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## SCHOOL TRAINING OF THE FUTURE UNIVERSITY PROFESSOR

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**Abstract:** *Educational training of the future professor addresses three issues: the need for psychological training of the future professor - necessity deriving from the duties and obligations that satisfy the educational plan, optimizing practical professional training of future teachers - just observing and then practicing it himself the learned in this way, the student acquires certain skills and pedagogical skills, attending seminars - the seminars' activities should be based on understanding, challenges and hypothetical or real problem solving, passing then to develop creative and independent research skills for topics of professional interest. At the end of the study there are identified factors that block student participation in discussions.*

**Keywords:** *university professor, teacher training, qualifications, teaching technique.*

### 1. INTRODUCTION

Improvement of the education quality also depends on the improvement in its selection process and the enhancement of training, social status and work conditions the professors' benefit from. They should have appropriate knowledge and abilities and certain individual characteristics proper to this profession and they should be given the adequate professional motivation and prospects if the hopes invested therefore are wanted to become real and the „product” i.e. the graduate stores a certain savoir and savoir-faire.

There is a need for reconsidering the education of the professor, generally of the university professor because such reconsideration is especially meant to prepare, in the future, professors having those intellectual and human qualities which are required to facilitate a new approach of the teaching technique.

### 2. THE NECESSITY OF UNIVERSITY TEACHER EDUCATION

**2.1 Psychological education of the future university professor.** The necessity of the psychological education of “the student of today, the professor of tomorrow” as shown by Maximilian Boroş (1994, pp. 97-118), derives from the obligations and the tasks the latter is to carry out in the instructive- educational field. On one hand, forming and modeling the students conduct and their entire personality are taken into account and on the other hand, the teaching of a subject itself meaning much more than a mere transmission of the specific information.

Boroş stated that the professors, lacking a proper psychological education, are those who face the most difficulties related to the prevention and solving of the problems and the events in a class. Such difficulties are more frequently experienced and manifested in “a

wrong assessment of the students behavior and consequently an unfair sanction of the same, a tough behavior launching, willingly or unwillingly, conflicts inter-individuals, incapacity to discover and identify, in due time, of the difficulties the pupils/students face in understanding and assimilating knowledge and information and henceforth the inability to give them the necessary support” as the author mentioned.

Thus one can find that without a comprehensive psychological, theoretical and practical education of the teacher, the school is unable to successfully achieve either its current instructive-educational tasks or the one of forming the citizen and the specialist of tomorrow.

The professor psychologically trained is acquainted with the physical, moral and intellectual possibilities of the students he teaches, including the individual ones, and he possesses the ability of engaging the student up to the level where these availabilities are changed in real abilities and performances and he knows the conditions in which a certain information can be better learnt and also the type of motivation involved.

**2.2 Optimization of the practical professional education of the future university professors.** The practical professional education of the students draws lately more and more the attention to the „execution factor and raise the interest and concern of the specialists” Boroş (1994). Particularly, the concern of the educators is focused on the educational application. Starting from the necessity of its „resettlement” on a scientific basis the educators are concerned to:

- a) Find forms of organizing and developing the practical training;
- b) Formulate concepts and generalize positive experience and simultaneously to identify the conditions and the means of their improvement.

The educational application of the students starts with the observance of the way the educational process in the school is organized and carried out, a special importance being attributed to the work system the professor practices with his/her pupils in the class. The

more the student makes progress within his/her training the more the student is entrusted the organization and the control over some activities specific to the specialty professor, especially the techniques inciting and guiding the pupils towards learning the knowledge taught in the class. In this way, observing and applying by himself what he/she learns through this method, the student finally acquires some teaching skills and abilities. The appropriate acquirement of such skills is to a great extent ensured by a critical (self critical) analysis and appreciation of the teaching results, situations and facts. Thus the, student learns from his/her own remarks and from those made by the members of the group he/she belongs to, remarks and comments certified by the leader of the teaching practical course whose advices and suggestions represent, on their turn, a significant source of learning ... The level and quality of the practical teaching education depend to a great extent on the nature of the teaching facts observed and on the advices deriving from their examination.

