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ANALYSIS OF LEARNING DOMINANTS IN ELEMENTAR VERSUS JUNIOR HIGH SCHOOL PUPILS

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Rezumat. Învățarea este factorul cheie în dezvoltarea armonioasă a personalității umane. Omul învață pe tot parcursul vieții, dar cea care pune bazele învățării organizate și sistematice este învățarea școlară. Capacitatea de învățare diferă de la o persoană la altă, de la o vârstă la alta, ea fiind în strânsă legătură cu fenomenele psihofiziologice care determină activitatea umană de bază. Cercetarea de față prezintă o abordare a particularităților de învățare a elevilor de vârstă școlară mică versus vârsta școlară medie, pentru a evidenția acele aspecte care necesită mai multă susținere în context școlar.

Cuvinte-cheie: învățare, vârstă școlară mică, vârstă școlară medie, teorii ale învățării, particularități psihofiziologice.

ANALIZA PARTICULARITĂȚILOR DE ÎNVĂȚARE LA TREAPTA PRIMARĂ ȘI CEA SECUNDARĂ

Abstract: Learning is the key factor that induces the harmonious development of the human personality. Man learns throughout his life, but the foundation of organized and systematic learning is school learning. Learning capacity differs from person to person, from age to age, and is closely related to psychophysiological phenomena that determine basic human activity. This research presents an approach to learning peculiarities of elementary school pupils versus secondary school pupils to highlight those issues that require more support in the school context.

Keywords: learning, elementary school pupils, secondary school pupils, learning theories, psychophysiological peculiarities.

Learning is the basic factor that favors the formation and development of human personality. It is an individual process involving the person's participation in the construction and deconstruction, destruction and restructuring, integration and reintegration of cognitive and operational structures. J. Bruner points out that „our specialization as a species is the specialization in learning, and education-invention of man- helps the learner overcome simple learning ” [15].]Within the European Frame of Qualifications-2005, learning capacity is approached as a cumulative process whereby a person gradually assimilates increasingly complex and abstract concepts (concepts, categories and types of behaviour or patterns) and / or acquires general skills and competences. This process develops in an informal context, for example through recreational activities, as well as in formal learning contexts, including work.

The main explanations and solutions concerning learning are found in some theories related to the conditions of existence and development of the human being: behaviorism, cognitivism, constructivism, orientations that add to the older ones: naturalism, realism, idealism, pragmatism and existentialism. The classification of these theories can be made according to the emphasis placed on: *the external factors of the individual* (social variables, contextual or situational), distinguishing: behavioral school; sociology of

education; *internal factors of the individual* (cognitive-motivational variables): inherent models (psychology of form, N. Chomsky's "universal grammar", heredity of intelligence, supported by Eysenck, Jensen); pedagogies of autonomy ("New School", self-education, self-education, self-organized learning); cognitivists (meta cognitivists, differential pedagogy, concrete approaches); dynamic interaction of internal and external factors (interacting approaches): genetic epistemology (J. Piaget), social development of intelligence (socio constructivism and culture psychology, Vygotsky) social learning (by observation and self- modelling, developed by Bandura), a theory focused on the importance of " the expectations of the teacher, the image he creates about the pupil, and the way the pupil realizes this image, unconsciously conforming to him (Pygmalion effect" in learning, after Rosenthal and collaborators).

