

NEW STANDARDS OF TEACHING SKILLS

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SUMMARY

Nowadays, teaching performance is depending on the way in which the teacher could integrate into his/her own personality the norms imposed by the European Union for 2010, regarding the quality of education. This aim requires a permanent adaptation of teaching skills to the new challenges of educational process. The pedagogical aptitude, composed from didactical, educational and managerial elements includes also some specific skills imposed by the exerting of different didactical roles. The present paper will present the pedagogical specific skill appeared as a results of the new standards of quality of educational process.

Keywords: skills, teaching performance, didactical roles

1. INTRODUCTION

Pedagogical aptitude represents a subject always present on education agenda, especially on Romania. There were been formulated many definitions of it, but we will give as examples just few of them, for the reason of maintaining the synthetic character of the present paper:

- Represents “an ensemble of psychosocial, general and specific qualities, needed for designing the activities which have as finality the permanent formation/development of human personality, activities which could be realized in different institutional environments, in relevant conditions at product level (valuable outcomes) and process level” [4, p. 15];
- Pedagogical Dictionary (1979) affirms that pedagogical aptitude is referring to the “ensemble of qualities, needed for exerting the educative profession” [7, p. 32];
- “A psychological complex formation which, based on a certain organization and functionality of psychical processes and functions, modelled as an actions and interiorised operations system, genetically constituted after the exterior model of educational activity, facilitates an efficient behaviour of teacher based on an adaptive operation of entire content of his/her personality” [5]

Mitrofan composed a psychogram of pedagogical aptitude and proposed a structure for it. It contains: sensorial and physical qualities, language qualities, attention, intellectual qualities, affectivity and willing and personality qualities. It has to be mentioned that professional educational competency could be obtained only by the interdependent action of the above factors.

In other works, one of the authors mentioned above [3] is speaking about a continuity line between pedagogical aptitude of a teacher and his/her competency. The author proposed a different structure for pedagogical aptitude, distinguishing the following elements:

- The educational communicational capacity of a teacher, which means: the capacity of knowing and understanding the students, the capacity of stimulating student's creativity, the capacity of managerial organization of activity at the level of designing-ongoing-evaluation-self-improvement, by elaborating the feed-back circuits;
- The functional structure of pedagogical aptitude, correlates four types of competencies: political competency (reception and commitment for direct and indirect responsibilities transmitted at the level of structural finalities – educational ideal and educational aims), psychological competency (reception and commitment for direct and indirect responsibilities transmitted at the level of micro structural finalities – educational objectives), scientifically competency (the quality of projects elaborated at the continuity line between fundamental-orientated-applied research) and social competency (adapting resources of educational actors to the requests of national, territorial, local educational community).

Other important author [6] underlined other particularities of psychical process, which are a part from the psychical content of pedagogical aptitudes:

- Thinking qualities: the analysing and synthesizing capacity, flexibility, originality, etc.;
- Language qualities: intelligibility, clarity, expression, fluency, etc.;
- Attention qualities: concentration, intensity, distributivity, commutative, etc.;
- Memory quality: rapidity, strength of storage, promptly of recognition and reproduction.

It could be added that the teacher's pedagogical aptitude depends also on his/her capacity of communicating and by his/her effective emphatic conduit [1].

2. NEW TEACHING SKILLS

When we are talking about teaching skills, we have to take into consideration the EU objectives established in Lisbon Strategy for 2010: the transformation of the European economy into the most competitive and dynamic knowledge based economy, capable of economic durable growing, with more and better working places and with increased social cohesion. In order to accomplish these objectives, all countries from EU have to coordinate their efforts to obtain not only a transformation of the economy, but also to adopt an ambitious program for modernization of social and educational system.

The quality of education is one of the aims for which EU is militating. It is impossible to speak about the quality of education without taking into consideration the new standards of teaching skills.

The “new teacher” has to respond to the request of interactive pedagogy, which is the pedagogy of interactive learning, of reconstructed educational space, and interpersonal relations from educational environment. This new teacher has to have the skills to teach their students *to learn to know, to learn to do, to learn to live with each other and to learn to exist*.

These are difficult tasks for teachers, and require new benchmarks for pedagogical abilities.

The educational reform from Romania is trying to adapt these requirements to the personalities of teachers and there are a few models from which teachers could select.

One models is inspired from United States and contains the teaching abilities, which are used for the evaluation of the students that are trained to become teachers. Each teaching skill is

evaluated on a scale from 1 to 4 and the students have to accomplish at least the level 3 in order to obtain the right to be a teacher.

