

## **METHODOLOGICAL ASPECTS OF THE INITIAL TRAINING FOR THE TEACHING IN THE IASI AGRARIAN EDUCATION**

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*Abstract: In the postmodern society of knowledge, it has become very important to professionalize the teaching profession in general and in agronomic education in particular. Methodologically, this is clarified by the didactics of study objects that must be appropriately acquired by future specialists during their initial training and then during continuous training. The didactics of the specialty of agronomic disciplines is considered a science that facilitates the organization and development of the agronomic education process as an instructive-educational process. It is a relatively autonomous discipline, because it links the psychopedagogical knowledge with the scientific discipline to which it refers, but also an explanatory science that studies not only the process of transmitting knowledge and training skills specific to agronomic disciplines but tends to solve all the problems that they raises teaching - learning - assessing them. The fundamental objective of the specialty didactics of agronomic disciplines is to professionalize the teaching career and to facilitate each young man's path towards the configuration of an autonomous and responsible personality. The specific objectives of the specialty of agronomic disciplines are: acquiring a minimum of theoretical knowledge and practical abilities in relation to the objectives and content specific to the disciplines addressed; preparing students for the pedagogical practice; presenting orientative or operational models of work; structuring and enriching the didactic / methodological register used by the teacher; learning different ways of teaching-learning, teaching the content of various specialized disciplines from a modern position. Methodologically through the initial training for the didactic profession through didactics and pedagogical practice it is facilitated the transfer of knowledge in order to be accessible to the agronomist student on the basis of the discipline's logic in relation to the requirements of the New National Curriculum and the accelerated pace of development of social- , which should take into account: the main directions of the modernization of agronomic education; reflecting the logic of discipline in the scientific content of agricultural lessons; the activating methods of the teaching-learning process that emphasize the formative-educational character of agronomic education. All this methodological approach follows the free, integral and harmonious development of the personality of the student during his initial training for the didactic profession.*

*Keywords: teaching profession, agronomic education, the didactics, initial training, pedagogical practice*

The "didactic" concept was consecrated by the pedagogue J.A. Comenius in the seventeenth century in *Didactica Magna*, and defines didactics as the art of teaching others, that is, the art of teaching. Comenius shows that learning another means "to know something and to make another learn, to know it too: fast, pleasant and thorough". Only two centuries later, Fr.A.W. The Diesterweg (1790-1866) distinguishes general, didactic and methodical pedagogy.

From an etymological point of view, the word "didactic" derives from the Greek terms: *didaskein* - learn; *didactic-* instruction, training; *didasko-* learning, education; *didactics* - the art of learning.

In Romania, the renowned pedagogue, Ștefan Bîrsănescu, held the first agricultural pedagogical course in Iași on October 15, 1945, at the invitation of Dean Constantin Oescu of the Faculty of Agronomy Iasi, entitled: *Agricultural Education Science Course*, and in 1946, Ștefan Bîrsănescu edited the work "*Agricultural Pedagogy*", comprising "comparative studies of the

Romanian village life from various countries: Germany, Denmark, Austria, France, being the first such work in the world" (N. Cerchez, 1982).

Miron Ionescu and Ioan Radu (2001) in the reference work *Modern Didactics*, define the didactics of the specialty as "... the educational process from the pedagogical point of view of the teaching and learning of study objects, in which case it is called the special or methodical didactics (it studies the content, the principles, methods and forms of organization proper to the object in the concrete application details ...)".

Didactics studies the following four major domains (M. Ionescu, 2001):

- \* education as a whole, at all stages of schooling and self-training, in which case it is called general didactics;

- \* the educational process from the pedagogical perspective of the teaching and learning of study objects, in which case it is called the didactic specialty or methodical (each object of education has its didactics / methodology, which studies the content, the principles, the methods and the organizational forms of the object respectively, in the practical applicative details);

- \* Adult didactics

- \* self-training

General didactics includes rules and principles of a general nature, valid for all subjects of education, for the educational process as a whole. General didactics summarizes the positive experience gained in school practice, mirrored in the didactics of the specialty / methodics and elaborates the rules and laws valid for the educational process as a whole. At the same time, it establishes the principles necessary for the development of this process, thus providing the basis for the development of the specialty / methodology didactics, offering also the necessary orientation for solving the specific problems of any specialty didactics / methodology and the adult didactics (Brezuleanu Carmen Olguța- Methodology of teaching agronomic specialties, Iași , 2003). From this perspective, we can speak of Didactics of Romanian Language, Didactics of Mathematics, Didactics of Specialty of Agronomic Disciplines, etc.

