

## **THE TRAINING OF COMPLEX KNOWLEDGE SKILLS ABOUT THE CHILD OR THE RELATIONS IN CHILDREN GROUP**

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### **Abstract:**

To know the level of development of a child or the kind of relations that can be establish between the children in the education process, requires skills and competences which must be formed and trained during the didactic process. The children are the raw material with which the professors work every day and this work cannot be done without a complex knowledge about the child and about the relationships which reflect the dynamic of children group. The author presents her experience in the training process for aquire the mentioned skills at the future professors in the primary school or in early education. The data are based on the results obtained by the master students during a semester of training. The conclusions are relevant for the necessity of the skills and competence training.

**Key words:** competence, skill, evaluation, didactic process.

From the pedagogy based on objectives, through the pedagogy of "full learning", it was reached the pedagogy centered on skills. There are currently three dimensions of competence approach:

- a dimension that has its origins strictly in the scientific means of the skills;
- a dimension resulting from the key-skills offered at European level;
- a dimension of the competences described in the curriculum realization (general and specific skills (Glava & al, 2009).

In the first case, the discussion on the characteristics of competences (with multiple pro and against) often limits themselves to a theory and psychology of learning, analyzing the actual process of formation of these skills. It emphasizes the integrated nature of their training and the sequence of events leading to training and skills development itself. The school learning has, in this case, a profoundly inductive character (based on well-defined basic skills, skills with a greater generality).

In the second case, predominantly deductive it starts from the European key-competence (resulting themselves in a long process of development,

negotiation and assumption), to skills training process. The main element is the transversal character of them and their orientation toward lifelong learning (Ilica, 2009).

The third area is limited to the application of the skills school curriculum to the concrete learning situations; in this case, it's about the processing of the skills in the curricula, considering them as the main purpose of learning and the building of the training process around the effort of training and touching these skills. In this situation, it is placed a special emphasis on building certain learning situations that lead to performance.

These three ways of perceiving the skills are currently a very obvious fact. They do not exclude each others, but complement them by the defining elements from each part. Combine them in an articulated theoretical structure is a result of a "didactic skills training." (Mândruț, Ardelean, 2012, p.12).

The key-competences - have an explicit and implicit presence in the Law of National Education, which shows that their inclusion is the maximum referential finalities of education (2011).

The article 4 of the Law of National Education specifies that: "the main goal of education is to training the skills (defined as "a set of versatile and transferable knowledge, aptitudes / and skills in different situations)".

From the European Commission point of view, the definition of the key-skills is: the key-skill is a transferable, multifunctional package of knowledge, skills (skills) and attitudes which all individuals need for personal fulfillment and development, social inclusion and professional insertion. They must be the completion of compulsory education and must act as a foundation for further learning as part of lifelong learning".

From this definition and the analysis of the specific of key skills results in the following:

- the competences are defined by a system of knowledge - skills (abilities) - attitudes;
- they have an implicit transdisciplinary character;
- the key-skills are somehow educational purpose of the compulsory education;
- they must be the basis of lifelong learning.

The eight areas suggested by the European Commission are:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competences and basic competences in science and technology
- Digital competences (IST - Information Society Technology)
- Social competence and civic competence
- Learning to learn
- Initiative and entrepreneurship

- Cultural awareness and expression (DESECO, 2002).

In this context we chased PERFORMER program the training of complex skills knowledge about the child or the relations in children group, to the second study-year graduate students.

The landmarks of the course *Complex methods of knowledge about the child and group / class* focused on three learning units encompassing core knowledge necessary for training these skills.

The first unit of learning *Perspectives and guidelines in the conceptual analysis assessment and self-assessment in early childhood education and small school age* have as contents: the purpose and importance of sociology of education; Definition: socialization and education (formal, non-formal, informal), two-dimensional continuum of educational sociology; History (functionalist theories and their influence in the educational field - Emil Durkheim, Talcott Parsons, symbolic interactionism - Herbert Mead, sociological phenomenology - Alfred Schutz, popular drama - Erving Goffman, ethnomethodology - Harold Garfinkel, Aaron Cicourel, Hans Sacks); Competence profile of the specialist in the early years - in the light of sociological theories of education.

It was monitored the formation of the following competences at the students who were in the course: background of specific knowledge regarding the subject of the discipline and the main sociological theories (functionalist, symbolic interactionism, sociological phenomenology, the dramaturgical model and the ethnomethodology) that influenced education; ability to summarize and critically analyze the major social theories that have influenced education; competence based on the summaries outlining of the presentation of the main social theories that have influenced education; understanding and depth profiling of professional competence of the specialist in early childhood education with emphasis on sociological components of this field.

