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**Towards the Profile of the
University Teacher in the 21st Century**

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Abstract: Being a teacher means assuming a role that involves vocation, social responsibility, a solid scientific training, a didactic culture, and, finally, the desire and ability to study permanently. It seems that, in the 21st century, these skills are not enough for the teaching profession. The proactive character of its practical activity is a *sine qua non* condition in the 21st century, this presupposes a vision, and in the action plan a systematic concern for equipping students with the “skills of the 21st century”. The current study tries to highlight, through a qualitative analysis, this profile.

Keywords: competences; vision; “skills of the 21st century”

1. Introduction

Being a teacher means assuming a role that involves a lot of responsibility, a solid scientific training, a vast general culture, and, finally, the desire and ability to study permanently. The teacher is the one who stimulates students' curiosity to learn new things, helps them gain confidence in their own strength and discover their identity. The art of teaching others (for it is an art) is specific to those born as teachers, gifted with talent, that grace that surely cannot be taught. This does not exclude the permanent preoccupation of each teaching staff to inform themselves, to adapt to new requests and to be connected to the requirements and needs of the students. Educational management applied to the education system and process, school organizations and student classes is based on the theory and practice of general management. *Educational management as a pedagogical discipline studies the scientific techniques through which the educational activity can be designed, organized, coordinated, regulated, managed with the aim of increasing its efficiency, for shaping the complex, autonomous and creative human personality.*

2. Research Method

Studying the peculiarities of school organization and the characteristics of psychological management, from which educational management originates. The nuance of educational management consists in the moral-axiological dimension and in the mobilization of human resources in which communication plays an essential role. The major objective of educational management is the valorization of the individual

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and all his capacities. *Education management*, a “branch resulting from the interpenetration of some fields of knowledge at the level of the basic sciences”, is part of the category of pedagogical concerns with an interdisciplinary feature, which was established as the link between the general field of socio-human sciences, that of economic sciences, with those of education. The interdisciplinary feature is based on the transfer of methodologies and concepts between the fields addressed in school organizations.

3. Results

The leadership function involves motivating employees, being influenced by the leadership style approached by the manager and the communication of tasks to subordinates, to obtain a performance at the highest possible level in the context of the strategy chosen to achieve the objectives and mission of the organization in order to achieve the proposed strategic targets. The management of the school organization (formal, informal, direct, or indirect) involves a great responsibility on the part of the manager, who is concerned with achieving the objectives through planning, organizing, and orienting the work towards finality.

To be able to carry out managerial-administrative activities, as well as educational and pedagogical activities according to the expectations of the primary, secondary, and tertiary beneficiaries of education, at the level of the school organization, at the beginning of each school year, a school diagnosis of the internal and external environment must be carried out. The school diagnosis is a necessary condition for improving the activity, which falls within *the management techniques*, characteristic of strategic management, part of *the institutional development project*. The school organization does not stop at the teacher-manager and his activity. Without qualified human resources, the ability on a set of skills specific to one's own specialization, but also prospective and proactive skills, the chances of organizational performance become almost null.

The management is an integrative science, which has taken from all research fields results that can contribute to improving work performance and the satisfaction of those working in a social organization, as well as to ensuring a competitive advantage for the respective organization. A society permanently subject to changes, adaptations, modernization, determines each of us to become managers. The diversity of problems to which we must find solutions day by day, forces us to value our managerial skills, in family life, in the professional collective in which we work, in the class in which we teach. His role is no longer limited to “teaching”. It is necessary to double the skills of teaching-learning-evaluation with managerial skills of the class of students. He must create an attractive climate for his students, an educational environment that favors effective learning, a relational environment that leads to the harmonious development of the students' personality.

In this context, the teacher has a new role, that of managing this variety of interpersonal relationships. Knowing the types of relationships and interpersonal interactions is a first step in successfully managing and harmonizing them. Interpersonal relationships of influence are not only manifested as the result of personal affinities, but are also determined by the position, each one occupies in the subjective and objective hierarchies of the group. Depending on the educational influence between the members of the group, the following types of relationships may appear at the level of the student class: cooperative relationships, based on coordination of efforts to achieve a common objective; competition relations - based on the rivalry of the partners, in reaching a goal; - conflict relations - based on the mutual opposition of the partners, related to an indivisible goal.

