

# INTERACTIVE DIDACTIC STRATEGIES – BETWEEN TRADITION AND INNOVATION IN TEACHING - LEARNING THE ROMANIAN LANGUAGE AND LITERATURE IN PRIMARY SCHOOL

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Marius GRECU\*

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## Abstract

*The didactic strategy is useful and important in any pedagogical act, occupying a central place in the didactic activity, because the design and organization of the lesson is done according to the strategic decision of the teacher. Thus, the strategy foreshadows the most appropriate, most logical and most effective methodological way of approaching a concrete teaching and learning situation. The interactive teaching strategies offer beneficial opportunities for pedagogical organization of a solid, facile and pleasant learning, at the same time, with a pronounced active-participatory feature from the students, with possibilities of effective cooperation and communication. During the Romanian language and literature classes in primary school, interactive strategies contribute to stimulating communication, activating students and developing skills such as: constructive critical thinking, independence in thinking and action, finding creative ideas, solving tasks and learning. Thanks to them, students are determined to think, to cooperate to find solutions to solve work tasks, to develop skills in correct oral and written expression. The acquisition of a correct, clear and coherent expression by the students from the primary level implies the capitalization of the expressive possibilities of the Romanian language. We can say that the role of interactive methods in the teaching-learning of Romanian language and literature in the primary level is essential, because they contribute to effective learning, aware of student involvement, providing opportunities, reasons, resources and acquisitions in this way reducing the negative effects that may manifest on the health, psyche and personality of the student.*

**Keywords: strategy, communication, teaching-learning, lesson, training**

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\* Associate Professor PhD, Faculty of Education Sciences, Social Sciences and Psychology, National University of Science and Technology POLITEHNICA Bucharest, Pitesti University Centre



## Rezumat

*Strategia didactică este utilă și importantă în orice act pedagogic, ocupând un loc central în activitatea didactică, deoarece proiectarea și organizarea lecției se face conform deciziei strategice a profesorului. Astfel, strategia prefigurează cea mai potrivită, cea mai logică și cea mai eficientă modalitate metodologică de abordare a unei situații concrete de predare și învățare. Strategiile didactice interactive oferă oportunități benefice pentru organizarea pedagogică a unei învățări solide, ușoare și plăcute, totodată, cu o pronunțată caracteristică activ-participativă din partea elevilor, cu posibilități de cooperare și comunicare eficientă. În cadrul orelor de limba și literatura română din școala primară, strategiile interactive contribuie la stimularea comunicării, activarea elevilor și dezvoltarea unor abilități precum: gândirea critică constructivă, independența în gândire și acțiune, găsirea de idei creative, rezolvarea sarcinilor și învățarea. Datorită lor, elevii sunt determinați să gândească, să coopereze pentru a găsi soluții la rezolvarea sarcinilor de lucru, să își dezvolte abilități de exprimare orală și scrisă corectă. Dobândirea unei exprimări corecte, clare și coerente de către elevii din ciclul primar implică valorificarea posibilităților expresive ale limbii române. Putem afirma că rolul metodelor interactive în predarea-învățarea limbii și literaturii române la nivelul primar este esențial, deoarece acestea contribuie la o învățare eficientă, conștientă de implicarea elevului, oferind oportunități, motive, resurse și achiziții, reducând în acest fel efectele negative care se pot manifesta asupra sănătății, psihicului și personalității elevului.*

### **Cuvinte cheie: strategie, comunicare, predare-învățare, lecție, instruire**

In organizing a student-centered education, the teacher becomes a co-participant in the activities carried out. The implementation of a quality management system in pre-university education requires the organization of a stimulating, “interactive” learning environment, which facilitates the participation of students in their own training process.

Strategy represents a set of methods and means subordinated to achieving well-defined goals through didactic design. Dan Potolea has defined the teaching-learning strategy (teaching strategies) as “the expression of the organic unity of methods, procedures, teaching aids and ways of organizing the process of learning (frontal / group / individual) in their sequential development to achieve the instructive – educational objectives.”(1989: 146).