According to these theories, learning means: to create habits (W. James); to change the meaning we make to our own experience (Chevrier s.a.); to behave (B. F. Skinner); to anticipate and internalize, to act (P.L. Galperin, A.N. Leontiev), to adapt (E. Durkheim); to succeed and to understand, schemes or cognitive structures themselves (J. Piaget); to be aware (J. Bruner); interact with others, with the environment, with the teacher (L. Allal); to acquire superior mental processes (B.S. Bloom), cognitive processes (J. Bruner), concepts (L.S. Vygotsky); forms (W. Kohler); to form or acquire representations (G. Bachelard); to acquire or make connections (G. Tiberghien); to assimilate relational knowledge (conceptual networks) and procedural knowledge (action plans) (J.F. Richard). *Essentially, learning is a complex phenomenon, involving the assimilation of different cognitive structures, their awareness and understanding, and their application in practice* (the author of the research). In the opinion of P. Golu, learning is an evolutionary process of information-formative essence, consisting in the acquisition (reception, storage, internal valorisation) by the living being - in an active, exploratory way - of life experience, and on this basis, in the selective and systematic modification of conduct; in its controlled and continuous improvement under the influence of environment variable actions (P. Golu, 1987, p. 71).

As a form of human-specific *school learning* is defined as a systematic, organized, institutionalized activity, specific to the young generation and oriented towards the assimilation of knowledge and the formation of psychic and personality structures. This process targets precise objectives and involves design, anticipation, guiding, control and decision-making. Thus, besides the processes mentioned above, school education also requires listening to rules; to go to school; to be part of a system of organized influences; let you be led by an older and wiser adult; to explore the media (the author of the research).

I. Neacșu defines school education as an "activity with psychological and pedagogical value, directly and indirectly conducted and evaluated by the educator, consisting in acquiring, transforming, accommodating, improving, reconstructing, fixing,

conscious, progressive, voluntary and relatively interdependent reproduction of knowledge, skills, attitudes and attitudes” [5, p.24].

In the view of M. Zlate and I. Neacșu, school education is characterized by the following elements: it is carried out in an institutionalized framework, by human agents, in concrete conditions with a vertical and horizontal relationship; is an externally driven process that tends to become self-directed; it is a conscious approach, organized after a clear conception (plans, programs) with finality and sequential, gradual development; has formative and informative character; depends on motivation; has specific resources, content, ways of organization (through strategies, methods, procedures, techniques), requires time (allocated, necessary, planned, consumed), complies with psycho-pedagogical norms, uses assessment criteria and feedback possibilities [7, p.43].

Detached from the miraculous, practical-game play and saturated stories of concrete emotional meanings, the child is suddenly projected into the orbit of formal, abstract, often arid constructions that take on the form of information and knowledge that is regularly transmitted through lessons and which must then be appropriated, reproduced, demonstrated by the child.

School-based learning has its roots in spontaneous forms of pre-school age, which are intertwined with object manipulation, play, and some elementary forms of work. The smaller the child, the greater the role of sensory processes and practical actions in learning and knowledge. Structurally, learning is made up of a series of learning situations and tasks that, for small school pupils, require action to respond to complete practical tasks. For example, reading learning develops speech and prepares it for reading, solving math tasks responds to the need to keep track of costs in practice. School education, from the very first classes, puts the child in the position of seeking general resolving procedures, common to a whole category of concrete, practical tasks. It starts from practice, from life, comes to general notions and knowledge that will prepare the child's subsequent contacts with more and more complex practical tasks.

Small school age, (6-10 years) coincides with the last phase of childhood. Interest in school, manifested by significant adult children (parents, grandparents, etc.) creates a "psychological expectation" for the preschool child to enter the first class. Once the child enters the school system. Learning becomes the fundamental type of activity. From the general inclination and general aptitude for learning, develop the elements of specialized skills such as mathematical, literary, plastic, musical ones. In the process of acquiring skills, not only the success of the child matters, but also how the others react to these achievements. Hence the need to combine positive external appreciation with the stimulation of the child's exigent attitude towards his / her own activity.

It can be considered that there are two sub-stages of the small school age: the literacy sub-stage (grades I and II) and the sub-stage of literacy consolidation (3rd and 4th grade). In the first sub-stage (grades I and II) the gradual adaptation to the role of

schooling takes place, the child retaining characteristics of the previous period (fluctuating attention, the need to play, the approval of the adult, etc.).

