

Formation of Learners in Secondary and their Preparation for College and / or University Studies

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Abstract: *Young candidates who enroll in universities or colleges encounter many difficulties to adapt to the rhythm or system of formation at this level. They experience blockages or difficulties of several kinds, including the taking of notes, the inability to focus and to follow lectures in a magistral style. They also encounter difficulties at the level of reading and understanding their own notes and to make recourse of the use of books. They need well-designed preparation and time for accommodation to ensure success upon entering this level of formation.*

Keywords: education, focus, reading, understanding

1. Introduction

The 21st century is characterized by a development of knowledge at high speed. The technological development advances all fields. The information and communication techniques allow contact and various exchanges over long distances. Advised companies are developing new ways of training young people to make them more efficient, more productive and capable of certain adaptation to new situations.

The DR Congo is not indifferent to the demands of this century. For decades, the authorities have been constantly undertaking researches for a better school organizations. The educational policy is developing through reforms and movements in order to adapt the formation of young people to the requirements of the new technology while at the same time enabling them to respond to the needs of their communities. Whether in schools or in urban areas or those in rural areas.

2. Basic Concepts

a) Learner:

According to the dictionary, a learner is anyone who follows a teaching. As far as this study is concerned, the learners are the students of the secondary school who must be prepared for the start of university education.

b) Formation:

The concept of formation derives from the verb “to form” which means the action of forming, the way in which something is formed or appears... In intellectual or moral education; instruction is the body of knowledge in a given field. (Petit Larousse illustrates 2018). According to Gaston PINEAU (2005, p.417), [...] the term formation gradually covers the terms technical education, apprenticeship, instruction, and promotion.

For BERBAUM, quoted by Françoise RAYNAL (2005, p.150) [...] the term formation, brings back to an action relating to the acquisition of knowledge and knowing-how to do more than of knowing-how to be, which is too formal as

to its organization. [...] the term “formation usually covers an intervention of limited duration, with well-defined objectives.

The training of learners referred to in this dissertation, is a form of development of the level of learning of young people at the end of the secondary cycle. They are instructed to acquire and develop their capacity according to the learning style, the duration of the exchanges with the trainers, the contribution of each learner to his own training in order to face the college or university level.

c) Preparations for university education

Nawadays, in the Democratic Republic of Congo, all young people who complete their secondary education plan to further their education in college or at the university. Preparing young people for the formation that awaits them is a great duty of the educational system, which must determine its philosophy. Preparing young people for further education means to make them able to follow the said formation without much difficulty. Often in universities or in college, the authorities organize a single day to welcome newcomers. To be honest, no one can teach to a candidate anything in an hour and a half session, how to handle with university system of education effectively. It is therefore necessary to give time to this exercise so that these subjects understand how teaching works at the university level.

Development

The precarity of a preparatory year for college education for all faculties, except for polytechnic studies, even in this faculty, this year seems not to achieve its objectives. Young people should be prepared for the pace and intensity of knowledge to be acquired from the humanities.

This is to optimize the chances of success, once young people are admitted to this university study level. It is important to consolidate their general knowledge, strengthen their level of oral and written expression, and instill in them a sense and a taste for personal reading. Learners should be accustomed to taking notes, to developing their own ideas and teaching them how to read well, books in the library.

Within the universities in the DRC, more than one professor gives lessons using the dogmatic method, a masterful teaching. This method brings in failures. Young people mostly fail because they are not able to take note while the teacher is talking without considering those who are following his lesson.

It is necessary that, from the secondary school, young people get used to taking note, this is to say, to note only what is important, the essential ideas to respect the schemata and certain definitions. They must be introduced to note taking by using abbreviations. It is necessary to begin in time the preparation of the young people to this task, to take note with a good level of fidelity. At this same period, young people are accustomed to adding a personal comment, depending on how they have understood the teacher's explanations in their own words. By taking more consistent notes, young people develop a taste for rereading their notes to prepare for subsequent sessions. In this way, future students will understand that success is a long-term project; you have to start well in time to achieve the objectives.

We must look further than where we are, as Charles RICHET said (2013, p.5) "*Certainly there can be no question of a distant future. As we move away from the present time, the future is more and more mysterious. [...] And what can we say with any plausibility about the destinies of the year 2000 or the year 3000? The more one deviates from the present, the more the unforeseen or the unforeseeable take on importance. Their role grows in geometric proportion, much as the chance of hitting the target by firing a rifle shot at random decreases rapidly as the target is farther from the shooter*".