The teacher must have professionalism, but also inspiration, even talent. A teacher very well trained in teaching techniques will be more valuable if he has inclination, vocation, grace. Thus, it was found that teachers can be classified into three different types, namely:

a) The adapted type (openness to the world but also a rather large self-closure, receptivity, relatively low selection, the weight of data systematization due to the very large amount of recorded stimuli) is specific to the teacher who easily adapts to the existing conditions but is superficial, does not aim at nor can he change these conditions, he is talkative, noisy, gets excited easily, does not inhibit his gestures. During the lesson, he not only wants to be the center of attention, he improvises, he does not think the lessons before teaching them and the students feel it. This type of teacher is characterized by superficiality, narcissism, and low appetite for work.

b) The differentiated type is strongly subjective, introverted and with an exaggerated sense of self. Adaptation takes place especially towards one's own person rather than towards others or the social context; he is aggressive (more verbal), stubborn and eager to "shine" always. These teachers are inhibited, often rigid, apathetic, silent. Being guided by clichés, worried that he will not be accepted by the students, such a teacher has a harder time communicating with his students. He is very suspicious, adopts rigid rules and demands their strict compliance.

c) The creative integrated type is that teacher who has initiative and a sense of reality. He tries to satisfy the interests of others, leaving aside his personal interests. He is emotionally balanced, shows independence in thinking, rejects stereotypes, shows an increased capacity for effort. She can be characterized as a responsible person who shows respect for others.

At the level of the school organization, the performance-based skills management system assumes the achievement of strategic objectives according to the mission assumed because of the professionalization of human resources. The development of human resources optimizes the capital of organizational resources constituting a strong point at the level of the institution.

Managerial performance is conditioned by the possession by teaching staff in the position of manager of the following *categories of competences*: *Communication and relational competences*, *Psycho-social competences*, *Digital competences*, *Management competences*, *Evaluation competences*, *Competences for efficient management of resources*, *Institutional development competences*, *Career management competences*.

Analyzing and comparing the competence profiles of school managers from different countries, it can be seen that *managerial performance* consists in successfully fulfilling the school's duties and mission, achieving the strategic and operational objectives of the school institution, leading and coordinating the teaching staff, guiding and motivating them, the effective relationship of the school manager in the educational environment or outside it; the manager must have the following categories: legal, social, financial, administrative, managerial and educational competences.

Professional training of the manager is essential for the development of the institution. The manager is the central pawn for the organization's performance. The school principal concerned with personal effectiveness will attract the increase in the level of performance of the institution. Thus, the development and performance of the organization depends on the way it is coordinated, but also on the adopted managerial style.

4. Managerial Style

The teacher is the one who, in the educational process, plans, organizes, controls the activity of the students and, thus, appears as a leader. In this position, the teacher uses certain educational practices or leadership styles. The managerial style of the teaching staff is a process by which a person or a group of people identifies, organizes, activates, influences the human and technical resources of the class of students to achieve proposed objectives. The composition of the style includes personalization but non-operational, non-executive components, but only a few psychosocial and managerial ones, formed in contact with external situations.

A change in style does not require a change in personality traits, but rather a reconstruction and a rebalancing of the existing ones. Leadership styles:

1. exploitative authoritarian – holds the power, control, monopolizes the decision;
2. benevolent authoritarian - develops opportunities for consultation, good communication;
3. consultative – encourages delegation and consultation; deep interactions, motivation with reward, favorable attitudes;
4. participative - the management relates with respect and interest to the group members; communication within the group is encouraged.

There is no ideal style, at least one is more effective than the other. The style gains value when it is interpreted situationally. The effective managerial style must harmoniously combine the moderate tendency towards controlling the behavior and didactic activities with the orientation towards interaction and the development of social relations, through the flexible approach to problematic situations and disruptive behaviors of students.

Following some research, the specialists have synthesized several rules, without any connection between them and without a theoretical support, but which, assimilated by the teacher, can constitute one of the premises of his success in terms of classroom management:

1. Start by being firm with the students: you can become more relaxed later;
2. Impose silence in the classroom before starting to speak;
3. If possible, control the entry of students into the classroom;
4. Learn and use students' names;
5. Prepare the lessons in detail;
6. If possible, be in the classroom before the students;
7. Prepares the necessary materials and devices before the arrival of the students;
8. The teacher must know how to use the devices and have performed the respective experiments at least once before performing them in class;
9. Be dynamic, walk among the benches;
10. Start the lesson with something exciting and try to maintain interest and curiosity;
11. Give clear instructions;
12. Learn to control your voice;
13. To meet students' needs for clarity, it is good to always have alternative examples and auxiliary prepared materials;
14. When you speak, look at the class and learn how to observe everything;
15. When setting homework, take into account the age, abilities and cultural background of the students;
16. Structures the lessons in such a way that learning takes place in the optimal time periods;
17. Uses teaching techniques as varied as possible;

18. Anticipates discipline problems and acts quickly;
19. Be firm and consistent in applying punishments;
20. Avoid confrontation with students;
21. State your own standards clearly and insist on them;
22. See yourself as a helper/facilitator of students;
23. In appropriate situations, use your humor resources in a positive sense.