Literature indicates [4 p.8] three levels intellectual behavior organization:

- the end of the first childhood (18 months-7 years) when the space of action is organized in the sense of the actual extent and as a set of relations that coordinates the movement of objects and the subject himself.
- the period between 7-10 years, when it is developed a system of concepts, constituting a logic of order structures applied to multiple areas of experience (number, space, time, etc.).
- the period between 11-12 years, when the puber's logic integrates and coordinates previous structures into more general systems, representing a source of new operating models, more subtle and refined notions that go beyond immediate experience.

Children's attention is still fluctuating, being especially attracted to concrete events in the environment. Intelligence is involved in establishing tangible relationships and less in abstract reasoning. Memory is more visual than verbal. The tendencies towards games are overwhelming, in this period the transition to learning being made through games. Affectivity gains some stability, compared to pre-school, but is still fluctuating and contextual. The child begins to pay more attention to the rules imposed by the requirements of the schooling status. In the second (3rd and 4th grade) school substage, the child begins to get interested in the knowledge of different fields, sports competitions, artistic activities, the life of his classmates. Attitude to rules changes slightly. Control and self-control of their observance begins to be tested: it tells when colleagues are wrong, but also "omitted" to draw the teacher's attention when the rules are violated.

The child progresses in writing and reading, acquires intellectual learning techniques. Thinking is organized around some fundamental notions: time, number, cause, movement, etc. Thus, it can be argued that children's thinking at this age is no longer influenced only by sensory perceptions and that there is a much more systematic logic that influences the process of thinking. The ability to coordinate two perspectives forms the basis of thinking in both social and cognitive domains. Piaget sees the eight-year-old child more stable, realistic and organized than the one who has not yet reached this age [13].

There is a new element in the development of thinking, namely the shift from the intuitive, perceptive thinking to the operative thinking, which consists in organizing structures according to criteria, classifications, reciprocity, symmetries, forms of reversibility and negation. For Piaget, this change is not the result of repressing dangerous emotions and desires, it is rather a result of the fact that from an intellectual point of view the child entered the stage of concrete operations. Now he can distinguish the real of the imaginary, can see different aspects of the problems and can work logically and systematically on the tasks he has. So from an intellectual point of view, he

is in a state of equilibrium with the surrounding world, and this contributes to his general stability and peace [ibidem].

The pace of activities is becoming livelier, more alert, and intellectual activity is more intense. The capacity for understanding develops, the intellectual and cultural horizon is widened. Also at this age, Vygotsky [11, p.56] noticed the development of what he called the inner language. This means, according to Vygotsky's theory of learning, that students use inner language as a tool of thought. The early egocentric discourse specific to the first stages is internalised and functions as a means of self-regulation. This is a period of calm and stability. As for instincts and motions, the child begins to focus on them, perceiving them as parts of a larger social order beyond their family. E. Erikson [3, p.39] believes this period is flourishing in terms of psychological development. Children already have important cognitive and social skills. For the eight, nine and ten-year-old, life is a crisis between his endeavors to do something and inferiority. Now the child advances in society to learn skills and tools belonging to a wider culture. Children learn to do something meaningful and develop the qualities of the ego, such as increased attention and patience.

The portrait of the primary school pupil psychic development consists of the following aspects: internal development of sensory processes and representations; the emergence and consolidation of logical constructions, thinking makes leaps to the abstract, categorical plan; both oral and written language develops (at the end of the small school age the pupil's word bank counts about 5,000 words); language development is done in the context of other school work activities, drawing, physical culture, history, observation of nature etc.; the considerable increase in memory volume; the indicators of strength and speed memorizing of various contents improve, the same as memory productivity and memory-mediated forms of memory, imagination is progressing both in content and reform; self-service skills continue to reinforce and begin to train some categories of skills related to the needs of the type of activity and relationships in which the child is framed; new skills related to learning activity develop, especially the ability to learn; intellectual, moral and aesthetic emotions and feelings develop. The activity of the elementary school pupil can be sustained not only by external motivation, but also by internal motivation that activates the process of assimilation of knowledge in a continuous way; the ever stronger impregnation of the child's conduct with a note of intention and planning; the status of school, with its new requirements, increases the social importance of what the child does and realizes, leaving a strong impression on his personality, both in terms of internal organization and in terms of external conduct [13].

