About the Idea of an Intuitive Didactics and the Role of Intuition in the Activity of Teaching and Learning Assessment

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Abstract:
A judicious analysis of the intuitive didactics implies, in our opinion, the consideration of the idea of dynamic education. In other words, in so far as in the (trans) international system education can be found different ways to approach the levels of teaching and learning assessment, we can only assume that the idea of intuitive didactics proves to be more than necessary in educational activity. Furthermore, the relevant pragmatic of intuitive didactics becomes obvious in the conditions in which theoretical, acknowledged/ taught contents have a correspondent in social reality.
The need of intuitive didactics within educational activity is justified to the extent that educational content recovery involves a resizing of the idea of teaching and learning assessment. In fact, such an undergone approach to a rigorous scientific analysis reveals a number of aspects whose meanings and representations may acquire epistemological legitimacy. But, we consider that such a belief is justified under the conditions in which teaching interest focuses mainly on the idea of change/adaptation.

Keywords: *intuitive didactics, intuition principle, teaching process, educational models*

1.Introduction:

The idea that we want to bring to attention in this paper is that the utility of a speciality didactics may be validated at the level of an educational system to the extent that the process of teaching and learning assessment, particularly, focuses on what is a meta- scientific knowledge based rather on the idea of intuition. Under these conditions, we may appreciate that a model of intuitive didactics may be complementary to the epistemological didactics. Regarding this, we don`t have to understand that we are not separated from what means an epistemologically didactics based on the empirical and applied relation. What we have to take into account is validation of eligibility criteria designed to support a user-friendly educational utility of which becomes relevant when is assumed by educational actors.

The assumption on which we sustain is that in the materialization of such a didactics an important role have both the teaching staff and the beneficiaries of the training itself. Thus, assuming a theoretical and practical approach founded on the idea of intuition involves, beyond a purely scientific approach, taking into account of what we can find in the literature and practical vocational principle under the name of intuition in conjunction with the relationship between educational

psychology and didactics. (Pozo, 1993: 187-204). In fact, the functional correlations system, reflected in the projections generated from perceptions allows the analysis of instances of a specific teaching control. By an approach of this kind and an understanding intuitive we want to show that didactics can be founded and explained on the basis of some necessary and sufficient backgrounds.

In other words, we believe that in the founding process of an intuitive didactics a relevant role must have the research process of the activity to construct the „representations".
In other words, intuitive didactics can be applied only after it has been taken into account the observational stage. As a result, via intuitive didactics, we can recast in a pragmatic way how to understand nature of the teaching and learning assessment. However, we notice that in all this "intuitive" procedure, the instructive activity is a constructive one, independent from language and even a non-cognitive one (although it is related to objective reality, in the sense that it is the same for all educational actors). Intuitive didactics is, in our opinion, the result of a mental process construction, which allows itself to be discovered appealing to the idea of the effect obtained by intuition.

2.Epistemologically premises in the intuition approach

The objective reality is reflected in an educational – intuitive approach as a starting point of mental products. In other words, an intuitive educational act assumes that concrete (seamless) knowledge shall be geared through sensory processes. Under these conditions, we can appreciate that such knowledge is different from seamless, rational and logic knowledge. So, we`ve been wondering if an intuitive educational must relate to rationalist approaches and explanations – being perceived as the form top of intellectual knowledge (Descartes, 1964; Spinoza, 1957) – or to empiricist approaches. (Locke, 1999).

However, the idea of intuitive educational sends us to diachronic and synchronic analysis to the concept of intuition. We consider in particular the meaning of conceptually Bergsonian intuition, according to which an intuition means that the condition of flowing with the subject. We mention that H. Bergson`s intuition has a philosophical character, and that is why, in order to reach intuition there is no need to leave himself to senses and awareness. (Bergson, 1911: 141-142). The concept of intuition analized by reference to the duration of pure (Bergson, 2003), expresses the fact that a critical upon one`s intellectual life is brought up, and a relevant role in supporting this idea has the concept of Homo Faber (the man who build tools to help build other tools). In fact, the distinction between intellect and intuition reveals that Bergson observed a psychological and biological evidence of his own concepts. In other words, intuitive knowledge is one and the same with the simple idea (Bergson, 1934). Therefore, the Bergsonian intuition is associated with pure life (quality).

A different form to approach the idea of intuition we find to Husserl which emphasizes existence of three forms of intuition: sensory, categorial and essential. In other words, the intuitive achievement means taking into account the diagram of significance, according to which an intuition expresses a continuous process of approximations (Husserl, 1970). Therefore, we notice that an epistemological problem specific to the idea of intuition is the one that refers to the relation between the object and the subject knowledge. Development and acceptance of teaching models also involves materializing specific discursive forms. Thus, supporting reasons for such an approach show the need for

assuming educational reality. However, these issues have a pragmatic nature, involving at the same time certain epistemological capabilities/ competences of understanding. An interesting problem regarding the assumed teaching context is the one that refers to the mode of reorganisation and re-evaluation of scientific contents and the activities of teaching and learning assessment. In addition, such an advisory-educational approach expresses the fact that the individual and social meanings involve utilitarian aspects concretized over time, respectively, the epistemological aspects, explained in relation with the idea of figurative thinking. (Piaget, 1967 (1); Piaget, 1967 (2)). Thus, the intuitive dimmension of teaching-learning- assessing activities reveal a special functional structure of the educational strategies initiated within the framework of the educational system. As a result, an educational approach which takes into account the idea of intuitive educational may be validated to the extent that there are judicious arguments of which praxologic character has a correspondent in pragmatic goal. As a dynamic structure, the educational activity is a specific situation in which the assumed strategies need a methodological support. The intuitive didactics does nothing more but to provide such support, just in virtue of the fact that rule of 3M (methods, means, ways of organizing the teaching activity) may be, any time, adapted/ reassessed to didactic context.

