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The Analysis of Teachers' Skills and Abilities for the Pre-University System in the Initial and Continuous Training Programs

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Abstract

The present paper intends to identify and analyse the teacher training models that exist in the European educational systems. The two professional training models, the simultaneous and successive ones, are found in most of the European countries. Both initial teacher training modules have advantages as well as disadvantages and exist in the European educational system both individually and at the simultaneously. The procedure we applied in our research is based on the comparative research of the European educational systems (length, structure, competences). We identified the types of teacher training systems and we made a comparative analysis of the most comprehensive educational systems, identifying and describing the teaching skills developed in the training programs.

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1. Introduction

In the context of our research, the initial or primary training of the teachers stands for the situation in which at the at the University level they added the psycho-educational module, available to all students, but also to people who already graduated university but did not attend this module while being students. For these, the subjects in the psycho-educational module can be studied in a postgraduate regime.

With time, two ways of training teachers have developed: the initial training way, which is known as complete and stable, realized to cover a whole professional career and the natural model of the professional training, which is a basic survival toolkit for the first years, and followed, afterwards, by the modules of professional training courses and specialized assistance which are meant to bring the needed corrections.

The teachers' pedagogical training, both theoretical and practical, may take place at the same time with the general training (the simultaneous model) or follow after it (the successive model). These two types of training are to be found all over Europe in different degrees: the simultaneous training is offered to future teachers from the lower secondary education in Belgium, Denmark, Germany, Austria, Portugal, Norway, Sweden, while the

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successive training is organized as part of the initial training of teachers from Greece, Spain, France, Ireland, Italy, Luxemburg and Scotland. In the upper secondary education, the successive training is more common.

In the simultaneous training, specialty (major) topics are studied at the same time with those from the psycho-pedagogical module, so students have the opportunity to start their teaching career immediately after graduation. Another advantage of this training system is the one of systematization and strengthening of both the psycho-educational and didactic knowledge while studying specialized topics, but also the one that links theory to practice, students being able to see immediately how this process of teaching-learning-evaluating knowledge works, skills, what are the attitudes and values that are to be transmitted to the students during the pedagogical practice works. In the successive training, the specialized subjects are studied before anything else including those from the psycho-educational module. This system has the advantage that: the specialization topics can be studied thoroughly and systematically (because they benefit from a longer time to be studied), but the starting point of the teaching career is delayed by the fact that the psycho-pedagogical subjects are studied after graduation.

2. Training systems and skills

2.1. Simultaneous and successive in initial training

This paper aims to identify and analyse patterns of teacher education found in European education systems. The two training systems, the simultaneous and successive ones, are found in most European countries.

Both ways of initial training have both advantages and disadvantages and exist in the European Teaching System, either together or individually. For those who attend specialized courses, all universities in the Romanian Educational System have Teachers' Training Departments that offer psycho-educational topics both in the initial and the successive teaching. The study of the psycho-educational module offers the possibility to develop a teaching career for any field. In Romania, people who want to develop a teaching career may follow either the successive or the simultaneous type of module. The topics of the psycho-educational field given by The Ministry of Education and Research at a national level, in the Romanian educational system are: educational psychology, pedagogy I (introduction in pedagogy, the Theory and the Methodology of the Curriculum), pedagogy II (The Theory and the Mythology of Teaching and the Theory and Methodology of Evaluation), the didactics of teaching the specialization subject, the sociology of education and educational management. There is also the possibility of studding, as an optional course, the Class Management, Computerized Informational Technology etc.

2.2. General skills

The applied procedure is based on the comparative analysis of European educational systems. We considered that we should firstly identify the types of training systems, in time, the competences and make a comparative analysis of several school systems regarding these issues, to identify and describe the teaching skills made available in the teacher training programs.

In all the educational systems, the Teachers' Training (in terms of psycho-educational and didactical-methodological) implies:

- Wide cultural competencies (wide knowledge in literature and arts, science and technology and information on social-political events);
- Specialized knowledge.
- Pedagogical culture (the theory of education and teaching, teaching standards, children's psychology);

The Romanian educational system values most the specialized competencies, the ability of building pedagogical and transversal competencies, it cultivates most the pedagogical abilities and the aptitudes, in proving pedagogical tact and art (the ability to react to different teaching situations in order to obtain the best results in the student education and training).

2.3. The duration of the training period and skill formation in the European education systems

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