Abstract: This paper presents an alternative to traditional lecture method, that method-oriented student lecture intensified. There are put in contrast the two versions of the lecture, focusing on teaching techniques that involve the student participation in courses. The article also presents the results of inquiries on the extent to which students changed their attitude toward school as a result of use by teacher lecture intensified. Participation in education offers students the opportunity to engage not only in note-taking, but in understanding, learning and intellectual capacity and practical exercises.

Key-Words: directed lecture, lecture intensified, activate techniques

1 Introduction
Teachers are interested in teaching methods that enhance their participation, employment and the persistence of students in the learning task. A simple dichotomy of teaching methods include: less participatory methods, through which, in general, transfer of knowledge and methods-participative actively involved in the formation of skills and attitudes (autonomy, adaptation, cooperation etc.).

The lecture is one of the best known and most practiced methods in schools, especially secondary and higher-education levels. Lectures are used when we want to go through a lot of information in a short time, for an overview, to foster a panoramic picture of an area (theme) to facilitate reading for students with reading difficulties etc.

The lecture is widely used by the beginning teachers, whose method are limited or inadequate record. Lecture method is efficient in terms of: the costs involved, because it addresses a large number of listeners at the same time, the minimum degree of "threat" to students, they were not asked to actively participate, the students who prefer to learn by listening.

2 Characteristics of effective presentations of research
Results suggest that there are a large number of identifiable attributes that must characterize a truly effective lecture. For example, if tested immediately at the end of lectures, many learners remember better the material presented at its beginning than that shown in the middle or towards the end.

To a certain extent the effectiveness of lectures varies inversely with the degree of difficulty of material presented and the audience retain more factual content when it is presented in short, than when using long sentences.

Free speech is better than reading notes and is recommended to change tone, intensity and timbre of voice. These characteristics imply that the reader is an enthusiastic and well trained teacher. Talented practitioners do not dispute the existence of lectures for 50 minutes, which normally serve its purpose and repeatedly offers students amazing motivational experiences. But even under these conditions is not recommended for excessive use of lectures, because they limit learning in the classroom.

One of the most important problems associated with use of the lecture method is the inability of most individuals to effectively listen to a speaker, no matter how good speaker would be a long
time. For example, research carried out on students who were exposed to lectures show that after an initial period of adjustment, approximately five minutes, they effectively assimilate the material presented in the next five minutes.

Usually, from 10 to 20 minutes after beginning the lecture, confusion and boredom install, quickly taking the place of assimilation, which remains low until the end of the lecture, when students grasp the fact that the lecture is to end soon.

### 3. Limitations of traditional lecture

*I teach, but do they learn?* - Is the problem raised by Michel Saint-Onge (2008), before concluding that "exposure to use bus (lecture) as a teaching strategy is not always effective, as some like to believe." The author shows that a predominance of the main exposure is wrong because students do not always notify the content taught, are often unable to integrate information in a continuous stream and cannot learn just by listening. Students are not entitled to grasp the essence or content to direct their understanding, making, often find it difficult to translate theoretical knowledge into practice.

### 4. A student-oriented lecture

What we propose in this paper is to present some examples of commonly used lecture in our activities with students. The lecture is directed by the teacher, which transmits a large amount of information as a logical structure, a model of scientific approach, but student-centered. Students have the opportunity to reflect on the meaning of the above, a critical analysis and evaluation in the light of knowledge and experience. There is a learning more thoroughly than based solely on hearing and memory.

One way to study an orientation lecture is enhanced, which mitigates the disadvantages of traditional lecture, the activities of interrogation, interpretation and reflection (JL. Steel, 1998). Stages are increased lecture: evocation, realization of meaning and reflection.

Evocation phase which is brought into memory immediately prior knowledge and experiences of students on the topic proposed. Students are challenged to examine their awareness of their thinking, to use their own language and to think the matter will be considered later. To realize personal knowledge to bring the existing schemes in their area and for an understanding of critical thinking, students receive the task to express their knowledge in writing or orally. Their tasks are: to list individual ideas about the topic, to make individual response to a question, to establish some connections between key terms give the teacher or existing in the lecture.

Stage direction means of achieving direct confrontation between the student and again during the hearing of a statement / lectures, watching a movie, a visual study - photo, chart, map, etc. At this stage the students tried to understand new information and to give some meaning to integrate them into its system knowledge. They can establish connections with prior knowledge. Essential task of the teacher is to maintain cognitive involvement and interest in students, set in the previous stage.

Cognitive involvement involves formulating and addressing questions about the subject studied both for them and for others, answer questions, process information, problem solving, critical analysis, comparative analysis, synthesis, etc.

Reflection is the phase in which learning occurs as a genuine and lasting change because students reconsider what they knew or believed to know about a topic. The reflection phase is held discussions that facilitate the exchange of ideas between students and dealing with a variety of thinking. Reflection involves rethinking the construction of mental schemes more flexible, deep understanding of ideas and information and appropriate use of knowledge in solving problems.

