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THEORETICAL LESSON FRAMEWORK OR DESIGN ORGANIZATIONAL CHART

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Abstract

Design organizational chart are visual depictions of information that offer all elements in a unified perspective. This assists educators in developing a coherent mental framework that elucidates their concepts and establishes a shared lexicon for comprehension within the classroom. The lesson, as an educational endeavor, resembles a puzzle with innumerable answers. The puzzle, as a toy, possesses a singular answer, akin to the lesson of attaining objectives. Design necessitates a meticulous approach to information documentation. The design organizational chart facilitates the reconstruction of alternative iterations of the puzzle. The lack of standardization is intentional. These dimensions are selected to facilitate the systematic documentation of creative concepts. Employing a lesson arrangement chart helps facilitate the transformation of intricate concepts into accessible alternatives. They not only promote collaboration but also offer essential clarity for complex interrelated concepts. From a managerial perspective, the course delineates the dimensions of planning, organization, control, and restructuring. Theoretical lesson framework entails converting the lesson into a conceptual framework featuring interrelated components. Modeling guarantees the recognition of all advantageous or detrimental elements, as well as the interdependencies that elevate a basic framework from a mere learning tool to a comprehensive methodology. This paper outlines the principles of building a theoretical lesson model to facilitate continuous self-regulation, along with specific examples derived from empirical practice.

Keywords: *Design organizational chart, lesson framework, lesson management.*

1. Introduction

Pedagogical design is defined as a complex process consisting of actions and operations carried out within the general education activity, in accordance with the objectives assumed at the level of the system and educational process. These actions lead to the concrete interrelation of objectives, content, learning and evaluation strategies.

The pedagogical design activity involves the planning, programming, concretization of education through the optimal use of real time for formal or non-formal learning. This differentiates – **the global design specific to** a level or cycle of education, materialized by the elaboration of the curriculum and the general criteria for the elaboration of analytical programs and **the staggered design** specific to one year of education, semester, lessons, materialized in the outline of projects and criteria for the operationalization of the framework and reference objectives specified in the program. „We need our students to pay attention, be involved, ask questions, try out ideas, and share their mental journeys" (Beere & Gilbert, 2015).

2. Design

The tasks of a manager are multiple. It must set objectives, select ways to achieve them, seek the necessary resources, select and train the personnel involved, develop mechanisms for monitoring and coordinating activities, assess the results of activities and draw up intervention measures in the necessary situations. In order not to be redundant, they can be synthesized into three main functions:

1. „planning and organizing function;
2. the function of guiding/guiding the educational process;
3. Peak, intermediate or basic regulation and self-regulation function" (Dragu & Cristea, 2003, p. 135)

The planning and organization function involves actions to prospecting the level of psycho-physical development of students, actions to inventory and analyze the available resources, actions to relate them in the perspective of the proposed goals. Planning reflects future action and has a dual purpose: Prospective and improving. Design is a broad action involving several stages:

- criticism of previous work;
- definition of goals;
- setting objectives;
- setting specific responsibilities.

These steps must be observed both in the implementation of the lesson plan, but also for the other situations: The development plan of the institution, the tuition plan, the methodical commission plan, etc. The organization of activities is a complementary action that by involving existing structures (pyramidal hierarchical structures, or linear structures) facilitates the efficient execution of the activity.

The orientation/guidance function of the educational process takes into account the systemic nature of education. The transition from the longitudinal vision of the educational process to the transverse one is achieved. Emphasis is placed on the teacher's ability to identify the structural elements throughout the educational process, the lines to be preserved during the training of students.

The peak, intermediate or basic self-regulation and regulation function has two perspectives: to the students, through methods, strategies and evaluation techniques, and to the teachers through continuous improvement and continuous research, conducted at micro and macro structural level, for opening to the vertical, but also on the horizontal of the education system and process.