Even though the psychic profile of children is similar in the period of primary school stage school, it can not be said that the psychological development is identical. The content of psychological development, its direction and tempo may vary from one child to another, either due to hereditary inheritance or the intervention of various

environmental and educational factors. Two small scholars may be similar, even typical in general age characteristics, but extremely different in their concrete manifestation. This is how the general particularities of the age, the psycho-individual peculiarities begin to say. Psychological development differs from one child to another through rhythm (accelerated or slow), speed (high or low), content (rich, simple, diversified or poor and limited), energy consumption (big or small, rational, balanced or unbalanced based on harmony or energy waste), resonance (strong or weak), sense (ascending or syncopated), duration (normal or delayed), effects (positive or negative) [15].

The competition game becomes thrilling. The child actively participates in the lives of the teams to which he belongs. At the same time, there are other changes, the attitude to work is formed, which is revealed by the ability to carry out a task that has begun and to achieve a result. The schoolgirl likes the action. The activity is very varied; practical interests such as techniques, handicrafts, gardening, etc. The games stimulate and organize motor coordination and influence the integration of actions into group goals. The precision and skill of the gestures that make up the desire to achieve a result: the schoolchild wants to be successful. Initially, the child's motivation for school is a synthesis of external and internal factors, supported by multiple knowledge of school and schooling. Particularly important for the creation of school motivation is the dynamics of the processes of appreciation and self-appreciation. Between six and ten years, the need for exploration, information and documentation of the child is in full swing. The educator must take advantage of this "openness" of the little school pupil's personality to the need to learn, to know, to cultivate his attachment to school and teaching, love and interest in knowledge. Generally, during the small school pupil's life, the personality, though burdened with relatively numerous and difficult responsibilities, crosses a period of expansiveness. Physical and psychic forces of the child begin to display and lead to possibilities self-reveal, a situation that satisfies the child and creates the consciousness of great independence.

Learning in elementary school pupils is also distinguished by the fact that, unlike the previous stages, it is now based on meticulously segmented and rigorously chained actions. The small school age pupil is familiar with the fact that these actions may have very different content, some may have a very wide applicability, others with a narrower sphere. It is also distinguished by the fact that it puts the children in the face of the need for control, confrontation and comparison of the results obtained with the correct models. In this period, learning restructures infantile thinking in many points and changes its appearance, widening the system of cognitive structures. The knowledge and skills already acquired deepen, become more systematic, strengthen the notional structures and logic schemes, creating the premise of acquiring new abilities, skills and abilities that go beyond the boundaries of what instantly gives learning situations. There is an increasing

generalization of thinking activity, the student's inclination towards the reflective approach of his own mental activity taking a strong impetus.

Within this period, learning actuates internal development paths, pushes it to new stages, introduces mutations into it, increasing the child's mental age and, with it, his ability to achieve new accumulations in the order of acquiring the knowledge taught to him.

