



Aspecte metodologice ale formării competențelor specifice profesiei de cadru didactic

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The act of communication subscribes to the effort of focusing the educational measure on competences (Roegiers X., 2001; Dolz J., Ollagnier E., Éd., 2002; Scallon Ge., 2004; Stanciu M., 2006, 2007) from the perspective of the expectations of a postmodern society (Pourtois J.-P., Desmet H., 1997, 3^e édition 2002). Therefore, communication proposes of an operational definition for the concept of competence, marking out the dimensions involved in forming and developing of a competence. Hereinafter we present an essay of listing key competences specific for the teaching profession. In this direction we try to screen the measure of forming the competences specific to the teaching profession throughout the activity of DPPD, concretizing with elements concerning teaching professional. Also, we suggest some methods and instruments of evaluation of the complex process of forming required competences of the noble profession as a teaching professional.