Because studies have demonstrated that audience attention drops after 15-20 minutes of evocative stage lasts 3-5 minutes, meaning the exposure and achieve 15 to 20 minutes and the 3-5 minutes of reflection. After the first lecture sequence in which they have gone through three stages, the cycle resumes with a new phase of evocation in which students are required to activate other knowledge and set for hearing for the next part of the lecture.

### 5. Techniques used in lecture activate

Students often seek only what the teacher says to write what they hear, striving not to lose words. In order to analyze the contents, it passes through the filter of previous experience and knowledge to enter new information into their knowledge structure and semantic logical criteria, it is necessary for students to be involved in the lecture.

The teacher concern is the quality of student learning that enables them to remember their own knowledge about the subject displayed. This knowledge plays the role of "anchor-ideas" in general knowledge that students make
connections with new information, reflect on new information and addressed questions on unclear issues. Techniques we propose are a common feature: requires each student to solve the workload. Techniques based on individual activity, in pairs or in groups of 3-4 students. The experience with students and lecture notes that such an activity can be easily organized.

a. Think yourself – Work in Pair-Sa Share with the others (Lyman, 1992, JL Steel, Kurtis MS, Temple. Ch, III, 1998) involving an individual time students are asked to think about matter or to seek answers to a specific problem, to update previous knowledge and to formulate in writing as many possible answers.

Example: In five minutes formulate in writing the answer to the question, "What do you know about concept Curriculum?"

This is followed by a moment of confrontation of ideas with a partner's own pair, who discusses and comes up an improved idea.

Work in pairs is important because more easily communicate with fellow students than the teacher in front of the group. Pair confirmed that ideas do increase student confidence and not afraid to publicly express their opinion or answer to which both reflected.

Example: Now you will work in pairs. For two minutes you read your partner's. Analyze personal opinions and formulate a joint response.

Resulting from the dialogue the neighboring pair presented, the discussion resumes and one can come up with a new solution, more elaborated. Finally the solutions are presented to the large group and the teacher.

Each stage of discussion and improvement means a reformulation of the idea after hearing the other. Responses are inventoried. It recommended a hierarchy of views in terms of validity, originality, complexity or other appropriate criteria. If not enough time to take ideas from all groups are taken only 2-3.

This technique does not require much time and can be used several times during a lecture, the evocation of the achievement of knowledge or meaning.

The lecture drives, while the teacher asks a question, but only some students have the opportunity to state their opinions.

In the proposed technique, each student makes a response, discuss it and improve it with his/her colleagues, creating an interactive activity.

Students are hence, encouraged and receive the confirmation of peers, which increases their confidence and courage needed to express themselves publicly.

b. The key terms or terms given in advance (Dumitru I.-Al., 2000, Temple, Ch, 2001, JL Steel, Kurtis MS, Temple. Ch, III, 1998) is aimed at upgrading technology essential concepts already known or learned by students, establishment of relations between these terms, focus attention on key terms used to understand the lecture and motivating students to work.

The professor chooses 4-5 key concepts from the content of the lecture and writes them on the blackboard.

Students discuss in pairs for 4-5 minutes and determine the relationship between the concepts (chronological, logical or causal sequence). After the pairs have reached a conclusion on the relationship between terms, the teacher asks them to listen to the lecture, in order to discover the relationship between terms specified and to compare them with the proposed relationship.

Example: Determine the relationship between the concepts of national curriculum, core curriculum, the decision of the school curriculum, curriculum depth, expanded curriculum, an optional subject.

This technique is used in evocation phase and making sense, but can be used in phase reflection as key terms review when students are asked to describe the relationship as presented in lecture.

c. Venn diagram (Steel, J.L., Kurtis M.S., Temple, Ch., II, 1998) is a graphic organizer that can be used to identify similarities and differences between the two issues, ideas and concepts. Diagram is used either for raising the knowledge or ideas for restructuring the stage of making statements of meaning or reflection.

Example: individual activity. Draw two circles overlapping each part. Between the curriculum expanded and deepened there are similarities and differences. In one circle write the essential characteristic of extended curriculum and other specific elements in depth curriculum. The area where two circles overlap write similarities between the two types of curricula. You have five minutes. Work in pairs. Partner Showcase chart and fill it with information obtained from your colleague. You have five minutes.

In front of a business teacher from each pair has an item by completing a chart on the board. Students make their own additions to the chart.

Individual activity. For five minutes the students complete the first box I think I know or know about the topic.

Example: Build a table model and complete individually gave the first box with everything you know or think you know about Curriculum Documents.
Work in pairs. 10 minutes Students read what they wrote each other and formulate questions with reference to the topic, they pass the item I want to know.

<table>
<thead>
<tr>
<th>I know / I think I know</th>
<th>I want to know</th>
<th>I Learned</th>
</tr>
</thead>
</table>

During the lecture is complete box I've learned by answering questions and filling in with other interesting information essential about the subject displayed.

Then they return on frontal activity questions that remained unanswered. Will be discussed and may indicate sources to find information.

d. The cluster (Steel, J.L., Kurtis, M.S., Temple, Ch, II, 1998) is a graphic organizer to find connections between ideas that stimulate, encourage free and open thinking, a strategy of finding the path of access to their knowledge, understanding or belief about a particular subject, a form of linear thinking, which largely approximates how the human mind works and ideas that structure just enough to stimulate the connections.