The didactics of the specialty of any agronomic discipline thus acquires its own status, by compiling the following constitutive elements:

- \* subject of study: the agronomic specialty education process (agrochemistry, agricultural / horticultural crops, anatomy, physiology, etc.).

- \* Theoretical resources: notions, fundamental concepts, principles, approaches, characteristic of agronomic disciplines.

- \* the set of methods, procedures, means and working techniques specific to the object of the studio of an agronomic discipline. Didactics of specialty, being a subject of synthesis, has as object of study the educational process at the specialized discipline. It performs interdisciplinary and intradisciplinary analyzes, bringing the necessary specifications to the adaptation of requirements, finality, content, methods and procedures, organizational forms, designing and evaluation strategies to the subject of agronomic education.

As a result, the Didactics of the specialty of agronomic disciplines is a subram of general didactics, having mainly a practical function, guiding the concrete instructive-educational activity, on the basis of general guidelines offered by General Didactics (Theory and Methodology of Training; curriculum-methodology methodology, evaluation theory and methodology).

The didactics of the specialty of agronomic disciplines has a dual concern:

- \* theoretical: explanatory science of agronomic education, teaching-learning-evaluation processes, their laws, content proposed through school curricula and content related to agronomic disciplines;

\* Practice: Applied Science, constantly pursuing the improvement of the didactic activity specific to the agricultural field, on the basis of the results of its own experiences in the initial training for the didactic profession, but taking into account the interdisciplinarity specific to the agronomic disciplines.

Thus, we can say that the didactics of the specialty of agronomic disciplines is an "interdisciplinary synthesis science, which includes all the methods and methods used by the agricultural education for the purpose of integrating the professional personality" of agronomic students and students "on the basis of a holistic view on the contents agronomic science and psycho-pedagogical principles ". (N. Cerchez, 2005). We can conclude that the didactics of the specialty of agronomic disciplines can be considered:

- \* a science of pedagogy because it deals with the regulation of teaching practice;
- \* a scientific study of the learning situations applied to agronomic disciplines, which they go through to achieve a cognitive, affective or motor goal.
- \* a general theory of training as a process of transmitting knowledge of the development of skills specific to agronomic disciplines.
- \* an auxiliary science to pedagogy, to which she entrusts general, interdisciplinary teaching tasks to accomplish them in detail.

Therefore, the didactics of the specialty of agronomic disciplines has as object of study the organization and the development of the agronomic education process as an instructive-educational process and it is a relatively autonomous discipline because it establishes the connection of the psycho-pedagogical knowledge with the scientific discipline to which it refers. The didactics of the specialty of agronomic disciplines / agronomic discipline is an explanatory science that studies not only the process of transmitting knowledge and training skills specific to agronomic disciplines, but also tends to solve all the problems posed by teaching - learning - their evaluation.

The fundamental objective of the specialty didactics of agronomic disciplines is to professionalize the teaching career and to facilitate each young man's path towards the configuration of an autonomous and responsible personality.

The specific objectives of the specialty of agronomic disciplines are:

- \* Achieve a minimum of theoretical knowledge and practical skills in relation to the objectives and content specific to the disciplines addressed.
- \* Preparing students for the pedagogical practice.
- \* Presentation of orientative or operational models of work.
- \* Structuring and enriching the didactic / methodical register used by the teacher.
- \* Knowing various ways of teaching-learning.
- \* Teaching the content of various specialized disciplines from a modern position, following the free, integral and harmonious development of the pupil / student personality.

