

# **EXPERIENTIAL DIMENSIONS OF THE TEACHING PROCESS IN THE CONTEMPORARY PEDAGOGY APPROACH**

## **Habilitation Dissertation**

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### **Abstract**

As an epistemic core of the habilitation thesis I chose didactic processuality, deeming that the challenges, the trends, the paradigms and the action lines specific to the developments in contemporary pedagogy are included in this core and my scientific interests and the challenges related to the teaching activity spin around these relevant topics.

In this respect, the thesis comprises two parts : the former part focuses on the progress made after being conferred upon the title of PhD in educational sciences in 2009, which professionally, academically, scientifically and didactically synthesizes the professional outcomes, with references to the sources and the databases in which they were recorded and published, and the latter part sets out the plans for the evolution and the development of the professional, scientific and academic career, as well as the potential research guidelines.

Chapter one focuses on theoretical and practical-applicative steps based on approaches that already exist in the literature, which reconsiders the educational process from the standpoint of the new generations of faculties and of trainable people. A series of studies have thus targeted conceptual, methodological and process-related clarifications linked to the didactic process, seen as the very ample complex of processes and actions exerted in an organised, conscious and systematic way by the faculties upon the trainable students in formal and/or non-formal contexts, with an aim to shape and develop their personality in accordance with the goals of education.

In a number of works I accounted for theoretical approaches focused on conceptual clarifications, analyses and comments, particularisations, suggestions of best practices and exemplifications likely to constitute useful benchmarks for reflection and pedagogical actions.

In their pages I brought forward the necessity of tailoring the didactic strategies to the new goals of the pupils' instructing and educating process, I pleaded for a pedagogical attitude that could set aside artificialism, dogmatism and authoritarianism, which are behaviours that lead to rigidity, stereotypes, evenness and eventually to inefficiency in the activities carried out.

Hence our research approach focused on the investigation and the presentation of the main action lines likely to add to the reconsideration of the approach and to the valorisation of the formative-informative features of the theoretical contents tackled with.

We brought forward the learning experiences where the pupils are led, in the context of analysing the educational process seen as a training situation, as a training space (the pedagogical field theory) or the theory of the social-ecological template for analysing the didactic process, the application manner and conditions, their virtues and servitudes.

In this part of the thesis I tackled with the specificity of the educational process from the viewpoint of certain categories of trainable pupils with peculiarities that call for restructuring the didactic design : the pupil with emigrant parents, the remigrant pupil, the natively digital pupil or the pupil within the educational alternatives.

Chapter two sets out the influences that the playful activities have upon the educational process from the point of view of the child's development areas, given that in today's society the child's preparation for school and for life has to envisage not only the academic skills, but also capabilities, habits and attitudes linked to the social-emotional development (living and working with or near other people, managing emotions, accepting diversity, tolerance a.s.o.), the cognitive development (tackling with problem situations, divergent thinking, the establishment of causal relationships, associations, correlations etc.) and to the physical development (motility, health, healthy feeding and so forth).

Chapter three sums up the theoretical and research-related approaches linked to investigating the trends of renewing the initial and continuous training, of bettering professional development and progress in the didactic career, the opportunities offered by the new mentoring and educational coaching methods, of the new blended learning-type approaches successfully used within continuous training.

As part and parcel of the educational process, the teaching practice represents a segment of interference between the studying process and the professional activity. This is the first test of adaptation and integration in that respective professional field, a stage of assessment and self-assessment, consolidation, development and refinement of the professional skills, the attitudes and the motivation for a specific field of work. Upon analysing the outcomes of the teaching practice, the university student, i.e. the future specialist, intuitively maps out the perspectives of his/her professional success in the national educational system.

By the published studies and articles we wished to highlight the idea that the didactic career is double-sized : on the one hand it has got an objective side, which supposes the teaching staff's development and progress, and on the other hand its subjective side represents the actual professional course, composed of a very complex set of individual knowledge, aptitudes, aspirations and motivations correlated to the requirements of the educational system.

In the final part of the present thesis we lay down the scheme of evolution and development of one's own professional, scientific and academic career and also certain directions of research / teaching / practical applications and potential modes of action for their implementation.

The future projections focus on the extension and the development of certain activities of scientific research both at the individual level and within groups of researchers, on publishing in high prestigious magazines with international visibility, on continuing to publish books and chapters in joint books, on the participation in the scientific boards for coordinating national and international conferences held in Romania and overseas etc.