key words: the pedagogical/didactic principles; the conceptual understanding; the methodological innovation; the didactic normativity; the characteristics of the didactic principles; the functions of the didactic principles

1. Introduction

The problem of the didactic principles is a complex one, meaning that promoting a didactic methodology at an educational level depends on the selection, the organization and the pragmatism of the informational content. It is obvious that such principles appeared as a result of a whole reflexive approach through which one especially focused on the dimension of the educational practice. Moreover, the existence and the recognition at an instructive-educative level of some didactic principles emphasize dynamic actions, possible in different circumstances and which have at their basis the most various specific motivations. That is why, a pertinent analysis, from a methodological point of view, of the didactic principles does not mean their absolute perception as fundamental in the didactic activity approach.

2. Didactic principles vs. pedagogical principles

These didactic principles would rather take into account the obedience in a unitary way of some imperatives/norms/rules connected to the educational activity, the way in which the process of knowledge is perceived, the peculiarities of age where this process becomes concrete, the systemic coherence of the transmitted/received information and the level of performance achieved. In this context, one needs a specification as far as the specific of the didactic principles is concerned, that is the role of support in the epistemological development of the instructive-educative activities rather depends on pragmatic reasoning than on aspects that aim at the aesthetic of such an educational architectonics. Thus, at the moment of assuming some actions with a didactic specific, the educational authority involved in such approach must relate to epistemic structures which could afford a (re)evaluation of a conceptual nature.

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Of course, the conceptual stratification of the educational process does not completely solve the problem of conceptual understanding¹ characteristic to the principles of the process of education. The author can mention here that in the reference literature the analysis of such principles emphasizes a conceptual identity relationship between the didactic and the pedagogical principles. This is the source of the hermeneutic vice after all through which one supports the idea according to which the didactic principles are the same with the pedagogical ones. It is considered that this error can be prevented/averted if one studies the etymology of the concepts that aim at such analysis. Also, the author thinks that this error is exactly caused by the fact that the didactics is regarded as the nucleus of pedagogy. Thus, if one accepts that between the 2 dimensions (the pedagogical one and the didactic one), there is a correspondence (ranking: over-ranking/subordination), then according to the logical law which “justifies” it, the principles of pedagogy apply within the didactic dimension as well. However, the author can stress out the fact that at the level of the epistemic understanding², one must make a distinction between the didactic and the pedagogical principles, a distinction that aims especially at the practical part of an educational approach.

2.1 The pedagogical principles

The pedagogical principles are the general norms with a strategic, pragmatic and operational value through which the planning, the organization, the development of the activities and the process of education concentrate on the axiological dimension of education. The pedagogical principles relate to the functional-structural dimension of the system and of the education process aiming at “the necessity of the pedagogical communication, the pedagogical increase, the pedagogical creativity” (Cristea, 1998, p. 369). Therefore, the pedagogical principles have as a goal of the optimization of the system and of the process of education.

In the system of the pedagogical principles one can find: the principle of the pedagogical communication, the principle of the pedagogical knowing, the principle of the pedagogical creativity and the principle of the pedagogical materialization.

2.1.1 The principle of the pedagogical communication

The principle of the pedagogical communication is the one that reminds of the organization and functioning of the educational action. Such a principle emphasizes the correlation between the subject of education (S), that is the one who educates (the educator, generally), the one who is “responsible” for transmitting the information and the object of education (O) and the person who receives the education (the educated). This correlation subject-object reminds of a specific process of communication, through which the educational activity is built, focused, “perfected” and valued in a given pedagogical context. Therefore, the principle of didactic communication does nothing but stimulate the capacity of the socio-educational actors involved in an instructive-educative approach.

2.1.2 The principle of the pedagogical knowing

The principle of the pedagogical knowing represents a specific educational norm, through which the transmitted message acquires meaning by relating to the epistemic interpretations on the system and process of education. Through this principle of the pedagogical knowing, the educational pragmatism emphasizes a system of knowledge which ensures the checking of some hypotheses referring to the going on of the pedagogical

¹ In this context we have in mind the existence and necessity of a conceptual system in accordance with which the specific theoretical connections should be made. However, we think that the availability to make and accept a conceptual educational map must suppose formalisms specific to an educational logic.

