

Some Characteristics of Teachers' From Non-Formal Education Perspective*

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Abstract

For the younger generation, adults are parts of life that can be reported and that, in certain situations, they can or cannot follow. Things are even more obvious when those adults are teachers recognized by a formal qualification obtained in this sense. By their work, the teachers should transmit a set of values and by their personality they should be a model for students to follow them no matter what. The first task can be achieved during compulsory school courses, while the human qualities of the teacher can be better recognized during extracurricular activities specific for non-formal education (NFE). So for example, during various trips or school camps, teacher performs multiple roles: designed to support students: submit the significance of various visited tourist attractions, supports students in passing a certain path, or to choose adequate clothing or food, plan events and organize their program, first aid in case of medical emergencies, consulting pupils in difficulty, managing conflict situations etc. These means that, in the context of non-formal education, teacher must be both, educator, parent, doctor, counselor etc., but most importantly, to be a true friend of the student. Therefore, in this article, we intend to identify those personality characteristics that can convert an effective teacher in the classroom in a manager's performance as extracurricular activities.

Keywords: Extracurricular activities, non-formal education, teacher' personality

1. Introduction

In usual concept, teacher is that person who teaches students (of all ages) certain content, and assess how they have learn it and - sometimes - how they are involve in different extra- didactic activities. However, a few authors tried to give a definition for epistemological concept of "teacher". According to Al. Stanescu (2000, pp. 211), the teacher is a person who, based on his capacities and adequate training, is suitable and validated to professional teaching in institutions and organizations on the issue of the educational process.

An important aspect that should be discussed is about teaching authority. Thus, this concept means a sort of behavior understood, recognized, accepted and respected by both students and other teachers, parents or community members. According to E. Stan (1999), the teaching authority can be of two kinds:

- Abusing authority - when the teacher is solely based on professional and social status it holds;
- Epistemic authority - when the teacher is respected, primarily for his professional skills, students recognizing the scientific validity of the information provided by the teacher.

Even if it would seem that these two types of teaching authority are excluded to each others, in reality they are complementary. Indeed, those teachers who frequently use the "abusing authority" could be perceived as "a man with the book marks" who can decide on the student. On the other hand, specialized skills, pedagogical and methodical one, hold that moral teacher can earn respect and admiration to the pupils and, thus, epistemic authority.

Sweep between these two types of authority determines the appearance of three teaching styles (E. Stan, 1999):

- Autocrat teaching style - is characteristic of that teacher who, in any form, try to impose their point of view, ignoring the views and aspirations of pupils;
- Democrat teaching style - is defining for that teacher who negotiates with his students every problem could be solved by suggesting possible resolution solutions;



Laissez-faire teaching style – that teacher is almost exclusively concerned with how to work to achieve instructive, not to take into account the problems faced by students, the other pole of the binomial education.

Also, these three teaching styles are not exclusive, but are found in varying proportions in every teacher behavior. For instance, a professor could be authoritarian at the beginning, trying to impose in front of his students, after that he can become a democrat person. A laissez-faire teacher can become an autocrat one when he feels that he can not manages the educational situation. It is important that every teacher to adopt teaching style that suits him best, both as a personality and as a group of students who work (V. Blândul, 2014).

Based on the theoretical foundation used to build the model of the teacher's personality, N. Mitrofan (1989) proposes a number of elements that make up the teaching profession portrait and which remain valid today including:

1. Sensory qualities - normally developed visual and auditory sensitivity (mild deficiencies can be accepted by sight and hearing);
2. Quality of the musculoskeletal and general physiognomy - general appearance agreeable, possibility of displacement and normal limb (mild deficiencies of musculoskeletal can be accepted);
3. Qualities of language - verbal and para-verbal appropriate expression embodied in expressive, clear and comprehensible (can not be accepted serious deficiencies that make speech difficult to understand);
4. Quality of attention - concentration, distributive, mobility, observant (can not be accepted serious attention disorders);
5. Intellectual qualities - developed representing, well-developed visual or audible / short or long memory, timeliness updating, flexible thinking based on logical reasoning, capacity for analysis and synthesis, organization, coordination and systematization, creativity etc. (mental retardation can not be accepted);
6. General and special skills - highly developed imagination, the ability to identify the difficulty of learning content for students and to make it accessible, empathy, the ability to easily establish interpersonal relationships with students and their families, to communicate workloads easily and effectively, to influence school group and isolated individuals, to exercise proper authority, to adapt his management style based on context so on (lack of pedagogical and psycho-social skills can not be accepted);
7. Qualities of emotional and volitional processes - resistance to stress, emotional equilibrium, speed and perseverance in achieving goals, cheerfully etc. (emotional disorders and will contraindications for the teaching profession);
8. Personality qualities - high professional interest, sociability, prudence and moderation in response, conscientiousness, diligence, sense of duty, independence in problem solving, lucid, calm, patience, confidence, cooperation, humor etc. (behavioral disorders can not be accepted).

