

Original Article

Contributions regarding the establishment of the relation between competences – content areas – fundamental acquisitions cycle

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Abstract

This approach involved the restructuring of the curriculum and curricular products of the education of all levels. During the DOCIS project carried out during 2008-2011, professional and transversal competences were developed in correlation with higher education qualifications, for study programs. We proposed the creation of two relative theoretical models on specific competence relationships - content domains, and specific competency and binding content relationships, at the level of the fundamental acquisition classes in physical education. Our research started with a questionnaire survey involving 30 teachers who worked for at least one year at primary school classes, 80% of them managing the didactic process in preparatory grades, first and second grades. The respondents of the eight items we have made are teachers from Argeş, Vâlcea and Teleorman. The purpose of the survey was to identify the opinion of the pressers on the importance of establishing the relationship between general competences and content domains and between specific competences and content of the curriculum.

Key Words: education, curriculum, pupils.

Introduction

If during the 70-90's the education was focused on knowledge, during 90's - 2000 on objectives, from 2007, after Romania's accession to the European Union the education is focused on competencies. "Competence training involves accentuating the methodological aspect of acquiring diverse knowledge with a pronounced essential and pragmatic character." (Ardelean A., & Mândruţ O., 2012, p.16). Competence expresses " a complex multifactorial and multidimensional reality, involving the mobilization of a variety of resources, their combination and adaptation being made according to the requirements of the task or the problem that has to be solved and the context in which the action takes place "(Neruţ V. & Arsith M., 2008, p. .75).

Professor Constantin Cucos talks about three dimensions in determining the competences in the educational system: didactic (reflected in curricular areas), socio-economic (training for the labor market), knowledge (materialized in educational disciplines (Cucuş C., 2006, p.202). The general competences promote the transfer of knowledge and the specific ones postulate the acquisition of knowledge (Frumos F., 2008, p.130)

This approach involved the restructuring of the curriculum and curricular products of the education of all levels. During the DOCIS project carried out during 2008-2011, professional and transversal competences were developed in correlation with higher education qualifications, for study programs. The universities had the task of realizing through the project experts the correlation between professional and transversal competences, considered as learning outcomes (knowledge, skills), the content domains of the study disciplines from the curricula, as well as the correlation between the study disciplines and the credit points for each type of competence (Mihăilescu L., 2014, P 67).

In pre-university education the process of updating the study programs, for educational disciplines, was slower. The new school curricula for physical education are applied from 2013 to 2014 ([http://edu.ro/schools / physical education](http://edu.ro/schools/physical_education)) and there are no examples of correlations between competences and learning contents / units.

We consider that between competences, content / learning units and the elements of didactic strategy there are two-way relationships, sharing the views expressed by several pedagogues (Ionescu M. & Radu I, 2001; Joita E 2003; Chiş V., 2005; Rogiers X., 2005; Cucuş C., 2006; Potolea D. & Toma S., 2010) and can be highlighted by a methodological approach applied at the level of study year / class.

Purpose, objectives

Identifying the two-way relationship between the specific competences and the compulsory contents of the Physical Education discipline for the fundamental acquisitions curriculum cycle, reflected at the level of preparatory, first and second grades.

We proposed the creation of two relative theoretical models on specific competence relationships - content domains, and specific competency and binding content relationships, at the level of the fundamental acquisition classes in physical education.

Material and methods

Our research started with a questionnaire survey involving 30 teachers who worked for at least one year at primary school classes, 80% of them managing the didactic process in preparatory grades, first and second grades. The respondents of the eight items we have made are teachers from Argeş, Vâlcea and Teleorman. The purpose of the survey was to identify the opinion of the pressers on the importance of establishing the relationship between general competences and content domains and between specific competences and content of the curriculum.

The most relevant aspects of the analysis and interpretation of the answers provided by the investigation subjects highlighted the following:

- 85% of respondents appreciate "in a great extent" the centering of the education on competences;
- 90% of respondents appreciate "in a great extent" the establishment of the functional relationships between the specific competences and the content / curriculum content of the curriculum, in the curriculum of the fundamental acquisitions;
- 87% of respondents believe that content of the school curriculum can contribute to the formation of more specific skills in different proportions;
- all subjects appreciate that the distribution of the content of the curriculum to the specific competences they form would greatly facilitate the formulation of the operational objectives of the lessons in relation to the specific competencies, which would facilitate the work of the teacher in the formation of the students' competences.

The general skills of the fundamental acquisitions cycle operationalize, at this level, the key competences of education. These are recorded in the physical education curricula, the preparatory, first and second grades. The syllabus also covers the content domains that are general for those grades.

