

**ERD 2021****9th International Conference Education, Reflection, Development****STUDENT-CENTERED CURRICULUM - PEDAGOGICAL TRAINING OF THE STUDENT**

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**Abstract**

In the educational evolution, the curriculum has undergone several changes, and in the current context of education, the specialists aim to individualize it by teachers, in order to be able to come to the aid of the characteristic needs of educators. Therefore, the renewal of the curriculum emphasizes the transition from a branch of knowledge impossible to reach compared to the speed of information multiplication, to a branch of contextualized action. This metamorphosis leads to the concentration of the didactic act on the final acquisitions of the student - the future teacher, to the possession of the key competencies by him, created as a result of completing a curriculum, which are indispensable in the daily life of the learner. With the development of the curriculum concept in the twentieth century, the abandonment of the priority given to the subject in honor of the priority given to the educable is initiated, the main idea being to satisfy the need of the learner. While subject-centered learning focuses on a set of knowledge. Student-centred learning involves a more concise and notable development of the learnable, with benefits for all participants in education. I believe that this type of learning facilitates harmonious development in the easier acquisition of skills throughout life. The abstract should be presented as a single paragraph and briefly summarize the goals, methods, and new results presented in the manuscript. Reference citations are not allowed.

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## 1. Introduction

The development of the semantic area of the curriculum was outlined in the first half of the twentieth century by outstanding and important publicist appearances in the development of curriculum theory. Among the pedagogical authors who influenced this theme, the most important from my point of view would be the three Americans: John Dewey, John Franklin Bobbitt and Ralph Winfred Tyler.

The American pedagogue John Dewey was one of the first practitioners and theorists to take part in the concordant analysis of the concept. In his 1902 writing entitled "The Child and the Curriculum", the author outlines the appearance of errors in analysing the term as two different spheres, the first being the subjects and subjects taught in school, and the second two spheres referring to the learning experience organized by the educational institution that the educable has. Dewey inserts the phrase "learning experiences" of the educable and "suggests the complexity, amplitude and dynamism of the curriculum as an educational reality" (Ionescu, 2007).

He had the concept of a child-centred curriculum, in which the learner can capitalize on what he studied at school in his daily life. The theory of the American being quite simple, the curriculum is required to be composed around the learnable, the learner's experience being at the foundation of the curriculum. In this content, the term curriculum will appear with "an external appendix of the present life of the child" (Dewey, 2018). Through the prism of J. Dewey, the educational phenomenon is nuanced and in a progressive way: Education must prepare for the future. "If education is growth, it must progressively realize present possibilities, and thus make individuals better fitted to cope with later requirements." (Dewey, 1997).

After a few years, the first opposition to the traditional meaning of the curriculum appears. In 1918, the book "The Curriculum" was published, written by the American John Franklin Bobbitt, also considered "the first authentic scientific curriculum model".

The paper gives new values to the concept and incorporates the learning experience of the learner; This area includes school activities as well as extracurricular activities, but planned and designed in school in order to provide children with an integrative education. The curriculum is made up especially by the teacher through all the direct and indirect learning experiences; to use the learner to practice and improve his skills, but also to form new ones. Therefore, the semantic area of the curriculum expands from courses or disciplines, to the whole learning experience of the learner.

Educator J.F. Bobbitt summarizes his idea in a simple theory, which is as follows: "Human life, no matter how individual it varies, consists in carrying out specific activities. Education that prepares for life actually prepares, explicitly and appropriately, for these activities. This process involves discovering the peculiarities of each activity" (Bocoş & Juncan, 2019). Then it will highlight "the skills, attitudes, habits, appreciations and forms of knowledge that those people need. These will be the objectives of the curriculum. " They will be customized and precise, but also numerous. Therefore, the curriculum will be a series of experiences that educators need to take into account in order to achieve these goals.

Three decades later, another American, named Ralph W. Tyler, published a book in 1949 on the theory of the curriculum "Basic Principles of Curriculum and Instruction." R.W. Tyler resumes and redefines the views formulated by Bobbitt, after which he reunites them with a course of his taught at the

University of Chicago between 1930-40 in only 128 pages. One can see between his pages and Bobbitt's influence in his way of thinking, just by the simple fact that we remember that Tyler was one of his students and we believe that this was remarkable in his vision.

