THE PERSPECTIVE OF STRATEGIC LEARNING IN THE STUDY OF PEDAGOGICAL DISCIPLINES IN PUPILS AND STUDENTS' LIFE. APPLICATIONS TO THE DISCIPLINE "CLASSROOM MANAGEMENT"

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Abstract. Strategic learning is the process of including specific tools and techniques to understand and learn new skills, to integrate new information into what is already known, to resume information and skills later, even in different situations or places. It involves building and supporting long-term learning techniques based on how a person learns best. Strategic learning is the type of learning in which the learner consciously participates in the learning process, while he is responsible for the learning process and controls his efforts to build, uses and promotes specific and particular cognitive strategies, techniques and tools, gaining independence and learning how to study independently and effectively. The importance of strategic learning has been demonstrated in school by showing that successful students use effective strategies to process information. When one learns strategically, one becomes aware of the learning process and mobilizes one's efforts to use some particular skills and strategies to obtain the best results.

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Keywords: learning, strategic learning, learning strategies/techniques

1.Introduction

School learning refers to the process of mnemonic training, active assimilation of information, formation of intellectual operations, motor skills and attitudes.

2.Conceptual delimitations

In the broad pedagogical sense, the concept of "strategy" refers to the totality of concepts, decisions, work techniques, action procedures and operations aimed at functionality, improvement and modernization of components and make up the educational process, in accordance with the general objectives of education and learning process (M. Ionescu, M. Bocoş, (coord.), 2009, p. 198).

As a specific way of thinking and performing, strategy is an option for a certain type of learning experience, for a certain way of choosing, organizing rationally and chronologically, combining appropriately and in a systemic vision the training resources: teaching methods, the means of education, the forms of organization of the students' activity.

In another approach, the strategy is defined as a set of deliberately structured or programmed teaching-learning actions and operations, oriented in the direction of achievement, in conditions of maximum effectiveness, of the predetermined objectives. Thus, Claud Bastien, 1987, points out, the strategy would be a procedural structure in the sense of specific ordering of the actions and operations that will be performed, concretized in the models and procedures that represent them.

R.M. Gagné defines the strategy as "the way in which the learner manages the learning process" (R.M. Gagné, 1974, apud I. Cerghit, 2008, p. 193).

If for the teacher the teaching strategy refers to his / her performance in terms of delivering, in one way or another, a new subject, for the student, the learning strategy represents the active way of perceiving, organizing, elaborating and clarifying the topic or the new content that has been brought to his attention; is "how he selects, acquires, organizes and integrates new knowledge into his own thinking or cognitive structures" or "his ability to select strategies from his inventory and how he effectively uses the ones most appropriate to the given topic".

Learning strategies are ways of approaching and managing learning, a set of decisions aimed at the proper development and optimization of learning activity and the achievement of certain cognitive learning objectives. From the point of view of the structure, the learning strategies represent structured ensembles of methods, procedures, techniques and means / tools of organization and effective realization of learning (I.Al. Dumitru, 2008), of transformation / processing of information and ensuring understanding, assimilation, retention and retrieval of information. From a functional point of view, learning strategies involve a series of operations and actions involved in acquiring information, in processing it, in producing effective resolving behaviors, in acquiring knowledge, in integrating knowledge into one's own cognitive system. Thus, in establishing learning strategies, systemic vision takes into account factors such as: types of learning experiences, learning tasks, learning styles requested or preferred and chosen; age; motivation for learning; the characteristics of the contents to be learned; methods, techniques and procedures used; material resources used. Learning strategies are part of the resources that the learner must use in completing the learning process and in exercising his / her competencies. People with well-developed skills to manage their own learning are able to set appropriate learning goals, capitalize on their knowledge and skills to organize their own learning, and choose appropriate learning strategies.

The literature provides a variety of definitions and classifications on learning strategies, which highlight the fact that learning strategies are composed of the following main components: cognitive, metacognitive and non-cognitive. The cognitive dimension refers to the ways of learning, to the forms of organization of the mental processes, to the organization, orientation, management of the cognitive processes of information processing /construction (construction of new concepts, notions, knowledge, coding, decoding, problem solving, correlating new knowledge with previous ones); cognitive strategies include the executive in acquiring new knowledge and skills. The metacognitive dimension refers to learning to learn, to planning, controlling, self-regulating and evaluating the progress in learning.

Successful learners are able to have an overview of learning tasks, choose optimal learning strategies, plan their learning process appropriately, and ensure their learning progress by setting relevant learning goals. They monitor and regulate their own learning, mainly by carefully setting and refining learning objectives and by allocating and adapting cognitive resources to the difficulty of the content to be learned. Metacognitive strategies include the regulatory part, which directs executive learning activities. The motivational dimension of learning strategies refers to: intrinsic and extrinsic motivation; personal or contextual interest; goal orientation; epistemic beliefs / assumptions about the nature of knowledge and learning; values and beliefs about learning and knowledge; the basic interests of the learner; strategies for building positive expectations and, implicitly, self-confidence; awareness of the value of the task and formalization of goals, engaging in learning tasks appropriate to their own interests and needs; self-assessment; developing a sense of self-efficacy, developing self-responsibility in education (R. Răduţ-Taciu, C. Stan, M.-D. Bocoş, (coord.), 2015 pp. 116-118).