From the analysis of the two elements categories of the curriculum structure, we consider that a two-way relationship is established between them: the general competencies generate the content domains and these, designed and integrated into the didactic strategies of the specialized teachers in the educational process, determine the achievement of the competencies respectively, at the end of the 2nd grade. We also consider that there is a specific relationship between the specific competences and the contents specific to the different fields, at the level of each grade.

Results, discussions, conclusions

I. The relation between general competences – areas of content, fundamental acquisitions cycle.

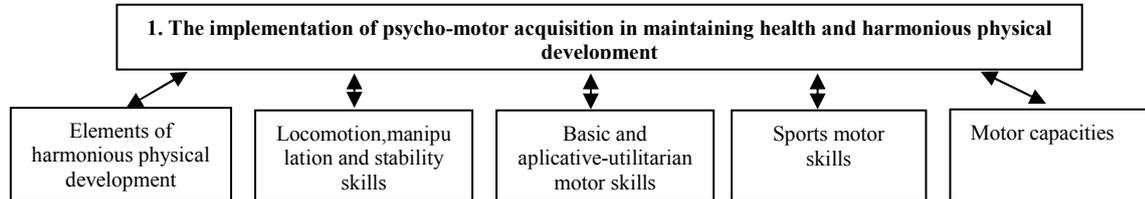


Fig.1. General competence 1 and content areas relationship, preparatory grade

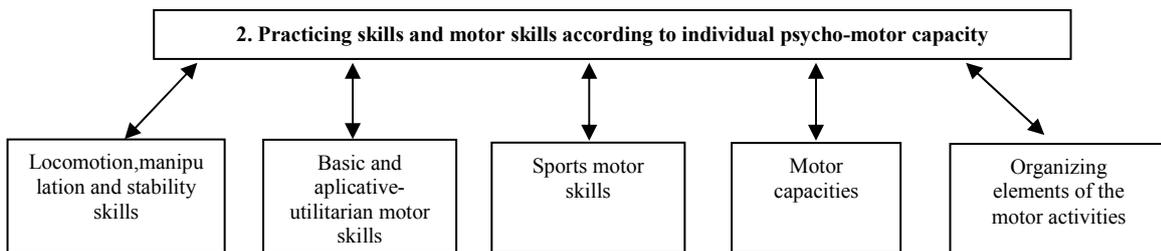


Fig.2. General competence 2 and content areas relationship, preparatory grade

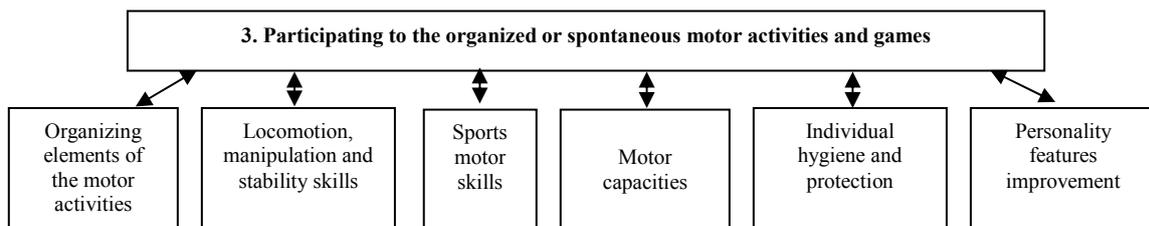


Fig. 3. General competence 3 and content areas relationship, preparatory grade

II. The relation between specific competences – contents, fundamental acquisition cycle

By analyzing carefully and responsibly the specific competences of the physical education and the compulsory contents specified by the curriculum in effect for the grades, each teacher selects the content they are working on at the level of learning units, for which they develops didactic strategies in order to set up lesson themes. The design of the lessons also includes the elaboration of the achieved objectives, which determines the formation of the specific competences at the level of each pupil in the respective class.

Below we present three models of the specific competences - mandatory contents relation for the preparatory grade from the fundamental acquisition cycle, thought as a working tool in the design and management of the lesson / lessons.

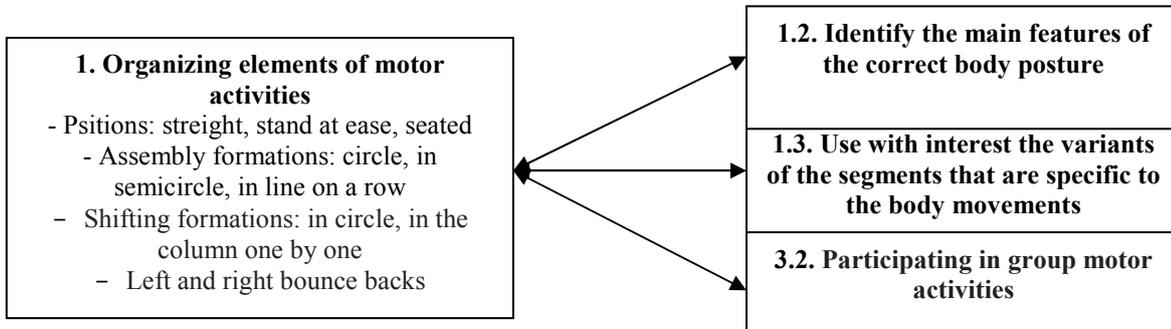


Fig.4. The relationship between the contents from the first content area and the specific competencies it forms, the preparatory grade