In addition to these main functions, other functions derived from management have been identified:

1. *supervision function* – the functioning of the system, but also of the subsystems and the educational process. The more complex it will be, the fewer possible disturbances, dysfunctions and deviations from the route established by decision and organization will be.
2. *reverse connection function* – providing managers with information on how to receive and apply different decisions and corresponding plans.
3. *the function of preventing the occurrence of potential deviations from* the *established path* leading to the proposed objectives.
4. *The correction function* (Dragu & Cristea, 2003, p. 135) – of the activity even of the decisions that led to the activity being carried out wrongly.

These functions interpenetrate and complement each other, ensuring the optimization of the educational process and the achievement of performances.

The design of the lesson complements the project of the lesson system, bringing clarifications regarding the elements involved in the teaching activity and especially the teaching learning processes. The required operations are:

- logical ordering of content;
- identification of competences;
- prefiguring the structure of the lesson, its sequences. The construction of each sequence implies the specification of several elements – the objective, the content, the didactic task, the way of working with students, methods, procedures, means of education;
- the composition of materials for the personal activity of students, for the evaluation test.

As can be seen, most components of the teaching process are developed and organized in the context of the design of the lesson system.

3. Objectives

The main problem that training management raises is related to the fundamental function of the educational system. It consists in *organizing training so that learning is carried out as effectively as possible* (Cristea, 2008, p. 198). In order to analyze the efficiency and effectiveness of the proictation, it is necessary to conceptually delimit the terminology:

- „effectiveness – the extent to which an action or activity achieves the proposed objectives;
- educational effectiveness – it can be understood as the extent to which the activity in the educational field has achieved all the proposed objectives (...)
- efficiency – means achieving goals with a low consumption of resources;

Educational efficiency – represents the achievement of expected results at the level of the educated one (in correlation with educational goals in the conditions of a low consumption of resources*"* (Gherguț, 2007, p. 151). Defining the concept of school effectiveness is difficult, but the basic notion is that of added value in the designed activity, an added value in the training of students. This added learning plus consists of:

- Functional knowledge – KNOWING;
- Intellectual work skills – KNOWING HOW TO DO SOMETHING WITH WHAT YOU KNOW
- Skills, abilities, skills development – KNOWING HOW TO BE;

- Developing personality traits – KNOWING HOW TO BE AND BECOME.
  In order for the design to ensure the winning of this plus, the main functions must be observed:
- planning basic activities – effectiveness;
- organization of resources – efficiency;
- the process itself – effectiveness and efficiency.