Learning strategies are often identified with cognitive strategies very close to the concept of problem solving. For R.M. Gagné, they represent the "skills through which students regulate their own learning, memorization and thinking processes". These inner organization skills have been given different names by different authors. Thus, Bruner calls them cognitive strategies, interpreted as processes used to search for and find new solutions to new problems. And for Skinner, they become „self management behavior" or „executive control processes". According to Raynal's dictionary, cognitive strategies refer to "the coordination of the means used by an individual to direct his processes of attention and learning. A set of cognitive operations and actions that the individual puts into work to process information or a situation in order to achieve a goal." (Fr. Raynal, 1997)

3. When does learning become strategic?

In other words, learning means putting into practice cognitive strategies that act on mental processes, respectively strategies that aim at organizing, orienting and managing the cognitive processes of information processing.

The emphasis will be on the transfer of thought patterns, which will give students the opportunity to structure their own information and anchor it in long-term memory through processing that will allow it to be fixed, as well as the formation of learning skills in order to find information, to be informed and documented, to learn throughout life (I. Cerghit, 2008, p. 205).

The implementation of a learning strategies curriculum is a problem that could revolutionize training models. The development of such a curriculum "has become a high priority in education" (E. Negovan, 2007), and the author highlighted some important principles:

- ✓ Presenting to students a greater number of different strategies, not only a general learning strategy, but also specific techniques;
- ✓ Teaching conditional knowledge about: when? where? and why? various strategies are used;

- ✓ Direct training in learning techniques;
- ✓ Stimulating students to use learning strategies.

Students are concerned with the use of metacognitive strategies, but also with how to acquire them. Students make efforts for personal reflection, thinking, perform mental and practical actions of searching, researching, rediscovering truths, highlighting metacognition, forming and practicing metacognitive skills and strategies, reflecting on oneself, on the learning task, on strategies for learning that they consider appropriate for solving the learning task and how they can be used.

Strategic learning is that type of learning that is carried out with the support of nomothetic processes (that produce operating rules), selective processes (present in actual acts), programming processes (organizing molecular elements in mental structures in the mental plane) and processes of conscious self-regulation based on cognitive feedback (self-control, self-criticism) (R. Titone, 1974, apud I. Neacşu, 1990). Strategic learning is a type of conscious learning, in which the learner is responsible in the learning process and controls his efforts in the construction, use and promotion of particular, specific, particular strategies, techniques and cognitive tools. When a student learns strategically, he / she becomes aware of the learning process and mobilizes his / her efforts to use some particular skills and strategies. He knows effective techniques and strategies; knows how to select them, adapt them or even build / invent new ones; knows how to use them, how to merge them and when to use them, taking into account the particularities of the situation; manages his own learning activity; flexibly establishes and directs his work and efforts to ensure success; monitors his progress; identifies the necessary malfunctions and changes of approach, capitalizing on the results obtained; manages his time efficiently; is satisfied and motivated when successful; gains independence, learns how to learn independently and effectively (P. Vianin, 2011, apud M.-D. Bocoş, (coord.), 2017).

"Strategic" students - have a set of thinking and learning strategies that they use competently, in order to reflect on and control their own learning process, as well as in order to acquire new knowledge (T. Fennimore & M. Tinzmann, 1990 apud A. Popovici Borzea, 2017, p. 158).

Awareness refers not only to knowing some specific cognitive strategies, but also to knowing how to use them and when to use them. Control refers to the ability to supervise and direct one's own activity in the direction of success, but also to knowing when one has failed, performing checks on answers and results. In addition, control over the use of strategies is linked to increased motivation and management of learning time. Good students complete learning tasks to the end, showing satisfaction and granting success to their own efforts. In this way, they learn how to learn independently and effectively. In contrast, students who perform poorly tend to attribute some success to luck, chance, or other factors that they cannot control, and as a result, they do not engage in planning, supervision, or recapitulation.

4. Author's contribution

A model that includes learning strategies and can be used by both high school pupils and students in psycho-pedagogical disciplines, which we applied to the discipline "Classroom Management", was the following

Table 1. *Using a model that includes learning strategies, on the topic "Ergonomic dimension", the discipline of Classroom Management.*

ASSESS!	**PRACTICE!**
The technique- **Think- Work in pairs- Communicate** (Steele, Meredith, Temple, 1998) 1. Read the text for 10 minutes, then make a summary. 2. Read the summary you wrote to your desk colleague! Discuss the similarities and differences between your abstracts . 3. Elaborate a common summary. 4.Then, present in pairs to your colleagues what you wrote. 5. Discuss the content of your summaries.	1. Identify key concepts! 2. Make a concept map / cognitive organizer, highlighting (inter) relationships and (inter) determinations between them. 3.Explain how the arrangement of furniture in the group / classroom room influences the teaching efficiency. 4. Argue the role of classroom display in the dynamics of group interactions. 5. Write an essay on "The importance of the ergonomic dimension of the management of the group of children / class of students for the instructive / educational activity".
REFLECTION AND SELF-ASSESSMENT! Prepare your questions about the "Ergonomic Dimension of Classroom Management." Ask your classmate and class teacher. (3 questions).	

5.Conclusions

Strategic learning is the process of including specific tools and techniques to understand and learn new skills, to integrate new information into what is already known, to resume information and skills later, even in different situations or places. It involves building and supporting long-term learning techniques based on how a person learns best. Students should be encouraged, stimulated to become consciously and responsibly involved in the act of learning, to use those learning strategies that ensure the efficiency and satisfaction in the act of learning.

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