In the documents drafted by the National Council of our country for the curriculum, occupies a significant place in the sciences of education and in educational policies. This it is determined in a broad sense, but also in a narrow sense.

Curriculum, in a broad sense, represents the set of learning experiences and educational processes that the learner goes through throughout the studies. And, in a narrow sense, it contains the totality of "regulatory school documents in which the essential data regarding the educational processes and learning experiences that the school offers to the pupil", the student and the adult are recorded. The related documents mentioned above are known as the official curriculum (legal or formal) which is based on the Education Law and is called National Curriculum, is constituted as a common curricular element and as a curricular constituent at the school's decision.

## **2. Problem Statement**

Learner-centred learning is not a way of teaching, but an extended approach to teaching. The teacher has the task to determine each learner to study by any means he deems most effective and interesting for them. Many studies have shown that previous routines and the level of motivational learners have a rather evocative impact on the results. There is a current consensus among researchers that if people passively receive information and remember what they have been taught they do not learn. If the educator does a little research, he will notice what they have studied so far, what they think about the previous routines in the learning process and we will find out what motivates them. Due to what has been mentioned so far, the teacher will have a more consistent basis in order to be able to incorporate specific and effective approaches to learning based on the learnable.

The teacher has the inclination to approach the teaching-learning process which is more efficient for him. Not intentionally, but out of habit. But from the point of view of the educator, the interest for the study must be evoked. Equally essential is to talk to students and get them to converse with each other in a structured way.

The learner-centred curriculum is increasingly being developed in the theory and educational practice of higher education. It is noticeable that the paradigm of focusing on the student in higher education is gaining ground, instigating teachers at the higher level to structure teaching so as to maximize learning.

Student-centred learning presents a pedagogical approach that involves an active learning style, but at the same time involves the incorporation of study programs according to the personal pace of assimilation of the learner. This approach to education from the point of view of focusing on the student requires a fruition of the potential of each learner, but admits that the student is present and responsible for the evolution in their own education. He will actively choose his goals and manage his learning. In addition to individual learning, collaborative learning is also important, where the student interacts with other colleagues. Therefore, the stimulation of students' creativity is noticeable and the team spirit is highlighted.

The formation of such a curriculum puts the note on the wishes of the students. In this approach, they will first be consulted in decision-making, will assist in establishing the order of contents, will choose study materials, etc. Learning does not begin and does not end when the bell rings. Precisely for this reason the classroom is just a meeting point, learning activities can take place anywhere inside or outside the classroom. The time and formation of student groups are also flexible, depending on the need and the interests that unify certain educators. Applied correctly, this approach benefits both students and teachers and the institution, because at the institutional level the focus on the educable supports the increase of the quality of education and helps to reduce the dropout rate. It increases the attractiveness of students towards studies and promotes a culture of lifelong learning.

### **3. Research Questions**

The aim of our research was to analyse how mentoring students can become part of a new strategy in Romania for transforming teaching methods from traditional to modern. Learning would be more easier if is based and focused on student-centred curriculum and not on subject-centred curriculum.

### **4. Purpose of the Study**

The main purpose of my research is it to assess training programmes for actual student – future teacher by define their methods, character focused on student-centred curriculum.

### **5. Research Methods**

Throughout our investigative procedure, we used the questionnaire-based survey method.