The didactic strategy is used in any pedagogical act, occupying a central place in the didactic activity, because the design and organization of the lesson is done according to the teacher’s strategic decision . It is conceived as a complex didactic scenario, in which the actors of teaching-learning process, the conditions of achievement, the objectives and the targeted methods are involved. Thus, the strategy foreshadows the most appropriate, most logical and most effective methodological route for approaching a concrete teaching and learning situation. In this way, strategic design can prevent errors, risks and unexpected events in



the teaching activity. The didactic strategy has an important role during the lesson. The didactic strategy is the way of approaching learning and teaching, the way of combining resources (set of methods, forms of organization, materials and teaching aids) in order to achieve the objectives

Interactive teaching strategies are the support of many beneficial opportunities for pedagogical organization of a solid, easy and pleasant learning, at the same time, with a pronounced active-participatory character of students, with possibilities for effective cooperation and communication. Learning objectives must be in accordance with the type of interaction designed for the lesson: between student-student and / or group of students (horizontal), between teacher and student or group of students (vertical) and between student-content within instructive-educational processes.

Because they have an essential role in achieving the teaching objectives, in creating the learning situations, the teaching strategies fulfilling the following functions: (cf. Oprea, 2008: 50)

- organizing the educational process;
- to arrange and combine methods, means, forms of organization, in a congruent and complementary manner;
- to motivate learning and ensure its effectiveness;
- flexible guidance and guidance for practical learning approaches;
- leading and coordinating teaching-learning-assessment activities;
- to assess all the data involved and to adapt them to the situations that have arisen.
- to stimulate the educator's creativity by efficiently combining the components of the strategy

The systematic use of interaction strategies between the participants of the activity, involves the development of effective and constructive communication relationships in which all those who take part in the discussions obtain benefits in cognitive, affective-motivational, attitudinal, social and practical issues.

It is a mutual action of cognitive, social and affective influence within groups, because interactive group strategies develop a dynamic relationship, communication and exchange of information between individuals, a relationship that depends on influences, behaviors and socio-cognitive conflicts.

In order to achieve the educational goals and increase the benefits in terms of personality of the educated, I do not neglect the fact that it is necessary to combine individual activities with those carried out in groups or micro groups, as well as support learning through cooperation,



correlated with learning through constructive, interindividual and intra / intergroup competition.

Thus, we can say that not every group activity can be considered cooperative learning. This situation necessarily implies the presence of two converging components, one of a didactic nature, which consists in a certain organization of students and the appropriate distribution of tasks to be performed and another of a psychosocial nature which consists in the relationships between students, depending on their participation in solving the tasks.

The teaching strategy is the effective way in which the teacher helps students to access knowledge and develop their intellectual abilities, skills, aptitudes, feelings and emotions, consisting of a complex and circular set of methods, techniques and means of education, forms of organization of the activity, complementary, on the basis of which the teacher elaborates a work plan with the students, in order to achieve the effective learning. In developing this work plan, the teacher takes into account a number of factors that condition the proper conduct of teaching-learning-assessment, variables related to education, to curricula, to school organization and even to the teacher himself.

In order for the activity to be effective, it is important that the teacher foresees the involvement of the students in the realization of this work plan. The didactic strategy thus becomes the role of a collaborative activity, carried out by the teacher together with the students completing the work plan with their own interests, desires for knowledge and intellectual activity. Thus, they can express their desire to learn through cooperation, in a team, collectively or individually, they can choose from certain teaching materials to use, for certain methods, techniques or work procedures. By giving them the opportunity to make such choices, the teacher contributes to increase activism and developing the creativity of their own students and the teaching strategy, emerging from the harmonious combination of all factors involved, can successfully lead to achieving the proposed goals, primarily to assure learning, a deep study that has to do with reality, with the students' interests and needs .

The Romanian language is the discipline which has special tasks for the development of the skills of communication and creativity. The formation and development of verbal and extracurricular communication skills are closely related to the formation and development of reaction skills. Language, a complex product of the historical and social development of human species, which evolves and enriches itself once and for all, remains not only the most used, but also the most important means of communication and reaction, the main instrument of human thought. That is why it is necessary in the



integrated study of the Romanian language in school to find special lessons for the development of the students' verbal creativity, opposite the traditional approaches for the theoretical learning of language or for the acquisition of the normal aspect.

