THE AXIOLOGICAL PERSPECTIVE IN THE TRAINING OF TEACHERS

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Abstract: In this paper we propose to realize a comparison between the professional values of teachers in the primary and pre-primary and the professional values of students at Pedagogy of primary and pre-primary education to validate their professional motivation. The research was conducted on a sample of 51 teachers from primary and pre-primary education in the county of Constanţa and 51 students from Ovidius University of Constanţa. The Inventory of professional values, author D. E. Super, and the interview method were applied. A special contribution in the development of a society is the one t*he school takes as an organization*, through its projected objectives, which fosters cultural values of the whole society, reflected in the teaching plan. The performances objectifying the school organization skills depend, to a large extent, on the individual performance of its members, on their motivation and the professional values that they develop.

Keywords: professional values, professional motivation, training of teachers

Introduction

Psychological perspectives on the axiological development and significance of the social values

In contemporary society, the formation and development of human resources is an essential factor in the implementation process of changes in the education system.

The vocational or professional identity is crystallized as a result of self-exploration and exploration of the environment processes as a result of which the adolescent and the young adult realize their interests, values, skills, competencies on the one hand and preference for certain types of activities, working styles, types of interaction and working environments on the other hand.

Related Work

For *D. E. Super* (1957) the vocational development is the process of developing and implementing the self-concept; therefore, people choose those occupations that allow them to express themselves. He defines *the vocational identity* as a set of vocational behaviors expected in a particular stage of the development of an individual's career. A part of elections is already done when changing from high school to college or a job. The career planning and decision making in this area are processes that occur throughout life, not just in the moment of onset in the chosen occupational field.

Ginsberg (1972) describes his vision on the developing process of the vocational identity, which goes through three stages: the fancy stage, the stage of the election based on interests and the realistic stage. *Exploring career* refers to those activities having an aim where the individual undertakes to advance in his career and which have as result the increasing of the awareness and knowledge about himself and the environment.

Taveira and Moreno (2003) performed an analysis of the process of explorinf a career and they identified four distinct profit reflecting the relationship between career exploration, vocational identity and indecision about career, starting from the model of Kolb (1984) who conceives the development and the cognitive learning along two axes: the concrete-abstract and the reflexive-active.

Gordon Allport makes a classification containing six types of values:
- theoretical - valuing truth and cognitive investigation
- economic - valuing the usefulness and the profit
- aesthetic - appreciation of beauty, form and artistic expression
- social - appreciation of people and their relationships
- political - valuing power and influence over others
- religious - appreciation of the transcendent, life and the universe.

Their ranking by systems of values of different groups depends on the characteristics of those groups. By linking the concept of value to the concept of personality, Ioan Al. Dumitru grouped the values into three major categories:
- professional values - ambition, wealth, competence, creativity, diligence, intelligence, labor, occupational safety, entrepreneurship
- psychosocial values (relational) - self-control, love, social recognition, independence, responsiveness
- moral values - altruism, honesty, faith, dignity, wisdom, kindness, responsibility.

Shalom Schwartz aims to create a unifying theory of human motivation, by organizing the proposed concepts by other theories and models in this field of study. Starting from the idea that the values are the criteria used by people to evaluate actions, people and events, Schwartz sets out ten motivational-value guidelines which, he considers, are recognized by the people of every culture. Then he describes the dynamics of these values and specifies the interaction manner between them: conflict or congruence.

Work values. If general values can be defined as desirable purposes, the values of trans-work can be defined as expressions specific to the general values in a work situation. But work values are not just a simple expression of these personal values. Elizur and Sagie (1999) note that it can be compared between personal values and those of labor, only in terms of their structure, not regarding the importance they have in the system of values, the importance of a personal value is not free of context, but depends on the environment in which it is activated, most often the order in the hierarchy of values changing when the transition from the personal environment in the social environment is done. Elizur proposes a classification of labor values by two criteria:

- the modality value - cognitive, emotional or material;
- the contingency system - performance - refers to the link of the rewards with the status of membership of the organization or with the work performance.

The empirical research shows that only central values have the power to increase motivation to action, to generate interpretations of situations and to focus attention on information linked to them. The core values of an individual are those that are part of his conception of himself, of how he is self-defining. Only they significantly influence behavior, but not directly, but through the mediating influence of the self. The values that have become a part of the individual self, will become motivational factors. The values that are not central must first be activated to trigger specific behaviors.