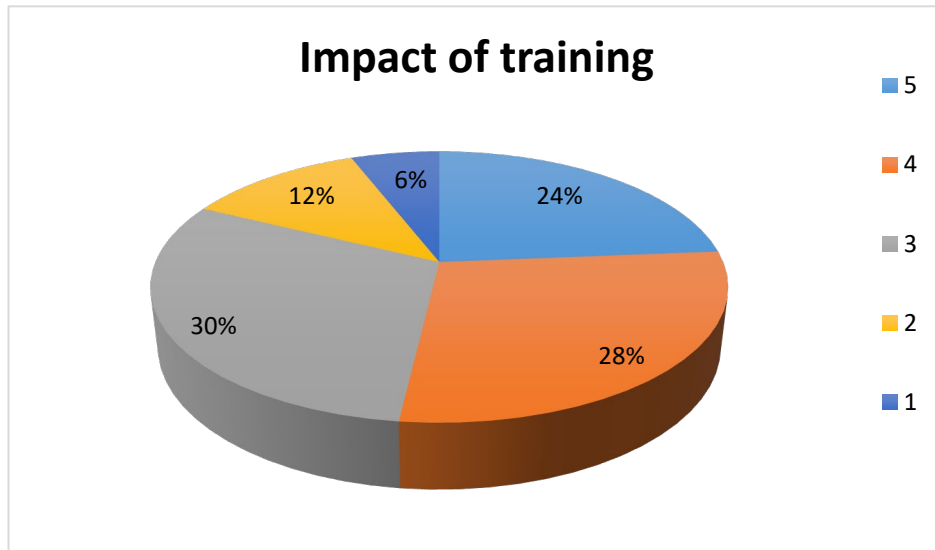
### **6. Findings**

Learner-centred learning is a new challenge for current teachers and education. The educator has to prepare many more materials, depending on each student. But it can be noticed with the naked eye that children's motivation is increased when we achieve learning centred on the learnable.

The questionnaire can be used to share a large part of the opinions that teachers have when carrying out this learning style. With the help of the constituted material, the good application or not of the learning centred on the learner is informatively noticed.

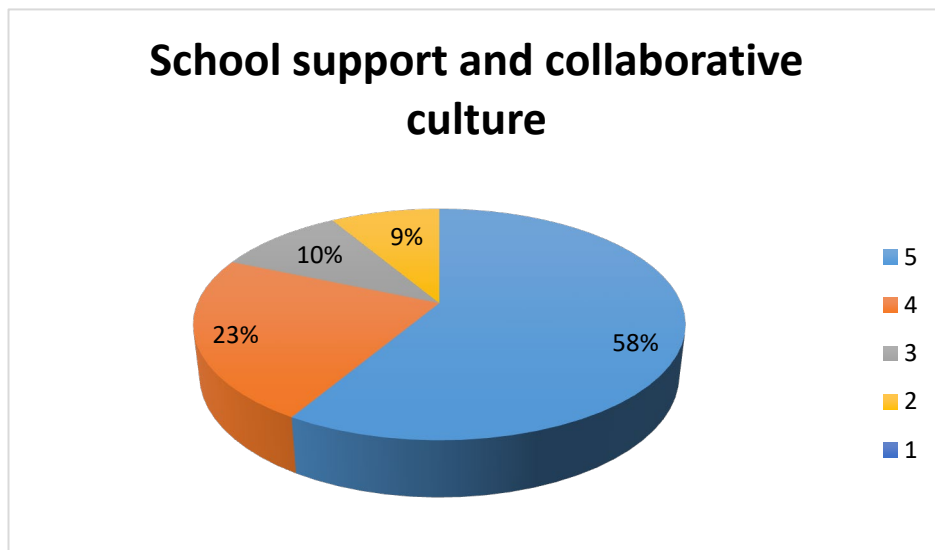
Following the branching of the questions by categories, I will present the centralization of the final data as follows:

- Section (1) refers to the impact of training as shown in Figure 1;



