

**ANALELE UNIVERSITĂȚII DIN CRAIOVA
ANNALS OF THE UNIVERSITY OF CRAIOVA
ANNALES DE L'UNIVERSITÉ DE CRAIOVA**



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ABORDĂRI TEORETICE – REEVALUĂRI ȘI DESCHIDERI / THEORETICAL APPROACHES – NEW INTERPRETATIONS

CARIERA DIDACTICĂ: PERSPECTIVA PROFESIONALIZĂRII

Conf. univ. dr. **Irina Maciuc**
DPPD- Universitatea din Craiova
Reader **Irina Maciuc**, Ph.D
TSTD - University of Craiova

Pregătirea inițială și formarea continuă a personalului didactic “se întemeiază pe modelul abordării prin competențe și pe conceptul de dezvoltare cumulativă a nivelului de competență a personalului didactic”¹

Un statut social consolidat, reprezentarea socială a unei profesii și importanța ei pentru cei care își doresc să intre în respectiva *categorie socioprofesională* depind, într-o mare măsură de profesionalismul și calitatea umană a celor care o practică. Noi standarde de calitate se asociau, încă de la sfârșitul secolului trecut, cu un set de competențe profesionale bine definite². Foarte mulți specialiști se întreabă încă dacă există cu adevărat standarde minime pentru programele educaționale de pregătire inițială pentru profesori și dacă incoerența legislativă și comunicarea interinstituțională defectuoasă împietează asupra pregătirii profesorilor.

¹ Art.6 din *Metodologia privind formarea continuă a personalului din învățământul preuniversitar*, aprobată prin OMECTS nr. 5561/31 oct. 2011, publicată, ca anexă la O.M., în Monitorul Oficial, Partea I nr. 767bis/31 oct 2011

² Vezi și Maciuc, I. (1998). *Formarea formatorilor. Modele alternative și programe modulare*. București: EDP, R.A.

POLITICI, STRATEGII ȘI MĂSURI PRIVIND PARTICIPAREA ADULȚILOR LA EDUCAȚIE

POLICIES, STRATEGIES AND MEASURES ADULT PARTICIPATION IN EDUCATION

Lector univ. dr. **Alexandrina Mihaela Popescu**
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Senior Lecturer **Alexandrina Mihaela Popescu Ph.D**
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Abstract

Adult education is an industry characterized by diversity terminological and semantic variability. In an effort to legitimize the field of adult education, the first step for its scientific validity is to clarify the terminology used, the correct and consistent use of terms bandied about , the more as we see later what we call generic "adult education " is a considerable extent a pragmatic concept , rich in meanings.

The concept of adult education (AE) has outlined a few decades shy , because in the last thirty years to know the intensive development both in theory and in practice, both motivated development needs of increasingly diverse and large adult education and , consequently, the proliferation and extent of adult education programs around the world. The growing demand for adult education of individuals, regardless of age or socio -professional category, and offer additional education were amplified partly because social dynamics applications, science and technology , and on the other hand, due to international educational policies, focused on implementing the principles of educational philosophy , and equality of opportunity in education, democracy and humanism, special measures for disadvantaged world peace , tolerance, etc. (Bhola, 1988, p. 14). Formal adult education "means generally learning activities leading to diplomas and certificates equivalent to those that would be obtained in the school system or at higher education.

**AUTORITATE ȘI LIBERTATE ÎN CLASA DE ELEVI.
PERSPECTIVE ACTUALE***

**STUDENTS AUTHORITY AND FREEDOM IN THE CLASSROOM.
CURRENT PERSPECTIVES**

Lector univ. dr. **Florentina Mogonea**
D.P.P.D. - Universitatea din Craiova
Senior Lecturer **Florentina Mogonea** Ph. D
TSTD – University of Craiova

Abstract

Authority and freedom are two related concepts, not at all opposed or being in an exclusion relationship. Authority involves indissolubly the question of freedom.