The peculiarities of the psychic processes of the pupils directly involved in the learning act can be appreciated more easily by their manifestations in various situations. Thus, pupils' attitudes towards learning can be appreciated by manifestations such as: diligence, participation during lessons, the systematic character of the homework, etc. The pupil's ability to work can be judged by changes in attention and the spirit of activity within lessons: the signs of fatigue, distraction, sleepiness, nervousness, increased number of mistakes in oral or written expression may be indications of low work capacity. Some qualities of memory can be appreciated by the speed of learning poems, text fragments, definitions, fidelity to the reproduction of knowledge, the way to answer to questions, etc. The development of some features of thinking, such as the ability to sense the essence, can be revealed by the ease of briefly exposing a read text, compiling the plan of an exposition, formulating conjectures, and learning based on the reader's explanations. The child's verbal creativity can be appreciated by speech use in the sense of fluidity, flexibility and originality of expression, the child's ability to build verbal expressions, to find the meanings of these expressions, and to combine them into richer, more appropriate constructs, the ease with which he can make a story based on a picture. In Israel, primary school stage comprises grades I-VI (from 6 to 12 years). Compared to the primary school stage in Moldova, it lasts two years longer, including the prepuberty period (10-12 years), characterized by the fact that it marks the end of childhood and begins the stages of maturation.

The prepubert stage is mainly expressed by numerous biological changes secondary to some psychological phenomena with resonance in social behavior. Although psychological development is accelerated, there is a relative continuity, a movement that unfolds in the directions started in childhood. The general conduct leads to alternation between moments of liveliness and then laziness. From the point of view of classical stadiums [13], [9], [10] the given stage presents the following frames: *The state of psychosocial development*: industriousness vs. inferiority. It is important to give children a constructive activity, limiting the comparisons between the good and the weakest in learning. *The state of cognitive development*: concrete operations of thought and the beginning of formal operations. Some may be able to work with abstractions, but most of them need generalizations based on concrete experiences. Regarding the operativeness of thinking, it is of two types: nonspecific (in the sense that the rule of thought applies in any situation) and specific (the rule of thought is valid only for some problems). In

particular, non-specific operability (abstraction, synthesis, generalization, analysis, comparison, etc.) is present, but specific operability (ability to use algorithms) is also outlined. (The algorithm is a set of rules that we must go through to solve a problem). More and more complex judgments and reasoning are formed, including probability. There is also a style of thinking, that is, a personal way through which the individual acts interactively on one aspect or another in reality. There are three styles that refer to: simple-complex, intuitive-abstract, primary-secondary (if it reacts immediately or on the contrary, wise, postponed). Also, at this age a special intellectual curiosity appears, the critical character of thought being structured on the controversial aspect background.

The state of moral development: transition from the morality of constraint to the morality of cooperation. Piaget concluded that between the ages of 10 and 12, children are in a process of overcoming the limits of moral realism. Now the rules are perceived as mutual agreements, but obedience to the official rules is made by respecting the authorities or impressing the others [apud 2, p.41]. At this age children like to play games and didactic activities organized in the form of games in small groups, but they are too often adhere to rules or team spirit. Centering on tasks may fall on the second plane.

At this stage, gender differences in specific skills and school performance begin to emerge. Girls may have superior performances in verbal fluency, spelling, reading, mathematical computation. Boys get high scores on mathematical reasoning, spatial orientation and problem solving. Differences in typical errors can now arise. Boys are more inclined to make resolution errors, while girls can make mistakes of interpretation, given the nature of associations - beyond the text of the problem - that they are doing. Because girls are rather attracted to a hyperprotective system by their parents, they are considered to have greater difficulties in developing their autonomy and cognitive independence [ibidem].

What is beginning to become clear during this period is the difference between cognitive styles. This concept designates the tendency to respond to the variety of tasks and intellectual problems in a particular way. Research on cognitive style distinguishes between the impulsive style of reflexive style and the analytical style over the thematic one [4]. From the point of view of the performance of these cognitive styles, impulsive children perform better in tasks requiring global interpretations. Reflexive children have higher performances in analytical tasks. The issue of style is not in terms of superiority or inferiority. J. Kogan's researches have been validated by other research, and the results are useful because they can help teachers understand the different ways children respond according to the learning task or the different performance of the same child in different cognitive tasks [4, p.46].