5. Defining Elements of Didactic Discourse

The Psychology Dictionary defines discourse as follows: “unlike abstract text, discourse is concrete, produced in each situation and in a complex network of social, ideological, psychological determinations. The didactic discourse aims at inciting students' curiosity and excitement in discovering new aspects of reality.

In the school context, there are two specific levels of communication that use relatively distinct codes: the interpersonal code (characterized by generally human meanings) and the educational discipline code. The participants in the act of communication get involved from a psychological point of view in this process, a fact that causes difficulties in achieving a total agreement.

Starting from here, linguists identify two major types of meanings:

- a) the denotative meaning that refers to the meaning of the terms as they appear in the dictionary;
- b) the connotative meaning that involves the emotional dimension of the meaning of the terms.

The two actors (the teacher and the student) relate differently to the message; for the teacher the message is a competence, and for the student it is a performance. In the school context, “linguistic competence is defined by the subject's mastery of transformation structures”, and “linguistic performance by the way the subject uses these transformation rules” (Ezechil, 2002, p. 25).

In our approach, we are interested in instructional strategies in which discourse holds the main place. The discursive strategy is an option of the one who constructs the speech, it determines the degree of freedom of the one who presents the speech in front of the audience. But the teacher has a relative freedom, he composes his speech according to the contents of the school curriculum.

6. Rules for Optimizing Communication through Didactic Speech

a) Adaptation of the didactic message so that its reception by the student is as close as possible to the message that the teacher intended through the produced communication. In the didactic discourse, “the requirement to maintain the identity of the message in the passage of information from the transmitter to the receiver” means:

- a high degree of receptivity of the discourse sequences, using terms that are familiar to the students, relying on convincing arguments in conveying some ideas and assuming some explanations that will result in the understanding of some processes, situations, relationships;
- achieving a corroboration and balance between the logical-discursive means used as: argumentation techniques suitable for the intended purpose (inductive, deductive, analogical), argumentative procedures that produce desirable cognitive and attitudinal changes in relation to the educational ideal (Sălăvăstru, 2004, p. 218).

b) The teacher's art of supporting the didactic speech in an attractive way for the students. In this sense, the teacher will use appropriately:

- persuasive strategies;
- “dramatization” of the message;
- voice education (volume, intensity, timbre, vocal pitch, accent, silence);
- eloquent gestures;
- the ability to listen.

The expressiveness of didactic communication means knowing how to choose the most suitable words, use the appropriate tone, have a rhythm of speech adapted to the speech and use non-verbal means to communicate effectively with students.

c) Educating the receiver (student) to correctly acquire the message through:

- forming a culture of dialogue;
- the involvement of students in the art of debates;
- cultivating interest in knowledge in general.

The teacher will awaken in the student the pleasure of communicating, discovering new things, asking questions, and arguing his ideas.

d) The importance of feedback in building the didactic discourse. The teacher must be interested in the reaction of his students to what he has conveyed through the didactic speech. By means of the feedback, he can adapt his didactic message when it has been distorted or when there have been blockages in communication. Also, the students also need to receive feedback from the teacher, either through verbal assessments or grades.

e) Promoting an open, communicative relationship between teachers and their students. Some specialists identify several rules of effective communication:

- to listen (to consider the point of view of the other);
- to observe (pay attention to everything that happens in the communication situation);
- to analyze (to distinguish the elements of the psychological and social field that determine individuals);
- to express yourself (say your point of view);
- to control (consider the quality and relevance of the message, but also the processes that can disrupt or block the transmission).