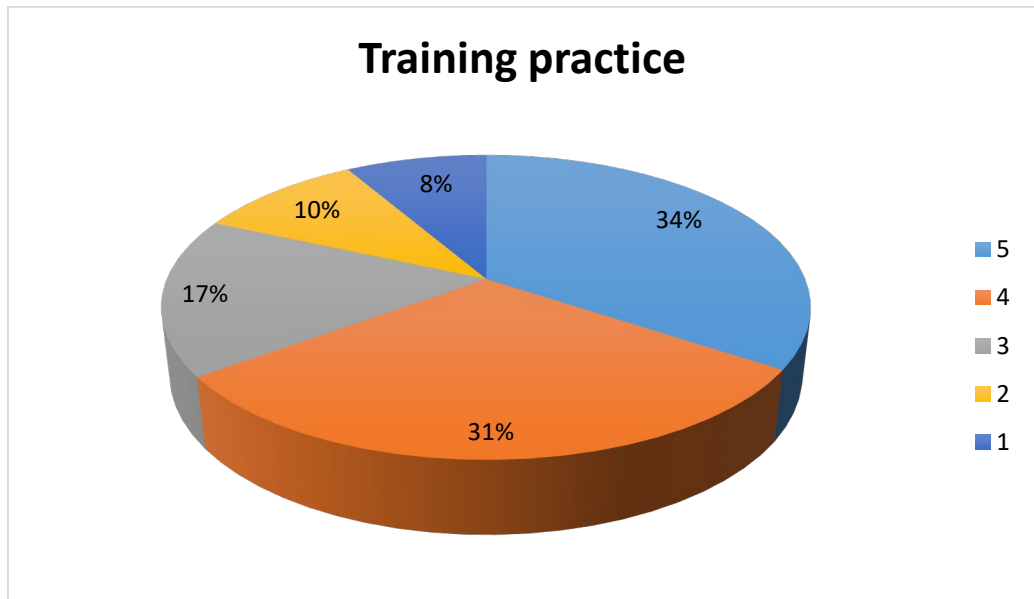
**Figure 1.** Training

- Section (2-3) refers to school support and collaborative culture as shown in Figure 2;



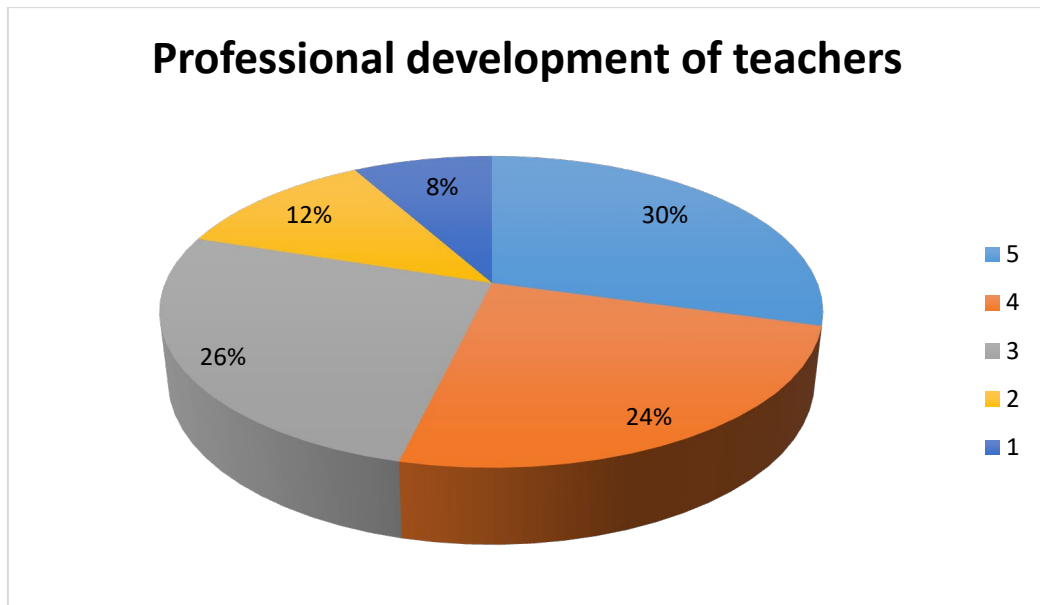
**Figure 2.** Support

- Section (4-5) refers to training practice as shown in Figure 3;



