

TRAINING STRATEGIES USED IN PROJECT MANAGEMENT DISCIPLINE

COSMINA-SIMONA TOADER¹, MALGORZATA MICHALCEWICZ-KANIOWSKA²,
MALGORZATA ZAJDEL²

¹*Banat's University of Agricultural Sciences and Veterinary Medicine
"King Michael I of Romania" from Timisoara,
Faculty of Agricultural Management, Timisoara, Romania*

²*University of Technology and Life Sciences in Bydgoszcz, Poland, Faculty of Management
e-mail: cosminatoader2003@yahoo.com*

Abstract: *The educational process, by its evolutionary moving, make changes and reforms over time of individuals behavior, and therefore of society. Contemporary educational system must prepare graduates to meet employers' demands and integrate seamlessly into the employment market which is in a permanent change. Development of educational system involves the use of alternative methods of teaching, learning and assessment, all of which are in a relationship of interdependence. The purpose of the educational system is to train skills, the focus being on learning and results.*

In this paper the authors aim to provide training strategies used to project management discipline, especially in light of the characteristics of effective learning postmodern didactics.

Key words: *project management, student, learning, strategy*

INTRODUCTION

The education system can be regarded as a manufacturer of identities, because through education is developing national identity and the national economy is developing professional qualification, ie the identity of the national economy.

From the perspective of the educational system, the educational process means intentional activity, conscious and organized teaching-learning and assessment, conducted in an institutional educational space, based on a didactic technology, anticipated and achieved certain results. [3,5,6]

Teaching activity involves the design, organization and implementation of a strategy that integrates appropriate structural and functional components in a uniform and effective.

Studying a subject involves going through a sustained programs of teaching means and methods to acquire specific skills and useful in their careers.

According to literature teaching the concept of strategy assigned several definitions. Thus, the training strategy is a way of combining and organizing chronological set of methods and means chosen to achieve certain objectives. [8]

Training strategy represents the approach of teaching and learning, how are combined and organized methods and means available, and how to group the students to achieve the objectives pursued. [1]

The training strategy is the manner in which it is approached the necessary education Notice for achieving a specific objective through the implementation of the general principles of design of the training and development permanent personality and training methods included harmoniously at a speech teacher effective, adaptable and adoptable in a given context." [4]

Training strategy can not be seen only through the teaching but also the learning and assessment. [7]

Training strategy is a specific form upper and pedagogical normativity that provides adjustment of the whole process and not just a sequence of learning. [4]

Order to be as productive and efficient partners educational process (teacher and pupil) have to master several approaches to teaching or learning, ie a wide range of strategies.

It can hardly talk about a typology of strategies trained, though many authors have attempted to perform a classification that can be a point of orientation in teaching. So:

- by logical [2]:
 - inductive strategies;
 - deductive strategies (axiomatic);
 - analog strategy;
 - transduction strategies;
 - mixed strategies.

Inductive strategies are those strategies which place the student to the reality and the facts lead him through empirical analysis that explains the principles and summaries which they organize. Teaching / learning to move from intuitive perception explanation from concrete examples (typical cases) the idea of the particular to the general, knowledge of the effects of the discerning causes.

Deductive strategies are opposite of inductive strategies, such principles to get the facts, from general knowledge to specific knowledge, from concept to concrete example from hypothesis to fact verified by experiment and observation on.

Analog strategies are those where teaching / learning is mediated models, giving themselves some specific approach.

Transduction strategies are explained through strategies like metaphor, through the relationship of elements commonly considered disparate.

Mixed strategies are those which result from different combinations of the above variants (inductive-deductive deductive-analog etc).

- by the degree of guidance / non guidance on learning:
 - algorithmic strategies / prescribed:
 - imitative;
 - reproductive-explanatory (expository);
 - explanation-intuitive (demonstration);
 - algorithmic;
 - programmed;
 - non-algorithmic strategies:
 - explanatory-investigational;
 - conversation- heuristic;
 - independent discovery;
 - problematized;
 - investigative observation;
 - inductive-experimental;
 - creative;
 - mixed strategies

Algorithmic strategies are conducting training strategies prescribing behaviors for each objective and for all purposes. These strategies require a strict guidance of the teaching / learning as a result are directivist and become rigid, reducing students' curiosity and originaliatea.

Non-algorithmic strategies are actively participative strategies and do not require advance prescription of teaching / learning. If these strategies teacher intake is minimized, the focus is on the learner's own effort, the work independently or in teams.

Mixed strategies are strategies in which the elements of guidance and independence are combined in different proportions.

MATERIALS AND METHODS

Studying various documentation sources and using as research method observation, analysis and interpretation of data, in this paper we will try to present aspects of teaching strategies and teaching strategies suitable for Project Management discipline.

RESULTS AND DISCUSSIONS

Project management was outlined recently, as a subject, having studied other disciplines reputation in antiquity (arithmetic, philosophy etc.). A sneak peek while we can prove that we can talk about a project management in ancient times, as evidence of this sitting some construction impressive (pyramids of ancient Egypt, Temple of Artemis, Colosseum, Acropolis of Athens, the Great Wall Chinese Taj Mahal etc.), construction along that withstood the weather and make us wonder and ask ourselves every time we look at them as they were built ?, how did the people of those times to achieve ?, given that they were somewhat limited in terms of information resources, material and financial. Certainly that was based on a plan, a project managed to put it into practice through good organization, coodonare, training and control of all resources involved, so practicing project management in its infancy.

Project management discipline currently found in most curricula of higher education institutions, regardless of field of study, because the projects are found everywhere and in all sorts of activities (agriculture, construction, industry, environment, business, education, culture etc.).

In general Project Management discipline aims to develop students' ability to use concepts related to project planning and design skills education, development and management of projects. Completing the discipline, Project Management gives students the opportunity to acquire both professional skills (appropriate use of the combination of specific knowledge of project management for developing projects, identifying methods specific planning managent project for the effective management of project resources) and transverse (application responsibly, methods of effective management of time for training and capacity building teamwork).

Project Management discipline teaching activity is organized under two forms: frontal organization and organizing groups.

Instructional strategies are applied to project management discipline mixed strategies, combining these elements and routing elements of independence. Thus, implementing training strategies mixed discipline project management draws using the following teaching methods: lecture (lecture interactive explanation), conversation, exercise, case study, project, role play, brainstorming, teamwork, teaching methods being adapted to the themes addressed in the classroom. Also, teaching methods used are "supported" in the teaching of teaching materials (course support, publications in the field, supervising project) and appropriate teaching aids.

CONCLUSIONS

According to the current methodology of training requirements is a complex process of development, such is enriching and diversifying training methods and improving methods of communication. School postmodern individual has the heart of its concerns.

The learning strategy is a way of programming a set of teaching and learning in order to achieve certain objectives with maximum effectiveness and efficiency.

The learning strategy is a way of action that directs the behavior of the teachers teaching and student learning behavior.

The manner in which the teacher manages to use and combine methods and means education, quality of teaching materials, depends the success of teaching and implicitly acquire professional skills in Project Management field.

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