

Didactic Competences In Continuing Education

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Abstract - Regarding the relationship between initial training and continuous training, we are dealing with "interdependent processes, between which interactions and self-regulation levers are established aimed at permanently adapting the training of teaching staff to the dynamics of the evolution of the processes in the education system". Strategies for developing didactic skills are gathered under the umbrella of mentoring activities. Thus, the idea that continuing education must focus on the academic area that the graduate followed during his initial training and not on the profession acquired or chosen at a given moment is accredited [8, p.431].

Keywords—didactic skills; education; continuous training, pre-university education

I. INTRODUCTION

"Continuous training of teaching staff is a condition for increasing quality in education. The teachers' motivations for participating in continuous training, for the most part, relate to intrinsic reasons, the need to acquire new skills useful in classroom activity and the desire to develop useful skills on a personal level. Also, teaching staff frequently evoke the importance of students in participating in training, as they are often considered the main beneficiaries and those who guide personal choices in the area of training, in other words, a criterion in assessing acquisitions in the professional plan or personal development. A number of significant number of teachers consider that an important reason for participating in professional training activities is the development of a personal training portfolio as well as obtaining the mandatory number of credits. At the same time, an important influencing factor is the recommendation offered by the school management team, especially the director or the person with responsibilities in promoting and coordinating institutional policies" [8, p. 435].

II. CONTINUING EDUCATION IN PRE-UNIVERSITY EDUCATION. TEACHING SKILLS

"The reconceptualization and restructuring of higher education would be effective if it were carried out simultaneously and coherently on both coordinates, that is, of the integral process of initial training and of the continuous training of teaching staff" [5, p. 95].

The study of the European systems of training personnel from pre-university education, of the debates held in the field under the auspices of

international forums highlights a series of defining characteristics:

- "continuous professional training is mandatory or optional, but it is carried out on flexible contents and based on decentralized planning;

- a fixed coordination framework of the various training bodies was established;

- continuous professional training is declared a priority field in the educational policy of the states, but the mechanisms for realizing these policies are not finalized;

- the training of personnel from pre-university education is unanimously accepted, but its practical implementation is different;

- continuous professional training is carried out both by higher education institutions and by specialized institutions, scientific societies or professional associations of teaching staff;

- the forms adopted, the duration of internships and the periodicity are very different from one country to another;

- there are also differences in terms of the objectives and content of the training programs" [7, p. 11].

"The Concept of Pre-University Education Personnel Training creates an epistemological, theoretical, socio-political, educational and managerial foundation for the professional development of pre-university education personnel, in the context of the general re-conceptualization of education and training in Moldova and the entire Moldovan society" [7, p. 1].

According to art. 69 of Order 5561/07.10.2011 regarding the approval of the Methodology of continuous training of pre-university education personnel [10], "Higher education institutions, centers for continuous training/improvement of teaching staff in pre-university education, authorized by the Ministry of Education, Research, Youth and Sports, provides continuous training through the following types of programs and activities:

- a) the exams for obtaining teaching degrees II and I, including through their training courses;

- b) continuous training/improvement programs/internships, for the accumulation of 90 credits at each consecutive five-year interval, for teaching, management, guidance and control staff in pre-university education;

c) training/development programs for management, guidance and control personnel in pre-university education;

d) professional-scientific development programs of the teaching staff, through master's, doctorate, postgraduate studies, authorized or accredited according to the law;

e) professional conversion programs for teaching staff with higher education, through university or postgraduate level courses, according to the methodology approved by the Ministry of Education, Research, Youth and Sports;

f) other scientific, didactic and psycho-pedagogical improvement programs or for the acquisition of complementary skills that diversify the range of activities and functions that can be performed by teaching staff, respectively educational counseling and career guidance, school social assistance, adult education, expertise in educational evaluation, etc".

Art. 94 of the order above, includes the skills acquired both by promoting the didactic degree II:

Professional skills:

a) "Making connections between the contents of the specialized discipline and the learning problems specific to the field of training.

b) The assimilation of new concepts and theories in accordance with current trends and approaches in the didactics of the specialty.

Psycho-pedagogical skills:

a) "Personalized valorization of the program and school manuals and their adaptation to the particularities of the student/group of students;

b) Capitalizing, within the educational/extracurricular activities project, of the methodological potential of different curricular design models and other integrated curricular studies;

c) Applying the technique and strategies centered on the student in order to achieve school progress.