Specifically, the didactics of the specialty of agronomic disciplines guides, specifies, recommends for each field of study related to the agronomic field, a set of types of activities and actions by which:

- \* Provides the correlation with the principles of general didactics in solving specific problems of agronomic specialties disciplines;
- \* Assists the agronomic education process in order to fulfill the objectives / competencies, contents and learning activities / methodological suggestions specified by the School Program in the specialized discipline;

\* Adapts the content to be graded according to the educational principles and objectives established by the curriculum, using the most appropriate methods, organizational forms, design and evaluation strategies for each agricultural specialty discipline;

\* Makes the most appropriate methodical recommendations for achieving the educational process, taking into account the psycho-pedagogical specificity of the theoretical notions of agronomic specialty, as well as the permanent connection with the practical reality of the field of agriculture ;;

\* Values the teaching experience accumulated in the teaching-learning process of each agronomic specialty, included in the curriculum, setting out its own rules of application;

\* Recommend teachers, teachers, permanent actions to improve their own teaching-learning activities, activities that aim at acquiring the knowledge, skills and competencies required by both school curricula and the scientific content of agronomic specialties, adapted to the realities of the society for which he / she prepares students / students.

The didactics of the specialty of agronomic disciplines / agronomic discipline methodology is considered a science that facilitates the transfer of knowledge in order to be accessible to the agronomist pupil / student on the basis of the discipline's logic in relation to the requirements of the New National Curriculum and the accelerated pace of development of the social- economic, must take into account:

\* the main directions of the modernization of agronomic education;

\* reflecting the logic of discipline in the scientific content of agricultural lessons;

\* the activating methods of the teaching-learning process that emphasize the formative-educational character of agronomic education (Brezuleanu Carmen Olguța, 2003).

From what has been presented up to now, it follows that the scope and basic structure of the Specialty Didactics of Agronomic Sciences refers to:

1. The main components of the agronomic education process, namely their identification and application, starting from the general principles and ending with the final results of the teaching of the respective subject, referring to:

\* the content of the teaching-learning process specific to agronomic subjects, including didactic design documents (calendar planning, unit of study project, lesson project);

\* teaching-learning methods, means of education, methods of assessing the school results of agronomic students / students;

\* the forms of organization of the agronomic education process (theoretical lesson, practical lesson, laboratory lesson, didactic excursion, the circle of pupils related to an agricultural discipline) and the forms of organizing student / student activity (frontal, individual, by group);

\* inter-human relationships that are established between: teacher-student, teacher-student, student-pupil, student-student.

2. Drawing up and translating the content of educational objects with specific specificity for the agricultural field in documents and operational support (programs, manuals, auxiliary materials) through:

\* customization of the school curriculum components specific to agronomic subjects, aiming at the adaptation of the contents, of the learning activities, of the methodological suggestions in the specialized curriculum;

\* structuring and establishing the content in accordance with the methodological evolutions and structural changes in the New National Curriculum, contemporary sciences, taking into account also the correlations between the general culture and the specialized culture.

\* elaboration of strategies specific to the training process in view of the content and the achievement of the objectives (objectives / competences) from the formal curriculum of each agronomic specialty discipline;

3. Designing a modern assessment system adapted to the theoretical and practical specificity of each agronomic subject and using the most appropriate methods and tools for assessing the knowledge and skills acquired by pupils / students in order to increase the efficiency of the didactic activity;

4. Synthesis of all components specific to a specialty didactic in creative and innovative approaches meant to lead to the continuous development and improvement of the educational process with a specific specific for the agricultural field.

Synthesizing, we can say that: The teaching of the specialty of agronomic disciplines is a scientific discipline whose aim is to optimize the teaching-learning-evaluation process, adapted to the specifics and the way of organizing the teaching-learning of the contents, the modalities of their transmission, different disciplines of agronomic specialty because there are no templates or successful recipes that are mandatory, but it requires talent, dedication, the desire to discover the vocation, the call for the profession of specialist professor for agronomic subjects.

