



ORIGINAL PAPER

New Axiological Trends in Human Being Formation and Development: Trends in the Youth Perceptions and Self-Development in Education

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Abstract

The essence of the human being is the set of values he internalizes and acquires. Nowadays, the educator has to admit that the values reshape continuously. The world today is characterized by dynamism and change and the individual is forced to adapt effectively. School aims at training individuals able to assume their responsibility in acquiring skills. Valuing the individuality of the learner is a fundamental principle of contemporary education. In an educational and social context which is constantly changing, both students and teachers must become reflective practitioners, able to adapt to all educational situations by analyzing their own practices and results. The ability to self-analyze allows the teacher to identify his successes and failures and readjust his future actions. The self-reflexive dimension leads to autonomy. In the present study we intend to emphasize the necessity of training an autonomous individual, able of self-accomplishment by an independent lifelong learning. Responsibility, autonomy and efficiency are present demands of training and educating the human being. The development of the professional skills is a continuous process which is due, on one hand, to the evolution of the sets of knowledge and abilities of the individual and on the other hand to one's increased ability to reorganize in more complex integrative structures his acquisitions according to his experience. The scientific approach is focused on both the presentation of the theoretical aspects and on highlighting the practically-applied implications of the aspects taken into consideration. The present research is oriented on the (meta)cognitive, constructivist theories which effectively imply the learner in the "learning process". Starting from the premise that training the autonomous learning skill is accomplished *progressively, through a systematic, reflexive and continuous practice*, we have tried to draw several directions of action.

Keywords: *competence, reflection, action learning, role play, education*

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Introduction

In today's society, the individual is forced to adapt quickly and efficiently. Reflective approach (Perrenoud, 2001), differentiated instruction (Maciuc, 1998, 2005), constructivist learning (Joița, 2006; Siebert, 2001; Loyens, Gijbels, 2008), self-management/ self-directed learning /autonomy learning (Frăsineanu, 2012; Abdullah, 2001; Neacșu, 2006; Negovan 2004; Marshall and Rowland, 2003; Ștefan, 2014), learner-centered education/ competence (Perrenoud, 2000, 2006; McCombs, Miller, 2008), conflict management (Popescu, 2014), self-assessment (Schunk, 1996; Mogonea, 2010) are the current requirements in the training/education of the human being.

The school seeks to form individuals able to take responsibility of acquiring skills. Training methodology prepares the learner to become a good organizer of learning experiences. In an educational context and changing social, both the student and the teacher must give evidence of professional competences affirmation. Jurisdiction is today the main indicator in validation for a profession, regardless of their field of activity or status-role acquired during his career (Chiș, 2001). In the field of psychopedagogy, the term competence was defined by the numerous correlations, for example, by comparing him with terms: capacity, skill, knowledge, procedural knowledge strategic, through its settlement in parallel with the term pair: the default standards conforming to the performance (Doron, Parot, 1999) and, in relation to this, the ability to meet the requirements associated with a role (eventually professional), by reference to sets of underlying competence manifestation (Bocoș, 2007) or, on the contrary, by reference to the character of the event, showing competence which is a function of the complex context in which jurisdiction is sought (Richelle apud Doron, Parot, 1999; Chiș, 2005). Mastery of a skill involves the ability to report a specific situation in a class of cases, to integrate it and to interpret it as such (Ionescu, 2003). I. Jinga (2001) says that the professional competence of educators in education is "a set of capabilities, cognitive, affective, motivational and managerial staff who interact with the traits of personality of a tutor, giving it the necessary qualities of a teacher's benefits to ensure that project objectives by the vast majority of pupils, and the performance achieved to lie close to the maximum level of intellectual potential of each". Le Boterf (2000) considers power as "the capacity to mobilize all types of cognitive resources including information, knowledge". This mobilization involves investing knowledge, putting in relation to situations, their enrichment (Perrenoud, 1996). The term competence is also known definitions and other more or less differentiated (Chiș, 2005): "competence is the ability to perform activities related to an occupation or function to the standards defined by the employers"; "competence means the ownership and development of knowledge and skills, appropriate attitudes and experiences necessary for good performance in the roles assumed"; "the competences are complex structures with operational value, instrumental, placed between knowledge, attitudes and skills and have the following characteristics: ensures the roles and responsibilities assumed; activity correlates with performance; can be measured on the basis of performance standards; can be developed through learning" (Parry, 1998).

