



Operational model for the development of methodological competences at beginning teachers

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The purpose of this research is to build the operational model of developing of methodological competences at beginning teachers. Our study focuses on the following of two objectives: the content analysis of theoretical models and educational policies at national and international level regarding to the methodological competences and the identification of the specific categories of competences that will form the operational model. The paper consists of an ascertained research developed, since 2010. The content analysis of the theoretical models and educational policies emphasizes the number of specific themes of methodological competences. After applying of content analysis there are result the categories and subcategories of methodological competences: formulation of operational objectives, the selection of contents, the development of teaching strategies, the assessment design strategy, design teaching. The operational categories of competences were surveyed of expertise of a group of 30 specialists in the field of Educational Sciences from university education. There are present the results of semi structured interview for capturing the characteristic elements that define the operational model to develop methodological skills at beginning teachers. This study provides both theoretical results, through building of the operational model at general level, but statistical data about the types of methodological competences involved at beginning teachers training at particular level.