

FORMAREA CONTINUĂ ÎNTRE NEVOI PERSONALE ȘI IMPERATIVE ORGANIZAȚIONALE

CONTINUING EDUCATION BETWEEN PERSONAL NEEDS AND ORGANIZATIONAL IMPERATIVES

Teodor PĂTRĂUȚĂ

Universitatea de Vest „Vasile Goldis” din Arad

Abstract

Despite mandatory education in training in our country is in a search often confused and purposeless practice. Education and training institutionalized through the schools at all levels is strongly criticized and seen as responsible for current situations occurring in the workplace.

Adult education in Romania addressed the deficit. A first question underlying this therapy is that adults are poorly addressed in terms of education in the same manner as the children.

Another mistake is that teacher training programs is not sufficiently clear, consistent with the needs of educational reform induced.

Keywords: *education, teaching principle, trainer, relevance, training*

Cuvinte cheie: *educație, principiu didactic, formabil, formator, relevanță, formare continuă*

Despite these imperatives, education and training in our country is in a search often confused and purposeless practice. Education and training institutions, through the schools at all levels is strongly criticized and seen as responsible for current situation occurring in the workplace. Adult education is addressed in Romania the deficit is the neglect of some basic principles. Underlying causes of such poor treatment are different. These are, first, that adults are approached in terms of education, in the same way as children, which is obviously a mistake, differences in experience and those of the intellectual and emotional development are ignored. Another reason is the belief, erroneous as there is also large differences between initial, pre-experiential type and subsequent post-experiential type. This belief is contrary to reality, as "motivation to participate in two fundamentally different types of training and the relative weight of various components of the training is different: the training is no longer a question of information and familiarity with the field so as to deepen the level professionalism "(A. Campean, 2001). One last question, equally important, can be found in the outdated mindset that confuses many factors involved with training programs so-called mandatory periodic recycling of the communist period. Requirement, feeling that you have to do this, although it has no practical use, the idea of sacrificing a few weeks of vacation to get a document required to file both personal and persist in the minds of many teachers. For the training of teachers to be effective it is necessary that various programs have clear goals, consistent with identified needs but the needs induced by educational reform. As a result, motivation and experience are prerequisites to prepare learners, even if insufficient, distorted and even counter productive. The starting point is the formation of correct identification of training needs, existing capacities and skills, content and effects of previous training. It shows that, often, training should start with a step of waiving certain skills, attitudes, behaviors and mentalities obsolete. What is especially frustrating for those who believe that their age have not learned anything anyway and have done well so far with what they learn in students, grades or simply class. They will handle training programs as something imposed from outside without application and ultimately incomprehensible. Undoubtedly, personal and group interests are important to the effectiveness of training programs and ongoing training in general. If learners do not find immediate or future interest in a specific training program, he will not engage in it or, at best, will

be a formal commitment. "(A. Campean, et al) (2001). Learners mentioned above category are not usually that training programs should meet any personal interest, and if participating in any program is because they feel obliged to carry an indication coming from the ministry, inspectorate, the authority. In terms of group interests, in most cases, it is ignored, who participate in training programs, any programs actually just as beneficial for the group, some specialist teachers, a school or community to which they belong? May be just a gregarious spirit, almost ubiquitous in our schools.

1. Characteristics of learners.

According to Malcolm Knowles's study, quoted by Romanian authors mentioned above, adult learners, distinguished by six main features. Firstly they are autonomous and voluntarily participate in learning situations. They feel the need to set their own goals, choose and decide what fits their personal needs. Mentioned as the most effective option is considered to be one based on related projects of interest expressed by participants in training and they can assume responsibility in both work organization and the presentation of results. Priority issue without seeking quantitative information raised will be relevant to their work later. This feature is rather a goal, an often contradicting reality. Assuming that the interests of learners and would identify a training program or another, assuming responsibilities for a project, work group would like insurmountable barriers.

A second feature stems from the fact that adults have a rich life experience, gained in activities related to profession, family life, the formal education system but also in social interactions. What they teach adults participating in any training program or other law must be that knowledge or prior experience. Undoubtedly, this connection should be made explicitly and consciously, to ensure continuity of appearance increased training and more. Appeal to personal experience and recognition of the value prior to its learners are extremely important for educators and trainers. The trainer has a high chance of success in work that was involved in addressing learners from this perspective: self-esteem and their confidence will cause latch necessary for learners to truly want to attend training. Also from the fact that adults have clear goals and know what to expect when they were involved in a program, it is natural that they become aware that active participation in this program helps in achieving objective.