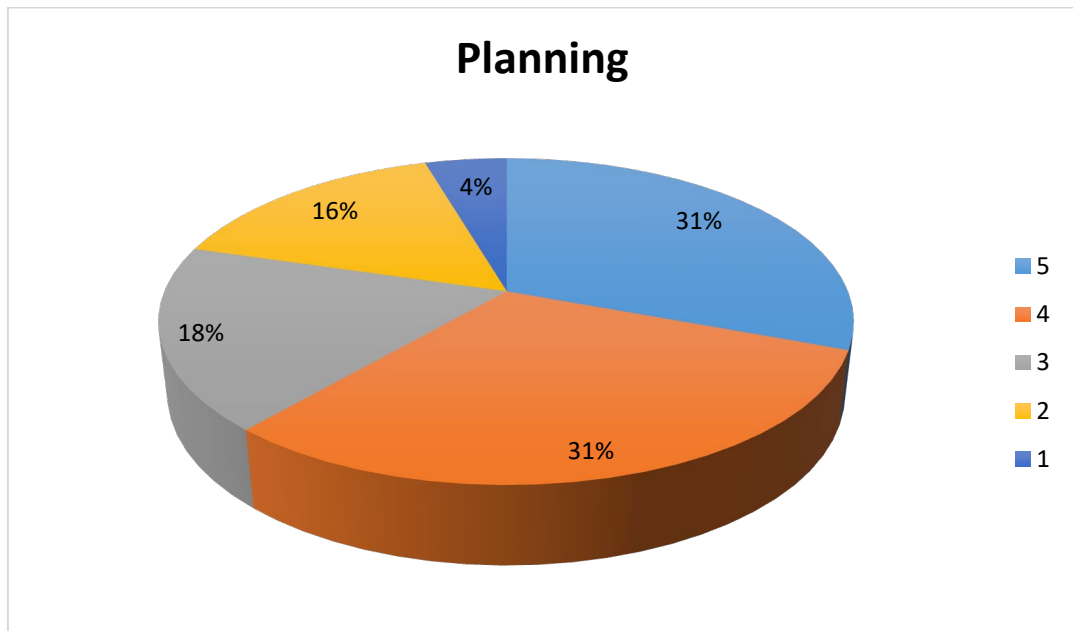
**Figure 3.** Practice

- Section (6-7) refers to professional development of teachers as shown in Figure 4;



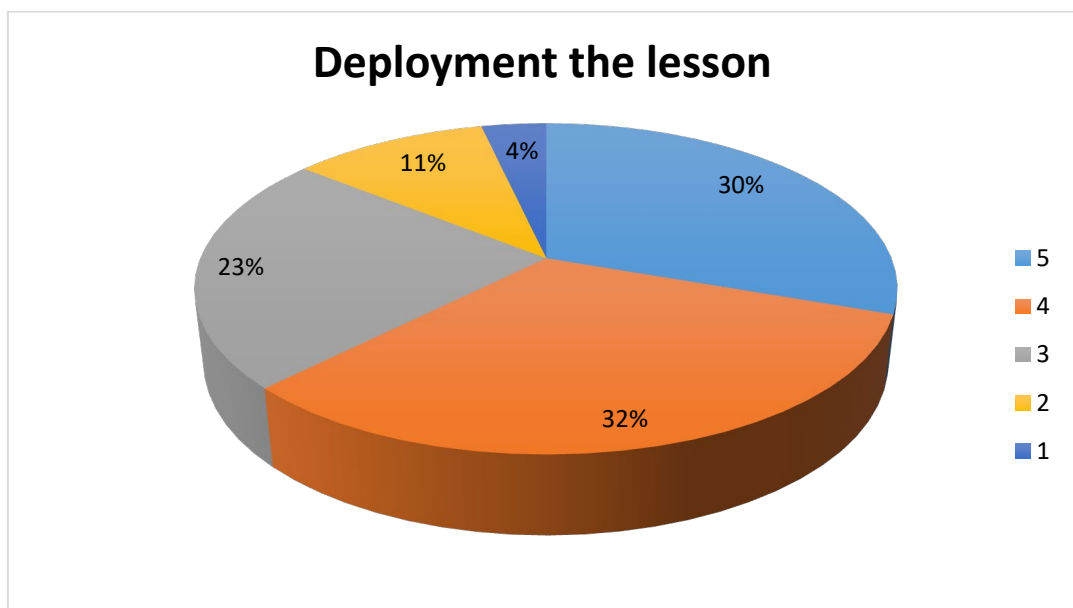
**Figure 4.** Professional development

- Section (8-11) refers to planning as shown in Figure 5;



**Figure 5.** Plan

- Section (12-15) refers to se referă la deployment the lesson as shown in Figure 6;



**Figure 6.** Lesson in class

## 7. Conclusion

The curriculum has been discussed since the beginning and I can say that it is in a continuous change, only after a certain period of time did the training focused on the learner appear. The topic chosen in the dissertation was an interesting one and with great relevance for the work of a teacher. Through the

theoretical part I wanted to highlight theoretical and elementary notions about curriculum and curriculum focused on the educable.

After centralizing the data from the questionnaire, I noticed that the learning focused on the learner is done in quite high percentages. Which is gratifying. With the help of teachers, this type of learning will always be constantly evolving. I concluded that when the teacher pursues with passion and intensity to achieve good results in the student-centred activity, he succeeds.

Through this article, I did not intend to present exhaustively what student-centred education is or to propose, in a detailed manner, ways to promote the principles. This article should be taken as an incentive to reflect and build your own path, with the help of which the paideia meeting between the educator and the educable will take place. In my opinion, learner-centred education can lead us to such a meeting.

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