

PROJECTION CENTERED ON COMPETENCES- PROJECTION CENTERED ON CONTENT

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Abstract

The great amount of knowledge of the science of education should not remain to a simple initial training, being necessary a permanent refreshment of knowledge but also a widening of the professional horizon, a continuous improvement in the field of activity of each teacher, the organizer of the learning conditions, who contributes to increasing the quality and efficiency of the instructive-educational process. Didactic projection is a complex and systematic approach to anticipating the development of educational activity. Curriculum projection is a comprehensive and extremely important segment of research and action, as it aims to provide the premises for the real manifestation of interactions and interdependencies between educational objectives, instructive-educational content, teaching-learning principles and strategies, evaluation principles and strategies in formal contexts.

Key words: curricular projection, competence centered curriculum, pedagogical subjects, knowledge, skills, attitudes, cognitive content.

INTRODUCTION

Projection centered on competences proposes a pragmatic approach of curriculum specific to high school pedagogical subjects. In systemic vision it starts from identifying the principles of projection of pedagogical disciplines curriculum, being identified the main models of curriculum projection centered on competencies. The principles of curricular projection represent guidelines designed to guide and orient the curricular practices methodically, ensuring consistency and rigor, contributing to the theoretical foundation of the field of curricular objection. Organization of contents on study subjects, on school subjects, is a logical and rational organization that determines learning and understanding of content effectively by students, and forming a vast general knowledge of them.

MATERIAL AND METHOD

The concept of curriculum is an extremely circulated term in the various structures and educational institutions, both among specialists and practitioners, representing a pedagogical project that exploits multiple and

complex interdependences that are established between the following components: instructive-educational content, general educational objectives, teaching and learning strategies and evaluation strategies.

The curriculum is considered to be a superior project and a fundamental concept, organized on the basis of principles, and the priority fall on the assumed objectives from which is determined the choosing of contents, the learning experiences, the learning strategies and the ways of evaluating the results. The main directions in curricular projection identified in the *International Encyclopedia of Education* are:

- *the contents and organization of school disciplines* (as a source for curricular projection) determines efficiently learning and understanding of their content by students, as well as the formation of a wide general knowledge of them. Capitalizing only this perspective can determine a mechanical learning for students, the teacher only pursuing the planned content, thus losing sight of the student. Thus, the objective of the teacher is to get through the content, and, for the student, the development of motivation for learning, becomes the secondary objective. In this manner, the contents are no longer artificially separated, but fully studied, facilitating their systemic understanding by students;
- *focusing on a student and capitalizing on his characteristics* (another important source in curriculum projection) is a powerful vision in contemporary pedagogy. Students have the opportunity to organize and select their learning process, having the option to choose their own learning actions that fit their abilities and interests, being crucial for the development of lifelong learning ability. Thus, is promoted learning organized by a student for himself, and not learning organized by others for the student, so the learning act becomes personalized, relevant and motivating for the learner;
- *the society* (a dominant source in the foundation of curricular design) focuses, through contemporary practices, more and more on facilitating the integration of students not only in the social and cultural environment of the country but also in a socio-cultural environment at European level or even globally, thus promoting globalization. The curriculum is designed based on the prospect of the evolution of society in order to prepare pupils to deal and adapt to the present society through cooperation, communication and problem solving, didactic activities with an important social accent.

Projection centered on competencies is approached from various points of view through some theories apparently different but which, after careful analysis, we can conclude that they are in fact convergent because

they both contribute substantially to scientific substantiation and the argumentation of the importance and necessity of the curriculum competence-centered.

Approaches centered on the results of learning in curricular projection promote the shift of accent from contents and focusing the curriculum and the entire learning process on the ends of education, seen as anticipated results of student's learning. Thus, the curriculum describes the objectives to be achieved by the teachers together with the students in the educational process.

Curricular projection represents a rigorous-scientific pedagogical intercession, but also flexible, systemically designed that aims to build and manage the interactions and interdependencies between the educational objectives, the instructive-educational contents, the didactic strategies, the evaluation strategies and the multiple contexts in which they manifest with the purpose of facilitating functional learning line and generating positive and constructive learning experiences. Also, we can emphasize that curriculum projection must be tackled with the maxim responsibility because it must provide the premises of a functional education in terms of facilitating students' learning course and training their skills; curricular projection becomes, not just a simple organizing project of formal education, but a project of human development and becoming.

