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Learnind Guide Of Computer Science Case Of Word In 5th Form At Lycee Matumaini And Edap/Kasuku

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Résumé : Il a été remarqué une insuffisance de supports didactiques et la non continuité de la pratique dans le chef des élèves (apprenants) après le temps passé au laboratoire informatique. En bref, les enseignants devraient tenir compte si pas respecter le programme national en vigueur et procurer un nombre aussi élevé des pratiques que possible et aussi donner suffisamment du temps (opportunité) aux apprenants pour qu'ils aient l'opportunité de s'exprimer durant la pratique en utilisant des méthodes favorisant l'enseignement par compétence et par situation (Méthode de recherche, de la résolution des problèmes et de projet)
Pour cela, ils doivent prendre en compte les questions d'actualité à propos des nouvelles versions lancées sur le marché. Les écoles devront créer un environnement stimulant pendant l'apprentissage de l'informatique.

Mots clés : Guide, apprentissage informatique, approche, compétence, situation.

Abstract: It has been noticed that didactic support is very poor and lack of continual practice of pupils after some hours in the laboratory. In short, teachers should take into account the national curriculum and provide as much practice as possible in their schools and give sufficient time to pupils so that they can have an opportunity to speak during the time devoted to practice by using the new methods of teaching through competence (research method, resolution of problems and project).
For the should take into account updated questions about new versions of Word. The schools should create a stimulate environment during Word apprenticeship.

Keywords: Guide, Computer science, Approch, Competence, Situation.

I. INTRODUCTION

The evolution of Congolese youth and that of the modernisation of the country relative to computer science pushes us to do many researches in order to manage the analysis and critiques about that branch.

Computer science at secondary school states a serious problem of the practice, for theory without practice is nothing in education and all this involves preliminaries: skilled teachers, equipped laboratories in computer science devices.

It is noticed in certain schools in Kindu: lack of laboratories, materials, textbooks, didactic materials and national programme of updated computer science. This makes the education difficult and it constitutes a serious problem to teachers who, most of them are limited and they are teaching without being well informed about updated questions of computer science.

Also, teachers must apply the different didactic norms in order to achieve the objectives in the education of computer science at secondary level. The decision of that education should be remarked thanks to the mastery of some programs by pupils in their disposal, followed by the national programme of DRC.

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From what precedes, how is the situation of learning guide of Word at Lucée MATUMAINI and EDAP/KASUKU?

II. Methodology

1. Population and sample

The target population is the set of active teachers of computer science in 5th form at Lucée MATUMAINI and EDAP/KASUKU that is about to have a learning guide of computer science for treating texts (Ms Word), but to assure and examine if this uses the learning guide, we tried to check if our teachers use it or not. Our sample has a subset of the population chosen for the study in order to estimate some unknown characteristics of the population. To better interprete our commented charts for the good interpretation.

1. **Gathering technique of data**: We used this thanks to a questionnaire containing variables that are interesting for our part.

a) **Description of the questionnaire:** Our questionnaire has got some questions addressed to teachers of 5th form from Lucée MATUMAINI and EDAP/KASUKU. Its content consists of solving problem relative to the use of a learning guide of Microsoft Word in 5th form.

b) **Aspect of the questionnaire:** Each selected teacher received a written questionnaire on paper with a space to fill lines of answers. A bout the questionnaire, there are questions to answer followed by a place for explanations just to check if teachers and pupils of 5th form of Lucée MATUMAINI and EDAP/KASUKU really use a learning guide of Word. Each informant was invited to provide us some elements of answers related to our research.

1. Gathering technique of data:

We used this technique thanks to a questionnaire containing variables that are interesting for our part.

a. Description of the questionnaire :

Our questionnaire has got some questions addressed to teachers of 5th form of Lycée MATUMAINI and EDAP/KASUKU. It content consists of solving problem of the use of learning guide of *Microsoft Word* in 5th form.

b. Aspect of the questionnaire

Each selected teacher recieved a written questionnaire on paper with a space to fill lines of answers. These questions are followed by explanations just to check if teachers and pupils of 5th form from Lucée MATUMAINI and EDAP/KASUKU use a learning guide of Word.

Each informant was invited to provide us some elements of answers related to our research.

2. Technique of data analysis

To analyse our data, we considered the elements of answers provided in the questionnaire given to teachers and pupils of 5th form from Lucée MATUMAINI and EDAP/KASUKU, which were classified by frequency in order to calculate the percent just to realize the reality about the use of a learning guide of Word to facilitate the mastership of techniques which consists in describing the interpretation of the objective.

III. RESULTS

Presentation of sample

Our sample was made of the population estimated to 9 teachers: 5 teachers from Lycée MATUMAINI and 4 from EDAP/Kasuku and 20 pupils in terms of 10 per school.

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Chart N°1: Presentation of our sample in terms of sex

a. For teachers :

Sex	**Number**
Masculine	5
Feminine	4
Total	***9***

b. Fo pupils :

Sex	**Number**
Masculine	10
Feminine	10
Total	***20***

a) Teachers' questionnaires :

Question 1: Do you use a learning guide in computer science while teaching Word in 5th form?

From the use of learning guide of computer science in 5th form from our informants.

Answer	Frequency	%
Yes	1	11,1
No	8	88,9
Total	9	100

Comment: By analysing this chart and this graphic, we notice that one of these teachers either 11,1% uses a learning guide in computer science and 8 of them don't use it, either a rate of 88,9%.

Question 2. Is the practice respected for Word lessons?