² This situation makes us claim that at the educational level it is necessary to have a didactic epistemology, through which one can clarify structures and cognoscible meanings of a new paradigm assumed on performance and competitiveness criteria.

activities. Thus, the epistemic interpretations on the pedagogical activities exactly result from the theoretical-applicative connections obvious within the educational reality itself.

2.1.3 The principle of the pedagogical creativity

The principle of the pedagogical creativity is the one which supposes the assumption of some objectives/competences in accordance with innovative strategies and methodologies. In other words, through creativity the socio-educational actors involved in a pedagogical approach are responsible for the results obtained as a result of a whole process of methodological innovation. In this way, the author thinks that the appearance of a new educational paradigm is justified. At the same time, the element of newness resulted from a creative approach validates the professional practices which support the quality of an educational act. In conclusion, the principle of pedagogical creativity emphasizes ways of accomplishing the pedagogical finalities in the context of some social values more or less assumed by the actors employed in an educational system.

2.1.4 The principle of the pedagogical materialization

The principle of the pedagogical materialization is the one which highlights the benefit of the informational content at the level of the educational activities. From this perspective, one has in mind from a methodological point of view that the relevance and the quality of the assumed strategies concerning the making of some specific educational competences. Thus, one proposes such principle and supports its necessity within the systems of pedagogical principles exactly in order to emphasize the educational pragmatism at a social level. All in all, one can admit that the increased pedagogical potential allows functional correlations resulted from some methodological actions where their architectonics becomes concrete in accordance with value—based on the criteria of selecting the informational content.

2.2 The didactic principles

The didactic principles are general norms through which are projected, organized and put the activities of teaching-learning-evaluating into practice, so that the functioning of the objectives/competences should become efficient at the level of the educational dimension. The didactic principles relate to an applicative, concrete dimension of the system and process of education. Thus, the didactic principles reflect the specific of the educational activities which become concrete at the level of the formative-informative correlations.

In the system of the didactic principles one can find: the principle of the conscious and active participation of students in the education process, the principle of thorough acquisition of knowledge, skills and abilities, the principle of accessibility and individuality, the principle of connecting theory with practice, the principle of systematization and continuity, the principle of intuition (of the unity between concrete and abstract, of the unity between sensorial and rational) and the principle of reverse connection (of feedback or retroaction).

2.2.1 The principle of the conscious and active participation of students in the education process

This principle can be found in a first formulation at Jan Amos Komensky (Comenius) and afterwards is also mentioned by Jean Jacques Rousseau, Johann Heinrich Pestalozzi, and so on. According to this principle, the educated ones must have conscious attitudes and participate effectively in the didactic activity. In other words, the content approach must come into a comprehensive dimension, so that one can do an interactive and efficient activity. A conscious participation of students within the process of education supposes, on the one hand, the capacity to understand the informational content clearly and deeply, and on the other hand, the capacity to make conceptual-theoretical correlations.

Respecting this principle supposes respecting the following conditions:

- (1) The objectives and the competences of the didactic activity must be presented and explained clearly;

(2) The previously built information must be correlated with the newly acquired information efficiently;

(3) The support of a strong motivation as far as the development of the educational activities is concerned must represent a basic criterion in the learning activity;

(4) The stimulation of the research activities must be encouraged so that the educated should acquire by himself/herself the capacity of independence in such an approach;

(5) The school tasks must be accomplished consciously, practising the operation and processing of information, practising all the operations of thinking, also adopting critical attitudes referring to the use of learning strategies.

2.2.2 The principle of thorough acquisition of knowledge, skills and abilities

This principle reminds of the idea that the educated ones must not be offered all the information at once, but gradually on different levels of increasing complexity. In this way, one can avoid the discouragement and the boredom the moment the knowledge is presented. Thus, the educators must be preoccupied with the process of acquiring and consolidating the taught information.