Competence is the proven ability to select, combine and use appropriate knowledge, skills and other acquisitions (values and attitudes) in order to successfully solve a certain category of work or learning situations, as well as for professional or personal development under conditions of effectiveness and efficiency.

Pedagogical knowledge is the structural component of pedagogical competence, which represents information, facts, concepts and theories specific to pedagogical disciplines, they being the result of a intercession of processing and abstraction.

Pedagogical abilities are a structural component of a pedagogical competence that refers to the ability of students to apply and use pedagogical knowledge in educational practice and, on their basis, to solve problems and to accomplish various pedagogical tasks.

Pedagogical attitudes are a structural component of pedagogical competence and are individual predispositions to evaluate - as being favorable or unfavorable - various aspects of the educational field. Thus, the student forms a set of beliefs and consequently manifests adherence or rejection behavior towards it or certain aspects of it.

In the curriculum projection of pedagogical subjects, contents are determined by reference to the competences and subcompetences identified in the previous stage of curricular projection and by reference to their

structural components: knowledge, skills and attitudes. The circulated contents, which relate to knowledge and lead to their formation and development, are contents of cognitive origin or cognitive contents. Thus, in the context of projecting the curriculum of pedagogical disciplines, we define cognitive contents as being knowledge systems (declarative, procedural, conditional and metacognitive) with a role in facilitating the learning, understanding, explanation, interpretation and signification by students of different facts, concepts and theories of pedagogical order.

At the level of didactic activities, curricular projection is materialized in didactic activity projects. These represent a working tool and a guide for teacher, providing an overall, comprehensive and complex perspective on the lesson; is a sort of scenario of the activity to be deployed.

For the efficient conduct of the instructive-educational process, the following stages, validated by the didactic theories, prove to be imperative:

- ❖ identifying the students' class characteristics, peculiarities and psychological resources of students and identifying the characteristics of the curriculum environment of the class, of the training environment in general;
- ❖ identifying and capitalizing on feedback by reference to previous teaching activities;
- ❖ reporting to school curriculum and finalities, general pedagogical skills of study subject; management of learning situations, which means:
 - establishment of operational objectives by reference to the followed pedagogical competences and their subordinated sub-competencies;
 - establishment of cognitive, action and attitude contents;
 - establishment of learning tasks for students;
 - establishment of the teaching-learning methodology; evaluation;
 - establishment of the material resources of the training environment and the learning space;
 - anticipation and projection of didactic communication;
 - establishment of the instructive-educational strategy, which involves: establishing the type of learning experience in which students will be employed; the methodological system exploited (identification of didactic methods and procedures); establishment of educational means; establishing the form or forms of student activity organization; establishing evaluation strategies and ways of providing feedback on the effectiveness of students' learning and didactic activity evolution, in general.

Thus, we can consider pedagogical competence as an ensemble of pedagogical knowledge, abilities and attitudes which, by interacting

dialectically at systemic and structurally functional level, ensures the constant and efficient realization of the various tasks required by the characteristics of the context of the educational process. The implementation of the curriculum projection centered on competencies model supports the training of the students' professional competencies, aiming at beneficial implications for the instructive-educational intercession.

RESULTS AND DISCUSSION

By carrying out a complex analysis and synthesis of specialized literature, we can identify a number of main features of the curriculum centered on competencies:

- curriculum centered on competencies is oriented towards professional practice;
- curriculum centered on competencies is also centered on student;
- curriculum centered on competencies has a constructivist approach;
- curriculum centered on competencies promotes the creation of skills-based learning situations;
- curriculum centered on professional competencies is also implicitly centered on the development of generic competencies;
- in curriculum centered on competencies the evaluation is also centered on competencies.

CONCLUSIONS

The training and the effective development of the competences for the projection of the instructive-educational activities can be achieved through a rigorous curricular projection, scientifically based, leading to the optimization of the instructive-educational process. The foundation of curriculum centered on competencies is based on complex theories and pedagogical research that implies the need for coherent integration of knowledge, abilities and attitudes.

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