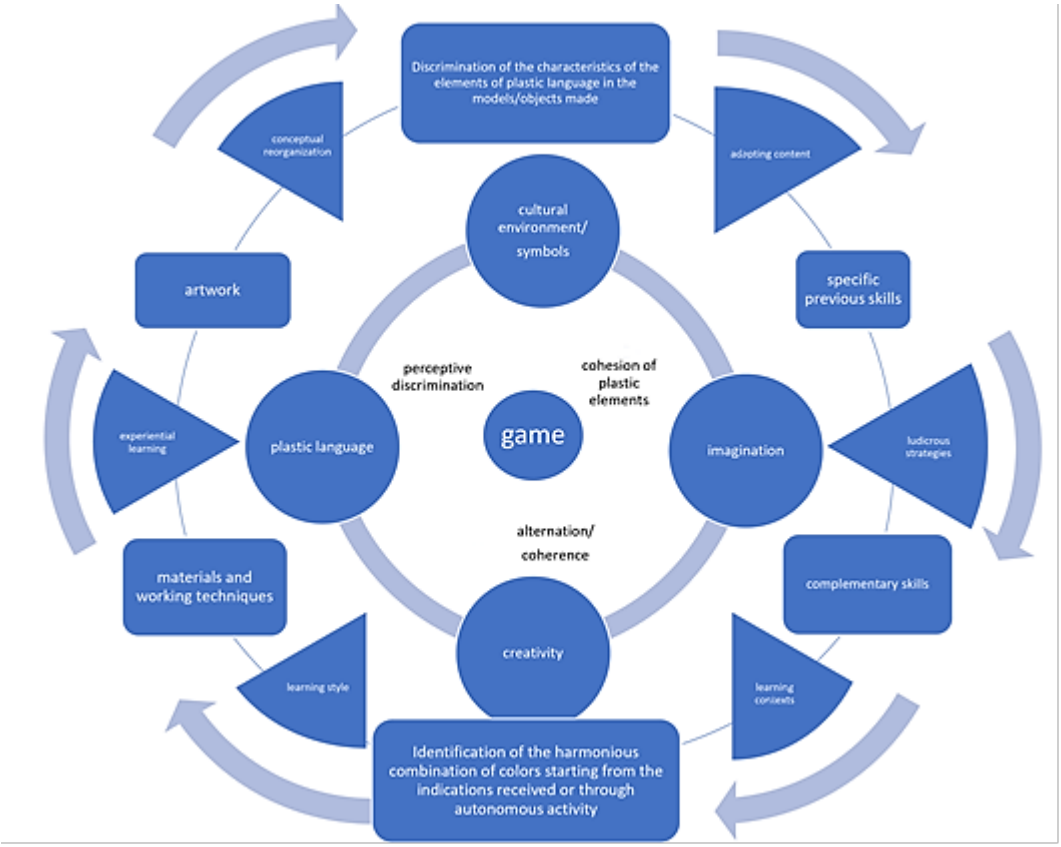
It should be noted that the implementation of the activity is carried out in an open context, the development (plus) means the adaptation of the design to the context itself. Thus, the teacher is the organizer (manager) of learning conditions, a complex, multilateral role, exercised through two actions that include verbal communication and the content – the stimulus of the learning situation.

The construction of a theoretical lesson framework of the functioning structure of a lesson highlights the necessary correlations between the components. These are reported "normative to the principles of curricular design", "to the external and internal context in which any education/training activity takes place" (Cristea S., 2017, p. 104).