Respecting this principle supposes respecting the following conditions:

(1) The revision of the informational content must not have a rigid character or become a routine;

(2) The practice and use of different didactic strategies must take into consideration a whole process of reevaluating and re-meaning the process of information acquisition;

(3) The consolidation of the taught materials must be durable in time and prove their usefulness;

(4) The answers considered correct must be strengthened in proximate time checkings which should confirm them;

(5) The thorough acquisition of knowledge must be checked through an optimum/adequate feedback.

Respecting this principle supposes: mechanical memory, logical memory and conceptual-theoretical connections. The author recommends that the thorough and durable acquisition should be made in accordance with the rigorous systematization through practical applications but also through their diversifications.

2.2.3 The principle of accessibility and individuality

This principle supposes that the organization of the didactic activities “should be made taking into account the peculiarities of age and the individual ones characteristic to students, of their real intellectual and physical possibilities: age, sex, level of anterior training, physical and intellectual potential, motivational level, their attitude towards discipline” (Bocoş & Jucan, 2008, p. 54). It is obvious from this perspective that the organization of the didactic activity depends on a series of factors, which from an epistemic point of view can be corroborated with the type of individualization of the learning activities and the socio-educational actors. As a result, the priority given to the accessibility becomes exemplary towards the adopted and assumed strategies at an educational level.

Respecting this principle supposes respecting the following conditions:

(1) The motivational level must fit the dimensions of a well-consolidated didactic activity which should generate beneficial learning experiences;

(2) The communication blockages and the difficulties of understanding/learning must not be eliminated but on the contrary, must situate in the research and constructive discussions area with the goal of putting into value a positive knowing;

(3) The checking of an anterior training must be part of the organization of the didactic activity;

(4) The informational content must be formed, so that between the intellectual potential and the peculiarities

of age there should be a certain correspondence;

(5) The process of knowing must depend to a great extent on the functioning of the teaching-learning act;

Here are some examples (see Example 1 and Example 2) referring to the possible applications of the principle of accessibility and individuality in the didactic activity:

Example 1: At the subject “economics” after the pupils (students) succeed in assimilating and understanding the concepts of “demand”, “offer” and “price”, they can afterwards assimilate and understand easily other concepts, such as “equilibrium price”, “offer surplus” and “demand surplus”.

Example 2: As long as the concept of “punishment” is defined from the very beginning (according to the article specific to the Penal Code) and after its goal is also specified, then one can show (accessibilize) what the modalities of application and execution of that particular punishment are.

2.2.4 The principle of connecting theory with practice

This principle reminds of the idea that everything that is acquired from a theoretical point of view can be put into value at a practical level. This fact supposes that the (intrinsic) motivation should be stronger. Also, one should have the 2 forms in mind through which the assurance of the connection between theory and practice becomes possible as long as there are cognitive transfers taking place: the specific transfer (the putting into value of the information specific to a subject within the same subject) and the non-specific transfer (the putting into value of the information of a subject into another subject) (Ibidem, 2008, p. 56). Consequently, on the one hand, the principle of connecting theory with practice supposes, some adequate understanding of the concepts, and theories and on the other hand, a wide applicability in the practical field.

Respecting this principle supposes respecting the following conditions:

(1) The new information must relate to the anterior experience of those who acquire it;

(2) The putting into value of the informational content must emphasize the practical valences that the latter supposes;

(3) The cognitive transfers must have an important role in ensuring the connection of theory with practice;

(4) The intrinsic motivation must be cultivated in order to put into value in the best and most efficient way the informational content.

The practical putting into value of theory supposes the diversification of the action situations, here is an example (see Example 3) as far as the possible applications of this principle in the didactic activity are concerned.

Example 3: At the subject “economics”, during a didactic activity, the principle of connecting theory with practice can “operationalize” by simulating the giving of a credit in a bank, where there are specified and explained the formulae specific to the calculation of the simple interest (D_s) and the composed/capitalized interest (D_c). Of course, the making of this simulation can also suppose the consulting of a real “planning” from a bank, where there are presented the installments through which the respective credit is going to be paid back in time.

