



The Systematic and Procedural Learning Approach Through Curricular Design

Marcel Balici¹, Nadejda Bâlic²

Abstract

Content items conform to the specific scientific requirements of the compartment „Phonetics” and the way of implementation according to the curriculum will be done in two praxiological directions: a) from the perspective of phonetics as a system; b) from the perspective of the didactic process which would ensure the acquisition of phonetic skills by users. From the perspective of the phonetic system, the article will present the practical way of highlighting the role of segmental phonetics. From the perspective of the didactic process will be achieved the consistency between the aspect of the phonetic system and the didactic paradigm of purchasing the competences through the didactic strategies elaborated on the basis of the analytical or synthetic principles. The description of the didactic strategies will be accompanied by the explanation of the methods, techniques and methods that would contribute to the coagulation of the conceptual structure of a didactic strategy aiming at the formation of telephone skills and, by applying a system of physical competences, phonological consciousness formation. So, in the curriculum will be reflected elements of articulatory phonetics, acoustic phonetics, perceptive phonetics, but also fonodidactic or phonetic didactics. The basic principle of the lafonodidactic curriculum is the combination of progressive phonetic or phonetic modeling with the advantages of phonological intercomprehension manifested by the presence of facilitating factors. The conceptual structure of the phonetic files based on the facilitating factors will be performed in accordance with the two approaches from the perspective of the phonetic system and the didactic process.

Keywords: *phonetic guidance, favored phonetic factors, non-favored phonetic factors;*

1. Demarcation of algorithmic approaches to developing a fonodidactic curriculum

Perceived as „skeleton” of the speech process – phonetics - remains to have an unclear role in the educational documents of learning management, but also within the existing teaching resources. The drawing up of fonodidactic curriculum for teaching mother tongue as a foreign language is particularly necessary.

Thus, the paper aims the conceptual presentation of the elaboration design of fonodidactic curriculum of systemic perspective: a) phonetics presented as a system of contents and b) application of this system on the principles of development of the didactic process. From the analytical perspective, we propose to shape the basis of the action algorithm on the augmentation of professional experience capitalization of teachers, as well as of the linguistic experiences of the users. Naturally, it will be traditionally used to collecting, selecting and storing data, then the data interpretation representing a complex process characterized by the interference between the professional competence of the teachers to interpret the hypothesis role in changing the variables between “entry” and “exit”, but also the level of meta-cognitive competence of the user for measuring own quality of the studio act and ensuring the perception of psychological comfort.

The following is the stage of decision making process which will take into account the following criteria: a) presence of consistency between the teachers/user perceptions regarding the efficiency of the applied didactic strategies; b) justification of effectiveness of some didactic techniques, methods or learning strategies used by the professor in the classroom on the basis of fundamental researches on the differentiation between the users’ competencies at the one and two temporal stages; c) presence

¹ Free International University of Moldova (Moldova, Republic of)

² USMF N. Testemițanu (Moldova, Republic of)



of consistency between perceiving of the efficiency degree of a didactic strategy and its level of framing in the autonomous learning style of the user (no doubt these criteria can be completed with others which will derive from the praxiological activity).

The following stage is establishing the learning paradigm. Since we propose to capitalize the role of the algorithmised approach, the closest paradigm from the conceptual point of view is the constructivist one. The constructivist paradigm, as a way of knowing, is based on the continuous segmentation and reconfiguration of mental structures. Imaginatively, the user would possess a "knowledge scale", which from the point of view of the teaching process, could be represented by the transition from techniques to methods and subsequently to didactic strategies. Sometimes, the interference of the learning elements specific to different paradigms (from the formalist one to the postmodernist one) is beneficial in the conditions in which the professor carries out his activity in the spirit which characterizes the proposed learning paradigm.

Thereby, as a result of the decision-making process, the legitimacy of the learning paradigm for which they opt was theoretically justified (based on the scientific sources and professional and linguistic experiences). The role of justifications is to ensure the reflection of arguments of theoretical interpretation in the elaboration of the didactic resources from the point of view of content and form (online materials, textbooks, didactic materials). The curriculum will represent this process both analytically (in the way presented above) and synthetically (at the evaluation stage of curriculum impact and collection of new data for the subsequent configurations).

2. Fonodidactics: system and strategy

The phonetic system can be interpreted from the segmental, inter-segmental and supra-segmental perspective. It is classical the reference to the European Framework for Language Competence in order to determine the implementation way of those three components of the phonetic system in order to achieve the objectives. Such as: "The CEFR has been developed as a common reference tool across languages; it is non-language specific, i.e. it does not refer to a specific language but describes what one can do in a foreign or second language (1. pag. 10)". The new component on which is based the proposed fonodidactic curriculum is: application of phonetic folders with facilitating factors for dual intercomprehension to the conceptual level of phonetic system, in order to determine their role within the training process and conjugation of competitive valences of systemic and procedural approaches to achieve the intended user's objective.