The competence mobilizes declarative knowledge (describing reality), procedural (prescribing a way forward) and conditional (which looks at what point to start such an action). Practicing skills is more than a mere enhancement of knowledge; it requires anticipation, judgment, creative approximation, synthesis, risk taking. Practicing competences highlights our skills and especially our schemes of perception, thought and knowledge mobilization, information that we have assimilated (Perrenoud, 2006: 168). A competence involves, according to Ph. Perrenoud (2006), the existence of resources

mobilized, not identical with them, but on the contrary, it helps you taking the task of putting them in synergy in order for effective action and complex situations. It increases the value of resource mobilized, ordering them, putting them in a relationship, merging them into a whole richer than mere additive meeting. None of resources is exclusive competence but can be mobilized by other skills.

Competence is no longer just the ability to do something practical to apply by means of knowledge and skills, through the mobilization of resources, but the ability to exercise a role to resolve a situation / type of situation, to relate, own it or when it comes to skills, intelligence mention situations that continuously builds (Jonnaert, 2005 apud Joița, 2008: 28). To summarize, across multiple understandings of the term granted, most theorists agree to paradigm competence following fundamental characteristics that may be associated to competence: the competence is associated to an actional field; the components are indivisible (knowledge, skills, attitudes circumscribed to it its integrated); competences evolves, changes in content and are operational; skills require a continuous process of learning and development; interconnect and specific skills according to the context in which they are used; skills are refined by integrating new knowledge and share experiences, key skills development programs are effective by the identification of learning experiences to ensure the continued development of knowledge and skill sets associated with competence.

Teaching competence is a complex structure – organizing at the intersection of verbs to know, to know how to do, knowing how to be, to know how to become during teaching career (Chiș, 2005) and including a potential business performance – and dynamic, the event was effective as a function of equivalent experience. Workforce Development is an ongoing process and structuring acquisitions and restructurings. This approach starts stages of initial and continuing throughout the profession, integrating direct professional experience, but also through specific training approaches. In summary, we outline some features of competence: is inclusive – competence involves the integration of knowledge, skills, abilities, diverse attitudes; is the result, the end of the training: competence requires sufficient knowledge, relevant and organized, associated skills, capabilities and integrated models of situations; refers to the context of implementation; is a system of construction or reconstruction; develops (may be lost if it is not mobilized for a long time or if contexts, it changes a lot); involves implementation (combined) of different knowledge, skills.

The future teacher will have to get through the initial training not only knowledge and skills but also a set of attitudes necessary to practice the teaching profession in good condition.

Moving beyond the training aims at teaching pupils/students is evident in cognitive strategies that have developed a number of programs to stimulate the learning-motivated, a (self) school discipline, independent learning, to take on roles (Neacșu, 2006 apud Negovan, 2004).

The power of self-management requires the learner autoevaluation, both in relation to the learning tasks and in relation to ways of learning (Frăsineanu, 2014). In developing self-monitoring their knowledge building activities in achieving self-evaluation and restructuring default reaction to himself on the results recorded in the self comes metacognition whose role is decisive (Ștefan, 2014; Mogonea, 2014).

