

## REFERENTIAL OF PROFESSIONAL COMPETENCIES AT THE TEACHING STAFF

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**Abstract:** *For teachers, to fulfill their high quality, performing, and efficient duty, they must create a vast range of qualities, competencies, used to define them as a specialist, scientist, person of culture, educator, citizen and manager. The teacher meets a somewhat important occupation, to be part of their students or pupils influence when it comes to forming their personality and to prepare them for their future socio-professional, moral and citizen activities. The competencies of the didactic staff represent an ensemble of cognitive, affective, motivational and managerial capacities that interact with their personal traits. These didactic and professional competences are formed throughout the time and are but a combination of everyone's very knowledge, abilities and adequate attitudes. The efficiency of the didactic staff is made up by, firstly, the results of the students' or pupils' instructive-educational processes, and secondly, the competences that define them and are recommended to them, as specialist, with the aim of raising students' or pupils' personalities. These competences, once gained, will face changes and may be enhanced throughout career.*

**Key words:** *teacher; competencies; professional skills; abilities.*

### Theoretical foundation

Pedagogical competencies of the didactic staff call “the capacity of the educator to pronounce upon a pedagogical problem, on the theme of profound knowledge of legalities and determinations of educational phenomena; as narrow sense, it refers to the capacity of a person to realize, at a certain level of performance, all typical tasks, specific to the didactic profession (Diaconu M. in Gliga, 2002, p. 27).

Competence training is given by the ability to apply certain principles of the behavior that should be a model, the preferred teaching strategies. I. Neacșu (1990), teaching skills include:

- organizing and structuring skills (classroom organization, structuring content, work organization, etc.);
- distribution of communication skills (request interactive response request of the front or student);
- resolution and evaluative skills (directing practical activity, cognitive students etc.);
- show potential formative powers (stimulating behaviors direct expression of critical opinion);
- expertise on socio-emotional climate (type influences personality of the teacher within the student);
- stimulating creativity skills (stimulating creativity conduct student) (Neacșu, 1990, p.243-244).

Professional competence is the ability to apply, transfer and combine knowledge and skills in situations and various work environments, to achieve the required activities in the workplace, the occupational standards.

According to the authors Jing E. Istrate I. (1998) "professional competence of teachers in education derives from the roles they perform during school organizations". Professional competence of the teacher represents all the cognitive, affective, motivational, which along with personality traits gives the skills required to perform a teaching that meets the objectives and has very good results.

The author proposes three types of competence forming in his opinion, the professional competence of teachers:

- The expertise (knowledge of materials, ability to establish links between theory and practice and innovation content with new scientific field;
- Pedagogical competencies (the ability to know students, to communicate with them, the ability to design activities of educational, to objectively evaluate programs and training activities to prepare students for self)
- Psychosocial and management competencies (ability to facilitate cooperation in the group of students, the responsibility to organize, guide and motivate students, the ability to assume responsibility, to establish responsibilities within the group of students.

Cristea S. (2010) highlights four types of general skills for teaching staff, namely:

- Political competencies demonstrated receiving and engaging direct and indirect responsibilities correctly transmitted to the macro-structural aims;
- Psychological competencies demonstrated by the reception and employment responsibilities properly transmitted from the micro aims;
- Scientific competencies demonstrated by the quality of projects developed at the line of continuity between basic and applied;
- Social competencies, coping resources dependent by education stakeholders in national educational community needs moving.

Perrenoud (1997) highlighted 10 priority areas of competence in teacher training and teachers:

1. Organization and animation learning situations
2. Management
3. Drafting and improving student progress differentiating devices
4. Involvement students in learning and applying
5. Teamwork
6. Participation in school leadership and parental involvement
7. Information
8. Using new technologies
9. Involvement in duties and ethical dilemmas of the profession
10. Managing your own continuing education.

Making an incursion into teacher competencies, we can conclude that these are not qualities that once acquired remain unchanged, but they are a component of the development of the personality of the individual, who throughout life develops, improves.

But the question arises: what are the basic competencies in the professional training of the teacher? Are these competencies influenced by the teacher's seniority or educational background? Does participation in continuous training facilitate the improvement of acquired skills? Based on these questions, we built a questionnaire with direct questions, multiple choices and hierarchies.

**Methodology:**

In order to establish a correlation between the seniority in education and the professional competences considered essential in the didactic career, we applied a questionnaire, own conception, among 40 primary school teachers, 3 urban units and 2 rural units.

Of the total number of teachers surveyed, 18 have over 25 years of education, 10 are aged 15-25, 9 are 5 to 15 years old, and 3 are in their early years of study between 0-5 years.