For this reason, the future of all nations becomes unpredictable as the author above was concerned. At first glance, this concern concerns the school, which is the multifaceted mold of any society. It is effective to worry about the training of trainers, but also that of the trainees, the content of the programs, the material means as well as the methods and techniques to be used to train them.

Certainly, at the end of the secondary school, the trainees should show behaviors according to the goal assigned to each sector; unfortunately, many show shortcomings. This is remarkable both in mastering the language of learning and in the subjects taught. However, regarding to our educational system, young graduates of the various options adhere in spite of themselves to the pursuit of higher education. Because everyone is convinced that to find a decent job, the state diploma is no longer required. There is enough to say that the concern for access to higher education is no longer the prerogative of industrialized countries, rather of the whole planet, the philosophy of globalization requires and pushes all nations to become competitive. The transfer of goods and services and the unification of the consumer market require nations to sharpen initial training as well as continuous training in all areas.

Pierre CANISIUS KAMANZI et al, CJHE/RCES, V.46 n°2. 2016, alluding to the statement of the OECD, (2012), attests that "*in recent decades, the expansion of the economic knowledge and the policies of school democratization have*

led to the generalization of mass higher education in almost all industrialized countries."

This massification is no longer the prerogative of industrialized countries; all nations are developing various cycles of university training. However, the proper functioning of said cycles and the adaptation of candidates depends on the level acquired during training in the high schools.

What then would be the role of secondary schools in preparing young people for higher education?

As we know, all young people in secondary education establishments in the DRC aspire to higher education, educational establishments at this level are responsible for preparing them for the pursuit of said studies.

If the teaching programs are reformed in order to facilitate a shift towards higher education content, secondary school must prepare young people to the way in which teaching is given in higher education. It must prepare them to the use of the methods and techniques of this teaching. Young people are trained in a receptive style in secondary school. They expect everything from their supervisors who sometimes hide the necessary books in order to give the learners a well-peeled nut. However, the Internet is an advent that makes it easier for learners, depending their background, to access to certain content and support their mastering.

Whether we speak in terms of G1, Bac1 or the preparatory year, young people all come up against adapting to the pace of training imposed by different trainers, who want to make young people see that they are worthless. Not only have they not been prepared to embrace these studies, but they are also supervised by less well-advised trainers to provide lessons at this level.

By conducting this study, the objective is to propose a solution for a reform movement related to the supervision of secondary school finalists with a view to their better preparation for the start of university studies.

Indeed, the learners who reach this level of training, that is to say in 4th of the humanities, are, for the youngest 18 years old, which moreover constitutes a minority because most have experienced the case of resuming the classes. So the majority are around 20 years or more. In fact, there is no reason to treat learners at this level as children whatever they are in blue and white uniform. They have reached a maturity of intelligence, will, judgment and are capable of sustained attention.

What do we mean by intelligence, judgment, will?

a) Intelligence what is it?

According to Larousse psychology dictionary (2011, p.479), this concept is the subject of several different definitions. Most refer to a general ability to adapt to new situations through cognitive procedures.

For François Raynal and Alain RIEUNIER (2005, p.180) *"intelligence is the ability to process information to solve problems and adapt quickly to new situations."*

Intelligence is also a complex organization of variables that affect cognitive functioning and underlie activity in relation to the situations and contexts in which individuals are immersed. Michel DELEAU (2005, p.527)

The candidates welcomed at each level of training will never have the same level of intelligence. This has never existed even in univertelline twins and what is more, if they are raised in different environments. However, it is necessary to know how to develop the intelligence of each other. Admittedly, hereditary affiliation plays a large role to facilitate the acquisition, however, the difference in educational backgrounds considerably explains the differences in intelligence at the individual level.

This requires developing the intelligence of learners through their schooling process. The social psychology of cognitive development aims to identify and understand the causes and processes of the development of thinking skills, beyond the sole ontogenetic growth of individuals. In this perspective, intelligence appears not as an innate quality but as the result of a construction through social interactions of appropriations by the individual of symbolic systems. [...] the interactions between partner children for the resolution of a problem make it possible to encourage individual progress in the acquisition of cognitive skills. The interactions between child and teacher and, more generally, the confrontations of the child with an "expert" play an important role in development. [...], the subject must be "ready" according to the dynamics of his own development, to acquire such a skill. [...] The dynamics that structure exchanges, whether simple communication, transmission of knowledge, negotiation of definitions, play a role in the development of intelligence. Great Dictionary of Psychology. (2011, p.480)