Research methods

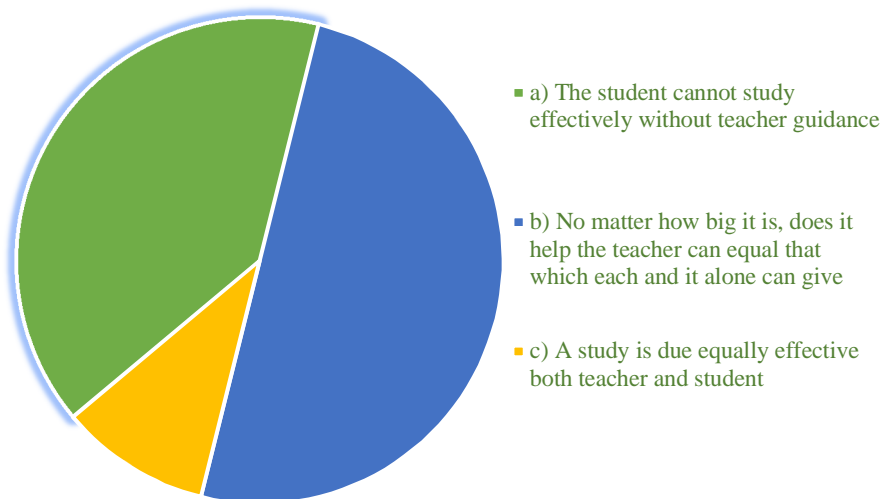
Within the research that we conducted on an optimization of teaching and methodical skills training, we intend to identify how these skills can be formed more efficiently. The research aims to highlight home made stage formative experiment. In ascertaining stage, pre-experimental to determine the existing level at the start pedagogical experiment, we set the following objectives: O.1. Identifying students' perception on initial psycho-pedagogical training and accountability and autonomy; O.2. Identifying ways to develop skills for the teaching profession.

To identify the extent to which students are aware of the need to assume personal responsibility in the process of self-formation to outline the pedagogical concept underlying the attitudes of students towards independent learning and study, we applied a questionnaire of opinion. Further we gleaned some of the data collected: the phrases that define students are summarized in Table 1 and represented in Figure 1.

Table 1. Results on the expressions representing students

<i>Phrases representative for students</i>	<i>Percentage</i>
<i>a) The student cannot study effectively without teacher guidance</i>	<i>40%</i>
<i>b) No matter how great it is, teacher help equals that which each and it alone can give</i>	<i>50%</i>
<i>c) A study is due equally effective by both teacher and student</i>	<i>10%</i>

Figure 1. Results on the expressions representing students



The results show that students (50%) realize the necessity of assuming personal responsibility in the process of self-training, yet placing emphasis on the role of teacher effectiveness in achieving academic study, as evidenced by student responses to the following question in the same questionnaire.

Table 2. Opinions of students on whether they consider that the marks received in a discipline are influenced by individual independent study

<i>Question: To what extent do you think the marks received in a discipline are influenced by individual independent study?</i>	<i>Percentage</i>
<i>a) very much</i>	<i>20%</i>
<i>b) as appropriate</i>	<i>60%</i>
<i>c) a little</i>	<i>14%</i>
<i>d) not at all</i>	<i>6%</i>

We mention that from the questionnaire identifying pedagogical concept underlying the attitudes of students to study and learning we recorded the following findings:

- a) 50% of students surveyed believe that the teacher depends to a great extent, achieving efficiency of teaching; teacher must act in teaching, tactfully, with more creativity; he must have not only the role of emotional stimulus, but also lead the study of individual students; individual study techniques that students turn are effective reading, taking notes, annotations, descriptions composition study, consulting references, composition plan ideas to conspects or summaries, essays etc;
- b) Students are aware that it is not efficient to receive knowledge for granted but requires personal effort, active involvement in knowledge and learning;
- c) a negative aspect manifested in the way of studying of students is using exclusively the notes. The explanation lies in students' preference on their inclination notes for brevity and systematization qualities commonly encountered exposures teachers and sometimes, rarely, in the manual exposures;
- d) a worrying aspect is that most of the students do not know how to use the course notes and printed; some mechanical saves notes as they could take during explanations, others memorize whole passages in the manual; exclusive use of notes and manual indicates serious shortcomings of individual learning strategy;
- e) students (50%) admit mentor, facilitator of the teacher in knowledge construction;
- f) students are aware and support the idea of systematic use of strategies focused on building self-knowledge, encouraging initiative, responsibility and reflexivity; they have made significant progress in terms of cognitive and metacognitive capacities. By appealing to different metacognitive procedures the students come to realize their own worth, strengthens their belief that they are able to overcome difficulties;
- g) reflective practice is learned through systematic training, leading to the development of metacognition.