Creative learning, within the lessons of Romanian language and literature, is a form of learning whose ultimate goal is to achieve individual and effective behaviors aimed for research, finding and applying the new.

It is preferable to promote both the aspect of language and the stimulation of creativity, constantly following the development of the reading and comprehension skills of each child. Let us teach our students to accept beauty, to taste it and to share it with others, to discover the richness of ideas and feelings, to understand life, world and society.

By using interactive methods in Romanian language classes, students are forced to explore literary texts, to analyze, compare, synthesize information and to formulate new, original ideas, expressing their opinions about different situations that arise in this country. They are put in a position to make connections between acquaintances and to apply them in a real way. The development of "creativity in Romanian language and literature classes is achieved through a systematic training" of interactive learning strategies.

Students should learn to use interactive methods in First grade. Their application may seem like a juxtaposition in which they combine communication and drawing, reading images, stories from their life experience, visuals, to create stories and to dramatize them.

As interactive teaching strategies also involve micro group activities, the following questions are asked:

- How will I manage to get students to learn?
- When is learning process more productive, when students work alone or when they are in a group?
- What differences appear in the interaction between students and in the quality of the learning process due to the collaborative or competitive relationships between them?

The development of the receptive skills, expression of oral and written messages is the permanent preoccupation of the teacher in each didactic activity carried out, during any discipline. The actual Romanian language and literature curriculum provides four general competencies, gradually developed.

The general competencies remain the same throughout the primary cycle, which involves the development of skills aimed to encode and decode oral and written messages from year to year.



Knowing that in teaching activities is very important to focus on the active involvement of students, I believe that the purpose of this research is to highlight the importance of using interactive teaching strategies in teaching activities in Romanian language and literature with primary school students.

Teaching strategies are developed using teaching and learning methods, informative and active-participatory, individual study, checking and evaluation.

Literary texts have a richly conceived content that can be explored in a reactive way using interactive methods and techniques.

Given the discipline Romanian language and literature aim at language and communication, then these objectives can be best achieved through the use of interactive teaching strategies, based entirely on communication, cooperation and collaboration.

Cooperative learning (CL) is a training strategy that consists of organizing the teaching activity in small groups of students, so that they can improve their own learning as well as that of other colleagues, working together.

Ioan Cerghit considers that "group learning practices the capacity for decision and initiative, gives a more personal note to the work, but also a greater complementarity to skills and gifts, which ensures a more lively, more active participation, supported by emulation elements, of mutual stimulation, of successful cooperation." (2006: 54). And "Forming groups is one of the teacher's most important tasks in creating learning situations through cooperation, considering particularly important the following three elements: motivation, communication and mutual acceptance." (Nicu & Conțiu, 2010: 42).

The method can emphasize the ability to understand and apply the knowledge assimilated by students. Their thinking and comprehension skills can be highlighted by using the operations of analysis (respecting the algorithm imposed by poetry), the synthesis of the elements of solitude, presumption and the training of creativity.

The use of interactive teaching-learning methods in the didactic activity contributes to the improvement of the quality of the educational process, having an active-participatory character and a real active-formative value on student's personality.

In order to achieve an adequate educational process, the teacher must be concerned with how he will succeed in getting the students to learn, and less with what he will teach the students. –the key of the educational activity and its central element." (Oprea, 2008: 51).

In the current educational process, teaching strategies are given an essential role in achieving educational goals, as they hold a "special



position" in all the factors responsible for the school success of students. Among the arguments that demonstrate the effectiveness of interactive teaching strategies we can list:

- the ability to provoke and support active learning by placing the student at the center of his / her own training;
- the way of pedagogical organization of a solid, easy and pleasant learning, with a pronounced active-participatory character on the part of the students;
- they are based on the search-research-learning base and ensure the cognitive and socio-affective support of shaping the intellectual and psychological profile necessary for the subsequent integration of the individual in society.

Consequently, we can say that by using active-participatory teaching strategies in the Romanian language and literature classes in primary education, students will be more active, will interact much better, finding the activities much more attractive and enjoyable. All these will contribute, at the same time, both to the development of the students' spoken language and to the stimulation of their creativity but also to the overall development of their personalities.

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