Teachers competences

Beneitone Pablo, Julia Gonzales and Robert Wagenaar (2014) describe 3 dimenssions for describing teachers competences:

1. Professional dimension:

3. Capacity for abstraction, analysis and synthesis,
4. Ability to communicate in a second language,
5. Capacity for decision making,
6. Capacity for oral and written communication,
7. Designs and implements different assessment strategies and learning processes based on specific criteria,

8. Reflects on their practice in order to improve their educational performance,

9. Achieves learning outcomes in different skills and at different levels,

10. Selects, produces and uses teaching materials that are relevant to the context,

11. Designs and implements educational action wich integrates people with special needs

12. Ability to identify, consider and deal with problems,

13. Skills in the use ICTs,

14. Designs and operationalises teachingand learning strategies according to context.

2. Academic dimension:
- Knows educational theory and makes use of it critically within different contexts,
- Command of the skills needed for the disciplines in their specialist area of knowledge,
- Conducts research into Education and applies the results to the systematic transformation of educational practices
- Knows and applies the theories on which general and specific didactics are based to educational action,
- Command of the theory and curricular methodology in order to guide educational action (design, putting into practice and assessment)

3. Social dimension
- Appreciation and respect for diversity and multiculturalism,
- Interacts socially and educationally with different actors in society in order to encourage community development processes
- Social responsibility and citizenship
- Interpersonal skills,
- Capacity for teamwork.

Problem statement
The objectives of the research
In this paper we propose to realize a comparison between professional values of teachers in primary and pre-primary educational system and professional values of students at Pedagogy of primary and preschool education specialization to validate their professional motivation.

The research hypothesis

In the present study we started from the hypothesis that there are similarities in the design and development of professional values of teachers and students of Pedagogy of primary and preschool education specialization

The subjects

The research was conducted on a sample of 51 teachers from primary and pre-primary education in the county of Constanta and 51 students from Ovidius University of Constanta. There were applied the Inventory of professional values, author D. E. Super and the interview method.

Analysis of Results

After applying questionnaires for both teachers and students there was obtained the following average of the results for each category of professional values:

Tabel no. 1 Average values of the results obtained on the sample of teachers and students

Name of the values scales	Average values of the results obtained on the sample of teachers	Average values of the results obtained on the sample of students
S1-intellectual values	*36,9*	*35,12*
S2-moral values	*36,12*	*35,20*
S3-social values	*38,33*	*37,47*
S4-material values	*40,47*	*31,04*
S5-leadership	*35,37*	*36,00*
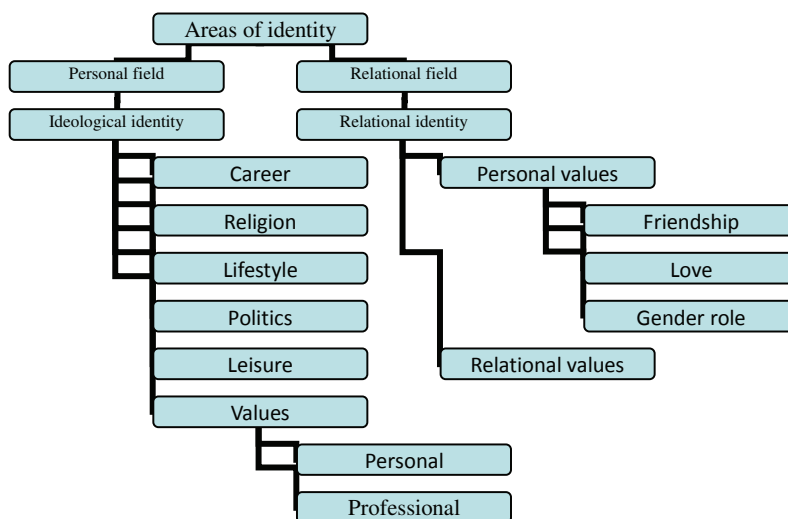
Fig no. 1. Areas of personal and professional identity

In Tabel no. 1 we presented a Histogram of professional values of teachers in primary and pre-school educational system and of the students in Pedagogy of primary and preschool education specialization. Series 1 is the ranking of average values obtained by teachers and Series 2 is the ranking of average values of the students. Teachers have made the following hierarchy of professional values: the first rank has been assigned to aterial values by an average of 40, 47, the second rank, of social values with an average of 38,33, on the third rank stood intellectual values with an average of 36,9, the fourth rank there were the moral values with an average of 36,12, and the 5th rank was occupied by leadership with an average of 35,37.