In summary, the data collected and analyzed by the following observation led all students although theoretically recognize the need to boost responsibility and autonomy in their learning, they are still affected virtually classical model that the teacher has the main role in achieving academic study efficiency; need for joint efforts towards the formation and development of independent study skills, more so since some students preparing to become teachers. In this regard we believe that the University by the Didactical Personal Training Department (DPPD), aims at contributing to the development of student autonomy: students learn by themselves to be autonomous professionals and strategists about the terms of their future professional

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performance. Thus, each teacher individually or with the rest of the university teaching staff has the task of organizing the teaching-learning as an intervention that, fundamentally, organizes conditions facilitating progressive autonomous learning of students. Recorded findings from the questionnaire of data collection on individual independent students' study were supplemented by data collected through an interview focused on student perceptions of the teaching profession. Students who participated in the focus group are students of years III and IV enrolled in DPPD modules within the University of Craiova, in the academic year 2014-2015. The distribution can be seen in Table 6. Analyzing the responses of students interviewed in the focus group one can draw some lines on their perceptions of the teaching profession. Thus, according to the students, the teaching profession benefits can be divided into two categories:

Table 3. Distribution of subjects participating in the focus group

Specialization	Year of Study	Number of Subjects
Letters-English	II	37
Law	III	48
Public Administration	II	10
Total subjects: 95		

- a) The first category reflects the perception and understanding of the purpose and mission of the teaching profession, noting that the responses recorded first advantage the opportunity to work in a pleasant, stimulating and energizing environment; the teaching profession is considered to be a noble profession, which is based on continuous learning, self-learning and intellectual effort, leading to joy and professional satisfaction;
- b) The second category of responses confirms that the perception of the teaching profession is distorted. These can be retained replies that the advantages of this profession are: a lighter schedule, not very busy, which gives you the possibility to practice other activities also, in parallel with teaching; students' holidays are seen as overlapping fully with teachers leave, which is also considered an advantage; it is a secure job, once one entered the system it "goes by itself without much effort".

In the following we will try to summarize students' responses regarding the apparent disadvantages of the teaching profession. The most common response that was recorded was the too low wage level of the teacher. The disadvantage appears to be a mainly subjective perception; unfortunately on these issues it is not in our power to intervene, to increase the attractiveness of the teaching profession, it can only be noted that these disadvantages are mitigated counterweight to identify the advantage of recognition by other community members the importance and role the teacher.

We could also identify a category of answers that emphasize the teaching profession responsibilities that come with the entry into the teaching profession: the design of educational activities, obtaining or developing teaching materials, choice of training methods to facilitate student learning, empathy with students etc. Although these responses may seem to be surprising in our approach, we wish to emphasize that the mere knowledge and recognition by prospective teachers of responsibilities to assume is something to consider and show their knowledge of the peculiarities profession that might follow. Another category of responses aimed on the one hand at the long time required

for initial training of teachers and on the other hand the need for continuous training, “continuous improvement”, “long term investment”, “additional training”, “training continues”. These responses could lead to the conclusion that students do not want to invest too much in their preparation.

We see a series of answers which emphasizes that the teaching profession is a disadvantage of indiscipline on the one hand and the quality of training students on the other. We will highlight only a few such responses: “students are noisy, inattentive, absent from class”, “disinterested students”, “naughty students”, “teacher has no authority”, “low interest of some students in learning”. Through effective action of teachers, most of these “symptoms” can be eliminated or at least mitigated. Lack of authority of the teacher in the classroom can highlight gaps in the psycho-pedagogical methods, teaching communication skills, leadership classrooms etc. The problems of students focused more coordinated relational: they cannot fix their timbre depending on communication situations arising in the lesson, do not know how to adapt communication style according to age peculiarities; although knowing various methods/ techniques of communication, didactic transposition of content does not always influence emotional behavior; reduced nonverbal language recovery; reduced ability to challenge/ maintain/ enhance continued interest, cooperation, prevention/ teaching conflict resolution etc. Finally, a last category of answers are those relating to the disadvantage of the teaching profession working under high stress: “continuous daily stressful preparing”, “everyday stress”, “one must have strong nerves daily”. In the opinion of students, the characteristics of effective teaching can be summarized as follows (table 4):

Table 4. Characteristics of effective teacher in the eyes of students

Characteristics of effective teacher
A good specialized training
A good psiho-pedagogical and metodical training
Love for children
Communicativity
Open to novelty, innovation
Objectivity
Sociability
Calm, patient
Accountability
Creativity
Adaptability

The analysis of these answers reveals awareness of the importance of good preparation both specialist and psycho-pedagogical. The efficiency of the teacher depends on the presence/ absence of teaching ability with all the elements involved in it.

