STRATEGY AND TACTICS – ESSENCE AND OPERATIONALIZATION IN DIDACTIC CONTEXT

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Abstract. The evolution of society as a whole, the evolution of sciences as the engine of its development could not take place without the changes in approach in the education sciences. As a result, the science and art of teaching others, of teaching them to learn but above all of instilling love for knowledge followed and at the same time determined the evolution of humanity. The sciences of education in their entirety but also separately, the principles and methods by which society at a certain moment of its evolution considers and accepts to form the new generation (and not only) are the most conclusive expression of the vision of man and his future projection.

Subordinate to the concept of "strategy" is also used the concept of "tactics"; it is correlated with the executive side of the action, referring to structures and operational methods of action, to the methods and means used to achieve the goals. Tactics and all its components are subordinate to strategy and to the strategic object. It is essential that, although a strategy comprises several tactics, it is not a simple sum of tactics, but rather a coherent and structured set of tactics that potentiate each other's influences. Like any human action, the training and education activity is always located in a determined context, within which there are conditions and certain variables, certain factors act. If some of the variables must be accepted as they are, there are others which, if kept under control, can be adapted to the needs of the teaching process.

The didactic strategy is the effective method by which the teacher helps students to access knowledge and develop their intellectual capacities, skills, abilities, skills, feelings and emotions. It consists of a complex and circular set of methods, techniques, educational means and forms of organization of the activity, based on the teacher with the elaboration of a work plan with the students, in order to achieve learning effectively. What was a fundamental objective of university education - the transmission, respectively the accumulation of knowledge - takes a back seat when it is desired to promote, at this level, a culture of quality. Now, the focus is placed on how the assimilated information is processed, structured, interpreted and used in

various situations. In this way, students acquire solid skills, but also the confidence that they will prove operational and serve them authentically in various life contexts.

Interactive didactic strategies have a determining role in the instructive-educational activity, being present in all stages of its conception and effective realization: a. design, when the teacher, referring to the other components of the educational process, objectives, contents, time, forms of organization, etc.), elaborates the optimal didactic strategy; b. in the actual implementation phase c. of the activity – the didactic strategy becomes a concrete tool that allows the achievement of the proposed objectives; d. in the (self) evaluation phase, along with other components of the educational process, the didactic strategy becomes the "object" of the teacher's evaluation, assessing, depending on the results obtained, its quality and the degree of correspondence with the purposes, content, forms organization of the educational process. The implementation of a quality management system in university education calls for the need to organize a stimulating, "interactive" learning environment that facilitates students' participation in the process of their own training. Interactive didactic strategies have obvious formative effects, an aspect that does not exclude the possibility of manifesting some of their limits, in the conditions where the teacher does not have solid skills to apply them in educational practice.

The educational practices of active teaching and stimulation of the student's creative potential are part of the wishes of modernist and postmodernist pedagogy, of cooperation and reflection on learning. Specific to interactive training is the learning interrelation that is established both between students and teachers and between student-student. The active and creative work of the student is based on knowledge construction procedures, restructuring of ideas, rethinking of thinking, metacognition. The acquisition of metacognitive strategies considers the student's reflection on his own identity, as a subject of learning, carrying out needs analysis and educational expectations specific to his interests, in accordance with the peculiarities and cognitive, practical possibilities and intellectual and physical effort at his disposal.

The tactic and all its components are subordinate to the strategy and to the strategic objective. The term tactic is less used compared to strategy, as it is not recorded in specialist dictionaries. The general meaning assigned to the concept of "strategy" in education is that of a way of conception, of orientation lines - in a systemic, long-term, medium-term or short-term vision of educational processes. In other words, the concept of "strategy" is operative at the level of macro-pedagogy /systems pedagogy, at intermediate levels, as well as at the micro level. This last level, being directly correlated with the pedagogy of learning and self-learning, is the one that interests the theory and practice of training and self-teaching; therefore, our considerations will concern him almost exclusively. Therefore, we can talk about educational strategies at the macro level, as they are long-term and medium-term strategies, and about short-term educational strategies. It is natural that, at any level, educational strategies are in a micro-level relationship, of concrete instructional-educational activities that are subordinate strategies to the educational goals that act

at that level. In fact, the efficiency of any action depends on its integration into a larger and more complex organizational structure, respectively into a system, to which it is subordinated from the point of view of the aims pursued.

Indicating an orientative sense of the optimal route to be followed in reaching the objectives, the didactic strategies are characterized by flexibility, adapting to spontaneously arising situations and conditions. This adaptive restructuring depends to a large extent on the creativity and the premises of the use of methods within the current training systems must be related to the post-modern didactic that emphasizes the connection between the three components of the educational process: teaching - learning - evaluation, and learning theories, which represent the foundations of training systems. Training means how to deselect, arrange, balance, connect and put into practice the following four categories of components:
- Training objectives
- The contents
- Strategies and methods
- Evaluation
(Do not confuse the term and concept of objective with its use from the point of view of scientific and pedagogical language (e.g. long-term, short-term objectives, framework, reference, operational, specific objectives) with the training method based of pedagogical objectives, specific to the theory of learning formulated by B.S.Bloom.)