Teacher's work is one of the most complex human activities, by the fact that it deals with the education of the young generation and, ultimately, the future of humanity depends on the professionalism with which the teacher is doing his job. In these circumstances, teachers should enjoy a special recognition across society and in Japan the legends say that they are the only people who should not bow to the Emperor. Unfortunately, the world where we live has changed the social perception of teachers, because some contradictions regarding to the teaching profession. First, the "pedagogical skill" seems to fall into the background in front of new technologies. Indeed, although few experts accept this teacher's methodical competence must include the use of computers, video-projector, the Internet and so on, those teachers who do not use modern teaching devices are considered "old fashioned", including by some of their students. A second contradiction of postmodern society is given by the requirement for teachers to focus on formative dimension, to the detriment of information. Unquestionably, the importance of students' training by formative activities can not be put in discussion, but this should not affect the quality of the information taught to the students. Finally, the 3rd highest contradiction concerns to the status of teacher in society, in

opposition to respect all lower it gets. The fact that the teaching profession is based more on "soul" and less on the material made many valuable young graduates to turn to other professions. All these anachronistic situations led to the devaluation of teaching profession, with negative effects on the future of the entire society, because without education and culture, humanity can not progress (V. Guțu, 2013, pp. 442).

Moreover, the responsibility of the teacher's work is by the functions it must perform. The main function is the management of the educational process which will lead to personality development. In the preparatory phase of the implementation of the educational process, the teacher must design educational objectives (according to the needs and particularities of students development) and to formulate a series of forecasts about school results to be obtained by them. In the implementation phase of the process, teachers will perform the informative, educational, organizational, evaluative and achievement functions and the final stage - analytic function of obtained school results and how these can be optimized. Along with the above, the teacher has to fulfill a number of "auxiliary" functions, such as: civic, social or family one (V. Gutu, 2013, pp. 456-457).

2. Methods

Analysis of these teacher functions confirms the theory about the complexity of his work. Indeed, a successful teacher has to fulfill both roles regarding student information (task achieved mostly by curricular activities) and students' personality training (tasks that can be fulfilled by extracurricular activities). Of course, these informative and formative teacher functions can not be absolute, which means that the various types of curricular or extracurricular activities can facilitate both information and training students. Therefore, we can not determine with certainty a particular teaching style for professors in exercising their specific information using curricular activities and those who train using the extracurricular activities. We could talk about the existence of certain personality traits of the teacher to assist in the implementation of non-formal education, due to its specificity thereof. Further, we intend to look at some of the most important characteristics such traits, while arguing their importance in implementing extracurricular activities specific for non-formal education (Florica Orțan, 2015).

3. Findings

Consistent knowledge and a general culture.

A teacher is very important to be well trained in the discipline they teach at school, both in terms of scientific and methodological aspect. It is also important for a teacher to have basic knowledge of the subject specialty, but to keep abreast with the latest discoveries in the field. For a teacher who wants to get involved in non-formal education, general culture is a sine qua non condition for the success of any extracurricular activities. So for example, a teacher who wants to organize a trip or a school camp for his students must behave like a real tour guide, having knowledge of history, geography, religion, biology, medicine etc. He should be able to help provide students with the most relevant information about the visited places, the opportunities they create, possible risks etc. Finally, it should be noted that any teacher can be effective in implementing non-formal education provided to be well informed, passionate, motivated and competent to transmit this passion to his students.

The ability to create learning situations.

The existences of knowledge from different scientific areas are not enough to get students to learn. Very often, during some tourist activities, some guides present a large amount of information from the desire to transmit as much, or, simply, to impress. Unfortunately, not all the tourists are able to absorb this volume of information and the presentation loses its value. An effective teacher will know how to present this information, reducing at their essence and enabling students to acquire as high a percentage of this information. Students who want more than basic information, additional data may be provided on paper or electronically. At the end of any extra-curricular activities, it is very important for the teacher to assess how much information was learned by students, using to this end various games and quizzes on topics addressed (Carmen Popa, 2010).

