



TRAINING OF PRACTICAL TEACHING CAPACITIES

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Abstract – This paper presents the redefinition strategy of the pedagogical practice of polytechnic students, who participate in the initial training courses for the teaching profession, according to the new rules. There are highlighted the pedagogical practices, their contribution to the training of teaching action, as well as the necessary competences for the teaching profession. In order to maximize the pedagogical practice the authors have begun a performing strategy of the pedagogical practice, defining the functions and the roles of: pedagogical practice coordinator, pedagogical practice mentor and of the method specialist.

Keywords: pedagogical practice, pedagogical practice coordinator, pedagogical practice coordinator, method specialist.

1. INTRODUCTION

The pedagogical practice is part of the discipline category imposed within the framework of the psychopedagogic preparation module, as it is destined to polytechnic students, who did not assist and obtained passing marks at the disciplines of Educational Psychology and Specialty Didactics.

The role of pedagogical practice is to introduce practicing student into the atmosphere of pre-university education, making them familiar with school programs, school order and discipline, as well as with the organization and operation mode of some school units. Thus, the practicing students are faced with real situations when they will have to face theoretical aspects of pedagogy, psychology and specialty methods, with situations from class and school. These situations are materialized through the effective participation at teaching-educative activities that take place during the pedagogical practice.

2. THE CONTRIBUTION OF PEDAGOGICAL PRACTICE TO THE TRAINING OF teaching PRACTICE SKILLS

According to the legislation in force, the educational goals of pedagogical practice have a complex character with the following goals:

- deepening and consolidating the knowledge of education psychology, as well as of methodical practice of specialized methodical practice and teaching;

- knowledge of the organization and functioning mode of some pre-university education units;
- deepening the observation, simulation and analyze activities of the activities presented by the mentor;
- formation of the designing skills of teaching activities;
- formation of the practical teaching skills by sustaining test and final lessons;
- developing of skills and abilities to use active-participating methods of learning, as well as new teaching-learning-evaluation techniques.

In order to attain the objectives mentioned above, we have elaborated a Pedagogical Practice Notebook. This will meet the needs of students as a helpful work instrument in the observation, planning and sustaining of instructive-educative activities that will take place in the pedagogical practical activity, that will be carried out in that pedagogical practice. So that the pedagogical practice be most operational it is advised that the practicing student study the notebook contents before he will begin the pedagogical practice so that he will be familiar with the basic teaching notions and techniques, in order to analyze in an optimal way the informational base that they had their disposal, as well as the awareness of the tasks that they have to solve.

2.1. Competences for a teaching profession

Basic competences of teaching personnel

The basic competences of teaching personnel are derived from the objectives and the contents of teaching that is from the role or functions of the teaching staff, i.e. the start of the training of the teaching staff:

- Communicability;
- Empathy;
- Learning;
- Conducting-analyze; diagnose, planning, projection, organizing, orientation, directing, evaluation and decision;
- Contents valorization;
- Research and invocation of school and extra-school practice;
- Knowledge of the pupil end Creativity.

These competences require a minimal curriculum.

Competence profile of teaching staff

"The competence profile can be defined as the convergence filed of statute/role and personality, as

they are represented by the quality of the main coordinates of personalities considered as synchronic” (Rodica Niculescu) according to the social-professional role they have, analyzed from the social-professional efficiency.

Specialized competences

Theoretical:

- to assimilate the scientific contents of teaching disciplines, that were taught and modeled, as well as information techniques;
- to perform intra-, inter- and interdisciplinary correlations of the contents;
- to actualize transform, essentialize, illustrate, represent and develop the contents;
- to find out formative and educational valences of the contents.

Operational plan:

- to structure the assimilation of the contents in such a way to develop operational, affective, emotional, volitive and attitudinal (accommodation) structures;
- to direct the assimilation of intellectual activity groups, together with intellectual activities;
- to form a specific form of taught for the respective taught discipline and a systematic mode of taught.
- to valorize the contents of a taught objective, structuring the behaviors to values;
- to communicate in a fluent, expressive and coherent way.

Creating plan:

- to adapt the contents to specific aspects of the stadial psychical development pupil;
- to stimulate the maximal development of the potential of each child by the assimilation of contents;
- to promote the participative, anticipating, social and creating learning;
- to direct the surprising of problems and their development;
- to develop the contents and their assimilation strategies.

