KEY COMPETENCES FOR THE CHILDREN IN THE PRIMARY SCHOOL

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Abstract: The learning psychology has always put the question of the objectives to be achieved in the training process. In the beginning, the objectives were formulated in a general way, without a systematic link between the qualities of the intellect that was intended to be formed and the content of the curricula. In historical order, behavior has the merit of drawing attention to the strict link that must exist between the goals stated in the program and the testing of achieved achievements. With the transformation of objectives into rigorous targets of the training process, it actually goes from classical didactic to didactic technologies. Two openings were later explored. The first, the one of the didactic practice, has led to the emergence of taxonomies. The second one starts from recognizing that intellectual processes are real and testable and has led to cognitive science. Initially, taxonomies pursued a classification of goals, namely a classification of behaviors, as it was found that these behaviors are very varied and impossible to classify in a purely behavioral perspective. The most significant formal classification of behaviors belongs to B. S. Bloom, who develops a whole theory and publishes it in the "Taxonomies of Pedagogical Objectives" in 1956. In Bloom's conception, taxonomy is a system of classification of purposes, which respects a special rule, namely that of the real order. This "real order" translates into a certain hierarchy of purposes. The simple behaviors of the learners are the basis of some of the higher order, and they will in turn constitute the foundation of a higher and higher one. Competencies are defined as integrated assemblies of knowledge, capabilities and capabilities of application, operation and transfer of acquisitions, which enable the successful pursuit of an activity, the efficient solution of a problem or of a class of problems / situations. Competencies increase the value of resource use by ordering, linking them so that they complement and potentiate each other, structure them in a richer system than their simple additive reunion.

Keywords: curricula, key competences, taxonomy of objectives, learning, primary school.

INTRODUCTION

In pedagogical terms, competence is the student's ability to mobilize (identify, combine and activate) an integrated set of knowledge, detachments, attitudes and values to achieve learning task families. In principle, competence can be considered as an active student availability, based on well-defined resources, but also on well-organized prior experience. It materializes in student performance, predictable to a large extent on the basis of past performance. During schooling, children make significant progress in physical and intellectual development, and organized learning becomes the fundamental type of activity. In school, they acquire knowledge, form skills and skills that they can't acquire on their own. By moving to the primary level, children change their social status, become more important in the family and in the group of children

METHODOLOGY

The learning psychology has always put the question of the objectives to be achieved in the training process. In the beginning, the objectives were formulated in a general way, without a

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systematic link between the qualities of the intellect that was intended to be formed and the content of the curriculum. In historical order, behavior has the merit of drawing attention to the strict link that must exist between the goals stated in the program and the testing of achieved achievements. With the transformation of objectives into rigorous targets of the training process, it actually went from classical didactics to didactic technologies. Two openings were later explored. The first, the one of the didactic practical, has led to the emergence of taxonomies. The second one starts from recognizing that intellectual processes are real and testable and has led to cognitive science. Initially, taxonomies pursued a classification of goals, namely a classification of behaviors, as it was found that these behaviors are very varied and impossible to be categorized in a purely behavioral perspective. The most significant formal classification of behaviors belongs to B. S. Bloom, who develops a whole theory and publishes it in the "Taxonomies of Pedagogical Objectives" in 1956. In Bloom's conception, taxonomy is a system of classification of purposes that respects a special rule, namely that of real order. This "real order" translates into a certain hierarchy of purposes. The simple behaviors of the learners are the basis of some of the higher order, and they will in turn constitute the foundation of a higher and higher one

The next step that didactics has been to find ways to achieve these goals. Ways of achieving goals have been called, like their industry analogies, technologies. This has resulted in various technologies, materialized in various types of textbooks and didactic auxiliaries, which each aim to best meet the requirements of a particular grouping; if it goes beyond the intentions of Bloomian taxonomies, this path leads to the idea of multiple technologies that aim to achieve the same goals in very different learning conditions. In the context of the theoretical developments described above, the need to develop and develop competences through the educational process is today accepted as imperious in most educational systems. The major problems that belong, on the one hand, to the organization and definition of these competences in order to be described and "operationalised" and, on the other hand, to the identification of those modalities (technologies) that lead to the actual formation of competencies described. By partially anticipating the possibility of practical application of these theoretical developments, the Romanian curriculum at the level of high school education was structured on competences. Next, we explain how the general and specific competencies covered by each common trunk discipline were built in the National Curriculum.

