5th International Conference EDU-WORLD 2012 - Education Facing Contemporary World Issues

A double perspective outlook towards didactic career: the aspirants to the training programme and the ones who complete it

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Abstract

Professionalization concerning didactic career was, and still is a controversial concept, as shown by official documents. Through the present paper we attempt to clarify a segment of the “professionalization dilemmas”, starting with the “aspirants” aspirations to the didactic career. One of the adjacent questions of this dilemma may be thus formulated: is it appropriate to start from the professional standards of the teaching profession that already exist in order to cover the necessity of training, or is it necessary to take into consideration what these “aspirants, future teachers” aspire to? These are the authors’ concerns in the present paper.

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Selection and/or peer-review under responsibility of the University of Pitesti, Romania

Keywords: initial training, professionalization, teaching career

1. Introduction

European documents have begun to assert in an explicit manner the important role held by the teaching training systems within reforms concerning education.

The initial education and the continual professional development of teachers have become a basis of fast expansion, diversification and professionalization.

“The teaching profession has a very powerful human dimension, thus implying not only knowledge and skills – defined in terms of professional standards - but also attitudes, values, ethos, better said, a professional consciousness –which becomes difficult and unnecessarily standardized. ” [1 p.22]

Those who opt for a teaching career are aware that the career development aspects of human life involved in budding and the specific dynamics in different fields such as self-knowledge and interpersonal skills

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development, education and training initial, assuming different roles in life, how to integrate, experience and planning various events of life.

The affluence of studies on initial and continuous teacher training disarms eventual directions toward researching/improving this toilsome step. Uncertainties, controversies expressed even in academical curricula of different educational institutions have determined us to assume that comparative research in order to gain an authentic material, a database which to exploit and further action.

2. Purpose of the study

In this paper we started from the idea that it is important to acknowledge the training needs of the aspirants / candidates teaching career - we have called them "aspirants "; we consider it is also significant important to observe how the formation demarches provided by the academical programme got materialized, and what the consequences for the senior students - whom we called "finalists ".

3. Methodology

The research was conducted on a group of 25 aspirants teaching career and 20 third-year students- finalists- of the University of Pitesti. As research and data collection tool, we have developed and applied a questionnaire concerning the perceptions of aspirants/ future teachers and senior students- finalists- from the Educational Sciences Faculty on several topics, such as: the qualities that you need to have a European-style teaching, the difficulties who expected to encounter in teaching career, the disciplines with impact factor for their teaching career.

4. Results

The paper presents the results perceptions "aspirants / future teachers" and students in the third year of the Faculty of Educational Sciences of the University of Pitesti, who completed university program "finalists" on the most important qualities of the teacher, the difficulties that expected meet their teaching career, subjects factor impact on teaching career.

![Pie chart showing the most important qualities of the teacher](image)

**Fig. 1. The aspirants distribution of answers to question no. 1**
To the question: "What are the most important qualities of the teacher?" most of the aspirants consider the love for children important. Patience and calm are considered essential for the teaching activity. Other qualities which the aspirants found significant are: good co-worker, communicative, sociable and empathic.

**WHAT ARE THE MOST IMPORTANT QUALITIES OF THE TEACHER?**

The *finalists* have chosen:

- Professionalism: 18
- Concern: 16
- Adequate behavior: 16
- Empathy: 16
- Pedagogical tact: 14

![Fig. 2. The finalists distribution of answers to question no. 1](image)

An increased interest is established by the finalists for towards professionalism, training, concern, motivation, the ability of rendering the information in a comprehensive way, making lessons more attractive when it comes to their vision about the teacher’s most important qualities.

**WHAT DO YOU BELIEVE TO BE DIFFICULT ABOUT BEING A TEACHER?**

The *aspirants* have chosen:

- To be patient: 20
- To know children’s psychology: 18
- To leave aside personal problems: 11
- To be able to adapt to different behaviors: 9
- Not to lean, doing it just for the money: 8

![Fig. 3. The aspirants distribution of answers to question no.2](image)

The *aspirants* indicate to the question: "What do you believe to be difficult about being a teacher?" a very important part from development psychology, the awareness of being human, the first step, yet not taken by a person, where the teacher’s role is fundamental; children’s psychology. The teacher is the one who dowers the first aide to every human being at the beginning of his journey towards enlightenment, guiding him to achieving the status of a Human. He is the one who molds the most precious clay, the Child, trying to "shape from the rawest piece of marble a creature blessed with the most beautiful features, a human who would embosom the highest virtues." [2]
The aspirants consider that stress management is very important for a teacher in order to surpass inconveniences.

![Fig. 4. The finalists distribution of answers to question no.2](image)

To the question: "What do you believe to be difficult about being a teacher?" the finalists answered: the ability of leaving aside personal problems. It is interesting to observe that the finalist's assertions also cover the idea of stress management.

![Fig. 5. The aspirants distribution of answers to question no.3](image)

To the question: "What discipline would have a major role in the formation of a teacher?" the aspirants have highlighted: to know children’s psychology, character development for a better, more competent way of approaching his profession, a better uptake of the Romanian language and mathematics, practice during lessons.
The finalists have emphasized to the question: "What discipline would have a major role in the formation of a teacher?" that most importance discipline is the pedagogical practice, followed by the psychopedagogical disciplines, the Romanian language as well as the personal endeavour in assimilating theoretical and practical information.

Conclusions

It is remarkable the qualitative difference between the perceptions of those who have not yet started in training teaching career— the aspirants — and the authentic, tangible, closer to the educational realities assertions of those who have completed the curriculum for the training. The aspirants appreciate the psychological qualities of the teacher, whereas the finalists highlight the importance of of professionalization by following the route emphasis on vocational education teaching skills. The future teachers— aspirants - mark out the calling, the disposition to teaching, aspects mentioned by the finalists, as well. The most important aspects are: communication skills, the ability to transfer the information, to add a creative touch to the speech, to be clever, to be intelligent, imaginative, sensible, to guide the children’s endeavour with affection, yet showing an effortless authority.

References