Psycho pedagogical and methodical competences

Theoretical framework

- to assimilate the contents of general pedagogy, the theory of education, cognitive didactics, didactic and educational management, general psycho pedagogy, psycho pedagogy of ages, social psycho pedagogy;
- to fulfill systems and correlations between assimilated contents;
- to process, transform, adapt and adapt the contents by applying in specific educational situations.
- to understand the structuring of the psyche of the child and the young.
- to understand the objectives of contemporary thought.

- to understand the concept of teaching management and educational management;
- to understand the relations between pedagogical psychology and special didactics;
- to assimilate the theory and the study methodology of the children personality and of the the research of the learning process.

Operational plan:

- to analyze and diagnose the educational stage of the group of pupils and of each pupil;
- to analyze and decide, in full knowledge of the situation, the way the apply the psycho pedagogical theory and the methodical practice in specific educational situations;
- to “personalize” the contents in certain educational contexts;
- to plan teaching-educational school and pre-school activities in different periods of time;
- to organize, orientate and coordinate implementation activities for the elaborated projects;
- for control, evaluation and regulation-auto regulation;
- to lead the teaching-learning process in such a way that it will form skills: of communication, convergent, divergent, flexible, creating, control auto-appreciation and auto-regulation thought etc.
- to initiate research actions of the teaching-educational process with improving objectives.

Creation level:

- the empathy capacity;
- the capacity to adapt to atypical situations through school and out-of-school practice
- to dedicate oneself with vocation to the assumed role;
- to show love and understanding to children;
- to invoke the school and out-of-school educational practice;
- to develop inclinations, skills, talents;
- sociability and cooperation.

Psycho-relational skills

Theoretical level

- to assimilate knowledge of social psycho pedagogy of school groups, of psychology of social learning, of group creativity psychology, of human behavior leading etc.

Operational level:

- to organize the group of pupils, parents etc.;
- to communicate with the groups;
- to understand the inter-relations of the group of pupils, parents, educators etc;
- to develop positive relations within the groups;
- to show an empathic behavior;
- to motivate and activate the group in order to realize some common goals, promoting the theory of similarity within differences;

- to grant gradual autonomy to the group of pupils, promoting independence and interdependence of the group members and of the groups;
- to transform the group into an “educogenic” one, orientating it to authentic values;
- to cooperate with the group of pupils, parents, teachers etc. creating a real partnership for education;
- to form skills such as: cooperation, communication, empathy and creativity.

The distinctions between these categories are not trenchant, as they interact in the behavior of the teacher, proving to be unitary in the teaching style. At the same time, between the theoretical, operational and creative plans delimitations are relative, as they have diverse links in different moments of the initial and continuous training, in different educational situations. The identified competences are not hierarchical and do not exhaust the field, as they are the expression of an option related to the context of contemporary teaching and they are presented in a synthetic way. These competences can be specified according to certain variables (degrees of learning, object of study, stages of psychical development etc.) and they require a specific curriculum.

3. DEVELOPMENT SYSTEM OF PEDAGOGICAL PRACTICE WITHIN DPPD - UTI

The pedagogical practice, as for duration, repartition and according to national standards and initial training needs for the didactic career is foreseen in the enforced rules and adapted to specific programs for students of the “Gheorghe Asachi” Technical University of Iasi (UTI) in the spirit of the modern conception of the learning process.

The pedagogical practice is done in the framework of school, high school and technical college groups of the city of Iasi, which have the statute of “application school”. These are representative schools for the complex group of didactic-educational activities that the practicing students will follow as future teachers in the technical field.

Application schools and orienting teachers (mentors) are proposed by the School Inspectorate of the county of Iasi, in coordination with the Department for Training of the Didactic Personnel (DPPD) of the “Gheorghe Asachi” Technical University of Iasi.

The pedagogic practice is fulfilled by means of the participation of students at 4 weekly hours during 10 weeks in groups, one group having 8 – 12 students.