RESULTS

The term of competences/proficiency has many implications: it has migrated slightly from the professional-technical field to education, acquiring complex valences in this field. Competencies are defined as integrated assemblies of knowledge, capabilities and capabilities of application, operation and transfer of acquisitions, which enable the successful pursuit of an activity, the efficient solution of a problem or of a class of problems / situations. Competencies increase the value of resource use by ordering, linking them so that they complement and potentiate each other, structure them in a richer system than their simple additive reunion.

In pedagogical terms, competence is the student's ability to mobilize (identify, combine and activate) an integrated set of knowledge, detachments, attitudes and values to achieve learning task families. In principle, competence can be considered as an active availability of the student, based on well-defined resources, but also on the prior, sufficient and significantly organized experience. It materializes in student performance, predictable to a large extent on the basis of past performance. General competencies are defined by subject matter and are formed during schooling; they have a high degree of generality and complexity. Specific competences

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are defined by subject matter and are formed over a school year; they are deduced from general competences, being stages in their acquisition.

The design of the competency curriculum meets the acquisitions of cognitive psychology research, according to which the transfer and mobilization of knowledge and skills in new and dynamic situations / contexts is exemplified.

The competency-based curriculum design simplifies the structure of the curriculum and ensures greater efficiency in teaching / learning and evaluation processes. It allows the operation at all levels with the same unity: competence, able to guide the approaches of all agents involved in the education process. In order to ensure a broader coverage of study objects, the construction of the skill [4] derivation process has started from a finer differentiation of the sequences of a learning process.

1. Reception that can be concretized through the following operational concepts: identifying terms, relationships, processes; observing phenomena, processes; perceiving relationships, connections; nominating concepts, relationships, processes; collecting data from various sources; defining concepts.
2. Primary processing (data) that can be concretized through the following operational concepts: comparing data, establishing relationships; calculating partial results; data classifications; representation of data; Sorting discrimination; investigation, exploration; experimentation.
3. Algorithm that can be concretized by the following operational concepts: reduction to a scheme or model; anticipating results; data representation; the remark of invariants; problem solving by modeling and algorithm.
4. Expression that can be concretized through the following operational concepts: description of states, systems, processes, phenomena; generating ideas, concepts, solutions; argumentation of statements; demonstration.
5. Secondary processing of results that can be concretized by the following operational concepts: comparison of results, output data, conclusions; calculation, evaluation of results; interpretation of results; analysis of situations; developing strategies; relationships between different types of representations, between representation and object.
6. The transfer that can be materialized through the following operational concepts: application; generalization and customization; integration; check; optimization; transposition; negotiation; making complex connections; adaptation and relevance to the context.

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order" translates into a certain hierarchy of purposes. The simple behaviors of the learners are the basis of some of the higher order, and they will in turn constitute the foundation of a higher and higher one.

The lessons of acquiring reading and writing are part of the lessons of communication in Romanian. This element should not be neglected, therefore, or introduce moments of communication in reading lessons, or special lessons for communication. In the first situation, in the lessons of reading-writing, moments of communication in Romanian can be:

- intuition by way of illustration of the illustrations in the manual;
- conversations about the behavior of a character in which the students support it or not;
- finding other conclusions of the actions in the texts read and the reasoning of the choice;
- presentation by students of events similar to those in the text, etc.

In the case of special communication lessons, you can: the "The Story of the Speaker" game, for which the teacher prepares a beautiful adorned chair and a large dice on the faces of which are written questions like: What happened to ...? Why... ? What did he do... ? What do you think... ? and so on Starting from a provision in the program: "Forms of oral speech, storytelling", this game is organized in which a student presents the event, the teacher throws the dice, and the students formulate questions about the presented ones starting with what he writes on the face of above the dice. The presenter answers the questions. There may be situations where some students ask the class questions, not the presenter.