It is therefore imperative that course objectives, explain the expected impact on participants and monitoring the adequacy of his expectations for participants to make. This is good for every school to have available an adequate database on the final results of the various training modules, which already happens in schools in urban centres, which offer access to training is easier than the schools in rural areas. In view of these deficiencies were initiated special training programs for those in rural or economically disadvantaged based on the principle of positive discrimination. In terms of training together in school, it is more difficult to assess activity and its efficiency is quite low. It is desirable that some training modules to take place in school, working group members to achieve goals and results and to reach a consensual approach. Regrettably, however, no leader, an authority outside the team often makes teamwork are completely disorganized and its results depend on the personal contributions of some members of the group will continue to do and the work of others. They say that adults seek relevance, applicability in current lives. They must know something and they learn where they can apply to one. They are reluctant, even a mask of polite disinterest in to acquire knowledge as they would be interesting if they are not relevant to their everyday idea that these knowledge, skills, skills acquired through participation in training will become relevant in a day, sometime in the future take shape in the minds of most learners living in a permanent "here and now." It is therefore imperative that relevant training courses offered should be clearly mentioned at the outset. The assumption that adults are considerable practical knowledge for the sake of knowledge that is not achievable. Adults will be interested only what is directly and immediately applicable in practical work, the daily problems related to education. Beneficial effects of long-term average or collective training activities have also lived, they can be made to the extent that there will be an interest beyond the personal. A final characteristic of adult learners from

beginning to believe that adults are not only they expect to be respected. Quality of experience, professional recognition enjoyed, previous results, self-esteem and makes them aware of the impression left on others opinion about them. Being treated with respect means tolerance, as the personal opinion no discrimination of any kind, recognition and appreciation of differences.

From this point of view the personality of the trainer is crucial in so far as to be able to impose a work style and an attitude based on mutual respect it will also fail to achieve its objectives in the program / training module offered. Relations between the trainer and trained to be collegial and not hierarchical structure of the upper to lower. For this reason, some "goals and objectives to be negotiated, and in setting and resource allocation must take into account the experience and motivation of each participant not only the trainers. Following a trainer really learn from the shape of at least as much as they learn from him." (A. Campean, 2001). Undoubtedly, the trainer should not resume Track teaching, be it as valuable, because it must be a provider of expertise, which can't be achieved without the hard work of self training.

2. Trainer role

After analyzing the characteristics of learners to adult learners need to identify the role of trainer training in education. Trainer skills needed are clearly different from those of his teacher's Methodist as post-experiential adult education is fundamentally different from what is teacher in the classroom with students or his students. To counteract boredom, lack of interest, fatigue or even hostility learners, the trainer will be to highlight the actor qualities and communication skills and to find formulas for their efficient work space. This space activities must be appropriate, friendly and stimulating activities as diverse, dynamic and exciting. Great attention should be given material support, as attractive, concise, clear and accessible. Humor and mood also contributes to the success of proposed activities. In conclusion, the trainer must assume different roles during the course of the role: the actor, facilitator and negotiator on vendor expertise. In fact, they should be and the roles of teacher, he has to constantly take them in classroom, but if they are not made by the teacher, the effect on learners, students or the students may be desirable in insofar as they are folded a traditionalist and authoritarian style and in most cases they are folded.

Necessary, however, to mention a few fundamental requirements of training systems that require a rethinking of the roles which the trainer can not be ignored in its work. Thus, training systems must move from a strategic focus on knowledge acquisition and strengthen performance skills training, preparing to combine external with internal, to balance individual needs with the organization, to provide multiple training offerings and not least to give particular learners trainers. Developments in education reform in Romania will have to meet these requirements, highlighting the "need to move the focus on human resource strategy: if teachers do not know, can not or do not want reform, it does not work. Consequently, their conviction, their involvement in reform processes and, especially, their formation and change are necessary pre-conditions" (C Cucos, 1996)

3. Principles of continuous training

Training of teachers in response to individual and organizational needs and interests, derived from the specific requirements of the labor market - should follow a specific curriculum based on two categories of principles of curriculum and educational policy. The three principles of educational policies considered in this case are: the principle of decentralization and flexibility, efficiency and compatibility principle. The principle of flexibility to implement decentralization and the nature of the route and approach guidance curriculum so that training offered to adults to meet specific needs identified in each regional centres in terms of themes and forms of organization and management related times. Transformation CCD-sized regional training centres largely fails to respect this principle. Principle of efficiency use of human resources and material support through structural and procedural arrangements to ensure quality training is already implemented training programs in our country. As regards the principle of compatibility, it requires training to align Romanian system with European standards.