Analyzed in the classroom, in relation to the types of relationships that are established between the main educational agents, the two concepts takes specific notes.

How can the teacher manage to impose their authority?

What are the limits of freedom granted to students? There are questions that arise naturally in the context of the activities developed in and with the classroom.

The issue of authority and freedom is all the more now, given the socio-cultural characteristics, moral postmodern age that we are going through and of the society that fully reflects these characteristics.

We consider, in this context, and the social changing of the perception on teacher status in society, regarding the attitude towards it and his assigned roles.

* Studiu inclus în Mogonea, F. (2009). Profesorul și managementul clasei de elevi. Craiova: Editura Universitaria, 163-176

**ABORDAREA CREATIVĂ ȘI FLEXIBILĂ A PROIECTĂRII
ACTIVITĂȚII DIDACTICE PORNIND DE LA CONCEPȚII
COGNITIV-CONSTRUCTIVISTE /**

**THE CREATIVE AND FLEXIBLE APPROACH OF DESIGNING
THE TEACHING ACTIVITY STARTING FROM COGNITIVE-
CONSTRUCTIVIST CONCEPTIONS**

Lector univ.dr. **Ecaterina Sarah Frășineanu**
DPPD - Universitatea din Craiova
Senior Lecturer **Ecaterina Sarah Frășineanu Ph.D.**
TSTD - University of Craiova

Abstract

This study brings to the fore the important role of design the teaching activity in the educational process and pleads for a more flexible design, with the integration of certain modern elements, from cognitive-constructivist conception of teaching.

Today the teacher becomes a facilitator for his pupil in the difficult process of learning. The cognitivism and the constructivism are theories of knowledge and the same time, theories of the psychology of learning. The essence of these explanations is that, through mental design we know, and learn the same time, actively, directly, experientially, independently and collaboratively to achieve generalization and objectification of knowledge at the conceptual level.

The creative approach to project the teaching activity must take into account the design criteria and the possibilities for effective action of the teacher.

**DISCIPLINA ȘCOLARĂ - TEMĂ ESENȚIALĂ A
MANAGEMENTULUI CLASEI DE ELEVI**

**SCHOOL DISCIPLINE – A KEY THEME
CLASSROOM MANAGEMENT**

Lector univ. dr. **Vali Ilie**
DPPD - Universitatea din Craiova
Senior Lecturer **Valie Ilie** Ph.D.
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Abstract

Considered to be a variant of the social discipline, the school discipline is for a certain kind of functioning of the relation between authority and freedom. Seen as a process based on the introversion of the requirements and measures that regulate the class activity, it consists of a system of rules regarding the fulfilment of school obligations imposed and watched by control as well as a behaviour in children according to this system.

PUNCTE DE REPER ÎN CONTURAREA PROFILULUI VIITORILOR PRACTICIENI ÎN DOMENIUL EDUCAȚIEI

LANDMARKS IN PORTRAYING THE PROFILE OF FUTURE PRACTITIONERS IN EDUCATIONAL

Lector univ. dr. **Mihaela Aurelia Ștefan**
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Senior Lecturer **Mihaela Aurelia Ștefan** Ph.D.
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Abstract

Teacher's professionalization went in the last two decades through a period of major restructuring, being, among other components of the educational system, an object of general education reform.

This study aims to reinforce the idea of centering on the educated as a fundamental principle of educational reform.

Assuming that the school's central aim is the training of individuals able to assume responsibility for acquiring skills, that the didactic process must be built around the participation of students at its training, we want to emphasize, through this study, the need for increasing student responsibility and autonomy in learning.

Today we are witnessing a major restructuring process of the system to professionalize the teaching career, the need to redefine the goals of teaching in a systemic manner being clearly visible. What are the new roles of teachers in this context? What are the objectives to be considered in future portraying practitioners in education? What are the major reconsiderations on which curricular reform should be focused in order to revise the idea of education permanent specialist? What is the specific of the teaching-learning relationship in the current social context?