2.2.5 The principle of systematization and continuity

This principle claims that it is necessary for the units of informational content to be structured into an educational logic. Therefore, through some cognitive plans, one can ensure a systematic acquisition of information. Moreover, the strategies assume at an instructive level and the acceptance of some new educational paradigms can ensure an efficient continuity of the education process. In conclusion, a coherent, logical hierarchy of the informational content emphasizes the pragmatism of the systematization and continuity at a socio-educational level.

Respecting this principle supposes respecting the following conditions:

(1) The process of the educational acts must be conditioned by the implementation of the new

conceptual-theoretical paradigms at the level of the didactic process;

(2) An efficient systematization is given, on the one hand, by a teaching-learning activity from the perspective of the educational paradigms, and on the other hand, by the perseverance of the educated ones and their capacity to make cognoscible connections;

(3) A (positive) continuity in the education process is obvious from a didactic point of view as long as there is a coherent, logical succession of the discourses initiated in the teaching-learning-evaluating activities;

(4) In a didactic activity the architectonics of the initiated course of action must have in mind the pragmatic development of the systemic didactic components and the subsystemic didactic ones;

(5) In keeping the systematization and the continuity of the didactic activity, one must follow along the didactic coherence a certain scientific rigor as far as the use of concepts and theories is concerned.

The organization of the didactic activity supposes putting the informational content in logical sequences (themes, subchapters, chapters, etc.), which have a certain coherence concerning the process of understanding. It is about a sequential organization of the methodological activity, which should become concrete in accordance with the exigencies of the assumed strategies and the “scientific” morality identified with the methodological practice itself (Segerstrale, 2000, p. 224). In this way, the didactic action specific to the teaching, the teacher will follow the informational content “systematically” and rigorously. The systematization starts from planning and the continuity results from schematic structures of assimilation and understanding.

2.2.6 The principle of intuition

This principle has been theorized by Comenius in “Didactica Magna” and by Pestalozzi in some of his works. Thus, according to this principle, “the student’s teaching has to be focused on an intuitive basis, concretely sensorial, that is the direct perception or intermediated by substitutes of reality” (Frumos, 2008, p. 168). Thus, through this principle, one supports the process of abstractization and one focuses mainly on an imagistic verbalization.

Respecting this principle supposes respecting the following conditions:

(1) The consolidation of the main didactic rules resides in accepting the inductive reasoning;

(2) The intuition supposes the use of some specific methods based on different anticipations;

(3) The correspondence between the mental image and the word is given by representations;

(4) The intuitive didactic materials must be selected and used in accordance with the students’ level of preparation.

In applying the principle of intuition one should take into consideration the learning behaviors through successive trials and repeated errors (Frumos, 2008, p. 170).

The principle of intuition can be emphasized through a series of examples from different subjects. For instance, relating to the economic field, one should build and analyze the law of (chocolate) offer from the following table (see Table 1).

Table 1 The law of (chocolate) offer

Unitary price (monetary units)	Quantity (bars)
10	5
8	4
6	3
4	2
2	1

Starting from these data, one can easily create a diagram specific to the law of offer, through which one can identify the relationship price-quantity (see Figure 1).

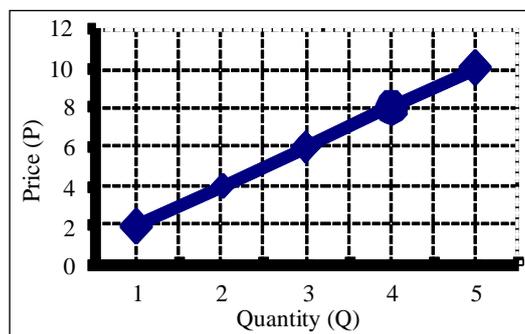


Figure 1 The law of offer

From the graphical representation of the law of offer, the students/trainees can easily infer that:

An increase of the unitary price of an economic good (in this case, chocolate) determines the increase of the quantity offered from that certain good (the extension of offer), this situation can be expressed symbolically and intuitively through $P \uparrow, Q \uparrow$ (when the price increases, the quantity increases).