4. Methods

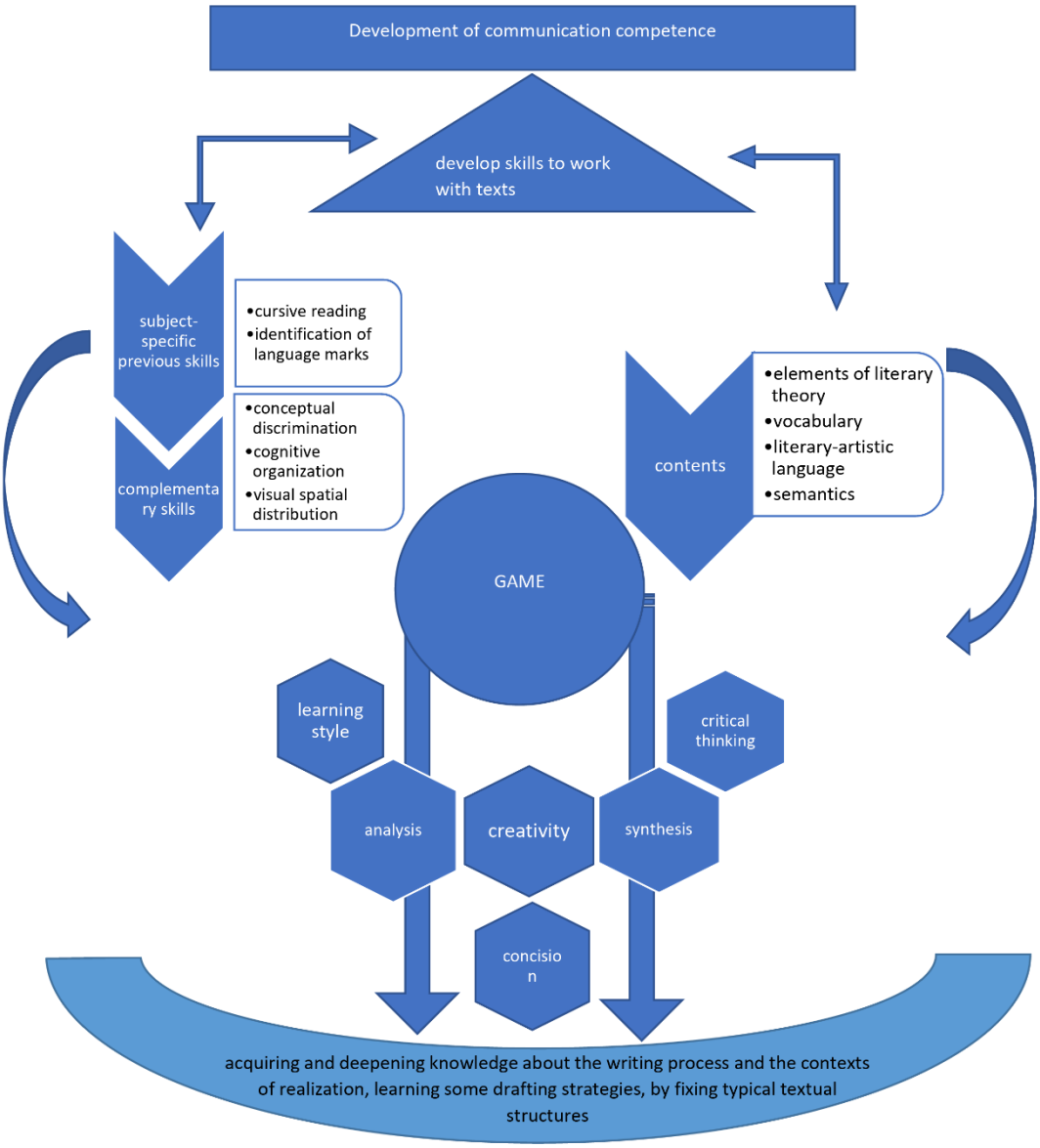
Thus, within the framework of the applied-experimental research of the ludic in the training of the pupils of the primary classes of the artistic-aesthetic culture, we developed three theoretical models specific to the fields of applicability: concentric, cyclic and open.

Figure 1. The concentric theoretical lesson framework.



The theoretical lesson framework proposed in the design proposes an organization of learning that focuses on the activity specific to the child's age, familiarize him with the process of scientific knowledge and develop skills and attitudes that allow him to be actively involved in building his own knowledge. The concentric theoretical lesson framework is based on the default playful specificity of the discipline and is based on it. All components specific to the scientific field of the discipline require the approach of certain didactic strategies, which also respect the specifics of the age and psychological development of the target group. Thus, we can develop this model for other disciplines based on a complex analysis of the discipline - didactic strategy - learning typology: Science - experiment - curiosity, Mathematics - exercise - experiential learning.

Figure 2. The cyclic theoretical lesson framework.