Table 1. Learning dominants in primary versus junior high school pupils

Learning dominants in elementary school pupils	Learning dominants in junior high school pupils
observational, perceptive	relatively conceptual, with ascertaining and evaluation reasonings
uniform interactivity, in group or situational	relative autonomization and personalization
corrective, with immediate feedback	corective, with postponed feedback
based on alternative certitudes and limited arguments	elements of uncertainty, arguments in multiple alternatives
global standards, centered on explicit tasks	standards on disciplines and certain connexions
epistemic motivation	epistemic personalized motivation on favourite school subjects
group and individual symbiosis	amplitude of mono and interdisciplinary competencies
it is obvious the distinction between cognitive, motric and emotional, there is a weak methodological and ethnic aspect.	learning has an obvious technological and methodological aspect.
general, undifferentiated orientation	preferential orientation, subjects outlined interests
nonformal learning style	the first forms of learning style appear
results evaluation through approximate, general qualifiers.	evaluation through docimologic system, more rigurous, but etherogenous for interpretation
evaluation is based on closed answers, or more seldom with multiple choice, the unity cognitive-emotional dominates. evaluation is sometimes cut away from learning, the pupil participating rarely to his evaluation.	learning evaluation views the development of performing personal answers, the cognitive dominates, reflexivity appears result evaluation is integrated to learning itself, the pupil can directly participate in several situations in his evaluation.

To this is added the discreet change of student status, with training in extracurricular activities. This is the stage of change. Interest is passionate, and this age can be characterized by the formation of passions, the discovery of special skills through tests for mathematics, sports, fine arts, etc. The high level of development of intellectual qualities, namely the depth of thought, its speed, independence of thought, originality, but also the critical, non-error-prone spirit, prove proximity to adolescence and maturity. In shaping the personality of the preadolescent, the school is of considerable importance. Each school year requires a new adjustment, which is made easier by the fact that the student has more coherent intellectual skills and a strong personal or family motivational force. The complexity of studies increases as the student advances. The higher the

number of teachers, the diversity of disciplines, the way of organizing the school can lead to an increase in student anonymity. But learning is not the only factor that can influence the pupil's schooling. His intellectual aspect depends on the material framework and affective support of the family. The deficiencies of this affective environment are responsible for the inadequacy of 50% of pupils aged 10-11 year [apud 4].

Temperament features have their influence on intelligence. Very emotional students support an inhibition of intelligence. Everyday observations highlight the fact that anxiety causes a reduction in intellectual performance in unstable, anxious subjects and subjected to an overly successful motivation. In this case, as M.-E. Druta [2] states, demotivation is fast. Examination failure, repetition often leads to "I'm not good for nothing," which causes a dangerous complex of inferiority.

There is also a certain degree of instability in school interests, as they are not always fit to their skills, and lessons seem lifeless. At 11-12, the student easily transfers his / her preferences from one discipline to another, from one project to another, without an actual achievement, a situation accompanied by opposition to the demands of adults. He refuses all that is required, resulting in a certain superficiality which, through a circular effort, leads to increased instability, because no real satisfaction is achieved by passing indifferently from one interest to another. Instability results from the fact that new psychic and spiritual potentials are progressing at uneven speeds in different directions. While at the age of 7-9 (10) it is a state, at the age of 10-12 – it is a behavioral style, a renewed exploration, a need to know new horizons of activity. Thus, what in the 7-9 year old pupil is a recession, in the 10-12 year old pupil it is a somewhat unreflective but unconsciously constructive progression [5, p. 13].