These are some of the questions for whom we intend to find answers.

PARADIGMA COMPETENȚELOR ȘI FORMAREA ÎNȚIALĂ A CADRELOR DIDACTICE*

THE PARADIGM OF SKILLS AND THE INITIAL TRAINING OF THE TEACHERS

Lector univ. dr. **Florentin-Remus Mogonea**
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Senior lecturer **Florentin-Remus Mogonea**, Ph.D
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Abstract

This study deals with the promotion of the pedagogy of skills in the initial training of the teachers. Focusing on skills is a major need of the present worldwide education, including and the initial training of the teachers. Different authors propose lists of skills that must possess a future teacher. Teacher skill profile is influenced by specific domain or educational paradigm. For example, from a managerial perspective, the authors propose some traits or skills. The constructivist paradigm proposes other skills. We synthesize these perspectives, outlining a general skill profile.

* Prezentul studiu a fost cuprins în lucrarea *Pedagogie pentru viitorii profesori*. Craiova: Editura Universitaria, 2008, 16-38

PRACTICA EDUCAȚIONALĂ – DESCHIDERI /EDUCATIONAL PRACTICE – PERSPECTIVES

MIGRAȚIA POPULAȚIEI LA NIVELUL UNIUNII EUROPENE ȘI EDUCAȚIA PENTRU CETĂȚENIE ACTIVĂ/

POPULATION MIGRATION AT THE LEVEL OF THE EUROPEAN UNION AND EDUCATION FOR ACTIVE CITIZENSHIP

Lector univ.dr. **Ecaterina Sarah Frăsineanu**
DPPD - Universitatea din Craiova
Senior Lecturer **Ecaterina Sarah Frăsineanu Ph.D**
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Abstract

In this study we aimed to present a part of our contribution to project development DANET, which included a series of discussions with senior people on the problems of civic interest in the European Union, especially in the Danubian space.

The analyzes on the migration phenomenon capture the interaction of several components: social, cultural, economic, geographical, political, demographic, which, in their turn, interfere with the aspects of educational nature.

METODE ȘI INSTRUMENTE DE AUTOCUNOAȘTERE A ADOLESCENȚILOR

METHODS AND TOOLS FOR SELF-KNOWLEDGE OF ADOLESCENTS

Lector univ. dr. **Florentina Mogonea**
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Senior Lecturer **Florentina Mogonea** Ph.D
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Abstract

The student's self-knowledge and self-evaluation represents two major purposes of the present learning system. The success of the undertaken activities, the achievement of all the social and professional actions depends on the existence of an appropriate self-image, a positive self-esteem and a real trust in its own self. These can be assured by a correct knowledge of the individual's own possibilities and by the existence of a proper account between these possibilities and the level of expectations.

The self-knowledge represents an important condition of achieving the self-evaluation, but also an effect, a consequence of it. As, generally, educating students to be aware of their own personality is superposed over the school time, it is obvious the importance of school and teachers. This is possible because school has specialized stuff and educational means that are necessary reaching these aims.

The class master is the one preoccupied with this tack as he/she has numerous and different possibilities of assuring the self-knowledge to the students, by approaching proper themes during special classes or by initiating some activities outside classes and school, but this is also the duty of all the teachers that teach a class. Each teacher must be preoccupied to create moments in which students must be put in the situation of knowing themselves.

To be helpful to the teachers we have accomplished a classification of the self-knowledge methods, then briefly presenting some of them. Some of these methods are successfully used in other fields than the educational one. Taking into consideration the invariable of an element between this field and the one from which we have "borrowed" the method/methods, namely the human being, we consider that the methods can also be used in school.

