

The European Journal of Social and Behavioural Sciences  
EJSBS Volume IV, Issue I (e-ISSN: 2301-2218)

## DIDACTICS: BETWEEN MODERNITY AND TRADITION

Nadia Cheradi<sup>a\*</sup>, Intissar Sahraoui<sup>b</sup>, Mustapha Amour<sup>c</sup>, Sabrina Gahar<sup>d</sup>

<sup>a</sup>University Saad Dahleb Blida, Faculty Literary and social sciences, Country Algeria, Postal Zip Code 16000;  
dr.cheradi.univ@gmail.com

<sup>b</sup>University Abderrah-mane Mira Bejaia, Faculty Human and social sciences, Country Algeria, Postal Zip Code  
06000, intissar\_omar@yahoo.fr

<sup>c</sup>University Abderrah-mane Mira Bejaia, Faculty Human and social sciences, Country Algeria, Postal Zip Code  
06000, muss.socio@gmail.com

<sup>d</sup>University Algiers 2, Faculty Human and social sciences Country Algeria, Postal Zip Code 16000;  
sabinagahar@yahoo.fr



### Abstract

Didactics tries to deduce teaching procedures from the structure of the object to be taught. It will work mainly on the organization of the knowledge to be taught by renewing the concepts of pedagogy and creating devices for learning. If the structure of the educational triangle remains invariable between the teacher, the pupil and knowledge, then, its forms are in continuous evolution. At present, didactics relies on new technology. In parallel, the main importance of teacher-pupil transfer movements that influence the learning process. The latter is also related to teachers' education and the contribution of new technology.

*Keywords:* Transfer movements, new technology, didactics, teacher-pupil

© 2013 Published by C-crcs. Peer-review under responsibility of Editor(s) or Guest Editor(s) of the EJSBS.

\*Corresponding author.  
E-mail address: dr.cheradi.univ@gmail.com

doi: 10.15405/ejsbs.2013.1.8



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

## **1. Introduction**

Nowadays, the young teacher is confronted with a large amount of knowledge and skills to acquire with the impression that everything is based on his person: mastering knowledge to be taught, techniques to achieve the objectives, management of time and environment, interpersonal relations, success of his pupils, and so forth.

Among the disciplines that deal with this problem, we distinguish the Didactics which will work mainly on the organization of the knowledge to be taught by renewing the concepts of pedagogy and by creating devices of learning.

To achieve our purpose, we shall present two axes: the first one concerns transfer movements raised above educational situation as well as the teacher's position. The second axis concerns the teachers' education and the contribution of technology in the learning process.

## **2. Problem Statement**

In the first part, concerning the transference movements; the contributions of psychoanalysis in teaching and education are very ancient and are better known nowadays. Freud had soon stated his interest in pedagogy and education: his dream of spreading his discovery to the whole world was a fertile land for educators and teachers, predestined to relationships with childhood and adolescence.

Freud published several writings on those possible relationships and on his own memories and fantasy as a secondary school student in relation to his teachers in his childhood. In his writings, he described transfer – a pupil's feeling towards his/her teacher- showing either love or hostility effecting the relationship of the teacher to his/her knowledge, a repetition of infantile pictures about new situations, which organize the pupil's interest, rejection or ambivalence towards school disciplines and their teachers 'person (Pechberty, 2003, p. 265).

Some observations and writings from experience have shown transfer interfering during games in class, some fantasies related to a pedagogical relationship, or the position of sexual or aggressive impulses that facilitate or hinder learning.

The second part concerns the question about the position of research in teachers training is raised. A training with no matter how developed techniques, whatever applicable and reproducible they can be, is opposed to a method of creation and invention starting from subtle understanding in an educational, socio-economic, political, institutional and material context (Poteaux, 2003, p. 85).

Our interest here is the implementation of ITC-information technology and communication in the educational sector that challenges, while developing it, the traditional learning environment and introduces new tools.

### **3. Research Questions**

We wish, in our present article, to give some answers to the following crucial questions:

- Do the transferential movements influence the educational situation?
- What is the role of the teacher in this technological storm?
- Would the new educational technologies lead to better teaching and learning?

### **4. Purpose of the Study**

We would like to state the importance of transfer movements in a pedagogical relationship that can motivate and promote a learner (school success) as they can hinder him (school failure).

The first suggestion is to help teachers become aware of the possible reasons for the limitations of certain teaching practices they implement. The second is to provide assistance so that they adhere themselves to new practices and this by showing their feasibility. That would be possible when teachers be conscious of the teaching process and allow themselves improve or transform their conception considering the dialectical relationship between the two terms.