The above mentioned raise the following questions:

1. What do students practitioners expect from the specialty professor and to what extent their expectations are satisfied?
2. What is the nature and, closely related to, the instructive value of the facts observed and examined?
3. Does the present education of the student provide the competent exercise of his/her future professional role? (Boroş, 1994).

The author of this research makes clear that it is necessary before anything else, „a judicious selection of the teaching personnel leading the pedagogic practice. In addition to the thorough specialty education it is necessary for the teaching personnel to have a good psych-pedagogic education. Further, it should be required for the students to involve much more in practical activity, while simultaneously they are granted the requested assistance and guidance” (M. Boroş, 1994, pp. 97-118).

**2.3 Attendance seminars.** The active participation in the seminars have „beneficial effects on the students education”, wrote



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Boroş (1994). However, the number of the students taking directly part in the debates at the seminars is generally, quite small. This can probably, be explained by the „ predominant traditional character of the seminar, by the practice of „resumption, in the same order or in a different order the information taught at the course, with a view to explaining or completing the same” (ditto). Yet, the seminar, unlike the course, is meant to transmit and acquire information, and its main purpose is to „make the student able to use the acquired information” (Boroş, 1994).

Reaching the goals of the seminars implies in the highest degree application and use of the knowledge the students previously acquired either by hearing the courses and/or individual study. There are more than one type of activities that can be used for this purpose So, to check and increase the degree of understanding the knowledge presented at the course by the students, the person leading the seminar may ask such knowledge be reformulated and translated in one’s own language, he may put questions or initiate and lead discussions about the related topic. He may also request the students to demonstrate an assertion or offer arguments thereto asking for this purpose questions like: „Who believes he/she could settle this dilemma?”, „How do you think one could act?”, „Who engage himself/herself to contribute to...?”, „What is this grounded on?” wrote the author (1994). Beyond their general character such questions have the value of stimulating both the thought and the ambition of the students. And more important is that the students, on their turn, be allowed to ask questions, to look for solutions, to issue hypothesis, to experiment and to evaluate.

The activity at seminars should start from the understanding, debating and solving the hypothetical or real problems and then pass to

the development of the creative abilities and of individual research of topics of professional interest.

### 3. CONCLUSIONS & ACKNOWLEDGMENT

The person leading the seminars should simultaneously with his/her teaching technique development be equally concerned about:

- Provision with an environment in which students be free to express their ideas without the fear of being ridiculous or unsuccessfully;

- Instruction of the students so that they perceive the activity at seminars as a learning event the mistake being an organic part thereof;

- Persuasion of the students so that they get used, that to talk” is a complex ability and can not be learned without making mistakes;

- Awareness that from making a mistake one can learn how not to repeat it and that besides a positive learning there is a negative learning that is one through which we learn how we should not do any longer;

- Warning the students that various controversies and conceptual conflicts are not conflicts between individuals but between opinions and ideas, a very normal fact and equally beneficial for one’s own formation;

- Ensuring the student through word and fact that he/she is a sincere partner in finding the truth and that he/she is only one of those who have got an extra responsibility on the path of finding the truth.

If encouragement and cooperation the participation is larger and more fruitful, trust is developed as well as the need to help a colleague by offering details, rectifications. Conversely, „under competitive conditions discussions turn contradictory opposition ones even without a proper argumentation” (M. Boroş 1994, pp. 97-118)

The author proposes himself to identify factors hindering the tend of the students to participate in the discussion. For this purpose, an inventory of 6 items was drawn up and 81 students were inquired:

- Impression that others are better trained;
- I fail to express myself easily;
- Impression that I am followed with too much critical spirit;
- I can not say anything;
- I learn more hearing the others;
- Fear of making a fool of myself.

The most inquired students (52,2%) motivate their refusal of a direct and willingly discussion, though previously prepared, on the reason that they do not want to say anything (26,7%) or that They can not express themselves easily (25,3%). It is worthy mentioning the number of those whose tend to participate is inhibited by the impression that they are listening with too much critical spirit (18, 3%).

The reasons the author referred to, have a common aspect that is the fact that it unleashes, sustain and direct the behavior of avoiding the failure. But just because they

„serve the defense of the Ego, they may be easily construed as mere justifications. Consequently, the professor leading the seminars should explicitly propose himself/herself as a target the attraction in the discussions of a large as possible number of students and, if possible, all the students of the related group.

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