(1) A reduction of the unitary price determines a decrease in the quantity offered (the contraction of offer), this situation can be expressed symbolically and intuitively through $P \downarrow, Q \downarrow$ (when the price decreases, the quantity decreases);

(2) Also, in the didactic approach of this didactic course of action, one uses certain symbols (P, Q) through convention which in fact express the logical operation of synthesis.

2.2.7 The principle of reverse connection (of feedback or retroaction)

The didactic activity, seen as a systemic/systematic and continuous process, must benefit from a feedback through which one can emphasize the understanding, the assimilation, the efficiency and the utility of the informational content. This principle consists in the fact that the learning activity supposes sequential evaluations and reevaluations through successive coming backs to the informational content. In other words, the assurance of the reverse connection (feedback in English: feed=to nourish, back=rear) means to regulate and confirm immediately a certain type of behaviour. To sum up, the principle of the reverse connection proves its usefulness in the learning activity especially.

Respecting this principle supposes respecting the following conditions:

(1) The immediate confirmation of behaviour supposes that at the beginning of the activity itself there should be an objective to reflect this course of action;

(2) The making of an efficient feedback offers pertinent information regarding the quality of the learning-teaching act;

(3) The existence of a permanent feedback at the level of the didactic communication avoids certain difficulties on the information reception;

(4) The regulation and self-regulation of behaviour allows certain modifications, adjustments from a systematic point of view of the acquired informational contents;

(5) The feedback must offer information referring to the educational message so that the application of checking methods should support the quality of the instructive-educative process.

Referring to the gradual analysis of the feedback process, one should emphasize the idea of the existence of a

first degree feedback (when the attention concentrates on transmitting the information to the receiver, represented by the pupil/student to the sender, represented by the teacher) and also a second degree feedback when the transmission of information can be evaluated from theory to applications (one has in mind here the explanation of the theoretical aspects after that one goes, taking the latter into consideration, to the solving of exercises and problems) and from applications to theory (anticipated retroaction)³. Also, one focuses from an educational perspective on the distinction positive retroaction-negative retroaction.

The positive retroaction/the complex (self-regulation) aims at the success of the didactic activity. From this point of view, through this form of feedback one can establish the priorities, such as (1) the optimization of the didactic activity; (2) the making efficient of the didactic script; (3) the encouragement of some new approaches of the educational paradigms (of the types of lessons); and (4) the assurance of a pragmatic motivational optimum referring to the binomial pupil/student- teacher.

The negative retroaction/or the simple (self)regulation aims at those aspects that are at the opposite part of the didactic success. Thus, the existence of some negative aspects in the didactic activity must generate from the perspective of the actors involved in the instructive-educative approach priorities, such as (1) the improvement of the structural-functional process of the didactic activity; (2) the promotion of a didactic criticism of a constructive nature; (3) the adaptation of some informational contents to specific ways of assimilation taking into account the principle of accessibility and individuality (one has in mind the peculiarities of age and the individual ones of the pupils/students, their physical and intellectual potential and the attitudes that the educational actors have towards certain learning situations); and (4) the justification of the didactic strategies adopted and rejected at the level of the instructive-educative activities.

In the reference literature, it is also mentioned the principle of political-ideological and scientific orientation of the school education, the principle of integrating the education into production and research, the principle of combining collective actions with the individual work in the organization of the educative influences (Bunescu & Giurgea, 1982, pp. 92-110); or the principle of the componential and hierarchical construction of the intellectual structures, the principle of stimulation and development of motivation for learning, the psychogenetic principle of the stimulation and acceleration of the stage development of intelligence, the principle of learning through action (Preda, 2001, pp. 66-80).