Regarding teaching methods appreciated by students in training activities answers can also be grouped in three categories relating to: (1) preference of traditional methods of teaching and learning (i.e. lectures, conversation, explanation), on the ground that are most effective in teaching and learning, giving the best results, and better understanding and retaining the content taught. Another motivation for preferring

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traditional methods concerns the ease in their application compared to interactive methods that require more time and more teaching material, another class ergonomic organization of space, etc. Unfortunately, there were also students who mentioned choosing these methods because they saw as a mentor for their work hours demonstration; (2) the option to combine traditional methods with the active and interactive in this category may be mentioned methods, procedures and techniques for teaching: teaching the game, brainstorming, cube method, 5-minute essay, problem, bunch, reading explanatory know/ have learned, role play method quadrants, debate, snowball, competition, etc. (3) the third category includes responses of students who do not know the term “teaching methodology” in their responses actually identifying the components of the educational process teaching, learning, assessment.

In conclusion, the implementation of an intervention program focused on action learning methods (practical work method, role play) can lead to a correct perception of the teaching profession, on the one hand, and, on the other hand, the optimization of educational activities. In order to improve the training process and methodological skills to DPPD students in the experiment we proposed to achieve through action research, the relationship between the independent variables and the dependent structure are cause- effect related. For these experiments, we established *independent variables (VI)*: Role play; *Dependent variables (VD)*: Performance in assessment test; Perception of initial pedagogical training; Self-browsing capabilities formed after the training program.

Program teaching skills using action learning methods practice is designed and structured to target teacher training skills. Subjects in the experimental group obtained in the post-test phase significantly improved results, both in the perception of the teaching profession and methodological skills. Below, we present data obtained selectively.

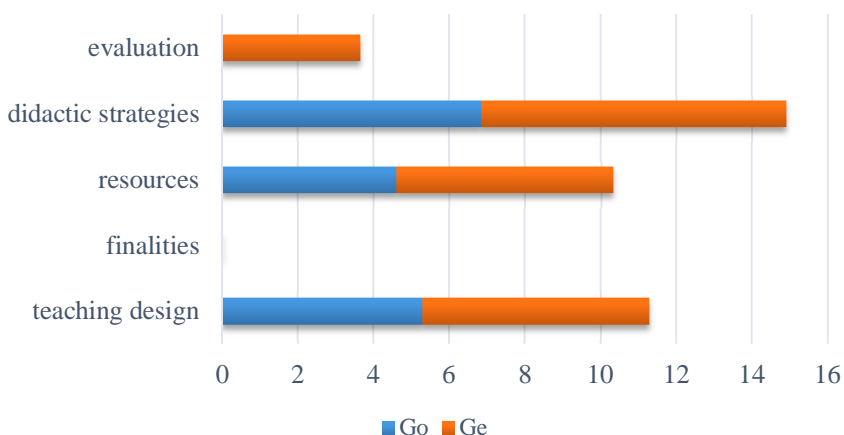
Results and discussions. Comparative data on the post-test assessment results

We present the results for the comparison between the experimental and control group post-test phase. For the results of the evaluation sample averages obtained for the two groups are different (table 5, diagram 1). For all evaluated subjects the experimental group achieved better results.

Table 5. Medium values for the sample size of evaluation in post-test phase

	<i>teaching design</i>	<i>finalities</i>	<i>resources</i>	<i>didactic strategies</i>	<i>evaluation</i>
Gc	5,30	1,71	4,60	6,85	1,93
Ge	5,98	3,61	5,71	8,05	3,65

Figure 2. Medium values for the sample size of evaluation in post-test phase



As a result of inferential processing we can say that there are statistically significant differences in terms of knowledge of the psychological and pedagogical approach. We can easily observe significant differences larger than one point for categories purpose and teaching strategies, issues that require a higher level of abstraction of the subjects.

Comparative data on self capacities formed after following the training program

Asked the extent deemed to have made the necessary capacities of teaching, during the post-test phase, subjects in the experimental group believe they would be able to a greater extent than those in the implementation control group for most aspects presented in the following item (Table 1).

Table 6. The average values for the item 4 in the post-test phase

	I4A	I4B	I4C	I4D	I4E	I4F	I4G
Go	3,68	3,93	3,63	3,75	3,95	3,75	3,71
Ge	3,90	4,15	3,91	4,10	4,16	3,98	3,91
	I4H	I4I	I4J	I4K	I4L	I4M	I4N
Ge	3,88	3,93	3,60	3,55	3,53	3,80	3,78

Legend

I4A to awake/ stimulate students' interest	I4H to ask questions to help (support) leading to the desired response
I4B communicate clearly and attractive the activity objectives	I4I to give clear examples
I4C to organize the front class activities	I4J to involve students in activities that require their learning effort

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I4D to organize the class in individual activities	I4K to make clear and systematic scheme of the content
I4E to organize class/ group activities	I4L to drop, consolidate knowledge
I4F to present systematic and logical contents	I4M Assessment/ ask questions during and at the end of work
I4G to explain various phenomena, processes, principles, concepts	I4N to apply to the learning difficulties experienced by students
G0 control group	Ge experimental group

Statistical processing results highlight significant differences between the control group and the experimental group posttest phase for: awake/ stimulate student interest ($p = .014$), clear communication and attractive business objectives ($p = .001$), class organization in front activities ($p = .001$), organize the class into individual activities ($p = .011$), explain the various phenomena, processes, principles, concepts ($p = .043$), making clear and systematic scheme of contents ($p = .034$), using the methods of fixing and consolidation of knowledge ($p = .045$), need for the purposes of completing knowledge ($p = .037$). For item 5 where subjects were asked to what extent one has certain personal characteristics, we obtained different results for the experimental group and the control group for most of the aspects investigated. The subjects in the experimental group the average higher than those obtained in the control group for most of the characteristics (Table 7).

Table 7. The average values for the item 5 in the post-test phase

	I5A	I5B	I5C	I5D	I5E	I5F
Gc	3,96	4,15	4,13	3,63	4,26	4,10
Ge	3,96	4,36	4,35	3,96	4,40	4,26
	I5G	I5H	I5I	I5J	I5K	I5L
Gc	3,58	3,96	4,25	4,33	3,71	3,96
Ge	3,60	4,11	4,51	4,35	3,73	4,21

Legend

I5A logical thinking	I5G self-confidence
I5B enthusiasm	I5H accountability
I5C resistance to stress	I5I adaptability
I5D receptivity to new	I5J ability to respond positively to criticism
I5E optimism	I5K flexibility
I5F empathic capacity	I5L autonomy
G0 control group; Ge experimental group	

In the post-test phase, 90.3% of students in the experimental group said they would like to pursue a teaching career, while for the control group this answer has a percentage of 64.3%. As a result of inferential processing, we can say that the percentage of students who would like or not to pursue a teaching career is significantly influenced by participation in the intervention program.

We calculated an index represented by the average of the answers to the size of each item (Table 8). We then compared these results to the experimental group and the

control group. As for all items in the experimental group subjects obtained higher mean, we asked to what extent the differences between the two groups are statistically significant.

Table 8. Mean values for questionnaire items to students during the post-test

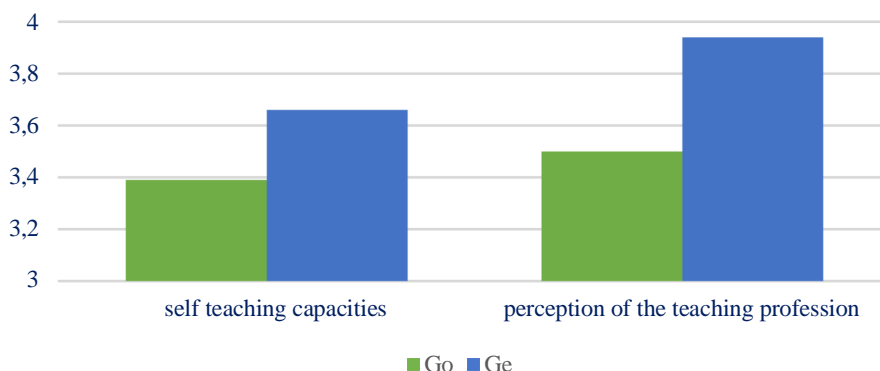
	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15
Gc	3,55	3,71	4,10	3,70	4,03	2,43	3,85	4,09	3,54	3,08	1,86	3,25
Ge	3,96	3,90	4,22	3,81	4,23	3,11	4,31	4,33	4,04	3,61	2,03	3,34