The efficiency of the didactic method is revealed to the extent that it has transformative qualities, being understood as the method used by the teacher to determine the students to find their own path to follow in order to build their own knowledge. Thus, the student becomes aware not only of the content of a field, but also experiences the emotion of studying it, motivating his choices, achieving thorough learning. When choosing a didactic method, the teacher has in mind the achievement of well-defined, specified and concrete goals in the form of objectives. Expository methods (for example: storytelling, description, explanation, lecture, instruction, course, etc.) have the advantage of presenting the contents to a large number of listeners, in a relatively short time, with an emphasis on the essential elements.

The teacher's role in this case is reduced to that of transmitter/transmitter of the educational message. Essential, however, is the way in which it manages to capture and maintain the students' interest and focused attention during the exposition. A condition for the effectiveness of expository methods is the adaptation of the language to the particularities of the audience, using a common repertoire. In the case of using an interactive methodology, the teacher's roles are diversified, enriched, so that he becomes an animator, advisor, moderator, participant with his students in solving problems, even a member of work teams. Increases the degree of student activism and involvement in the activity, from simple receiver to active participant. Interactivity also requires a positive attitude towards human relations,

towards the importance of teamwork and an openness towards cooperation, an attitude of supporting the ideas that arise through collaboration with others.

Specific to interactive didactic methods is the multi-relationship between teacher and students, between students and their colleagues, on the one hand, and between students and content on the other. Expository methods do not require exchanges between educational agents, being unidirectional, the message circulating only from the teacher - sender to the student - receiver.

There is a close relationship between the organization and structuring of informational content, the level of abstraction and generalization of knowledge, their dosage and methodological processing in textbooks and the taking of methodological decisions by the teacher. The traditional, linear way, based mainly on the presentation, description, exemplification of the contents, requires the use of traditional and often passive methods (methods of oral and continuous presentation of knowledge, demonstration, exemplification, etc.) . If the teaching staff's decision aims to present information in an active-problematizing manner, requiring the direct participation of students in rediscovering knowledge, then the methodology used involves active and interactive methods (problematization, discovery, collaboration, case study, mutual learning, etc.) The informative valences of the expository methods give them a viable position in the set of didactic methods, because, in a relatively short time, a single teacher can transmit a large amount of data to a group. This appears as a necessity especially in the conditions of the informational explosion, the acceleration of the pace of cultural development and the emergence of new discoveries, a fact that is reflected in the increased volume of knowledge contained in school programs and textbooks. Another advantage of expository methods is the fact that there are truths that cannot be subjected to direct verification by students.

On the other hand, expository communication, by the very fact that it offers a shorter way of learning, can have the disadvantage of formalism, superficiality or lack of operationality, the student accumulating a rich baggage of knowledge that does not find its counterpart in practice or which he does not know how to use. It depends on the mastery of the teaching staff how they will be able to give the expository methods formative value, motivating the students to actively receive the messages, through personal processing and original rendering. It is not the method itself that is criticized, but the way in which it is applied and the manner in which the student is asked to respond to the requirements and learning tasks.

In situations where the teacher chooses to transmit to his students "ready-made" knowledge and combines this fact with an authoritarian style by which he imposes their reproduction in the same manner in which they were taught, the dogmatism and rigidity specific to a based education intervenes on memorization and reproduction, lacking the formative and educational aspects aimed at stimulating thinking and its operations (analysis, synthesis, abstraction, generalization, concretization), imagination, creativity. At the same time, interactive methods emphasize the formative-educational side of personality development both by offering opportunities to discover and validate theoretical knowledge in practice and by social

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opportunities to develop character traits, will and perseverance. The specificity of interactive group methods is the fact that they promote the interaction between the minds of the participants, between their personalities, leading to more active learning and with obvious results. This type of interactivity determines the identification of the student with the learning situation in which he is trained, which leads to their transformation into masters of their own transformations and formations.

When performing simple tasks, group activity is stimulating, generating contagious behavior and competitive effort; in solving complex tasks, solving problems, obtaining the correct solution is facilitated by issuing multiple and varied hypotheses. The interaction stimulates the individual's effort and productivity and is important for self-discovery of one's own capacities and limits, for self-evaluation. There is an intergroup dynamic with favorable influences on the personality plane, and subjects working in teams are able to apply and synthesize knowledge in varied and complex ways, while learning more thoroughly than in the case of individual work. In this way, the students' abilities to work together develop, which constitutes an important component for life and for future professional activities. The group gives a feeling of trust, safety and mutual training of the members, which leads to the disappearance of the fear of failure and the courage to take risks, reducing to a minimum the phenomenon of emotional blocking of creativity.

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