Description of phonetic file with facilitating factors for dual intercomprehension (4F 2D). The presentation format of the method is online and includes the following compartments:

- Placing sound in the studied language;
- Attaching the video sound point of this sound in the studied language;
- Attaching the video sound point with to the use of the sound in the language studied, positioned by various topic from the lexeme (consecutively sound/syllable);
- Making the same algorithm for equivalent sounds (facilitating factors) in the mother tongue;
- Reading various consecutive lexemes for recognizing the role of facilitating factors;
- Placing video sound points of subsequent word combinations of utterances containing facilitating factors;
- Placing of some micro texts including the facilitating factors, but circumscribing to the situations of cultural intercomprehension.
- Placing, for all stages, of video sound points which would have the role if monitoring the pronounce way of the user.

We have noticed the confluence of the 4F2D method in view of capitalization the valences of systemic approaches: segmental, inter-segmental, supra-segmental, but also of procedural ones reflecting the structures of phonetic system. The methods fit conceptually in the role of constructivist paradigm to create a fluid route of the learning act. The conceptual connection to the object proposed by CECL is the praxologist aspect of each element of methods which aims to facilitate the circumstances of "must".

The disadvantages of this method are the fact that not all letters have pronouncing equivalent in the studied language (for example, from the twenty-eight letters of the Arabic alphabet, only 11 have the pronouncing equivalent in the Romanian language). The curriculum would be irrelevant only from the



perspective of facilitating factors. Without doubt, it is necessary to introduce the inverse method facilitating the proper way of pronouncing the letters which do not have the equivalent pronunciation in the studied language. Therefore, we propose the method of Phonetic Folders with Non-Facilitating Factors (3 F N).

- Placing the grapheme corresponding to the letter with pronouncing equivalent in the studied language,
- Attaching the video sound point which would include the sound studied,
- Placing the tracking point of pronunciation,
- Placing the orogram for the sound studied,
- Attaching the video sound point with the presence of sound (F N) to various topics within the lexeme (with the separate attachment element of the orogram for the pronunciation of the sound studied or of the syllable containing the sound studied),
- Placing the sound point with the presence of multiple lexemes which would contain the sound studied (preferably to provide the pronunciation of the same sound in the language studied by many persons,
- Placing the video sound point which would contain statements utterances with the studied sound, but would accentuate it in particular way: by pause, by indicating the orogram, by model-reading of the utterance,
- Placing the sound point which would include a text with the presence of the studied sound, but of cultural intercomprehension.

The non-facilitating factors usually creates the psychological discomfort felt by the user during the reading, but also speaking process, and in the absence of appropriate methods, the user is motivated to continue the learning process.

3. Curricular design from synthetic perspective

The synthetic approach involves defining the role of the constituent elements of the curriculum and „its inverse connections” with the other elements. Starting from the course objectives, we will identify the impact level of the studio methods of phonetics based on facilitating and non-facilitating factors. The proposed objectives are:

- Familiarization with the formative functions of the phonetic system related to a foreign language.
- Identifying the modalities of applying the formative functions at the content level of the phonetic system on strategic models of study gen: ACISSI.
- Monitoring the various opportunities offered by the new formative contexts in forming phonological skills.
- Elaborating the implementation strategies of linguistic, communication, intercultural and digital experiences previously purchased.
- Training the skills of appropriate manifestation of ontological skills based on general-human axiological models and specific to the spirit of contemporary social realities.
- Evaluating the levels of realization of connections between the various types of study contexts with the learning paradigms applied to the personal study/teaching styles.

The mechanism of studying fonodidactics from the perspective of facilitating factors slots perfectly into the assertions with conclusive character of the Romanian researcher Elena Joita: „ Supports the individual knowledge, firstly subjective, through direct exploration and mental processing of information, then through collaboration, for negotiation and generalization if ideas.

- Provides the application and acquisition of specific procedures for specific lifting procedures of “scaffolding” in individual knowledge, but not through the transmission, explanation, demonstration of information by the professor. ” (2).

Hereinafter we will present a model of complex connection between the objectives described in curriculum as synthetic element and the educational process represented by strategies based on the principles of the constructivist paradigm. The general objective refers to the capitalization of the formative valences of the phonetic system. The constructivist paradigm explores the way of study from simple to complex by going this route through a consecutiveness of re-configurations of cognitive structures. The description of application of formative valences of facilitating and non-facilitating



factors is the link between the two theoretical elements. Therefore, a curricular design is configured on fonodidactis unitary, functional and in accordance with the needs of the other.

References

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