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Initial training of teachers for preschool and primary education from the perspective of modern educational paradigms

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Abstract

Restatement standards Pre- and Primary Education Specialization and hence of the curriculum in relation to the new educational paradigm is a must. Initial training should ensure solid training of future teachers through professional development and strengthening of specific skills. The purpose of this study is to identify the perception of the factors involved - teachers who teach Pre-school and Primary Education Specialization, students in bachelor/ master, mentors - regarding the adequacy of initial training in with the new requirements of achieving teaching at primary and pre-school. The study aims also to identify opportunities and difficulties in implementing new educational practices.

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Keywords: initial training, occupational standards for the position of teacher for preschool and primary education, curricula for Pre-school and Primary Education Specialization

1. Theoretical Background

The finalities of studying pedagogical subjects at preschool and primary pedagogy specialization targets training and developing a positive attitude towards the teaching profession and also towards teaching activities at the preschool and primary education. The initial teacher training for preschool and primary education involves the training and development of a system of professional competences, as well as transversal competences that will help future specialists to obtain optimum performances in the teaching profession (Potolea, Toma, 2010).

Curricular changes that occurred in the 2013 educational reform at primary level (OM 3371, 2013), targeted all educational approach components, which are defined by aims reorganization and curriculum content. By default,

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these changes must have been supported by the revival of educational strategies and forms/ methods of evaluation, the current that has asserted is of using technology in teaching by introducing multimedia elements as teaching tools.

Moving from goals to competences at all school subjects and reorganizing the content in content areas is part of the experiential learning current promoted by the constructivist paradigm (Raynal, Rieunier, 1997; Siebert, 2001; Joița, 2006; Ciolan, 2008; Cerghit, 2008), centered on student's direct involvement in the studied reality, on the refinement in real contexts of knowledge, skills and learned values. The manner of tender, in terms of skills, wants to conform with the needs of adaptation of school children to the new rhythm of school life. D'Hainaut warned that the focus of the curriculum must be the student and that when we talk about curriculum content we must understand that it is not about uttering subjects to learn, but about the goals expressed in terms of skills, ways to act or generally knowing of the student (D'Hainaut, 1981).

In the current curriculum, syllabi have a new structure that allows the introduction into one format the three programs for preparatory class, first and second class, for better visualization and tracking of continuity and progress in their skills and teaching content. From the analysis of curriculum documents (OM 3371, 2013) for primary school we identify relevant aspects of curricula of the new educational programs (OM 3371, 2013).

Establishing the general competencies for the Communication in Romanian envisages communicative-functional model, focusing on communication as a complex area that encompasses the receiving processes of the oral and written message, as well as oral and written expression. Students must learn to communicate in specific contexts for learning also to produce it is effect in other similar situations, real or simulated. This explains the introduction into the curriculum of functional elements such as writing the ticket, invitation, letter and diary made with text and drawings and assigned into topics or projects available for small pupil, transcripts, necessary for training the reading and writing skills, imaginative writing starting from lived experience (3-5 sentences texts) (Class I), the card, poster, book, newspaper or classroom magazine building blocks of communication, words that have the same shape but different meaning (class II) . For the Mathematics and Exploring the Environment, premises for integrated approach to mathematics and to some natural science elements are given by the benefits of holistic learning for early age, in terms of activation of pupils, being closer to their universe of knowledge; also contextualization of learning by reference to the surrounding reality increases the depth of understanding of the used concepts and procedures. The learning contents consist of inventory of necessary acquisition that student use for literacy with basic elements of the two integrated areas being grouped in the following areas: numbers, figures and solids, measurements, data, Life Sciences, Earth Sciences, Physical Sciences.

In the preparatory class, numeric operating focus is 0-31 to make both the progress towards big group and the correlation with other content targeting units of measurement for time: day, week, month, season. Compared to the schedule approved by OMECTS 3656/2012, the new curriculum introduces the cuboid, the competence that is intended to be made during the preparatory class is to identify these solids (cube, cuboid) in the objects manipulated by children and in the environment. Are proposed learning activities for students to recognize and label them as building games using pieces of wood or plastic, description of geometric objects in the immediate environment (cube: box, dice, peace from the construction kit; cuboid: room , classroom, boxes, wardrobe, block, sphere: ball, sun, moon), construction of common objects with the shape of cube or cuboid. The main novelties brought by the Mathematics and Exploring the Environment curriculum are the addition and subtraction between 0-100 with crossing order, and reading the half-hour clock (Class I), multiplying 0-100 (related properties) and dividing with rest 0 between 0-100 (with sample), fractions, problems that are solved by multiple operations of addition and/ or subtraction, multiplication, division, axis of symmetry (class II). All other new elements to the curriculum approved by OMECT 4686/2003 are extensions of content from preparatory class (the body-skeleton and organs, skeleton and major organs at animals, water changes, forces and motion, energy forms, waves and vibration).

Visual Arts and Practical Skills as an integrated subject located at the intersection of curricular areas Arts and Technology, covers the following contents: painting drawing, graphics, decorative art (tapestries, stage design, ceramics, clothing, design, jewelry art, etc.), artistic photography, art of printing, sculpture, architecture, monumental art, performing arts etc. Exposing the child to this variety of artistic and cultural fields and combine them with a concrete experience of making products aimed at increasing the sensitivity for beautiful, increasing skill and confidence in various possibilities of self expression, enhancing respect for the values, traditions and peers.

Field Personal Development aims to develop the student's ability of knowing oneself and to express in a positive manner the interests, skills, personal experiences, relationships and communication skills, reflections on learning. In