Taking into account the known exchanges and interactions in the training course. There is enough to affirm that the subject who reaches the end of the secondary cycle has reached intellectual maturity. Jean Piaget (1969, P.60) attested to this moreover by saying that: *"the maturity of the nervous system is only completed at the level of 15 or 16 years, and it therefore seems obvious that it plays a necessary role in the formation of mental structures [...]"*

Taking this statement into account, the secondary school finalists would have the assets to follow the training in new structures without too much trouble. Education in all its forms is not aimed at stuffing the skull for mnemonic training. R.M. HUTCHINS, of whom Jean Piaget spoke, (1969, p.46) said that: *"the main purpose of education is to develop intelligence itself and above all to learn to develop as deep as it is capable of progress."*

Training young secondary school finalists in a new dynamism will not be without success as long as the trainers explain the merits of a new practice. In this way we will awaken their will of the subjects to follow the teachings on a new note.

The didacticists insist on the principle requiring trainers to teach young people how to learn by themselves, because they are aware, that learning is crowned with success only if it rests on the will of the learner. The training of the finalists will not be that which goes without saying, rather that driven by the awareness of wanting to do better, to acquire more skills. The subject at this level of study says to himself that he is preparing for the acquisition of great knowledge, he must also give himself to it. It will not be a question of intelligence, rather the voluntary act to be able to follow the teachings with a sustained attention.

What is an attention? It is the orientation of activities that aims to increase the efficiency of the processes of obtaining information and carrying out the action.

Attention is a faculty that we can direct towards certain objects as it pleases us. In reality, attention is the active, selective aspect of perception, which consists in the preparation and orientation of the individual towards the perception of a particular stimulus. Jean DELAY (1990, p. 272)

Pupils in formation, who are at the end of the secondary cycle are young adults. They are therefore capable of sustained attention to a specific teaching. They are capable of voluntary attention. We are dealing with voluntary attention because the young finalists are aware of what they want and what awaits them at the end of the secondary cycle. They carry within them a conscious motivation, thus, with a determining and a sustained attention they will be able to follow the same teaching for at least two hours.

However, the attention of learners can be weakened by the environment. The characteristics of the field of work or training determine or play a preponderant role in maintaining the attention of learners. By the characteristics of the field of work we mean the type of teachers who supervise the learners, the methods and techniques used to teach, the participation of the learners in their own training. The location of the establishment in a physical environment, the nature of the buildings, i.e. the respect of the dimensions, the nature of the furniture in the classroom favor or hinder the selective reaction of perceptions.

For a successful implementation to prepare learners for further studies in higher education, there must be a renovation at several levels, among others: the adaptation of timetables, the adaptation of different ways of teaching and or learning, of the mode of participation of learners in their learning. Trainers need to be trained so that they understand that teaching is not just about resorting to dogmatic methods that leave learners passive.

However, within the education system of the DRC as everywhere else, teachers adopt reform with difficulties, especially if it affects their way of doing their job, that is to say "teaching", most of them believe that they are losing their authority and the management of the class. They want to be heard, to make memorized the teachings, that the learners respond without omitting a small feature of their explanations and so they call themselves good teachers.

However, the world is changing, the sciences are developing, the way of training learners must follow suit. It will be useless to remain in a form of routine teaching, a traditional training or education, based on the dogmatic method, easy for the task of the teacher, without large-margin benefit to the learners. That is the reason why Jean Piaget (1969, p.200) said: *"to educate is to adapt the child to the adult social environment, that is to say to transform the psycho-biological constitution of the individual according to all the collective realities to which the common conscience attributes some value."*

The collective realities to date, in the framework of school training and that young people adapt and continue their university education and become productive. It happens that trainers in higher education make fun of and further destabilize candidates who, moreover, are victims of the system. There is therefore reason to say that our school is in crisis. It continues to train learners who face difficulties to adapt to their training in varnishing, university training.