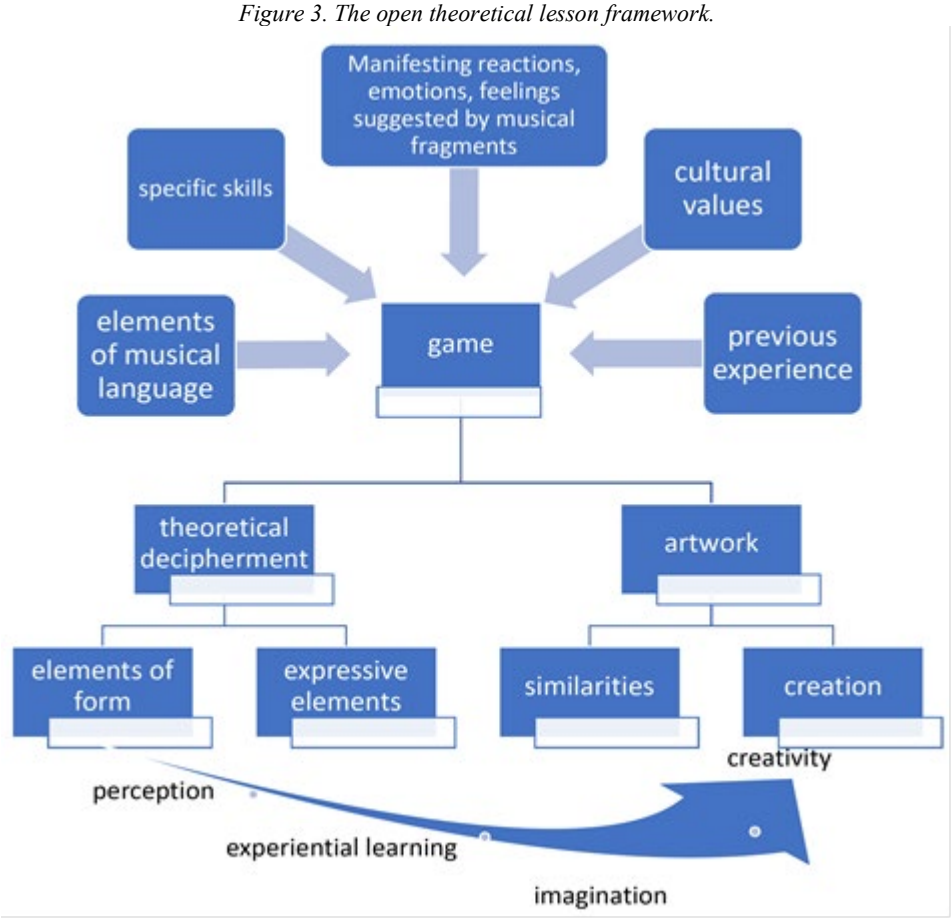
At the pedagogical level, the cyclical theoretical lesson framework highlights the necessary relationship between the stage of training and development of mental action, defined in terms of competence and the means of achieving it (defined in terms of content and didactic methodology), argued by a detailed knowledge of the child and the specific learning environment.

The cyclic theoretical lesson framework is based on extensive repetitions and deepening of a content for the purpose of transitioning from ability to performance. It is especially suitable for the primary cycle - where the level of development of psychic processes is relative - based on content replays and repetitive activities. The teaching staff will organize the activity starting from the proposed target, but the task varies each time depending on the specificity of the psyche and the needs of the children. Every learning purchase becomes a premise to repeat old content in new contexts.

The exemplified model centers the game as age-specific activities, but the dynamics of relationships polarize towards acquiring a new competence - the psychological specificity of the child - the need to form a new competence. As a detail of conception is based on the principle „of the proximity development area" proposed by Vîgotski.

Organizing learning experiences involves anticipating effective training/self-training paths, possible through different didactic methods and diversified forms of organizing the – training activity adaptable depending on the context, the concrete situation existing or appeared/created along the way.

Figure 3. The open theoretical lesson framework.



The open character proves the ability of the curriculum to be realized-developed according to the resources and pedagogical conditions existing in the internal context - the educational process - and externally - dependent on the social system: economic, political, cultural, community, natural. The quality of any curricular project - is dependent on the openness of the proposed structures towards permanent education and self-education. The open theoretical lesson framework is designed in the perspective of permanent education integrates into its structure of realization-development of the general contents of education: moral – scientific/intellectual – technological/applied – aesthetic – psychophysical, reported to all general forms of education: formal – nonformal; informal, capitalized on short, medium and long term.

This theoretical lesson framework centers not only on the formation of a skill, but on the development of children's psychic processes.

5. Discussion

For a quality didactic design, it is essential to know in detail the profile of the student made up of competences, character traits, behaviors and skills, which are revealed both by direct observations and by questions, aptitude tests, intelligence tests, questionnaires, etc. The time resources directly influence the didactic strategy designed and realized and provide us with useful information for capitalizing on the bio-psycho-sociocultural traits of the students. The proposed models bring modernity to the design and align this difficult but important process with the tendency to visual concentration of concepts.

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