Repertoire of practical skills.

By their nature, extracurricular activities has a predominantly practical specific, with the purpose to strengthen in practice the theoretical information learned by the students. In those circumstances, the teacher should be a model for his students, showing them how to apply theory in practice. So for example, within various clubs of scientific discipline, teachers must know how to draw, sing, perform various exercises, build objects based on a prospectus, achieving an experiment in the laboratory of physics, chemistry, biology, design a board, maps, charts etc. By demonstration strategy, teachers can help students perform these activities, assess their practical skills and help them extrapolate in their everyday life.

Assuming responsibility for the students and quality of work.

The extracurricular activities take place outside the formal class, sometimes even outside its physical space. In such cases, any movements outside the school suppose assuming the teacher's responsibility for physical and psychical students' security. It is known that during visits or various school trips, student behavior is more relaxed and their tendency to violate school rules - otherwise restrictive in the classroom - is much higher. Therefore, teachers must prove attention in supervising students to avoid the dangers at which they might expose. Moreover, the current methodological provisions approved by the Romanian Ministry of Education - although seem restrictive and difficult to fulfill in real life - are beneficial for both students and teachers, helping them to take all measures to protect themselves against the risks predictable. But the teacher's responsibility is not only to care for the students, but also to ensure the quality of his work. Although extracurricular activities seem easier to implement comparativ with curricular one, teacher's work is equally complex. The extracurricular activities have to be carefully designed, the information submitted must have the same relevance, teaching strategies should be selected with as much care and fixing moments and assessment must be made as seriously as during compulsory school courses. All these observations requires a thorough teacher training in extracurricular activities and taking his responsibility for how implementation and evaluation those one (Adela Bradea, 2012).

Internalizing a professional code of ethics.

Respecting ethics training is a requirement for teacher, no matter if his activity is in the classroom or outdoor. In the second case, one of the basic elements that must include such a code should be respect for the student. The range of extracurricular activities is much broader and means from the students moreover behaviors than purely "didactic" one. Thus, some students will succeed more, and others less successfully meet the requirements of the activities implement outside the classroom (to sing, dance, play sports, go in a tourist route etc.). The teacher has duty to assess all students for their effort, to assist them in achieving those task which show aptitude and avoid situations that might debase. In addition, predominantly during school excursions or camps, it must maintain a decent behavior and the natural limits imposed on them the status of teacher and student (C. Gratton, 2009).

Promote teacher' pedagogical qualities.

As we already mentioned, extracurricular activities are focus, primarily, on pupils' education and training. This means that it will follow, predominantly, the formation of students' personality and then transmitting information content that might be useful in their life. It follows that the teacher should be rather a pattern of conduct for his students, promoting a set of behaviors and values that they can appropriate them. In addition, due to the specific extracurricular activities, teachers should show more calm, patience, strength, fatigue and stress, understanding of certain manifestations of students' confidence in their abilities, sense of observation and, not least, sense of humor. Such qualities transform the teacher from a scientist into an educator, able to shape the students and to help them adapt to the rigors of the environment in which they live (Mariana Marinescu, 2013).

4. Conclusion

Summarizing the above, psychological and pedagogical portrait of successful professor in terms of non-formal education include the following:

- Expertise and thorough knowledge of the general culture;
- Ability to create authentic learning situations;
- Ability to practically apply the theoretical knowledge acquired;
- Ability to assume responsibility for their work;
- Respect pupil and his its values;

- Psycho-pedagogical qualities .

The analysis of these components of psycho-pedagogical profile of teachers in non- formal education perspective, we can see that they not significantly differ from those presented in the literature and for teachers in general. Indeed, we are talking about the same specialized skills, methodological, pedagogical and moral defining personality all teachers. However, if non-formal education can notice a stronger orientation towards practical skills, that should have a teacher. So for example, the teacher who wants to be successful in implementing extracurricular activities is important to know how to sing, to draw, to have a good physical condition to travel with students in school trips, do some sport, knowing install a tent or light a campfire, to orient in space etc. Teachers who have at least some of these skills will be much easier to accomplish various extracurricular activities, being able to enjoy the praise from their students, they are considered "teachers complete".

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