Individual activity. Is written in the middle sheet of paper the word / theme (to be researched); record all the ideas, expressions and knowledge that come to mind in connection with that theme around it, pulling the lines between them and the original word. As you write words, ideas, draw lines between all the ideas that have some connection.

e. I know / I want to know / I Learned (Steel, J.L., Kurtis, M.S., Temple, Ch, I, 1998) is a technique that covers the stage evocation, realization of meaning and reflection. Students bring in their memory what they know or think they already know about a certain topic and then formulate questions that are expected to find the answer during the lecture. Construct a table like this:

Example: In five minutes found in writing as many ideas and information about „Aims of education”.

This follows a moment of confrontation of ideas with their partner, implying communication.

During the lecture make clusters with new information. In another phase of activity may be reorganized, restructured, following certain criteria, using certain concepts subordinate, found the students or the teacher to become structured clusters.

We believe that each individual work time, in pairs or small groups is necessary for the teacher to show students the answers. The aim is to give students the satisfaction of the colleagues present the results in order to compare them with ideas of colleagues (inter@evaluation) and to receive feedback from the teacher.

Skipping that last step can cause learning wrong information. Moreover, by successive reflections and restructuring information is learned more easily and becomes knowledge (Temple, Ch., 2001).

To determine how effective and motivating for students the lecture is I based as an investigation on a number of 65 students. We proposed to answer a total of 16 items (see Table 1.) And record a 1-5 scale, with 1 being the highest and 5 the lowest impact on the changes observed in their attitude as a result of use by teacher lecture intensified. The results are presented in Table 1.

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Communicate more easily</td>
<td>100</td>
<td>1203</td>
</tr>
<tr>
<td>2.</td>
<td>School is enjoyable</td>
<td>100</td>
<td>1107</td>
</tr>
<tr>
<td>3.</td>
<td>I learned to work in group</td>
<td>100</td>
<td>1057</td>
</tr>
<tr>
<td>4.</td>
<td>We have less emotions when we express them views</td>
<td>98,9</td>
<td>1149</td>
</tr>
<tr>
<td>5.</td>
<td>We understand and learn more in class</td>
<td>87,6</td>
<td>917</td>
</tr>
<tr>
<td>6.</td>
<td>We support over between us</td>
<td>76,3</td>
<td>760</td>
</tr>
<tr>
<td>7.</td>
<td>We have a better relationship with teachers</td>
<td>75,9</td>
<td>860</td>
</tr>
<tr>
<td>8.</td>
<td>We move more easily during in class</td>
<td>74,8</td>
<td>876</td>
</tr>
<tr>
<td>9.</td>
<td>We have a better relationship with colleagues</td>
<td>49,2</td>
<td>337</td>
</tr>
<tr>
<td>10.</td>
<td>I learned to respect the others more</td>
<td>44,4</td>
<td>405</td>
</tr>
<tr>
<td>11.</td>
<td>I learned to cooperate in carrying out tasks</td>
<td>36,5</td>
<td>371</td>
</tr>
<tr>
<td>12.</td>
<td>Wasting time</td>
<td>11,3</td>
<td>99</td>
</tr>
<tr>
<td>13.</td>
<td>We understand and learn less in class</td>
<td>11,3</td>
<td>98</td>
</tr>
<tr>
<td>14.</td>
<td>We have a good relationship with colleagues less</td>
<td>9,8</td>
<td>65</td>
</tr>
<tr>
<td>15.</td>
<td>We are creating a state of agitation</td>
<td>7,9</td>
<td>33</td>
</tr>
<tr>
<td>16.</td>
<td>We listen to each other</td>
<td>7,5</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 1.
Analysis and interpretation of data collected led us to conclude that all the students interviewed found the medium that: they like school more, communicate more easily and have learned to work in groups. Also, a very large number of students considered that: have fewer emotions they express their views (99.8%) and understand and learn more in class (87.6%). Highest scores were obtained: communicate more easily (1203), followed by: have less emotions (1149) and: they like best at school (1107).

Low scores obtained behaviours: talk some more than others, with 28 points and: we create a state of agitation, with 33 points. This can be caused by peculiarities of certain students, the perception they have about this method of teaching. These students, traditional teaching conditions, teacher monopolizes activity or ability to manage at times teaching. These results are validated by other means of testing the impact of intensified lecture on the behaviour of students, such as 5-minute essay, suitcase expectations, and direct observation.

6. Conclusions

Increased lecture tends to become more than an alternative to traditional lecture, because it stimulates students’ effective teachers to discuss opening the window to their real questions and problems. Administered questionnaires or oral feedback from the sites suggests that students increased efficiency would increase if support the lecture course would include formulation of clear objectives, key concepts and content summary for each unit. Thus, attending courses and seminars give students the opportunity to be involved not only in note-taking, but in understanding, learning and practicing intellectual and practical skills. In these circumstances lecture may actually become a teacher-directed activity, but focused on the needs students, whereby they acquire the cognitive and social autonomy.

References: