



## Didactic Communication as Tool in European Integration

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**Abstract.** The study explores the European integration as a major concern of the Romanian societal environment. It highlights three scenarios: the pessimistic, optimistic and pragmatic scenario. There emerges a solution so that the school of the new EU members should raise to the standards of teaching and technological performance of some countries like Germany and France. The European integration is a major concern of the Romanian society and a priority of the contemporary education a. It requires the formation of specialists who will work with European standards, ready for joint labor markets which include: competence, competition, uncertainty, demand and offer, and new selection criteria. The European integration solution on the level of education has two basic elements: a) didactic communication - the shift of the focus from the transmission of information on skills training and b) e-Learning technology - the widespread introduction of e-Learning and of information age technologies in education and career management. In this context, the teacher is not only a transmitter of information limiting himself/herself to giving instructions to students on how to learn and the materials they need to learn, but a coach who stimulates students' thinking by analytical questions, creates premises for them so that, by finding independent answers, to reach a better understanding of the issues. The teaching position is expressed through the model, partner, advisor status. The teacher as an agent of change must combine the conditions of competence. The professional competence is the ability to apply, transfer and combine knowledge and skills in various work situations and environments to achieve the required activities at work at the quality specified in the occupational standard.

**Keywords:** didactic communication, new learning level, education standards, European integration

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## 1. Introduction

The educational concept in the context of the European integration revealed three scenarios on tomorrow's education. The pessimistic scenario insists on the idea that we will see a balkanization of the European educational networks. The segregation of the educational levels will be early, leading to distinct pathways, especially according to the social origin. The optimistic scenario emphasizes that education will become some common European goods under the citizen's control. Students will not receive knowledge passively or "for consumption", but as citizens of a democracy, lifelong learning, knowing how to take a stand and be critical. The pragmatic scenario focuses on the thesis that the educational system will be built to form elite. Students will be consumers and the education system will be a service provider on the education market (Stoica, 2007; Dinescu, Dinica & Miron, 2010, p. 3726).

The strategic option of recent years in the Romanian educational policy was and is the quality in education. The university is required to meet both present challenges and future expectations, give complex answers to complex situations, reflects on what is happening in society in the inside.

## 2. Didactic communication

To produce an essential change in education it is necessary that, in higher education, the focus should shift from providing information to skills training. Analysts and experts believe that higher education is assigned two functions: to identify and cultivate individual skills so that each person can achieve their full potential; to produce the skills necessary for the development of society as a whole (Bogdan & Biklen, 1998, p. 29). Although, initially, the two functions were related, in time there was a growing distance between them turning them into two educational paradigms: the first paradigm, centered on the transmission of information, leads teachers to focus on very good students, the others being paid less attention. This approach results in the generation of a wide mass of mediocre individuals; the second paradigm aims to develop the maximum

potential of each individual student, but not necessarily in order to meet the immediate needs of labor in society (Chickering & Gamson, 1987, p. 19; Cross, 1999, p. 98; Bejan, 2013).

The university aims, firstly, the development of general basic skills that will be later developed, special skills in both vocational high school and university, and by means of what is called “lifelong learning” (Neacșu, 2005; Gorun & Gorun, 2009).

The competence-based curriculum design simplifies the structure of the curriculum and ensures greater efficiency of teaching / learning and assessment process (Sălcudean, 2009). The *raison d'être* of the university is the student, their training for life, the teacher acting not for himself, but for the student. For the educational process to be efficient and pleasant at the same time, the inequality between teacher and student must be overcome. The student wants to find some support in his teacher in a formal situation, and not primarily a specialist with specific expertise in a subject area or another (Ionescu & Radu, 2001, p. 211; Horga, 2006; Hus & Grmek, 2011).

The unpredictable evolution of society determines new hierarchies, talking about a new consumer society. The university degree, title, pale in front of a simple reality today: the ability to do something in an area of practical interest. Graduates, who have no other arguments but the handwritten parchment, have little chance of obtaining a job. Therefore the new training project reconciles, in a relatively harmonious way, the learning with the technique (Perrenoud, 1998). The education world gave up the practice of using the useless knowledge and focused on a new concept of lasting skills, valid for a longer period of time. The world of education began to have an interest for skills. Unlike knowledge, skills represent a potential, a method to solve unforeseen problems in various contexts (Mihnea Costoiu, Plesu, Arsene, Alesincu & Iancu, 2009; Costoiu, Adamescu, Svasta, Nicola, Pleșu, Iancu,... & Tălpuș, 2010). Compared to knowledge, which are more rigid, skills are open, comprehensive and easy to adjust. So the purpose of education should be to form the fundamental skills which produce the visible behaviors, actions and attitudes of human being. Competence - performance

relationship is the new trend for action in education (Counsell & Popova, 2000; Nicola, 2004; Popova, 2013; Cace, Cace, Cojocaru & Nicolăescu, 2012).

As far as the competences are concerned, the following advantages were highlighted: a clear and systematic vision of the learning outcomes; the lifelong learning perspective (the key skills are common across all learning environments) (Balaban & Băltărețu, 2010); the possibility of measure and transparency of educational outcomes (emphasis on standards and performance indicators); more emphasis on the quality of education. Among the criticisms and reservations about the competence, there are: the lists of skills are only indicative as they are always open and relative, the key competencies cannot be evaluated as such, but only by the behaviors they cause (Tabără, 2012). Even if we can infer performances out of skills, it is difficult to establish standards on the basis of the recurrent situations; the inference of behaviors out of competence is relative (a particular behavior can be inferred from several skills, while one competence can induce different performances) (Marcus, 1999; Oprea, 2006; Cojocaru & Sfetcu, 2013; Călin, 2010; Cojocaru, 2011).

The new system aims to answer the following contemporary imperatives: skills with a modular structure, the flexibility to respond to the changes in the economic sectors, particularly the new emerging ones; equal opportunities and including training policies; accumulating credits by attending training modules; they founded a new school - trader relationship, reducing the community agents - school distance and ensuring the feed -back between the needs of the school and the community (Frunză, 2009; Frunză, Bobb, Frunză & Grad, 2010)

The advantages of the new type of education: it provides training in terms of quality of education (QUALITY); it provides professional development opportunity for each student depending on their skills and learning potential (ACCESS); it provides entrepreneurial skills training, it provides equal opportunities for all young people in achieving good professional qualifications both in terms of access and quality (Gavrilovici & Oprea, 2013); it provides personal and professional development of students so that they become active citizens in the community and occupy an appropriate job according to their training; after graduation graduates can acquire skills necessary to obtain the

European Computer Driving License European Computer Driving License (ECDL) and language skills to support communication in a foreign language (Călin & Bunăiașu, 2010; Păun, 2013; Pinte, 2013; Cojocaru, 2013).

We must give a chance to those who have failed, for whatever reason, to acquire the necessary level of skills, no matter how many times they failed to acquire them or did not take advantage of these opportunities (Adamescu, Costoiu, Corocăescu, Pleșu, Iancu, Adamescu... & Tălpuș, 2010; Costoiu, Plesu, Isopescu, Soriga, Alesincu & Arsene, 2012). There is the possibility, by this type of school, that every individual to acquire an agreed level of skills absolutely necessary to get a job in the 21<sup>st</sup> century Europe.

Each generation gives a new form to the aspirations of education of the time. The alternative of the practical training stands as viable, students must master a profession, along with the fundamental theoretical concepts (Conole & Fill, 2005, p. 11; Cohen, Manion & Morrison, 2011).

Tomorrow's illiterate will not be the one who cannot read, but that who has not learned to learn (Reigeluth, 2013, p. 63). The university must polish the character, dispel the ignorance, so that the one who is educated to be able to enjoy life, to have attitudes and to correct them when they consider fit, to love and to hope (Stoica, 2004; Maior & Matei, 2005; Colhon, 2009; Colhon & Tandareanu, 2010). The smart society tends to become a society that is studying, so the new value will become the teaching and not the declining work mostly due to the reduction of working time, aging, unemployment. Knowledge society, specific to the new millennium, is based on the following equation:

Intelligent Learning Society = soft human capital + flexibility + social capital = hard economic prosperity.

The new society is moving the focus from education and training traditional education to learning undertaken by individuals and organizations without state involvement (Neacșu, 2005; Cojocaru & Cojocaru, 2011). The individual is viewed as an agent in both personal development and active participation in the public sphere. Education and training as basic skills to be acquired: the use of computers, foreign languages, technological culture, entrepreneurship and social skills are the main criterion for social and

professional promotion. A good command of these basic skills is essential for everyone, but it is only the beginning of a process of lifelong learning (Siminică & Traistaru, 2013).

Education systems need to have as a base, before any good intentions, or any public, social, economic or moral conception, knowing the child. Knowing the student, the teacher will know how to proceed to bring what he does best out of the individuality of the educated. The creed of the educational action for all trainers should be the effort to understand the child. Medium literacy is an essential component of lifelong learning. It means, among other things, a critical use of the media and new technologies. Communication is power: power to influence, to enable, to mobilize, to persuade, to form opinions and identities. That is why both teachers and trainers, mediators and multipliers should be able to use this power for educational purposes (Nicola, 2004, p. 23; Reiser & Dempsey, 2011, p. 182).

Some deep knowledge of the educated is the premise of a proper assessment that the adult exerts on the work done and on the results obtained by the student in school (Frunză, 2011; Cojocaru, 2009; Cojocaru, 2010).

Working as a teacher involves acquiring specific skills. The first category is the professional competence, consisting of a specific technical culture and interpersonal competence to enable him/her to always work with an audience (class students) and to cooperate with other teachers, and the ability to maintain satisfactory relationships to the upper echelons of the hierarchy: principles, inspectors. As an organizer of learning, the teacher combines the objective - logical aspects of knowledge transmission with the psychological ones (Ryan, 2013, p. 148; Ștefan, Bunăiașu & Strungă, 2012, p. 246). He/she is therefore concerned with both teaching the principles, the training theory in transmitting the educational content and the psychological implications of the act of transmission: child development psychology, psychology of learning, communication strategies. In a visual civilization, the youth and adults must learn to use imagery reason, it has the advantage of being accessible, emotional and handy. Informal learning is voluntary, it has no compulsory character of the

school which sometimes leads students to reject the formal curriculum (Bunăiașu, 2011; Cotoc, Traistaru & Stoica, 2013; Strunga & Bunaiasu, 2013).

### **3. Conclusions**

There are two fundamental tools of educational integration in the European Union based teaching communication skills and e-Learning technologies. Media and educational institutions have different purposes. Newspapers are not harmful in themselves, but in how it is understood and used the information transmitted. They are not educational institutes, but they can be used as a powerful educational resource. Media and new technologies will play a fundamental role in future e-Learning education:

a) new technologies bring individuals closer together, make them dependent on each other and unite them in common projects and can be used to liberate the students in the classroom and beyond, and to create new learning spaces available anywhere and anytime;

b) media and new technologies can be used to give flexibility for different learning styles and “multiple intelligences” and to support the development of cultural diversity, knowledge and local pluralism.

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