The second unit of the course had as contents: *Society and education in historical perspective*; Structuralist constructivism - School success in terms of structuralist constructivism. The theory of educational transmission (sociolinguistic codes): power relations in the classroom; capital management through rituals of consensus and difference in education; school cohesion through expressive order. Crisis respect for civic rights and responsibilities: Democracy and social inequality in education, from the perspective of Passeron and Bernstein. Education and social mobility - Pitirim Sorokin: Problem meritocracy; Causes of social mobility; Changes in the demands of society towards its members; Crisis educational policies. Measuring individual habitus and the habitus school through measurement scale individual habitus and school; Case study: Is there a crisis of the organization of education systems and administrative decentralization in education in Romania?; Proposals for a draft resolution to the crisis in Romania curriculum; Study and use pattern

analysis for social and professional paths of individuals - Traian Rotariu; Calculate the relative chances (odds ratio).

The competencies followed were: Identify, describe and analyze a series of educational issues impacting on social theories of education; identify the three types of habitus in educational space, describing the relationship between them and school success from structuralist constructivism; description of power relations in classroom (human capital management, school cohesion) using the theory of educational transmission (socio-linguistic codes); identify and analyze the level of respect for civil rights from the perspective of Passeron and Bernsterin on democracy and social inequalities; analysis of education and social mobility based on theories and data models; description and identify ways of solving the crisis of educational policies at national and European level; measuring individual habitus and the social through the correct identification Scale individual habitus and the social; a project for the resolving the crisis in Romania curriculum; use correct paths analysis model professional and social paths of Traian Rotariu; accurate calculation of the ratio of relative chances (odds ratio).

Positive attitudes towards social component of the professional competency profile of the specialist in early education and schooling children: prenatal development of adapting scientific explanation and scientific language needs a well-defined target audience; its implications for community education.

The thirs learning unit had as content: Family: functionalist perspective, interactionist perspective conflictualistă and perspective on family life; Diana Baumrind parenting styles vision. School. Diagnosis schools. Non-integration crisis school: school failure and theories concerning this: the theory of "resistance" to frustration; theory of "differential association"; theory of "social disorganization"; theory "delinquent subculture" and "street-side groups"; "Social labeling theory"; school success: theories and explanatory models of school success: dynamic type explanations and action; full learning theory; factor analysis; theories of motivation; explanations of behavior; cognitive explanations; stimulation of school success: adapting to school life; interaction effect of internal and external factors; conditions securing academic, cognitive and psychosocial success; school abandon: causes, solutions, statistics. Community

And as competences were envisaged: effective use of the conceptual framework for the analysis of different perspectives of family theories and models based on data; correct, analysis and interpretation of the questionnaire to identify parenting styles; designing a learning situation for boosting school success in terms of the sociology of education; correctly designing a Community approach in respect of the form given project phases, in order to strengthen the partnership school - family - community.

The tasks required students graduate at the end of the course to assess skills training were:

Make a characterization of a kindergarten (first cycle) child based on psycho-pedagogical sheet;

Apply the sociometric test in a group / class

Make a sociogram based on sociometric test.

Interpret the results qualitatively.

The final evaluation of the students revealed the formation of competencies for each case (see Figure 1).

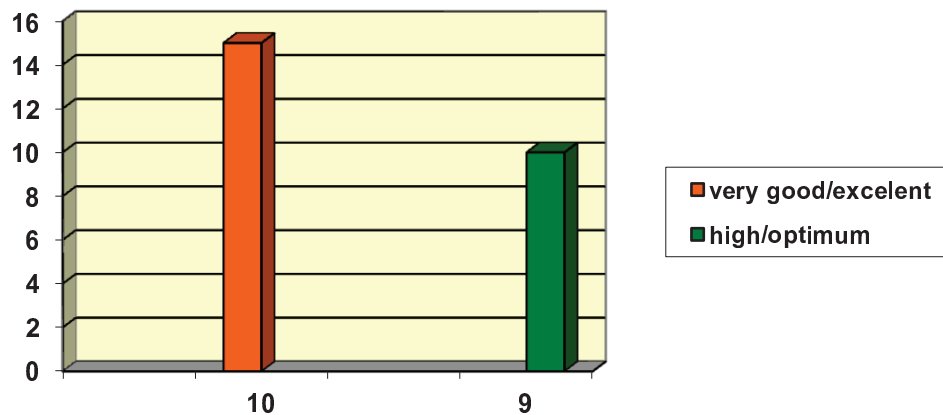


Fig.1. The level of skills training

In this way, the training process for acquire the skills mentioned at the future professors in the primary school or in early education, prove its necessity in the formation of the teaching staff for these periods of age. Our findings underscore once again the fundamental requirement for primary and pre-school to have teachers trained and competent in the field achieved as a result of adequate scientific training. The master schedule becomes a prerequisite for the professional training of teachers working at these levels and that, in essence, is the foundation for a child's future education.

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