- talks about a trip that the whole class attended; the conversation can start from a simple plan in the form of questions given by the teacher and students answer every question, then order the answers and make a speech, a presentation;

- debates for organizing an event; here the students practice the two communication situations: "to be a receiver" and "to be a transmitter"

The "Communication in Romanian" program mentions the same specific competences in the preparatory class, class I and class II, but with levels of communication between different classes. In class II, as in the other classes, communication skills are formed after the necessary knowledge has been gained in the preparation and reception of oral or written messages, after the appropriate skills have been formed so that the student can use the messages in different communication situations. These two requirements are possible if we succeeded in forming the right attitudes to students for proper and effective communication and if the student realizes that any communication, in order to be effective, must be done at a high level.

Class II has the advantage of using literary text as a support for achieving communication results that offer fair and beautiful expression patterns as well as means used by the author that can be learned by students. Knowing the text and discovering the artistic means used in an accessible form helps students appreciate their value and distinguish a message correctly made by others less successful, considering the text as a message of its author to the reader. The mastery of the teacher lies in the ability to attract the student to penetrate the "secrets of the text" and to motivate him to take the means of accomplishment into his own messages.

All these stages / moments / actions lead to the formation of communication skills at the age of 8-9 years. It is important to keep in mind that these skills do not take place in all students at the same time and at the same level. In order to contribute to the formation of communication skills, the lesson begins with the literary text developed by various authors, but ends with the messages elaborated by the pupils, either orally or in writing. In relation to the written expression skills, they form, for the most part, in the classroom; their passing on homework would be a

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mistake. The student develops the written text under the teacher's qualified observation and guidance.

CONCLUSIONS

The child begins to master himself, he orders his gestures, has greater concentration power, can participate in learning more time than during the kindergarten. He is careful with his own person, he can entertain himself. He feels and manifests his desire to help the little ones, he wants to talk more with the big ones and be listened; can present some ideas and try to support them, ask questions and await answers. The horizon of knowledge is widening, it wants to behave like the big ones, sometimes overcoming its possibilities and discouraging it easily when it fails, therefore it needs support in strengthening its confidence in its own forces. During schooling, children make significant progress in physical and intellectual development, and organized learning becomes the fundamental type of activity. In school, they acquire knowledge, form skills and skills that they can't acquire on their own. By moving into primary school classes, children change their social status, become more important in the family and in the group of children. Presentation of key competences alongside primary-level competencies:

- *Communication competence in Romanian language* and in the mother tongue in the case of national minorities "aims at operating a variety of verbal and nonverbal messages to receive and transmit ideas, experiences, monitoring of their own communication and adapting it to different audience categories; the correct and effective use of languages acquired in different disciplines or by informal and non-formal ways.
- *Foreign Language Communication* begins formally in the preparatory class, but there are pupils who have this competence at an early stage of oral communication formed in the family and in the kindergarten.
- *Digital competences* are differentiated in primary education in our country because computer equipment is different and the curriculum does not provide a discipline that ensures this competence, however, it can be planned at the school's decision.
- *Basic Mathematics, Science and Technology* aims at developing functional strategies for solving problems; applying principles and methods of investigation to explore and explain, at primary level, natural and social processes; the formation of critical analysis capabilities, on the basis of relevant evidence.
- *Social and civic competences* aim at the formation of: the use of public, social and cultural services.
- *Entrepreneurial Competences* are in their early stages in primary education and manifest in: activating the spirit of initiative and entrepreneurship in the management of personal evolution; availability for physical and intellectual effort.
- *Competence for sensitization and cultural expression* is exercised by: awareness of rights and responsibilities, through positive interpersonal relation, by supporting cooperation in learning groups, respecting socio-cultural diversity.
- *Learning to learn* is aimed at: self-motivation in terms of their own potential of success, the application of intellectual work techniques that valorize the autonomy in the learning process, the assumption of responsibility for their own learning, and so on.

It is important to take into account some of their psychological peculiarities in order to develop key competences in primary school pupils. At the age of primary classes, children are at a higher level of generalization than those in the kindergarten, they can more easily group objects by common and essential skill. In their actions, they remain tied to concrete and link action to word.

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Continuing the process of forming the inner language, the student experiences emotions and feelings, is attracted to characters and tries to imitate them.

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