Therefore, we bring into question the contextual perspective on the basis of which re-adapted the manner of conducting teaching activity. It is exactly in this context, we can say that the idea of intuitive educational proves to be more than useful in the sense that the representation which is performed on mental level can be objectively and in environments which have nothing to do necessarily with the idea of school space. Surely, the idea of dimensionality leads us to think to order, methodology, algorithm, control. But we want to emphasize that at the level of an intuitive didactics, we can speak, at any time, anywhere, at any age (Papoušek, 1989: 507-524) and even by parents (Papoušek; Papoušek; 1989: 201-210) about the uselfulness of the learning space (while, maintaining, of course, its educational size).

3.The return to intuition

Proliferation and continuity in educational activity by the applicability intuition principle in educational activity can only constitute relevant marks in assuming at the level of the teaching and learning-assessment of an intuitive didactics. In fact, the applicability of the intuition principle, in a didactic movement assumes that the learning process will start from the concrete reality, but also the fact that educational activity is focused in the module in which "the seamless influence of the objects in the world on their own senses" is collected and explained. (Bolocan, 2002: 72-87). In other words, intuitive understanding can be materialized in relation to the type of educational chore offered for solving/ settlement. (Cummins; Kintsch;Reusser; & Weimer,1988). Thus, the acquired knowledge as a result of any such direct contact has a relevant role in what will represent subsequently mental activity itself. In other words, the internalizes perceptions acquired on the senses way may cause the appearance of a whole system of representation. Therefore, the requirements by which the applicability of this principle acquires educational legitimacy, can be achieved in so far as the means/ teaching strategies have a decisive role in the new content purchased. (Burja; Voiculescu, 2006). Diagrams, charts, schemes, illustrations are relevant examples in this respect (Dixon; Moore, 1996: 241-253) precisely by the fact that as a result it can be made a series of methodological/ scientific connections between concrete and abstract or

between sensory and rational (of course, on the basis of operations such as comparing, observation, analysis). This explanation comes to confirm the need for such a scientific approach.
In this way, we are able to use, beyond the evolved languages of a specialized disciplinary dimension and even disciplinary fields, a series of specific didactical strategies. Furthermore, the organization and the restructuring of regulatory models generates a unified view of the detailed rules for the implementation of strategies undertaken by decision makers. On the other hand, teaching strategies - occupying a central location in the education process (Oprea, 2009) - can be deployed in a pragmatic way to the extent that their theoretical approach has an applicative correspondent in practical dimension of the process of teaching and learning assessment.

Thus, intuitive educational activity involves interactivity and the application of specific intuition methods . However, expressing a c didact pragmatism reflects the important role played by such specific intuition methods. The need of an educational paradigm which has as a starting point the idea of intuition reveals that the legitimacy problem of strategies involves a relation of correspondence between scientific content and the method of approach to this as a teacher, as well as a pupil/student. What's more, this reflects an important aspect of teaching methodology in the conditions in which such a didactic approach reveals to educational level important news item at the time it is assumed a new paradigm.

Thus, in the context of promoting a new teaching methodology, we believe that a fair analysis of the activities undertaken in the process of teaching and learning assessment, should bring out the idea of responsibility and didactic pragmatism. We observe that in the didactic activity the intuition principle can be materialized only if we take into consideration a series of specific rules among which may be mentioned: the usage in a pragmatic way of teaching resources, psychological aspects faced by his pupil (being affected the request of it), the way in which it goes from explanation of concrete content to abstract and vice versa. In this way, we can say that the pragmatism of intuition principle and, by default, of an intuitive didactics, is highlighted by relevance, contextuality and subtility. Therefore, the problem of applying intuition principle in a paradigm of special didactics becomes one more than important in the process of teaching and learning assessment.

4.Conclusions:
The effectiveness of an intuitive didactics within teaching-learning-assessing activity represents a relevant mark in which it means materializing teaching- educational process.In other words, an educational culture can be examined, analyzed, and by taking into account, on one hand, the pedagogical principles, and on the other hand, the teaching principles.
Furthermore, this approach allows us to conclude that the undertaken activities on the basis of the principle of intuition are purely in a pragmatic way. In this respect, the scientific perspective comes to complete the generated perspective on the basis of the intuition. If an epistemological didactics takes into consideration performance and competitiveness, a user-friendly didactics focuses on an approach of constructions and representations. In other words, the return to intuition becomes relevant in teaching process in so far as its components may be implemented in accordance with the idea of operationalizing the general / specific goals. Of course, the importance of general/ specific competences should not be neglected in all this procedure.

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