Psycho-social skills:

a) "Cooperation with the school, with the students, with the parents, with different social partners in order to achieve the educational objectives of the school;

b) Piloting the teaching-learning situations depending on the particularities of the class/group of students and the competencies targeted by the school programs;

c) Development of projects and programs for rapid adaptation of students to changes of a social nature (related to children's rights, associative life and participation in community life, changing traditional behavior);

d) Collaborating with the members of the pedagogical team to carry out the tasks that allow the

development and evaluation of the competences targeted by the school programs".

Classroom management skills:

a) "Planning, organizing and monitoring the functioning of the class in order to favor the learning and socialization of the students;

b) Operating with professional training standards for the design of a didactic approach adapted to the specifics of the class;

c) Clear communication of the requirements regarding the appropriate school and social behaviors expected from the students".

Art. 95, of the same order, provides for the skills acquired through the promotion of teaching degree I:

Professional skills:

a) "Making the intra, inter and multidisciplinary correlations of the contents;

b) Superior valorization of the fundamental concepts acquired through methodical-scientific research".

Psycho-pedagogical skills:

a) "Establishing concrete connections between learning outcomes, learning experiences and assessment forms;

b) The use of cognitive and practical-applicative acquisitions in the development of programs for the school's decision-making curriculum and local development curriculum;

c) Elaboration of learning situations with an applicative character, related to the demands of an education in progress, integrated with the evolution of European education".

Psycho-social skills:

a) "Establishing partnerships with students, colleagues, parents and other factors interested in the instructional-educational process;

b) Selection of modern methods and techniques for organizing didactic, extracurricular activities using a varied range of means and materials related to community life to highlight psycho-social attitudes and behaviors;

c) Identifying the dynamics and trends on the labor market and correlating them with the instructional-educational process.

Classroom management skills:

a) "The ability to create conditions for students to engage in significant problem situations, tasks or projects, taking into account cognitive, affective and social particularities;

b) Organization and administration of the learning environment in collaboration with parents and the management of the school organization;

c) Management of educational crisis situations;

d) Involvement of students in community life (humanitarian, cultural, sports, environmental protection, volunteer activities, etc)".

Shifting attention to training projects, we mention the Systemic Non-competitive Project of the Ministry of Education, POCU/904/6/25, SMIS code 146587 || The professionalization of the teaching career - PROF, whose general objective consists in "ensuring professional mentoring throughout the entire teaching career, in the pre-university education system, by creating a coherent and reliable national system of professional training and the development of didactic competence, as psycho-pedagogical training, necessary for occupying and exercising a didactic function as well as obtaining pedagogical performance in pre-university education in Romania, in the teaching/training activity and in the educational management activity, in the context of the global process of digitization of education systems [9].

"In order to harmonize the approaches, measures and system interventions regarding the didactic competence and the teaching career, it is imperative to develop a coherent normative framework as well as the development of a reliable institutional framework for the professionalization of the teaching career, which would also regulate the beginning and evolution of the teaching career, in the pre-university educational system, by elaborating/revising/developing some mechanisms, standards, tools and procedures aiming at the formation and development of the didactic competence necessary to occupy a teaching position and by establishing or restructuring some bodies/institutions, capable of (self-)regulate, evaluate and certify, in the field of teaching career" [9].

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In the work "Standards for continuous training of general secondary education teachers" [6], we have a structure of the standards: "the system of professional competences; basic skills; areas of competence; specific skills; psychopedagogical competence; psychosocial competence; technical and technological competence; managerial and career management competence; the functions of continuing education standards; the object of standardization" [1, p. 319].

The duties of the performing arts teacher are "in accordance with the school curriculum (Annex no. 2 to the Order of the Minister of National Education no. 3393/28.02.2017) for the Visual Education discipline (5th - 8th grades) of secondary school education, provided in The educational framework plan approved by OMENCS no. 3590/05.04.2016, in the Arts curriculum area, as well as the job description - teaching staff in pre-university education, pursuant to the National Education Law no. 1/2011, with subsequent amendments and additions, OME no. 4183 of 04.07.2022 (ROFUIP), OMEN no. 4165 of

24.07.2018 with subsequent amendments and additions" [4, p.76].

"The preparation of the individual for the teaching profession" [3, p. 271 apud 6, p.34], "the training and development of didactic skills in the field of visual arts can be seen as a guarantor of the continuity of value in art" [2, p.44].

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