In view of the above, P. Philippe (2007, p.17) attests that: *"in the educational system, we become aware of the fact that the explosion of budgets and the inflation of programs had not been followed by a commensurate assessment of actual levels of training. The consumption of school is increasing, but training is not evolving at the same rhythm."*

To achieve this we believe that our organizing power must change its way of conceiving training in schools. Certainly since independence, the educational system in the DRC has undergone several renovations, however the said renovations would for the most part only be those of form and not of substance. The way of holding the profession of teaching is not changing in our schools. It is therefore easy to modify a management system of a company by the contribution of information and communication techniques than to modify the way of training the child in a class. This is why Angéla MEDICI (1966, p.28) said that *"freeing the child to a more or less exclusive culture of personality could not easily be reconciled with the constraint that education has always exercised and intends to exercise in each environment."*

To achieve an innovation begins with changing the minds of teachers. They are fixed to the old philosophy of passive classes, in which learners give trainers the impression of docile children because they easily agree to their demands. Thus resorting to active methods, which require to let learners express themselves and share with their colleagues, does not please teachers. They want to remain "masters", instead of considering themselves or taking themselves for guides, orienteers or coaches. Teachers remain prisoners of the identity of the professionalization of the profession, the one who occupies the stage.

Doing job in this way, Patricia SCHNEEBERGER and Éric TRIQUET (2001, p. 31) attest through the trainees by saying that: *"in the traditional sequence, that the teacher has an omnipresent role. He alone ensures the progression of knowledge in the sequences. The sequence is more centered on the teacher. Learner activity is only a pretext. In addition, the teachers do not set up a real scientific*

approach. They do not appeal to the personal approach of the student..."

This situation is thus noticeable because teachers in secondary schools as well as in our universities tend to show to learners that they are nothing, that they are not capable of self-reliance... is the infantilization of learners that destroys their own ego or self-image. Self-image or self-esteem derives from what others say about learners, such as teachers, parents...so learners who complete the secondary cycle need to affirm their self-image about their acquisition level. This is confirmed by GermainDuclos (2004, p.45) *"Now we see more precisely how self-esteem develops. First, it depends on the positive reactions of people who are important to the child. These people, by pointing out the successes of the child, confirm it in its value. The source of self-esteem is therefore external to the child, or extrinsic."*

It should be said that in the practice of teaching at the secondary school, the course program is annual, that is to say the teaching of all the branches extends over the entire school year, on average two times or more per week depending on the load on each branch. And each one is evaluated several times in terms of quizzes and exams.

Since every assessment is stressful, there is a reason to affirm that learners of the secondary school are annually stressed by multiple and continuous assessments which, consequently, make the training ineffective.

However, assessments in secondary school are only summative, they are presented in terms of periodical work and examinations, including four periods and two examinations for each branch. Trainers are only concerned in this exercise with summative assessments. They lose sight of the existence of other forms of assessment which normally promote or contribute to the mastering of knowledge. Moreover, the evaluations in question are carried out under pressure from the headteacher, and therefore they are done in haste.

What can we suggest?

In practical terms, to enable learners to be prepared for higher education, teachers of the secondary school will have to be introduced to the new pedagogy. This recommends active methods, teaching centered on the learner and not ex-cathedra teaching or teaching based on the dictation of subjects. This pedagogy must be based on debates and discussions, the reverse class.

The design of the courses by the teachers will be adapted according to the future level of the learners. It will no longer be a question of teaching a branch throughout the school year. The notion of semesterization of lessons will be present. That is to say, the overall program will be started in two phases, except for the case of courses such as religion, citizenship education and gymnastics, which will be extended over the entire school year. The rest of the branches will be divided into two groups or semesters. At the end of each semester, learners will be assessed.

For each branch, the teacher will present the well-designed plan to the learners, specifying the general objective of the

course, expected performance, means of evaluation, content and the consulted document according to the ministerial recommendation. Each learner according to his ability can embark on the exploitation of the content and meet with the trainer as a guide who resolves certain blockages and responds to certain concerns of the learners.

As for the schedule, there will no longer be any question of placing all the branches provided for in the program on the schedule, for a period of 50 minutes per lesson, as in the lower promotions. It will no longer be a question of lessons, rather we will progress with certain branches. Each time, for a period of three hours in a row. Instead of having six

lessons a day, and moving forward in small steps, finalists and pre-finalists will only have two lessons started per day, from Monday to Friday. To avoid the monotony that could make lessons boring, teachers could progress at the pace shown in Table 2.

However, Saturday will be reserved for other teaching, those extended over the entire school year, in this case, religion, citizenship education, and gymnastics.

Taking into account the global load, we present in illustration the load of class 4 in commercial science.