The differences between maximum learning acquisitions are explained by the action of different learning rhythms specific to each studying subject, that is by individual/intraindividual differences, while the differences in the continuity and persistence over time of learning acquisitions are due to individual capacity / traits of mnemonic nature and class IQ. It is the age when you can learn the technique from different fields: chemistry, physics. It is possible to appeal to understanding, to explain the elements and implications of each specific act related to the field of activity. You can appeal to the children's curiosity for thorough knowledge, but the behavior must be tactful, because the fear of appearing ridiculous in front of the group, of the class, is clearly expressed, and that is why encouragement, praise, stimulation with tact are a must. A psychological indication valid for all ages consists in carrying out the entire activity in an atmosphere of optimism. At junior high school stage, namely at puberty there is the question of aptitudes, their crystallization and the orientation towards adolescence, between domains to which they have real skills. The criterion of dominant interest for different activities is obvious. Interest is passionate, and this age can be characterized by the formation of passions. Detecting special skills with tests for math,

sports, fine arts, etc. The high level of development of intellectual qualities, namely depth of thought, its speed, independence of thought, originality, but also the critical spirit that does not admit errors prove proximity to adolescence and maturity [14].

Here is also the criterion of neuropsychological effort and the criterion of resistance to mental fatigue. It is highlighted by the unequal character of involuntary effort, low attention, concentration, boredom, diminished self-mastery.

There is also the problem of school competition. It is required to prevent unequal competitions at the level of training and age, so individual procedures and tips, suggestions in the orientation to different fields apply. And here is the issue of psychopedagogical prophylaxis. This is related to the need for caretaking requests, in line with the real level of preadolescence development. It requires systematic, well-dosed training based on the full potential of psychological forces. During this period, the full outline of the personality takes place as a result of the restructuring of all psychophysical forces. An important place occupies the achievement of what is called the stability of the neuropsychic state that manifests itself in the ability to maintain equal conduct and a constant school performance [13]. This implies great adaptability in the most different situations: the fear of different contests. It is intended to apply measures to protect the body and to assure physical and mental health. It is not accidental that psychological disorders occur during this period. They are able to put into operation the mechanisms of self-defense to stress, here also the psycho-hygiene tasks, such as the study of the environmental conditions in the family and the school environment in the school activity. Preventing nervous system overload and studying the conditions and mechanisms for adapting to mental stress are also a requirement.

Preadolescence is the ensemble of psycho-organic transformations related to psychological and social maturity, which highlights the transition from childhood to adolescence. It manifests itself primarily through the development of body peculiarities and physical strengthening. That is why it is considered that this period begins with an intense physical growth, a real outburst. Preadolescence, also known as puberty is the period that starts in between 11-14 years, but it may be early or delayed. The slowing of the evolutionary pace during puberty can have relatively important psychological repercussions [12].

School children of this age often have a lack of intellectual skills, for example the ability to relate abstractly or in thought but also in feelings, for example the feeling of inferiority or the manifestation of the young attitude and of an immature personality. It is accompanied by a psychological crisis, often associated with difficulties and behavioral disorders. This is called the juvenile originality crisis. There are disorders that come from the ambiguous situation: neither child nor adult. It does not have a precise status, it remains uncertain. If he/she claims independence, he/she hits the prohibition of adults, and if he/she refuses to take responsibility, it also does not give them satisfaction.

Significant variations in puberty synchronization take place surprisingly in the 7th and 8th grades. Some girls look like mature women, while others keep their sizes and shapes as well as boys. Early maturation of boys leads to greater satisfaction, it is a proof of the importance given in our society to physical power as an attribute of manhood. That is why the boys attach great importance to physical power. In girls early maturation causes reverse effects. Girls are somewhat embarrassed by the fact that their physical appearance is more feminine than the other. Thus, changes in puberty are a positive experience for boys, but negative for girls, which creates additional problems and calls for pre-enhancing educational difficulties.

In conclusions, it should be emphasized that both elementary and junior high school pupils require much tact and deep methodological considerations in the organization of school activity. The increased possibilities of the knowledge process, the rich knowledge acquired within and outside the school determine restructuring in the training methodology: strategy, methods, techniques. Thus school learning will keep the pace with pupils' psychophysiological development and will prevent an eventual conflict between pupils and school, and what is worse, pupils' demotivation for learning.

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