After presenting and passing the examination of the discipline “Didactics of the Specialization”, the students are trained about the tasks they will have when they will make the pedagogic practice. After training, each sub-group of students will receive a repartition address from DPPD for an “application

school”. In this address there will be mentioned the name of the school, the given name and forename of the mentor that will coordinate the teaching activities of the students, as well as the given name and surname of the practicing students. According to this repartition address the students will present themselves to the mentioned school, where they will get in touch with the mentor, under whose orientation they will carry out the teaching-educational activities specified in the pedagogic practice book. Attached to the repartition address, there will be sent to the application school the presence record of students to the assistance lessons, test lessons, final lessons, as well as the student group register, where the mentor will give a set of notes for the activities carried out during the pedagogic practice. In order to optimize the pedagogic practice, DPPD has begun a pedagogic practice system with the following functions:

Coordinator of pedagogic practice – DPPD – role:

1. to elaborate the instruments to ensure the quality of the learning process of the discipline “Pedagogic Practice”;
2. to elaborate the documents regarding the relation UTI – ISJ (County School Inspectorate of Iași) – APPLICATION SCHOOL;
3. to allot students to schools and mentors;
4. to allot method specialists to schools;
5. to monitor the pedagogic practice in all its stages: preparation, development, evaluation;
6. to draft the final report on the pedagogic practice according to the materials furnished by the method specialist and mentors;
7. to make suggestions regarding the optimizing and innovation of the training process through pedagogic practice.

Pedagogic practice mentor – role:

1. to organize the activities of the “Pedagogic Practice” group in the application school;
2. to participate in the programming of the pedagogic practice – he will answer for allotting the students to different classes;
3. to present to students the school, pupil group, school documents and auxiliary curricula;
4. to decide whether the students are ready to make the test lessons;
5. to assist the students to elaborate the didactic projects and materials and to approve them;
6. to decide whether the students are ready to make the final lesson;
7. to communicate to DPPD the programming of final lessons;
8. to carry out the final analysis and to decide the note the student took;
9. to participate in the drafting of the practice report;
10. to participate in the drafting to the practice report of the group;
11. to participate in the final evaluation colloquium organized by DPPD – UTI.

Method specialist – role:

1. to establish the first meeting with the group of students;
2. to draft, together with the mentor, the program of the pedagogic practice group, taking into account those who are implied: method specialist – mentor – student.
3. to assist each student in at least one of each activity category that he answered for;
4. to participate at the presentation and analysis of the final lesson for each practicing student;
5. to ensure the handling of pedagogic practice books for the groups of students that he coordinates;
6. to program and organize the “Pedagogic Practice Colloquium”.
7. to present to the secretariat of the DPPD the list of present / absent students in electronic format, according to years of study in order to draft the student register;
8. to fill the register received from the DPPD secretariat of the discipline “Pedagogic Practice”;
9. to receive and administrate payment documents for the activity of the mentor, which must comprise:
 - school transcript of the students;
 - a single invoice for all the practice period;
 - one original copy of the pay roll, signed and stamped by the accountant and the director of the school, with the approval of the “preventive financial control”.
 - to fill standard documents for the invoice sent to the application school according to the following algorithm:
 - a) when receiving from the school the invoice and the pay roll, there will be verified whether the number of students who received a note corresponds to the percentage established through contract (absent students are not included in the percentage established by contract);
 - b) to fill the payment report for the received account;
 - c) to fill the payment order, the proposal to cover expenses and the budget engagement to which there will be added the original contract of the school;
 - d) the documents mentioned above, after being filled, will be sent to the chief of department to verify the payment of the mentor;

- e) the documents approved by the chief of department will be sent to the section director for the payment approval;
- f) the documents approved by the director of DPPD will be sent to the accounting chief for approval and finally they will be sent to the financial service.

10. After sending the payment documents to the financial service, there will be drafted a final report regarding the pedagogic practice group, attaching the papers from the pedagogic practice book that contains the student evaluation. The document will be sent at the end of the pedagogic practice period to the pedagogic practice coordinator.
11. At the end of the pedagogic practice the student register containing the situation of practicing students will be given to the DPPD secretariat.

4. CONCLUSIONS

The analysis sequence of practical training, identifies the way in which the didactic applications and the pedagogic practice itself contribute to the formation of didactic action skills, but it also tries to analyze the training role of theory in such a training task. Advantages and risks of a good theoretical grounding are analyzed.

The analyzed elements regard, on the one hand, the results obtained by students, and on the other hand, the evaluation of the organization and fulfillment of the pedagogic practice by students, mentor teachers and method specialists. As a result, we tackled with the organization system of the pedagogic practice at DPPD – UTI. There are described the roles of the department coordinator, of the method specialist, as well as the role of the pedagogic practice mentor, together with the specific tasks for each role.

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