LABORATOR DE CERCETARE / RESEARCH LABORATORY

PARADIGMA ÎNVĂȚĂRII CENTRATE PE STUDIUL INDEPENDENT

THE PARADIGM OF LEARNING THROUGH INDEPENDENT STUDY

Lector univ. dr. **Mihaela Aurelia Ștefan**
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Senior Lecturer **Mihaela Aurelia Ștefan Ph.D**
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Abstract

The formation of studding learning competence is a problem which is more and more invoked by the experts in the field.

The projection of the personalized strategies of learning can be an exclusive autonomous demarche which can include: the settlement of the objections of self instruction; the determination of the methods of turning to good the internal resources; the determination of the methods of utilize the external resources necessary for the self instruction; the identification and the option for self evaluation means of the process (self instruction) and the results.

The ability to studding learning includes cognitive, metacognitive and emotive factors. The future teacher will have to get through the initial training and skills not only knowledge but also a set of attitudes necessary for good practice in the teaching profession.

O ALTERNATIVĂ ÎN ABORDAREA ÎNVĂȚĂRII ȘCOLARE: PARADIGMA CONSTRUCTIVISTĂ

AN ALTERNATIVE APPROACH TO SCHOOL LEARNING: CONSTRUCTIVIST PARADIGM

Lector univ. dr. **Florentin Remus Mogonea**
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Abstract

Constructivism is more than a pedagogic theory, a current, a philosophical and postmodern epistemological orientation, with deep roots in the past movements, beginning with Antiquity. Born as a reaction to behaviorism, considered old-fashioned by its manner of analysing and interpreting the individual (only by the behaviour), the constructivism, as an extension of cognitivism, tries to pass beyond the limits of previous orientations.

In many Western countries and in the USA the current has already been theorized and even applied successfully in educational usage, especially after the 90s. The constructivist education proves its efficiency as it tries to and even manages to explain what is going on inside the individual's "black box", laying special stress not so much on the knowledge obtained by the individual in the learning process but mainly on its processing at the level of superior cognitive structures and on the capacities, abilities, skills, competences formed and developed by the individual in the process of constructing one's own personality.

As epistemological orientation, the constructivism tries to prove the existence of two realities: an external one, objective and a priori to human existence and an internal one, subjective and partial, a posteriori to human existence. Therefore, it is necessary to let the student free to construct, deconstruct and reconstruct alone, the interior world, without restrictions from the teacher.

The constructivist instruction seems to be the solution brought by the current teaching systems to "construct" the postmodern man, free and independent, able to face the challenges of the contemporary world that changes fast and continuously.

EDUCAȚIA PENTRU MEDIU A VIITORILOR SPECIALIȘTI ÎN PERSPECTIVA DEZVOLTĂRII URBALE DURABILE A MUNICIPIULUI CRAIOVA

ENVIRONMENTAL EDUCATION OF THE FUTURE SPECIALISTS ON THE PERSPECTIVE OF THE SUSTAINABLE DEVELOPMENT OF CRAIOVA TOWN

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Lector univ. dr. **Ioan Marinescu**,
Universitatea din Craiova
Professor **Viorica Tomescu Ph.D**
Senior lecturer **Ioan Marinescu Ph.D**
University of Craiova

Abstract

In University of Craiova fonction the Zonal Centre of Environmental Education will initiate and organize its own activities on the basis of a good collaboration with the specific educational institutions (trips, meetings, synthesis lessons with pupils and students, scientific papers elaborated by the teachers and students involved in the environmental education). Purpose: presentation of the environmental education concept; dissemination of the methodologies of environmental education; organization of its own activities of environmental education; coordination, through its (pilot) laboratory of ecological education, of all the activities, which result from this; setting up a data base regarding environment, which can be accessed within the entire region. The (pilot) laboratory of ecological education will be equipped with all the necessary materials and instruments for the analysis of environmental factors, audio and visual didactic means, and a specific library with books about the main problems of environmental education; it has the following educational role which is to be realized through a permanent collaboration between the university professors and pre-university teachers and is mainly addressed to children, pupils, students, and citizens from Oltenia through: speeches and practical examples as fitting out some play grounds for preschool children within natural areas; learning and getting accustomed with the rules regarding how to take care of the environment, activities, such as "I and the District where I live" – with pupils; application of the ecological principles within green areas located near schools and parks of the city – with general school pupils; getting accustomed with the natural environment of the city and its neighbouring areas and emphasizing its characteristics – with high school students; ecological exercises meant to capitalize the residues and other sub-products of the urban and rural environment – with students; informing and making aware the population of