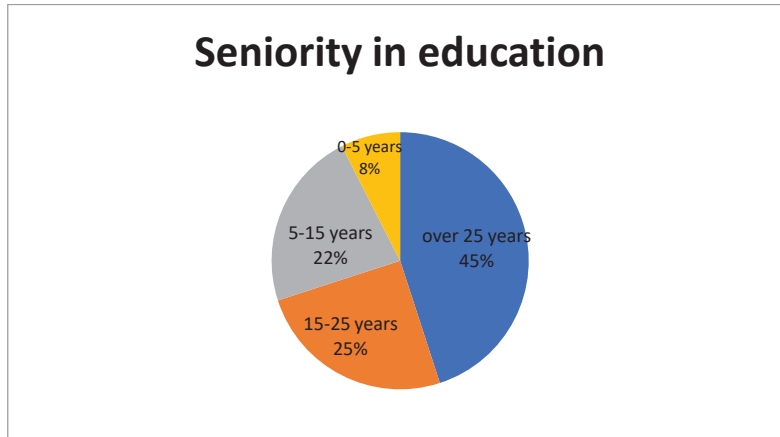


Figure 1: Teachers classification according their seniority in education

According to the centralized data, it emerges that out of the 40 teachers 27 have attended continuous training in the last 3 years. These courses were provided by different educational agents, educational institutions, and the participation of the questioned teachers was a voluntary one, generated by the desire for their own training and improvement. We can conclude that teachers with more than 25 years of age do not have the same interest in attending such courses as the early career teachers.

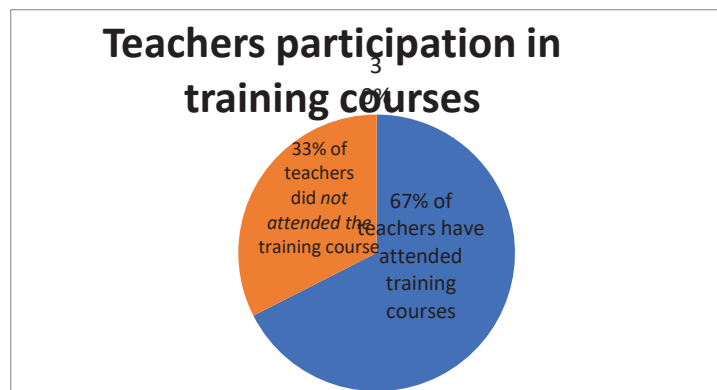


Figure 2: The participation of teachers in training courses in the last 3 years

When asked whether participation in these training courses contributed to improving professional skills in any way, all the subjects stated that these courses only contributed to enriching scientific knowledge, not to developing or improving professional skills.

Another item in the questionnaire asked the subjects to hierarchize, according to their own choices, a series of 15 professional skills that are considered essential in their own training.

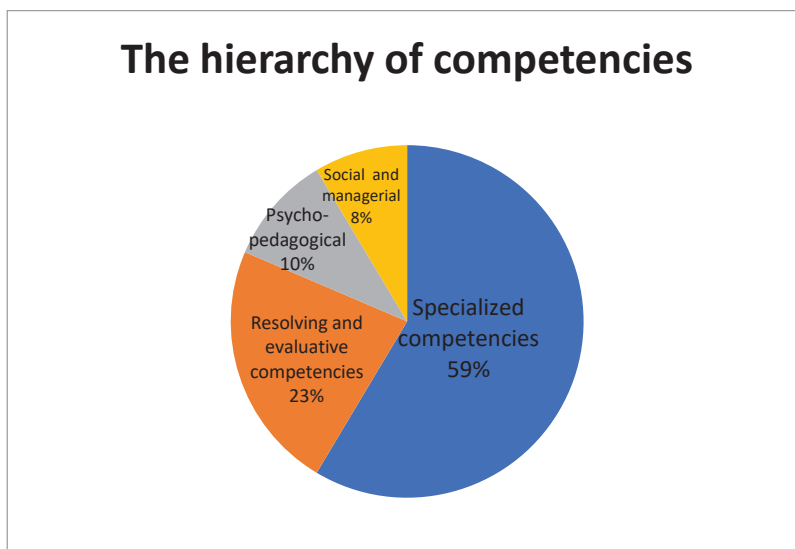


Figure 3: The teachers own options at the importance of professional competencies

Based on the evaluation of the results it was noticed that the questioned subjects considered that the first places of the competence hierarchy lie: the level of specialty (level of knowledge of matter), the resolving and evaluative competence by directing the practical and cognitive activity of the pupils psycho-pedagogical competence knows students, communicating with them, the ability to design instructional-educational activities, to evaluate objective programs and training activities, to prepare students for self-training), psychosocial and managerial competence.

### Conclusions:

During the teaching career, the professional competencies of the teaching staff improve, but this performance is not dated by the participation of the staff in training or further training, nor by the age of education. Thus, we can assume that these skills are influenced by the personality of the teacher. By ranking the importance of acquiring professional competencies throughout the teaching career, the questioned subjects support 59% of the need to acquire specialized competencies, followed by 23% resolving and evaluating competencies, followed by psycho-pedagogical and social managerial skills.

By making a portrait of the teacher's competencies using the data obtained from the questionnaires, he must be well prepared theoretically, master the training methods, pedagogical techniques, be able to design activities and have the ability to assertive communication with the pupils.

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