

## **THE FORMATION OF DIDACTIC SKILLS IN FUTURE TEACHERS WHO ATTEND THE COURSES WITHIN THE TEACHING STAFF TRAINING DEPARTMENT**

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**Abstract.** *The initiation in the teaching career requires a set of initial basic skills, which develop and become more complex as the teacher gains more experience. The future teacher who trains within the Teaching Staff Training Department must be aware of the national standard of the teaching profession, as it addresses the internal needs for professional formation in the field. In this sense, the paper presents the categories of activities carried out by students during their pedagogical training for the purpose of getting the general and specific skills a teacher must have within the Romanian teaching system.*

**Key words:** *didactic skills, teaching profession, professional standards.*

### **INTRODUCTION**

The present paper describes the specific activities pertaining to the practical stage of the pedagogical training, carried out by the future teachers who attend the courses offered by the Teaching Staff Training Department within Banat's University of Agricultural Sciences and Veterinary Medicine "King Michael the 1<sup>st</sup> of Romania" Timișoara, for the purpose of obtaining didactic competence. These activities have made the object of study for many specialists in the field (STANCIU, M., 2008, SAVESCU, IASMINA CECILIA, CRISTA NARCISA GEORGETA, 2014, TULBURE CRISTINA, SAMFIRA MIRELA ELENA, SAMFIRA IONEL, 2015, GAVRILĂ CODRUȚA, BOACĂ VIORICA, 2015, etc).

Specialized literature mentions the polysemantic character of the notion of competence. In accordance with the European Qualifications Framework, "competence" is "the proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development". In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy ([https://ec.europa.eu/ploteus/sites/eac-efq/files/broch\\_ro.pdf](https://ec.europa.eu/ploteus/sites/eac-efq/files/broch_ro.pdf)).

According to VOICULESCU F. (2012, p. 13), competence is "an individual or a group characteristic attached to the possibility to efficiently mobilize and put into action in a given context a body of knowledge, skills and behavioural attitudes".

Didactic competence is described by DIMINESCU N. AND IANOVICI NICOLETA (2003, p. 28) as a "set of cognitive, affective, motivational and managerial abilities that interact with the teacher's personality traits, allowing him/her to perform in such a way as to ensure the achievement of the proposed objectives, resulting in achievements which are close to the maximum of each individual's intellectual potential".

Starting from these definitions, the following components of a competence can be delineated:

- professional parts or the learning/ work load that must be performed;

- standards of performance;
- context;
- knowledge;
- skills;
- personality traits/ attitudes (Annex 8 to OMENCS 4476 of 06.07.2016, p. 3).

According to authors IOAN JINGA AND ELENA ISTRATE (1998) CITED BY DIMINESCU N. AND IANOVICI NICOLETA (2003, p. 29), supported by authors PĂUN, IUCU AND ȘERBĂNESCU (2008), CITED BY TULBURE CRISTINA, SAMFIRA MIRELA ELENA, SAMFIRA IONEL (2015), the components of didactic competence are as follows:

**1. Scientific or specialized competence**, manifested in:

- the ability to establish links between theory and practice;
- deep knowledge of the school subject (knowledge of the school book content and belief in the values of the subject taught);
- the ability to update the contents in accordance with the science;
- creative and resolute strategies, etc.

**2. Psycho-pedagogical competence**, manifested in:

- the ability to get to know the children and to take into consideration their age and individual particularities when designing and carrying out the teaching process;
- the ability to make accessible and to transmit the didactic information;
- the ability to communicate, influence and motivate children during the learning process;
- the ability to design and carry out the teaching/learning activities in an optimal way;

- the ability to assess in an objective and creative manner;
- the ability to prepare pupils for self-training and self-education;

**3. Psycho-social competence**, manifested in:

- the ability to communicate and adapt to various social roles;
- the ability to establish democratic relations with the pupils/students;
- the ability to take on responsibilities;

**4. Managerial competence**, manifested in:

- organizational skills;
- planning, designing, organizing and control skills;
- the ability to establish a positive climate for cooperation and to solve conflicts;
- the skills for guiding, organizing, coordinating and decision-making required in various situations.