Craiova and its neighbouring areas about the preservation of the natural environment with all its elements of biodiversity (posters, informative materials etc.); publishing our own magazine entitled "Man and Environment". organization of common actions with a role of experience change between all the participant and component countries of the B.EN.A. (The Balkan Environmental Asociation); transmitting the results obtained by the centre to the organization involved in the environmental education problems; mediatization of the international and national meetings and their results through specific magazines and local and national mass-media.

PEDAGOGIE COMPARATĂ/ COMPARATIVE PEDAGOGIE

ACTUALITATEA IDEILOR PEDAGOGICE ALE LUI IMMANUEL KANT

DIE GEGENWÄRTIGKEIT VON KANTS PÄDAGOGISCHEN ANSICHTEN

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Zusammenfassung

Diese Arbeit äußert die Gegenwärtigkeit von Kants pädagogischen Ideen im Bereich des menschlichen Werdens. Der Autor meint, dass Kant ein methodologisches Vorbild der erzieherischen Aktivität vorschlägt, ein Vorbild, das die Entstehung der Persönlichkeit und die Möglichkeit der Besserung des menschlichen Wesens erklären könnte. Diese Meinungen basieren auf einer Analyse von Kants Ansichten über den Zweck, die Formen und die Methoden der Erziehung, so wie sie in Kants "Antropologie in pragmatischer Hinsicht" (1800) und "Über das Pädagogik" (1803) dargestellt werden.

Die Schlußfolgerung dieser Arbeit ist, dass das von Kant vorgeschlagene Vorbild ein authentischer Paradigma des Herangehens an einem Persönlichkeitsentstehung-Verfahren bildet. Die erzieherische Praxis vergegenwärtigt durch formative Ressourcen die menschliche Potentialität für das Gute, und orientiert sie zu Werten wie Pflicht, Disziplin, Verantwortung und autonome Freiheit. Diese Werte machen das Verfahren des menschlichen Werdens (gesehen als maximaler Wert) dadurch dynamisch, indem sie wie ein Mechanismus der antizipativen Regelung des menschlichen Verhaltens wirken.

CĂRȚI, IDEI, INTERVIURI/BOOKS, IDEAS, INTERVIEWS

RECENZIE ASUPRA LUCRĂRII *PERFORMANȚA ȘCOLARĂ. DETERMINANȚI INDIVIDUALI ȘI CONTEXTUALI ÎN ADOLESCENȚĂ*

Lector univ. dr. **Ecaterina Sarah Frăsineanu**
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Loredana Ruxandra Gherasim și Simona Butnaru sunt cadre didactice cu funcția de conferențiar universitar doctor, specializările Psihologie, Științele educației la Facultatea de Psihologie și Științele Educației, Universitatea „Alexandru Ioan Cuza” din Iași. Autoarele au preocupări de cercetare în tematici legate de atribuire, motivație academică, optimism, suportul social, respectiv, despre efectele unor factori contextuali din mediul familiei și al școlii în interacțiune cu factori individuali nonintelectuali asupra rezultatelor învățării în adolescență.

Formatul de apariție al lucrării aparține colecției Științele educației. Structuri, conținuturi, tehnici.

RECENZIE ASUPRA LUCRĂRII METODOLOGIA EDUCAȚIEI. SCHIMBĂRI DE PARADIGME

Lector univ. dr. **Florentina Mogonea**
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