As for the students, there were obtained the following rankings: the first rank was attributed to the social values by an average of 37, 47, the second rank to the values that are centered on training in leadership with an average of 36,06, on the third rank there were located the moral values with an average of 35,20, on the fourth rank there were the intellectual values with an average of 35,12, and the 5th rank was taken with an average of 31.04 by the material values.

From the data analyzed above and the application of T Test for independent samples, we notice a significant difference in terms of the hierarchy of material values. Teachers are more centered on this aspect, which is due to the needs of maintenance of the family and to the personal development needs. The students places on top the social values and leadership, due to the needs of social valuing in the group of friends and the professional aspiration to a career centered on taking personal decisions.
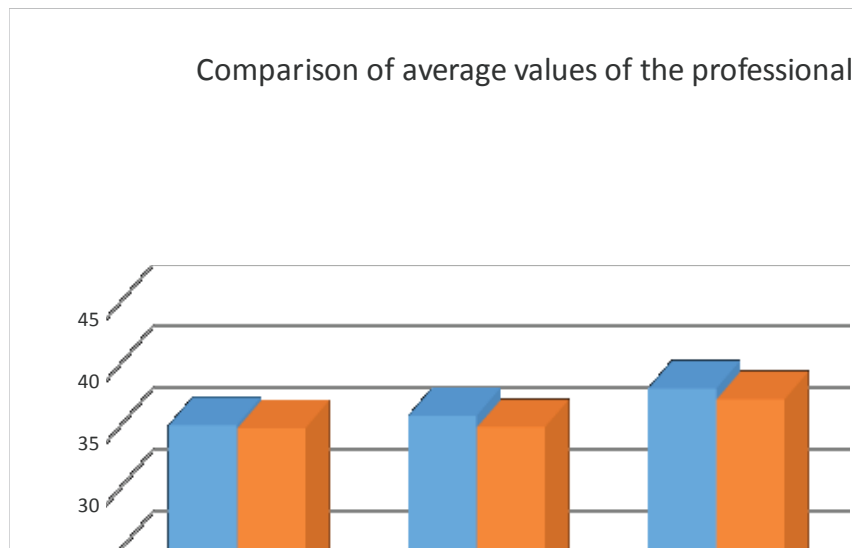
Comparison of average values of the professional

Figure no.2 Comparison of average values of the professional values scales of teachers and students

Human dignity, freedom, democracy, equality, the rule of law are fundamental values of the European Union, set in the very first pages of the Lisbon Treaty. Alongside these fundamental values each person has his / her own values he / she believes in, conditioned by the environment he / she grew up and developed, these being promoted values of a particular religion or moral values. We propose to emphasize the importance of values and principles that each of us respects. They guide our conduct and decisions both personally and professionally.

In Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 there are set out *the key competences for lifelong learning*.

They are a combination of knowledge, skills and attitudes appropriated to each context. They are especially needed for personal fulfillment and development, social inclusion, active citizenship and employment.

This framework defines eight key competences and describes the essential knowledge, skills and attitudes about each of them.

These key competences are:
- communication in the native language,
- communication in foreign languages,
- mathematical competence and basic competences on science and technology,
- digital competence,
- ability to learn learning,
- social and civic competences,
- sense of initiative and entrepreneurship,
- cultural awareness and expression.

In Romania, the eight key competences were introduced explicitly in the new Law of Education no.1 / 2011, being targeted by school programs even before its appearance. The paradigm shift in education, by moving from a system based on transmission of knowledge and skills development to a system aimed at training of skills is required by global changes in the economy and society, imposed by the fastest growing information technology in a globalized economy. According to the common European principles concerning the competences and qualifications of teachers, the teaching profession has to rely on high qualification. Teachers have to graduate some form of higher education. Also, each teacher should be able to continue their studies at a higher level, to develop teaching skills and to increase their chances of career advancement.

Through a multidisciplinary approach, teacher training should provide:
- deep knowledge of the subject they teach,
- high pedagogical knowledge,
- skills guidance and support for pupils,
- understanding of the social and cultural dimension of education.