The four types of competence do not act in isolation, but are integrated into the structure of the teacher's personality.

In conformity with Article 4 of Law of National Education 1/2011, "the main purpose of the education and professional formation of children, teenagers and adults is to form *competences, which are to be understood as a multifunctional and transferrable body of knowledge, skills/abilities and aptitudes* necessary for:

- a) personal development and fulfilment, through achieving one's objectives in life, in accordance with each person's interests, aspirations and the will to study throughout one's life;
- b) social integration and active participation in society;
- c) getting employed and bringing one's contribution to the functioning and development of a sustainable economy;

- d) forming a conception about life based on humanistic and scientific values, on the national and world culture and on the stimulation of intercultural dialog;
- e) education in the spirit of dignity, tolerance and respect for the fundamental rights and freedoms of people;
- f) cultivating sensitivity to human issues, to human civic values and teaching respect for nature and the natural, social and cultural environment”.

The standards for the teaching profession can be a reference for the above-mentioned.

In view of didactic professionalization, the professional standards of teachers delineate three categories of competences: *specialized competences*, which are ensured by the initial formation through university degree programmes, *professional competences* and *transversal competences*.

According to Article 244, paragraph 5 of the Law of National Education 1/2011, “the professional development of the teaching staff, for leadership, guidance and control as well as professional requalification are founded on the professional standards for the teaching profession, standards of quality and professional competences”.

In conformity with the professional standard for continuous training for the teaching position of *teacher for lower secondary and upper secondary school*, the system of competences for the teaching career is composed of three large competence categories, as seen in Table 1 (cf. MO 4476/2016).

Table 1

Categories of competences	
Categories of competences	Details
<b>1. Specialized competences</b>	- are defined according to the CNCSIS Methodology for describing the qualification ensured by each university degree programme; - are described by the occupational standard;
<b>2. Professional competences</b>	The professional standard regarding the evolution in the teaching career contains and describes the following professional competences: <ol style="list-style-type: none"> <li><b>1. Designing the educational activity;</b></li> <li><b>2. Leading and monitoring the educational process;</b></li> <li><b>3. Assessment of educational activities;</b></li> <li><b>4. Integration and use of ICT in education;</b></li> <li><b>5. Knowledge, consolidation and differential treatment of students;</b></li> <li><b>6. Class management;</b></li> </ol>
<b>3. Transversal competences</b>	The professional standard regarding the evolution in the teaching career contains and describes the following transversal competences: <ol style="list-style-type: none"> <li><b>1. The institutional development of the school and of the school-community partnership;</b></li> <li><b>2. Career management and the management of personal development;</b></li> <li><b>3. Applicative educational research.</b></li> </ol>

## RESULTS AND DISCUSSIONS

In the study programme offered by the Teaching Staff Training Department within Banat’s University of Agricultural Sciences and Veterinary Medicine “King Michael 1<sup>st</sup> of Romania” from Timișoara, the formation of psycho-pedagogical competences is ensured through a set of specialized disciplines that provide both theoretical and practical training, spread out over the three years of bachelor level education.

The future teachers who get their education within the Teacher Staff Training Department must be interested in knowing the national standard of the teaching profession, because it meets the training needs in the field. In this respect, starting from professional competences listed in the professional standard regarding the evolution in the teaching career, the present paper describes the specific activities targeted through the pedagogical practice activity.

Table 2

Specific competences and activities targeted through the pedagogical practice training activity