The specificity of the agronomic discipline didactics results from a series of factors, including: the abstract nature of the notions with which these disciplines operate, the evolutionary nature of economic and social phenomena, the need to treat notions related to the agricultural, economic, political, social and, in particular, the types of general competences pursued through the teaching-learning of agronomic disciplines, which are given below:

1. Knowledge of the main conceptual and thematic dimensions of reflection on man and society; knowledge of interdisciplinary articulations by making connections between acquired knowledge;

2. Competences to acquire knowledge (reception, reading, active study). This category of competences involves: identifying and acquiring basic concepts in the field of agronomic sciences; the correct identification and perception of facts, phenomena, processes, as well as of the relationships or connections between them; Documentation skills: study orientation, identifying appropriate sources of information, searching for and collecting information from various sources, knowing the essentials; investigative style (research, exploration, discovery) rhythmically, continuously, rigorously, effectively;

3. Processing / handling and organization of information. This category of competences implies: cognitive capacities: analysis, synthesis, classification, definition, summing up, interpretation, discrimination, correlation, comparison, application, evaluation:

\* Making correct judgments;

\* Elaboration of problem-solving strategies;

4. Competences to use information that implies:

\* Operations of knowledge transfers in order to form an associative, flexible, creative thinking;

\* Productive and Creative Thinking: Generating Concepts, Ideas, Solutions;

\* Application and integration of knowledge;

\* Effective problem solving;

5. Competences of person's expression (communication). This category of competences implies:

\* Expression of personal opinions and beliefs;

\* Demonstration or argumentation of claims;

- \* Dialogue skills;
- \* Operating skills with verbal and symbolic codes;
- \* Verbal behaviors characterized by coherence, fluency, expressiveness, elaboration;

6. Relational skills and participation in group work and social life. This category of competences implies:

- \* Responsible fulfillment of tasks in the group activity;
- \* Decisions on appropriate actions in different situations;
- \* Participating in debates, negotiations, solving conflicts;
- \* Strengthening attitudes of understanding and tolerance in the perspective of active life;
- \* Achieve positive affective climate within the group;
- \* Developing the capacity to adapt to changes in the social environment. (Mirela Albulescu and Ion Albulescu, 2002).

Specific competences, defined on each subject, are derived from general competencies and form over a school year. They are indicated in the curriculum and make the teaching approach essential to each discipline.

In conclusion, the scientific competencies refer to the scientific correctness, the quality, the logical structure and the didactic transposition of the contents that will contribute to the achievement of the established objectives facilitating the development of the operative, emotional, motivational, acting structures in the students / students, and the psycho-pedagogical and methodical competences those that ensure the psycho-pedagogical efficiency of the educational-educational approaches, the didactic logic, the agronomic specialty teacher, mediating the connection of the agronomic student / student with the subject of education.

Specifically, from a methodological point of view, the knowledge provided by Didactics of the specialty / methodology is validated by the pedagogical practice. This practice, carried out in schools, has the value of a training where the future teacher has the opportunity to try, to mistake, to correct, to learn and to improve, in order to acquire the necessary skills to make him feel comfortable class.

In pedagogical practice, they work directly with students, collaborate with all school and even family educators, and students / practitioners are put in the first place in the situation: to solve the problems of teaching-learning of new specialized knowledge agronomic; to engage directly in complex problems of the didactic process; to experiment with different didactic strategies; they form beliefs, skills, skills specific to the department.

It is proven that: for an aspirant to the profession of specialist teacher, it is not enough to have knowledge of agronomic specialty, but to know how to understand the listeners (students), to know how to convey these so that they are thoroughly acquired, in the shortest time and remain fixed for a long time. Therefore, the success of teaching the content of agronomic subjects in school also depends on: the knowledge of agronomic specialty to be taught and the clear picture of the didactic problems of the specialty.

#### **Conclusions:**

The didactics of the specialty of agronomic disciplines gives the agronomic specialist the scientific, methodological and psycho-pedagogical skills that help him / her:

- \* To carry out the teaching-learning-evaluation process, successfully capitalizing on the scientific, specialized, psycho-pedagogical and didactic / methodical scientific knowledge;
- \* To prove professional competence recognized by students and specialty teachers;
- \* Demonstrate that he / she can work with pupils of different ages and motivate them to achieve the objectives;

\* To make students / students want to engage in activity, to solve the given problem, by encouraging and stimulating them, not to stop at the first discovered solution, but to train in the search for alternative solutions (eg participation in school competitions, the realization of specialized projects, the management of scientific circles);

\* To develop evaluation tools appropriate to the specialized educational-educational process and to the level of pupil training and to apply accordingly, in a modern version, adapted to the requirements of the current Curriculum;

\* Have solid knowledge of psychology and methodology.

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