ABLE N° 1 Global Hourly Load for Class 4 in Commercial Science

N°	Branch	Volume of minutes	Number of hours	Weekly volume	Duration of education
01.	General Accounting	7 500 min.	125 hours	9 hours	13 weeks
02.	French	5 000 min.	83 hours	8 hours	10 weeks and one session.
03.	English	3 750 min.	62 hours	8 hours	7 weeks and 2 hours.
04.	Mathematics	3 000 min.	58 hours	6 hours	9 weeks 2 sessions and 2 hours,
05.	Cost accounting	6000 min.	100 hours	9 hours	11 weeks,
06.	Computer science	6000 min.	100 hours	9 hours	11 weeks,
07.	Fiscal law	3000 min.	58 hours	4 hours	14 weeks and 2 hours,
08.	Eco-Dev.	3000 min.	58 hours	4 hours	14 weeks and 2 hours
09.	Business organization.	3000 min.	58 hours	6 hours	9 weeks and 4 hours.
10.	French correspondence	1500 min	25 hours	5 hours	5 weeks
11.	English correspondence	1500 min	25 hours	5 hours	5 weeks
12.	Deontology	1500 min	25 hours	2 hours	12 weeks
13.	Public finance	1500 min	25 hours	4 hours	6 weeks
14.	Taxation	1500 min	25 hours	4 hours	6 weeks
15.	Ed. Phys.	1500 min	25 hours	1 hour	25 weeks
16.	Ed.Cit	1500 min	25 hours	2 hours	12 weeks
17.	Complementary Activities	1500 min	25 hours	3 hours	8 weeks

Comment

From the reading of table n°1, the total nomenclature of class 4 in commercial science is presented with a value of 900 hours of the global load. In the 5th column we have

presented the number of hours a branch can take per week, and in the 6th we present the time a branch can take during the school year

Table 2: Illustration of the Weekly Schedule for Class 4 in Commercial Science

Day	TIME 7:30 a.m. – 10:30 a.m.	10:30-10:50 a.m.	TIME 10:50 a.m. – 12:50 p.m.
Monday	General Accounting	PAUSE	Computer science
Tuesday	French	PAUSE	Business organization
Wednesday	General Accounting	PAUSE	Computer science
Thursday	French	PAUSE	Business organization
Friday	General Accounting	PAUSE	Computer science

Comment

Through this presentation, it should be understood that the general accounting course has 125 hours according to the nomenclature presented in the program. The course will take 9 hours per week instead of 1 hour and 40 minutes or twice for a period of 50 Minutes. French take 6 hours per week. As for computer science and business organization, these two courses will take 4 hours, each per week. The course that ends is immediately replaced by another so as not to waste time.

Taking this innovation into account, there will no longer be two examinations per branch, rather only one accompanied by periodic work of which we will only have the average value. Examinations will only cover courses initiated and completed during each semester.

3. Conclusion

The development of a nation is based on a diversity of aspects evolving in gears. The education system is the black box where everything is prepared. The way the school operates across the nation determines the effectiveness in advancing learners through different levels of training. If the organizing power determines in advance the type of man to be trained for the integral development of a nation, it must at the same time determine the profile of the trainer, provide the means of training.

As Plato said (République, 515a), quoted by Olivier REBOUL, (2018, p.66) dealing with prisoners, in Plato's cave, [...] "to deliver one of them, someone needs to be, who

“unties him and forces him suddenly to get up, turn his neck, walk and look towards the light”. It is the same in school instruction, the trainer is invited to guide, to push the learner towards knowledge, even if it displeases the subject in training, the teacher will have the necessary means to lead him for this purpose.

Indeed, secondary education constitutes a database, an incubator for the empowerment of universities and colleges. We must think about preparing young people at the end of the secondaries for the start of studies at college and/or university level. There is no point in running; you have to start on time, said Jean de la Fontaine. It would not benefit for the youngsters, if they were placed unprepared in a high speed style of training until they were prepared for it.

Often trainers in universities underestimate the level of training of young people entering first undergraduate by saying that they are unable to sustain their attention for a long period of teaching. The observation is true, but whose responsibility is it? Throughout the cycle, secondaries pupils have been trained for decades in the same way in the same style from the 7th year of basic education to the final year of secondaries. That is to say after 50 minutes we change the lesson. We need to see things with new eyes and allow young people to take their lives into their own hands.

There is no point in rushing if one is wise and far-sighted. Everything takes time. One has to devote himself to it as much as necessary. <http://www.linternaute.fr> of 11/06/2021. Young people should be well prepared for the task of their future formation.

The organizing power must take the task at hand, by organizing in-depth reforms of teaching practice and not simply in form, by developing not only teaching programs, but above all their exploitation as well as their evaluation. , without forgetting the methods and techniques accompanied by new teaching tools or materials.

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