<i>General competences</i>	<i>Specific activities targeted through pedagogical practice training</i>
<i>1. Methodological competences</i>	<ul style="list-style-type: none"> <li>• Analyse the main curricular documents (curriculum frameworks, school curricula, alternative textbooks), of curricular auxiliaries (methodological guides, support teaching materials, etc.), as well as the analysis of the documents specific for the teacher's didactic design activity planning (calendar planning, teaching units, lesson plans, etc.).</li> <li>• Know and select specific content units;</li> <li>• Put into practice their knowledge of the methodological steps for performing the activities specific for the educational process in lower and upper secondary school.</li> <li>• Analyse the observed didactic activity, based on given indicators.</li> <li>• Cultivate the interest for identifying and resolving the problems that arise in the teaching/learning/assessing practice.</li> <li>• Design and develop the materials required for the organization and conducting didactic and educational activities;</li> <li>• Integrate the teaching materials and auxiliaries in the teaching process;</li> <li>• Hold classes (test and final).</li> <li>• Participate in specific methodical, scientific and research activities in their field</li> </ul>
<i>2. Communication and relating competences</i>	<ul style="list-style-type: none"> <li>• Choose adequate ways of communication for achieving the educational goal, in relation with the content of communication and taking into account the pupil's age particularities;</li> <li>• Transmit educational information, aiming at interacting with the pupils;</li> <li>• Designing and performing test lessons for specialty classes and for homeroom classes;</li> <li>• Self-analyse the lessons performed;</li> <li>• Get to know the pupils and relate to them in order to fill in their psycho-pedagogical chart;</li> <li>• Use team work (with the colleagues, for performing classes in the team-teaching system);</li> <li>• Collaborate with the mentor, with their tutor, and with the teaching staff.</li> </ul>
<i>3. Pupil assessment competences</i>	<ul style="list-style-type: none"> <li>• Design the assessment lesson;</li> <li>• Develop assessment tools and apply them according to didactic principles.</li> <li>• Analyse an assessment sample;</li> <li>• Evaluate the school results following the application of specific assessment tools.</li> <li>• Train their critical thinking.</li> </ul>
<i>4. Psycho-social competences</i>	<ul style="list-style-type: none"> <li>• Apply interactive teaching strategies in the educational activity;</li> <li>• Employ specific methods and techniques for psycho-behavioural self-control;</li> <li>• Organize and perform extra-curricular activities with the pupils (festivities, study trip, reunion, etc.);</li> <li>• Promote socially desirable behaviour.</li> </ul>
<i>5. Technical and technological competences</i>	<ul style="list-style-type: none"> <li>• Design and use teaching materials and means that are adequate for the lessons held. .</li> <li>• Experiment action schemes for the acquisition and improvement of practical and motoric skills and abilities.</li> </ul>
<i>6. Career management competences</i>	<ul style="list-style-type: none"> <li>• Assist in demonstrative specialty classes or homeroom classes, with interactive analysis of the following aspects: type of lesson, derivation of competences and formulation of lesson objectives, use of educational means, application of educational methods,</li> </ul>

	assessment, communication and class management, differential teaching. <ul style="list-style-type: none"><li>• Manage the teaching process during the specialty classes and homeroom classes;</li><li>• Resolve conflict situations between pupils in the class;</li><li>• Practice the different roles during the pedagogical practice stage: designing, leading the didactic activity and the group of pupils, counselling pupils, assessing;</li></ul>
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Adapted from MO 5660/2004, LILIANA EZECHIL, MIHAELA NEACȘU (2010, p. 9 -10), GAVRILĂ CODRUȚA, BOACĂ VIORICA (2011, p. 26 - 27)

## CONCLUSIONS

The specific activities carried out during the pedagogical training shed light on the very important part played by didactic competence in the professionalization of the teaching staff, this being a necessary condition for obtaining a high quality educational process.

The focus on competences in the initial training process and in the lifelong training complies with the requirements of the postmodern society, being in accordance with the preoccupations on a European level (STANCIU, M., 2008).

For achieving the level of didactic competence to be reached at the end of the psycho-pedagogical training programme, the students/future teachers must have a responsible attitude towards the teaching activity performed during the pedagogical training, based on assimilating theoretical and especially practical knowledge.

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\*\*\* Explicarea Cadrului european al calificărilor pentru învățarea de-a lungul vieții, accesat la [https://ec.europa.eu/ploteus/sites/eac-eqf/files/broch\\_ro.pdf](https://ec.europa.eu/ploteus/sites/eac-eqf/files/broch_ro.pdf) în data de 20.10.2017

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