There are twelve different abilities, each of them detailed by different standards:

- *Specific Teaching Skills* (identifying the academically content or lesson's objectives, write the lesson's objectives, presents with accuracy the content, uses the instructional strategies and didactical materials which correspond to the content and objectives of the lesson, uses a diversity of strategies and provides multiple examples);
- *Monitoring learning* (questions for the verification of understanding, permanent review, verifying the common misunderstandings, answers to the pupils' need);
- *Interpretation and use of evaluation* (uses a variety of evaluation methods, uses the evaluation results in planning, adapts the evaluation to the needs of pupils, provides feed-back to the pupils, gives marks to the students);
- *Adapting of the content* (uses stages of logical and coherent instruction, presents the content in multiple ways, gives time for exercises, practical application of theoretical knowledge, uses reading strategies for a material, motivates and encourages the pupils, adjusts the lesson to the needs of pupils);
- *Motivating the pupils* (communicates clearly the objectives, assures the active and equal participation, re-accomplish tasks for the pupil, encourages the pupils' dialogue, the relevancy of instructions, uses challenging questions for science);
- *Respecting the age particularities of pupils* (promotes structured thinking, communicates the objectives, competences which will be realized for pupils by their families, connects curriculum with community, promotes pupils' responsibilities regarding the formation of learning and organizational skills, supports individuality);
- *Knowing the pupil* (evaluation of knowledge and skills, knows the pupils as individualities, interacts with parents, identifies the pupils with educational special needs, understands how pupils live their educational experiences);
- *Design the instruction* (elaborates time schedules for short and long term, realizes connexions during the lesson, designs the content explanation, transforms the abstract concepts in concrete concepts, connects the content with pupil's knowledge, considers the different learning needs of pupil);
- *Organizing the educational time* (give time for competences formation, estimates time for realization of instructional tasks, establishes daily procedures, adjusts the time if it is necessary);
- *Social environment* (establishes very clear the pupils' objectives, promotes pupils' motivation, implements a set of behaving rules, treats pupils equally and with respect, promotes group working and individual work);
- *Respecting the professional, legal and ethical obligations* (assumes the responsibility of results, recognizes his/her own values, maintains a non-hostile environment, follows the educational policies in order to respond to the inadequate behaviours, behaves legal, ethic and with professionalism);
- *Professional development* (solicits and takes into account feed-back, reflects on his/her own teaching strategies, modifies the teaching on the basis of personal reflection, gives priority to the objectives which aims personal development).

It could be added that, in order to have the quality standards of education, each teacher should accomplish the following norms:

- Teacher is engaged to pupils and their learning;
- Teacher knows the specific content of their discipline that they are teaching;
- Teacher is responsible for the management and monitoring the learning process of their pupils;

- Teacher is working systematically and learns from his/her own experience;
- Teacher is a member of a learning community.

In the same context of teaching skills is the “model of an effective teacher” elaborated by Clark and Walsh (2002). This model could also be used as a based model for establishing new standards for teaching performance. The main important elements of this model are:

- Mastery the content;
- General pedagogy knowledge;
- Knowing of the curriculum;
- Knowing of the psychological particularities of pupils;
- Knowing of the educational finalities;
- Knowing of educational contexts

Easily, it can be seen that this model is focused on psycho-pedagogical elements, reported to the classroom level and on instructional-educative elements, which are evolving in its interior, taking into account the particularities of social environment from which educational community is a part. These elements of model are divided into four categories of knowledge: discipline’s content, pedagogy knowledge, personal knowledge and context knowledge, which represent the base of the model.

Contemporary specialty literature gave a lot of importance to the personal development of teacher, without it the progress of a community couldn’t be realized.

What is the main important element of this model is its dynamic structure, composed from three stages: going from the base with the four essential elements of teacher profession (discipline’s content, pedagogy knowledge, personal knowledge and context knowledge), adding the social context’s elements (discipline, community of practice, family and community, context), and placing them in the educational and personal development context.

The above model represents the contribution which profession and academical training have on career, as well as the dynamic and interactive development of teacher's knowledge. Also, it illustrates the direct communication between profession, university and different levels of personal development.

3. CONCLUSIONS

Knowing these standards of teaching skills will be very useful element for present and future teachers from Romania, because it helps for the formation of a general image on the role that a teacher has. He/she has to consider the fact that his/her activity is evolving in a community, that he trains individuals for becoming active members of society and that himself/herself, in order to exert efficient his/her profession, has to develop continuously.

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