It is a principle that applies for several years, with more or less successfully, as far as trainers, but also offers learners have access to programs on the Internet. Ways for application of curriculum principles that must underpin the specific curriculum for training in Romania is uneven. If the principle of functional (referring to connect to older themes and participants' personal development progress in specific psychological peculiarities generation trainers) and at the selection and hierarchy (with reference to continuing education curriculum areas compared with areas of human knowledge and the interests and needs of learners) are visible successfully applied, the applicability of other three is less obvious. Coherence principle, integration of training topics on various components and pathways of learning, joint learning experiences vertically and horizontally to facilitate full learning, acquiring skills and knowledge of functional, operational, is still vaguely perceived at the level training providers and the learners.

Things are even more confusing with regard to the principle of equalization of opportunities through education and ensuring individualized course. Changing job, training in another field than in the initial trauma and are therefore avoided, especially in adults trained in the old system. Finally, the principle of social connection to gradually become visible, mainly applied to learners who have just accomplished the initial training.

4. Continuing education of school-learning organization perspective

Continuous training of teachers is now a field that has developed rapidly, faster than any other field of adult education. Profound changes they saw the Romanian society in the last decade and a half in the political, economic or social reform were needed education in a permanent process of reforms. Initiate alliances and partnerships between different offers training in socio-economic, academic or service is essential to meet the diversity of everyday situations (learning situations). Work is also a source of learning for adults and through credit or benefits of participating in training school, this can become a motivating factor in raising interest in training among teachers. A community school in which "employees leaving their competitive attitude to share their learning experiences, the steps that have led to success, that problem situations are problems remaining active learning environment, centred on the individual needs of a community learning. (N. Ecobescu, 2003). Learning organizations can't operate on the basis of constraints of an order or indication outside. No pressure of authority as the sole owner of accurate and updated information, no promise of material benefits (through gradations of merit salary increase) and even offer ready information easily accessible digested and liabilities in exchange for a present, for the sake of adds an institution-wide activity will not lead to a successful training program in a community that responds to stimuli not real. Organizations that encourage learning through rules and procedures established by consensus by the responsibilities and roles freely assumed a different type of intelligence, focused on partners' capacity to understand the situation facing the problem. Unfortunately, few schools novelistic can boast the title of school learners. The reasons are multiple and a gate fault everyone involved in education, from formal, trainer, teacher, manager or ministry. Our integration into the European Union can take a general boost in community perception of school as a learner, but that this perception leads to really need much more. It takes time, and people able to accomplish a goal shared by too few, yet.

Several conclusions

Under the new Education Law in Romania, education is a national priority, is considered as a provider of social and economic progress. The principle enacted, unfortunately is not fully operational due to financial policies, although in recent years show an upward journey and more open to learning.

It noted, however, tend to stabilize real legislative, curricular, financial, managerial, who first meet the training and modernization and, on the other hand, responds to and meets the requirements of European Community.

Local community, policymakers of responsibility, respect institutional autonomy and educational activities that comply with the policy decision on education, but not politics.

The current economy can't support further education according to the law, though it accepts the idea that economic development is based on developing the educational system.

Provide schools and their rehabilitation is done continuously and local government level, with conditions of development of educational institutions.

From a social perspective, I noticed some issues with different level of impact. Consistent trend is evident reduction of the school population decline due to demographic growth, lowering birth rates in recent years with approximately 40%.

Flipping the traditional value system and determine deficiencies in vocational guidance in establishing a minimum standard of its own jurisdiction. Following the desire to go out and work where individual skills are valued differently.

In rural areas there all technological facilities that can benefit the education system organized or individual training times, but provides about 40% of upper secondary school educated.

BIBLIOGRAPHY

1. ANTONESEI, L.(1996) - Paideia. Cultural Foundations of Education, Iasi, Publisher Polirom.
2. CÂMPEAN, A.(et al),(2001) - Continuous training in education, educational management for educational institutions, Bucharest, ESI-MEC.
3. CIORAN , E.(1990) - Transfiguration of Romania, Bucharest, Publisher Humanitas.
4. CUCOS, C.(1996) – Pedagogy, Iași , Publisher Polirom.
5. ECOBESCU, N. (et al), (2003) - Manual Council of Europe, Bucharest, Director Autonomous Official.
6. INKE, F.(2004)- The Model of Professional Formation in Europe, London,Routledge.
7. MACIUC, I. (1998) - Training of trainers. Alternative models and programs linear. Bucharest: Didactic and Pedagogical.
8. VANOYE, F. (1986) - Travailler en groupe,Paris, Hatier.
9. VROOM,V.(1975) - The Human Motivation, Harmondsworth, Penguin.
- 10.WEST M. (1999) - School Improvement in an era of change, Chisinau, Publishing Prut.