The teaching profession should be placed in the context of lifelong learning. This context must be developed by:
- encouraging and supporting system-wide continuing professional development, which may include periods of time spent outside the education system, recognized and rewarded as such by the education system,
- recognition by teachers and educational institutions of the importance of professional development throughout life, encouraging teachers to review educational activities and practical ones in order to increase their effectiveness both through innovations and research in the field and based on the evolving of the knowledge society in general,
- understanding by the teaching staff of their role in educating those who will learn throughout life.

The teaching profession should be considered a mobile profession. Mobility must be a central component of initial and continuing teacher training. Mutual recognition of the status and teaching experience, along with ensuring mobility between different levels of education are two important directions for action in this regard.

The teaching profession should be based on partnerships. Institutions providing professional training must organize their work in collaboration and partnership with other schools, the local business community (employers), training providers and other stakeholders. Higher education institutions should ensure that their educational offer is based on knowledge of current practices.

Teacher skills should enable each teacher to:

Work with others - teaching profession must be based on values such as social inclusion and the development of the potential of every learner. To this end teachers must have knowledge of human growth and development and demonstrate

self-confidence when engaging in teaching activities. Teachers must be able to work with students as individuals and to give them support to develop as participatory and active members of society. They must be able to work so as to increase the collective intelligence of learners and to collaborate with colleagues to develop their skills.

Operate with a considerable amount of new information, technology and knowledge - teachers must be able to handle a wide variety of types of knowledge. Their own training and professional development should enable accessing, analyzing, validating, transmission and reflection on knowledge, calling for effective use of technologies, when appropriate. Pedagogic skills should allow them to build and manage appropriately learning environments and retain the intellectual freedom to decide how they organize teaching.

Their confidence in the use of information and communication technologies must enable their integration effectively and efficiently in the process of teaching / learning. Theoretical and practical knowledge should enable teachers to learn from their experiences and tailor a wide range of teaching and learning strategies to the needs of students.

Work with and in society - teachers help to prepare young people to become responsible for their role as European citizens. Teachers must be able to promote mobility and European cooperation, and encourage intercultural respect and understanding. They must have a correct understanding of both the respect of cultural diversity and the identification of common values. Teachers must be able to understand the factors that contribute to cohesion or social exclusion and ethical dimensions of knowledge society. The teaching staff must work effectively at all levels: local, regional, national, European and global.

Ultimately, the teaching staff, learning facilitation and educational environment developing skills are required, which can be considered definitory for the teaching activity. To these skills are added two others, more general, on cooperation and interaction, on the one hand, and lifelong learning, on the other hand. To facilitate learning and to develop the educational environment, the teacher must have the self-assessment skills and reflection on their own work. Reflection is not necessary only at the individual level, being essential to be extended to the community level. In this context, communication becomes a major tool for acquiring a joint comprehension on labor and on the development of a work community. Communication involves peer cooperation and interaction at many levels, representing a key factor for the development of teaching process.

By limiting the area of concern, it would not be irrelevant listing new requirements relating to the work of teachers, as they appear in the literature of specialty, which may be considered targets of the training:
- the ability to define goals and to achieve them in cooperation and partnership;
- the ability to work in teams;

- the ability to think through the organizational, institutional and financial terms;
- the willingness to take on responsibilities and initiatives;
- the confidence in professional and personal development;
- the willingness to share worries and personal problems of colleagues and learners;
- communication skills, authenticity and empathy;
- the ability to overcome non-productive frustrations, resistance to change and bottlenecks;
- the openness to pluralism, multiculturalism and polycentrism;
- the ability to guide in the socio-cultural backgrounds;
-the ability to act differently depending on the audience and the specific situation.

Conclusions

In Romania, according to teachers, among the mentioned above important factors in the career, relevant legislation and its enforcement mechanisms create milestones in career paths and professional development. The National Education Law no.1 / 2011 traces these milestones in career paths (filling teaching positions through competition, exam completion, didactic degrees II and I) and other benchmarks which aim explicitly or create the framework for professional development.

The distinction between career paths and professional development is not strict, they intertwine, on the professional route (legislatively highlighted) it may be identified professional development opportunities for teachers both experienced and beginners in the teaching career.

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