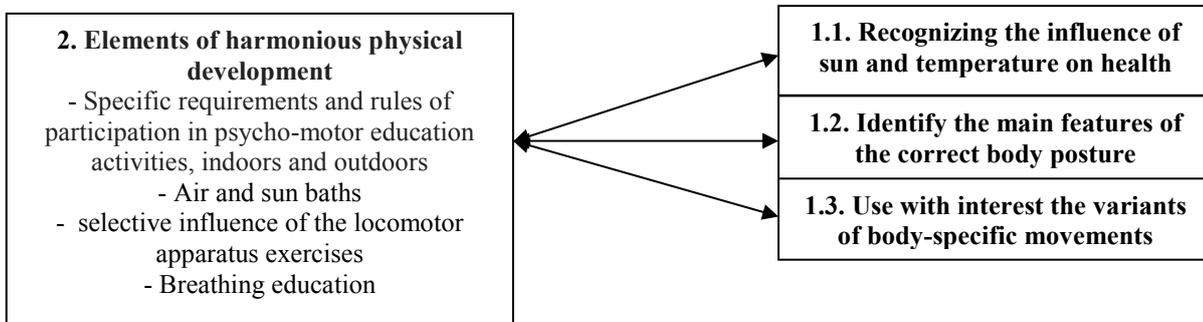


Fig.5. The relationship between the contents from the second content area and the specific competencies it forms, the preparatory grade

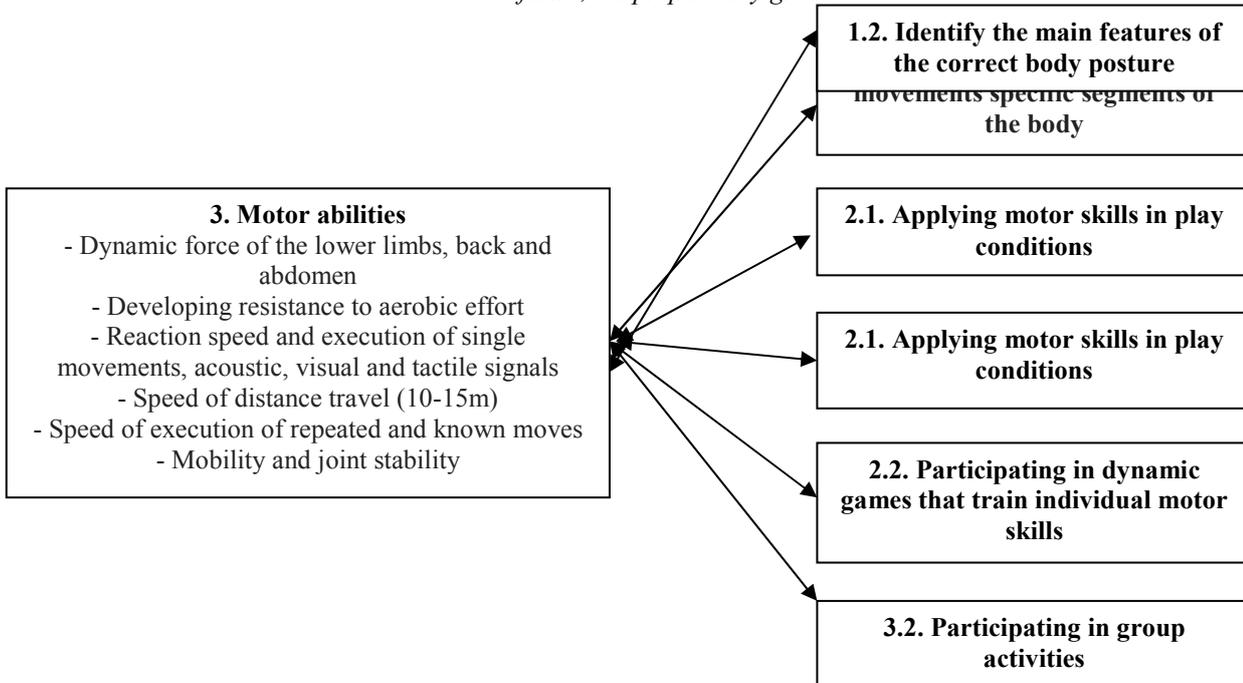


Fig. 6. The relationship between the contents from the third content area and the specific competencies it forms, the preparatory grade

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