In conclusion, the pedagogical principles can be found in an individual or combined form in formulations specific to the didactic principles and reversely, the didactic principles can be reduced, synthesized to forms of the pedagogical principles (see Figure 2). In other words, the system of the didactic/pedagogical principles has a unitary character. From these principles' standpoint, the relevance is to see how they can operationalize at the level of the education system and process (see Table 2).

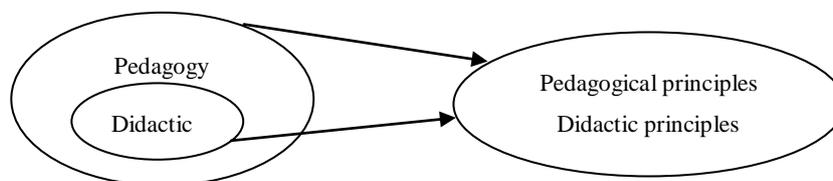


Figure 2 The relationship between didactic and pedagogy corroborated with the relationship between the didactic and the pedagogical principles

³ This aspect supposes first the solving of some exercises and problems going gradually, through pertinent explanations, to aspects of a theoretical nature.

Table 2 The principles of the education system and the education process

Pedagogical principles	Didactic principles
They are general norms. They relate to the structural-functional dimension of the education system and process. They aim at optimization of the education system and process.	They are general norms. They relate to the applicative, concrete dimension of the education system and process. They aim at the efficiency of the education system and process.
(1) The principle of communication (2) The principle of knowing (3) The principle of creativity (4) The principle of materialization	(1) The principle of the conscious and active participation in the education process (2) The principle of thorough acquisition of knowledge, skills and abilities (3) The principle of accessibility and individuality (4) The principle of connecting theory with practice (5) The principle of systematization and continuity (6) The principle of intuition (of the unity between concrete and abstract, of the unity between sensorial and rational) (7) The principle of reverse connection (of feedback or retroaction)

3. The didactic principles and qualitative education

3.1 The characteristics of the didactic principles

The characteristics of the didactic principles reflect an image through which the education system and process involve a didactic attitude towards the projecting and the evaluation of the educational activities. In this context, in the reference literature, it is underlined the fact that the typology of the didactic principles relate a coordination of the capacities acquired at the level of the disciplinary correlations. Therefore, the didactic principles generate a conceptual-pragmatic understanding and they are characterized by objectivity, systemicity, generality, dynamism and pragmatism.

3.1.1 The action of the didactic principles

The objectivity of the didactic principles is given by that coherent approach of the didactic action. Hence, the explaining of the didactic principles from the perspective of the educational paradigms (multi-, pluri-, inter-, trans-disciplinarity) reflects their solid foundation within the education process. Consequently, the existence of a logic expression at the level of the didactic communication which allows “the putting into order” of the functional and action contents at the level of the education process generates the objective character of the didactic principles.

3.1.2 The systemicity of the didactic principles

The systemicity of the didactic principles is generated by the way, in which the norms, the laws and the rules specific to the activities of teaching-learning-evaluation interact in order to ensure the efficiency and the quality of the education process. It is obvious in this context that the systemic/systemized valences of the didactic principles emphasize methodological realities, which subordinate to the process of knowing. In these conditions, one can conclude that the explanation and explication of the systemic character of the didactic principles suppose a “coherent”, “logical” educational organization of the contents, the strategies, the methods and the forms of organizing the teaching-learning-evaluating activity meant to support the complexity of the educational act in general.

3.1.3 The generality of the didactic principles

The generality of the didactic principles resides in the fact that it relates to all structural and functional entities specific to the education process. In this way, the planning, the making and the evaluation of a didactic action does not suppose relating especially to the informational content, but also taking into consideration a whole activity, which supposes a teaching-learning-evaluating process, possible to become concrete at the system level.

Therefore, the general and global character of the didactic principles results from the fact that each structural-functional component and sub-component contributes to the making of the education system and process more efficient.