7. The Managerial Roles of the Teaching Staff

In the class of students, during the instructive and educational activity, the teaching staff performs several fundamental behaviors. The basic roles of the teaching staff, regarding the management of the class of students, are: planning, organization, communication, leadership, coordination, guidance, motivation, counseling, control, evaluation (Stan, 2003; Iucu, 2006).

a) The planning role assumes:

- detailed analysis of resources;
- establishing objectives and tasks;
- establishing and phasing in time the activities of an instructive-educational nature;

- structuring the essential contents;
- specification of responsibilities (for teaching staff and for students).

b) The organizational role assumes:

- analysis of the structures and forms of class organization, specific to the activity;
- to establish the balance of authority, power, responsibility;
- establishing and determining the climate and environment of learning activities;
- establishing rules for the delegation of tasks and responsibilities.

c) The communication of the assumed role:

- establishing the rules regarding communication in the educational space;
- establishing communication channels and specific signals;
- formulating questions aimed at a continuous dialogue;
- guiding and giving students freedom to structure their answers;
- building an open, constructive, and stable educational climate.

d) The leadership role implies:

- directing the instructional-educational process of the class of students;
- the practical application of didactic notions that facilitate the construction of common ideas;
- developing the didactic scenario through effective planning management;

e) The coordination role assumes:

- the integration of students' activities in the overall action of the class;
- the appropriate management of the activities of the class of students in;
- the aim of synchronizing the individual objectives of the students with those common to the entire collective;
- avoiding waste in the activity carried out with the class of students;
- strengthening group solidarity;

f) The guidance role assumes:

- directing the students' activity towards knowledge, using punctual interventions adapted to teaching situations;
- ensuring the reverse connection for the optimal functioning of the didactic process;
- appropriate management of advice and recommendations to support desirable behaviors and optimal reactions of students;

g) The role of motivation assumes:

- supporting and directing students' activity through positive and negative reinforcement;
- the use of non-verbal language to reinforce positive behaviors;
- identifying and orienting the negative tendencies in the students' behavior towards positive values;
- the proper management of the emotional moments of the class of students.

h) The advisory role assumes

- identification and classification of crisis situations;
- formulating a value judgment regarding the problematic situation;
- guiding students in the field of various activities;

- school and professional guidance of students when needed.

i) The control role assumes:

- supervision of the functioning of the instructional-educational process;
- prevention of educational crisis situations;
- knowing the degree of achievement of the objectives and their performance levels;
- regulation and adjustment of students' activity and attitude;

j) The evaluation role assumes:

- represents the verification of the extent to which the goals and objectives of a certain stage have been achieved;
- obtaining information regarding the achievement of the proposed goals;
- elaboration of assessments to further improve the activity.

8. Conclusions

How should the 21st century teacher be? /A teacher in the digital age?

Preparing for the future means being a teacher for the 21st century. In other words, know they must prepare students for the future and not for the present. This requires vision, and the plan involves a systematic concern to develop students' "21st century skills": communication, cooperation, critical thinking, creativity.

It is believed that these skills will make the difference between those who are and those who are not prepared to face the challenges of the 21st century. The challenges for teachers are to create learning situations for students to practice these skills in the context of curriculum subjects.

Education in the 21st century can no longer be done only with blackboard and chalk. Technology has advanced and makes its tools available to the educational space. Young people and children are attracted to digital culture and the technical supports that promote it. To connect with these young people and children, teachers must speak their language, capitalize on their skills to offer new learning experiences (Cucuş, 2008). New information and communication technologies can facilitate training, can give it new dimensions in the virtual space (virtual games, discussion groups, mobile classes, online resources, online group projects, digitized portfolios, etc.). Integrating technology into instructional practices brings learning experiences to another level and much closer to the language of the digital native generation.

Centering on the students requires that the teaching activity be adapted to the needs and knowledge experience of the students, to generate active learning and to capitalize on their different learning styles. For active learning to occur, teachers must engage students in an intellectual effort, awaken their affective and volitional springs, using appropriate teaching methods and means.

An effective teacher must be able to collaborate with colleagues from the workplace or from other parts of the country/world, with managers or inspectors, with children's parents, with community representatives. Sharing ideas and experiences, communicating, and learning from others, carrying out educational projects call for cooperative skills on the part of teachers. Teachers for 21st century children must embrace continuous learning.

Without the emotional ingredient, education is dry, cold. Teachers who do not excite children only inform. An effective teacher is concerned with supporting the harmonious personal development of his

students. Teaching subject matter in a way that stimulates emotion improves focus and produces privileged recording. Joy, praise, success, encouragement, surprise are just a few elements of the emotional palette that can relate to the learning activity. Self-confidence and respect for oneself and others develop due to the experiences the students had in kindergarten and school.

They must form a team with the students, become their facilitators, their guides, without limiting themselves to the transmission of information and the quantitative evaluation of the students. Student-centered learning starts from the idea that the student should not reproduce, but be responsible for his own development, both from a social and professional point of view. The role of the teacher involves the analysis of each learning situation, the organization of the educational act and its adaptation to the specifics of the student, the personal and collective evaluation of the entire process.

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