

**REFLECTĂRI ALE DIDACTICII MODERNE
ÎN PRACTICA EDUCAȚIONALĂ
REFLECTIONS OF MODERN DIDACTICS
IN EDUCATIONAL PRACTICE**

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***Abstract:** The characteristics and tendencies of education in the future, of the postmodern paradigm in the field of education, should constitute the fundamental characteristics of current educational systems and be manifested in dimensions such as: centring on the learning process, on learning competencies and skills; learning through problem solving and critical thinking; monitoring through high performance and success; planning and management within a partnership between school and community; education centred on students/adults; varied rhythms and styles of learning; personalized, individualized instructive-educational activities; adapting school to the characteristics of the student; the prevalence of interactive experiences that generate in-depth learning: cooperative teaching-learning with lessons based on life experiences. Regarding the relationship between traditional didactics and modern/postmodern didactics within educational practice, aside from adjusting the weight of the elements of the different paradigms according to each individual educational situation, a balance could be found by appropriately combining three major tendencies: the tendency to retain and capitalize on the valuable aspects of traditional didactics; the tendency to enrich traditional didactics with scientific results that would create a foundation for the modernization of education and a qualitatively superior training of teaching staff; the tendency to create a balance between the two aspects of the instructive-educational process: informative and formative.*

***Keywords:** modern didactics; learning content; didactic methodology; assessment process; education reform*

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