### **5. Research Methods**

In our study we first adopted the psychoanalysis theory to study the personality of teachers. Class observations created a research area; they permitted the formation of a new concept adapted to a pedagogical and didactic situation, clinical analysis practices sessions informed us on identity and professional modifications required for this. Observation here concerns class situations: they seem complex, plenty of imagination and decisions in which teachers and pupils are related to each other; in groups and in different relationships with learning. The details in language and physical didactics messages can be observed and discussed. Psychoanalytic orientation and its different research questions seem to be appropriate for thinking about some mutations in psychic and social relationships to which teaching belongs. Present changes draw some future research axes. They can, hence, concern the deepening of the relationship between discipline didactics and clinical approach the growing importance of narcissistic functioning – presents a relational disinvestment which

engenders difficulties in starting relations , this type of person cannot carry out a pedagogical relationship – adult modals that influence education ,children teaching. The second method, concerns whether the teachers accept to change their ideas and conceptions and accept to use the new methods. This question has recently been the subject of a study and an experiment conducted in Tunisia by the researcher Ben Abderrahmane Mohamed Lamine (2005) at the University of Carthage, as a first step a questionnaire was distributed to a sample of one hundred young university teachers having one to three years experience and belonging to different disciplines. Then the second step was the proposal of a training seminar for three days attended by 28 teachers who mentioned their willingness to participate in their response to the questionnaire.

The researcher stated in terms of seniority in the profession, that teachers with an experience of more than two years appear to show some resistance to take part in training about teaching at university.

## **6. Findings**

Before being a teacher, one needs to be evaluated on his/ her psychological personality, mainly because that of narcissist personality is not advisable in this job even if this person has the required degrees. It seems that one must be humble and realistic and strive to perform evolution in teaching practice by transforming the theoretical knowledge of human and social sciences into relevant and efficient procedures, ideally in collaborative approaches with teachers in function, reducing in this way the number of defensible procedures or of what Americans call “best practices”. It requires specific but flexible learning objectives, if you operate and develop new opportunities and continuing education: the measures must in particular be consistent with the need for training throughout life and social cohesion, which continues to grow.

## **7. Conclusions**

Teacher training is an essential element in the development of information technology in school and the computer is a powerful tool for instruction. But the full potential can't be realized without training teachers in its use and its continued development.

Therefore, the primary function of a teacher is to be the designer of learning devices continuously adapted to the complex set of parameters of its teaching / learning background.

In fact, we want to reach professionalization which is a concept of a great importance in the education of a teacher. it is the aptitude of dealing with complex and varied problems to which we have no solution beforehand. What we dealt with in our study is multifactorial, one

can already foresee in the coming years, the explosion in the number of such articles dealing with these themes.

### **Acknowledgements**

The author(s) declare that there is no conflict of interest.

### **References**

- Debande, O., & Kazamaki Ottersten, E. (2004). Technologies de l'information et de la communication: un outil performant qui ouvre des perspectives à l'apprentissage [Higher Education Management and Policy Institutional Management in Higher Education]. *Politiques et gestion de l'enseignement supérieur*, 16, 37-69. <https://doi.org/10.1787/hemp-v16-art15-fr>
- Évrard, H. (1963). Exposé introductif, aux Journées d'Études de Sèvres *Les Langues modernes*, 2, 21 - 25.
- Fourret, L. A. (1936). Le phonographe, auxiliaire de l'enseignement, au III<sup>em</sup> Congrès International des Professeurs de Langues vivantes de Paris. [The phonograph, a teaching aid, at the III<sup>rd</sup> International Congress of Modern Language Teachers in Paris]. *Les Langues modernes*, 1(2), 66 - 81.
- Lamine, B. (2005). Les conceptions des assistants du supérieur à propos de l'enseignement-apprentissage à l'université [The views of higher education assistants about teaching-learning at the university]. *Carrefours de l'éducation*, 20, 139-158. <https://doi.org/10.3917/cdle.020.0139>
- Lessard, C., Altet, M., Paquay, L., & Perrenoud, P. (2004). Entre sens commun et sciences humaines: quels savoirs pour enseigner? [Between common sense and human sciences: what knowledge to teach?]. Edition de boeck université, Bruxelles.
- Pechberty, B. (2003). Apports actuels de la psychanalyse à l'éducation et l'enseignement: un éclairage fecund [Current contributions of psychoanalysis to education and teaching: a fruitful insight]. *Revue de didactologie des langues – cultures*, 131, 265 - 273. <https://doi.org/10.3917/ela.131.0265>