3.1.4 The dynamism of the didactic principles

The dynamism of the didactic principles is conferred by the continuous, permanent, historical process of reevaluation and restructuring both the informational content and the strategies assumed at an educational level. This situation supposes the sending of the informational content at different levels of organization, in accordance with the didactic strategies to which the latter relate. In this way, an educational culture which takes into account and accepts different and innovative models of teaching-learning-evaluating justifies the existence of the dynamic character of the didactic principles.

3.1.5 The pragmatism of the didactic principles

The pragmatism of the didactic principles stresses out the fact that in connection with a socio-educational model the didactic theories can be systematized and even scientifically legitimized. Through this, the author wants to underline that the didactic principles allow the making/solving of some problems of an educational nature. All in all, the pragmatic character of the didactic principles relates to understand forms specific to the socio-educational system.

3.2 The functions of the didactic principles

3.2.1 The sense of the education process

The orienteering function consists in giving a functional sense to the education process. So, through this function the teacher can justify the assuming and taking of a strategy at a didactic level. Therefore, the orienteering function allows a coordination regarding the teaching-learning-evaluating activity.

3.2.2 The didactic activities and evaluation process

The regulation and adaptation function of the instructive-educative activity refers to the fact that the didactic principles become operational and efficient as long as there are criteria of eligibility specific to the educational activity in general. In other words, the didactic activities done by the teacher must be subordinated both to an evaluation process and a self-evaluation one. Consequently, the adaptation and regulation of the didactic activity must suppose validity criteria on which one can appreciate and measure the quality of the educational act itself.

3.2.3 Legitimacy of the educational actions and the pragmatic character of the didactic principles

The normative function comes from the pragmatic character of the didactic principles and refers to the legitimacy of the educational actions of the actors involved in the instructive-educative course of action. The author has in mind, on the one hand, the educators' actions (teachers, teacher trainers, trainers, and so on) and on the other hand, the actions of the educated ones (pupils, students, adults, and so on). Consequently, the didactic normativity represents a fundamental component of the educational structure.

4. Conclusion

The methodological approaches related to a qualitative education aim at the way in which the attitudes of the educational actors transpose at the level of the social norms. Thus, a social reality where the fundamental activities remind of educational responsibilities illustrates a perspective where the reorganization of the value systems is more than necessary. Moreover, the assumed context depends exactly on the values that relate to the system where they are part of. Therefore, the benefit of such opening emphasizes the freedom of movement and speech at the

level of the social and educational course of action.

This way of understanding the main components of an educational system determines people to argue in favor of the point of view which supports the performance at a social-educational level, where, in fact the motivation is fundamental in the learning process (Russell, 2003, pp. 413-429). Furthermore, the development of a conceptual apparatus which should support a new educational paradigm reminds of the idea that the trial to explain the socio-educational reality becomes concrete by assuming a conceptual relativism. In other words, there is no perfect conceptual apparatus that would explain the objective reality. However, the scientific consistency reflects the idea of a new educational methodology which must relate to certain criteria of eligibility. Consequently, at a social level, the conventional education is obvious, through which, the peculiarities referring to the relationship theory-practice favor the process of learning in general. The scientific perspective is visible at a conceptual-theoretical level and concentrates specific methodological strategies at an educational level. In this way, the epistemic capacity of understanding offers pedagogical openings meant to support the attitude of the social actors involved at the level of the educational reality. In these conditions, a scientific model can be understood and interpreted at an axiological level. Therefore, the significances of an axiological nature play a fundamental role in making the specific competences of a professional nature.

The materialization of a universal conceptual model depends on the private understanding that the social actors show. The theoretical-applicative connections generate scientific interpretations which relate to educational epistemic structures. Concerning the assumption of the new paradigm of an educational type at a social level, people can consider that the social actors' attitude and the strategies promoted by the latter represent fundamental elements in the educational architectonics. They take into consideration a situational context corresponding to some diversified psychosocial requirements. All in all, the educational objectives proposed at a certain level of organization become efficient as long as the new assumed paradigm turns legitimate from a scientific point of view.

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