

HABILITATION THESIS

Curricular adaptations in the development of competences for the teaching profession

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SUMMARY

The habilitation thesis with the title "*Curricular adaptations in the development of competences for the teaching profession*" includes in a synthesized manner the scientific, academic and professional achievements of the post-doctoral period, since obtaining the scientific title of PhD in the field of Educational Sciences (2010), with the thesis "*The initial preparation of the student for the teaching profession*", defended at the "Babeş-Bolyai" University Cluj-Napoca, Faculty of Psychology and Educational Sciences, scientifically coordinated by university professor Dr. Miron Ionescu, until now.

Structurally, the habilitation thesis includes two main parts: a first part that includes the post-doctoral scientific and didactic achievements, in complementarity with the ability to coordinate research teams, organize and manage teaching, summarizing the studies and research that I have carried out between the years 2010-2023, and a second part that predicts future research directions, the plans for the evolution and development of the professional, scientific and academic career.

The results of the scientific endeavors have been brought together in publications such as: single-author or main-author books, chapters/studies in collective volumes, papers indexed by

ISI or in international databases, participation in national and international scientific conferences or workshops, and also participation in national and international projects.

The first part, entitled *Scientific, academic and professional achievements*, is structured according to three main coordinates. The first direction of research aims at the contributions to the training of competences for the teaching profession, in order to synthesize the most important results of the research by referring to four subcomponents: the professionalization of the teaching career, the standards and professional competences for the teaching career, the training of didactic competences in students, the reflective teacher. This first direction of research includes recent research in the field of training skills through learning situations and the significant temporal intervals of learning situations used for their training, as well as studies based on the investigation of the possibilities of optimizing the process of training didactic-methodical skills through practical pedagogical activities and self-observation of didactic behavior in practitioner students. The formation of didactic skills and their issues have preoccupied me since the period of my doctoral internship, trying to find concrete ways to make this approach more efficient.

The second direction of the research is represented by the field of inclusive and quality early education, this concern being highlighted following the participation in the implementation of the project of the Ministry of Education, "*Inclusive and quality early education*", POCU/446/6/22, SMIS Code:128215, a project whose general objective is the development of a national operational framework in the field of pre-school education in order to facilitate access to education for children in nurseries and kindergartens and to ensure specialized and qualified human resources for the education and care of children in nurseries and kindergartens through the design and implementation of programs of continuous training, adapted to the needs of different categories of teaching staff involved in the early care of children.

Thus, the second research direction highlights the research results at the level of four subcomponents: general perspectives on early education in Romania, inclusive early education, the integration of technology in early education and the pedagogical implications of the use of technology in early education and beyond. The most important studies that aimed to develop a theoretical framework for predicting teachers' intention to adopt an integrative-quality education model in early education and care are highlighted, as well as identifying ways to quality, inclusive and fair early education to achieve the SDG4 objective. Also presented are the results of

the research focused on adapting the framework theory to early education and to contemporary technological realities and on anticipating the level of acceptance and integration of information technology among pre-school teachers.

Regarding the third direction of research, which aims at non-formal education, the scientific contributions are synthesized with reference to the following issues: general perspectives on non-formal education, the influence of non-formal activities on school performance, playful and dramatic elements in education, outdoor education, harnessing the students' emotional intelligence in the educational process, as well as the valorization of emotional intelligence in the professional development of the teaching staff.

The second part of the thesis, *Plans for the evolution and development of the professional, scientific and academic career*, presents the main coordinates of the educational and professional course, the academic achievements, the contributions at the level of the didactic activity, as well as aspects related to national and international recognition, with the aim of identifying the skills, competences and knowledge that are the basis of the professional career development plan. Also, the new directions of scientific research and the coordinates of the future didactic activity in the university environment are outlined. Both the activities carried out and the proposals for the development of the university career represent important milestones for professional development.