Answer	Frequency	%
Yes	5	55,6
No	4	44,4
Total	9	100

Comment: In the analysis of this chart, we remarked four teachers respect the practical and theory teaching of Word, either 55,6% and this is for Lucée MATUMAINI with the presence of a laboratory contrarily to teacher from EDAP/KASUKU either 44,4% where there is not laboratory.

Question 3. While teaching Word, are all pupils in the same conditions?

Answer	Frequency	%
Yes	0	00
No	9	100
Total	9	100

Comment: This chart shows that there is a problem of relative to the respect of the stimulated environment for all pupils while practicing Word in 5th form. Either 9 out of 9 teachers had affirmed that all pupils are in the same conditions during the practice. Now to better teach Word, teachers must present the same good conditions to all pupils.

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Question 4. What are the methods that you use while teaching Word?

Used methods	**Efficients**	**%**
Demonstrative and Interrogative	9	100
Problem revolution	00	00
Research	00	00
Design	00	00

Comment : The analyse of this chart shows that teachers use only classic methods, now in computer science there are the evolution of new methods namely: problem resolution, research and design because computer science offers the possibility of self formation and it aims at the approch by competence and by situation.

Question 5: Does the teacher finish the practical part in the national programme? If no, why?

Yes-No answer.

School	**Answer**	**100 %**
Lycée MATUMAINI	No	50
EDAP/KASUKU	No	50
Total	-	100

Comment : About this question, we found that the no-answer given by our informants, because there are many reasons:

- First, the period of school programme, either an hour during one week and one class counting many pupils, the teacher of computer science should be impossible, now we suppose that each pupil could have a computer at home, these hours are not sufficient;
- Second, because of the volatility of electricity in our province in particular and in our country in general, the practical teaching of computer science is almost impossible.

b) Pupils' questionnaire :

Question1 a) Did you study WORD in 5th form?

Yes-No answers.

Answers	**Efficients**	**%**
Yes	**20**	**100**
No	**00**	**00**

Comment: The analysis of this chart indicates that about 20 pupils, all of them said that they saw Word program in computer science.

b) Are you able to type an administrative letter with Word of one page in five minutes?

Yes-No answers :

ANSWERS	**EFFICIENTS**	**%**
YES	5	25
NO	15	75
TOTAL	20	100

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Comment: Most of our informants (75%) say no to this question. Among the reasons, we find: the theory is well, but the practice was irregular; there is also the problem of electricity; the number of computers is not sufficient according to the number of pupils and the lack of computers at home. Contrarily to 75% saying yes with the reason to have computer at home.

Therefore, it is more important to continue with the practice out of the laboratory in order to well master the teaching of Word in 5th form.

Question 2. How many versions of Word are there?

Number of informants	Number of Word versions
15/20	1
2/20	2
3/20	3

Comment: By analysing this chart, we remark that the majority of our informants are not informed in all versions. The only version available in the laboratory is Word 2007 that is installed in computers; hence, teachers must take account of updated questions about Word teaching (Word 2010, 2016) for computer science evoluates every day.

Question 3. Do you often keep doing exercises after school time? If no, why?

ANSWERS	**EFFICIENTS**	**%**
YES	2	10
NO	18	90
TOTAL	20	100

Comment : From this chart, 2/20 either 10% of pupils keep on doing exercises of Word at home, and this favorites the mastery, self formation of some commends that pupils don't study, contrarily to 18/20 either 90% who stop only to exercises given by the teacher.

IV. DISCUSSION

- About the question of the presence of a learning guide of Word, the result was that one of the teachers, either 11,1% uses a learning guide of Word and 8 of them don't use it, either a rate of 88%. This means that teachers have a problem of reading in computer science; now this needs reading more according to the technological evolution;
- As far as the practice of pupils is concerned out of normal hours foreseen in long-rang programme, 2/20 either 10% say yes, contrarily to 18/20 either 90%, now for mastering Word, the practice must be progressive; in short, the majority of learners cannot master this program because they don't practice very often (see the theory of behaviorist);
- About the question, how many versions of Word are there, the majority of pupils master only the version installed in computers of school laboratory, however there are many versions to be used. Hence, teachers must take account of updated questions while teaching computer science in general and Word in particular;
- According to the question, when the practice of Word lesson, are all pupils in the same conditions; the answer is no, from teachers; hence, schools must create a stimulated environment while teaching computer science.
- Concerning the question of which methods that teachers use while teaching Word. This research shows that classic methods are often used in teaching. Now the teaching by competence, hence the necessity for teachers to appropriate themselves new methods of that teaching namely: research method, problem resolution and design.

V. CONCLUSION AND RECOMMENDATION

The main objective of this research was to check the mastership of teaching and the practice of pupils about the program of Word in the use of new methods in computer science which promote the approach by situation as well as by competence.

After the analysis, we have remarked the situation of learning guide of the program of Word at Lucée MATUMAINI and EDAP/KASUKU of Kindu remains a problematics for the objective is not expected that of forming a skilled pupil.

Face to that reality, we recommend what follows:

a) **To Congolese government**:

- To equip schools with disposals relative to computer science;
- To equip schools with textbooks relative to computer science.

b) **To teachers** :

- To take account with updated questions while teaching computer science ;
- To use the new methods which promote the approch by situation as well as by competence.

c) **To pupils** :

- To continue with the practice out of the practical hours at the laboratory;
- To form oneself;
- To always work in group in order to promote exchanges of practical techniques.

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