Because distributions indices calculated for the 15 items are symmetric quantitative analysis, we tested the significance of differences using Student's t test for independent samples. We obtained significant differences at a threshold $p < .05$ for items 4, 5, 9, 10, 11, 12, 13. Then we realized an average of responses for each dimension corresponding items investigated by questionnaire to students: (a) self teaching capacity; (b) perception of pedagogical training. Descriptive processing results obtained show that the higher the average experimental group compared to the control group (Table 6). The differences are significant in terms of self teaching capacity ($t = -3.283$ $p = .001$), which means that the post-test phase, students in the experimental group considered to have a greater degree than students in the control group capabilities necessary to develop a teaching approach. We also have pedagogical training for the perception of significant differences for the control group and the experimental: $t = -.043$ $p = .000$.

Table 9. Medium values for dimensions in phase post-test questionnaire

	self teaching capacities	perception of the teaching profession
Gc	3,39	3,50
Ge	3,66	3,94

Figure 3. Medium values for dimensions in phase post-test questionnaire



The relationship between self-assessment and evaluation of knowledge

To investigate whether there is a relationship between the questions examined by “questionnaire to students” and “assessment test” we calculated Bravais-Pearson correlation indices. The analysis of correlation indices between self- and perception capabilities teaching and pedagogical training reveals a negative correlation ($r = -0.265$ $p < .01$), meaning that the higher the score obtained for the perception of pedagogical training the lower the score obtained for self-teaching capacities. Following inspection of the calculated correlation indexes we find significant positive correlations between performance on test and: evaluation of design of teaching necessary skills ($r = 0.314$ to $p < .01$); cast adopted teacher-student relationship ($r = 0.248$ to $p < .01$). Post-test stage results show that analyzed coordinates succeeded during an intervention to improve students' ability to evaluate objectively.

Conclusions

We conclude from our analysis so far that most of the students who participated in the study, despite all the disadvantages, difficulties and hardships of the teaching profession recognized and anticipated, are still willing to pursue this profession. Given this conclusion, we think it is our duty to ensure the prerequisites for a substantial and specific training of future teachers, so that the social and economic difficulties that they face in the profession do not add further difficulties such as failure in theoretical or practical accommodation with the school environment. In conclusion, the implementation of an intervention program focused on issues and self-directed learning methodology; the independent construction of knowledge can lead to a correct perception of the teaching profession, on the one hand, and on the other hand, the optimization of educational activities and gradual affirmation of student autonomy in learning.

This hypothesis can be a starting point for future experimental approach, in a formative experiment. All the theoretical considerations and radiography of the current situation by identifying these views of students had intended to indicate directions that we can follow the initial training of students-future teachers: (1) one must not neglect students' attitude towards their development: putting emphasis on responsible involvement in their education needs to develop conscious attitude towards the problem of learning in general and autonomous learning in particular; consider the need for students to take possession of enough information about learning self-importance, necessity, steps, strategies etc., and they must be presented so as to increase their interest in training/development; (2) students need a theory about specific academic learning in order to be aware of their own learning, to identify the main steps to be taken to develop self-management capabilities; (3) stimulating student motivation by developing self-esteem is an effective strategy in the work with students; (4) the choice of teaching and learning strategies must take into account the degree of independence among interviewed students; strategies used in educational activities must challenge the students to think critically about their own learning, to realize their own cognitive approach to identify the strengths and weaknesses of autonomous learning.

This study represents a completion of concerns on the initial formation of teacher training and is intended as a starting point to address and analyze the complexity of academic learning emphasizing the idea that professionalization of teaching requires capacity building of continuous education.

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Article Info

Received: March 30 2015

Accepted: May 26 2015
