

**THE PROFESSIONAL ORIENTATION – ELEMENT OF THE  
SOCIO-PROFESSIONAL INTEGRATION OF THE  
PERSONALITY OF THE FUTURE PHYSICAL EDUCATION  
AND SPORT TEACHER**

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**Key Words:** *professional orientation, psycho-social formation of the teacher personality, socio-professional integration, the social status.*

**Abstract:** The professional orientation of the future physical and sport education teacher is continued inside the frame of the instructive-educational development process, which takes place in Physical and Sport Education Faculty, through education plans detailed on the years of study and through analytical programs detailed on disciplines. This orientation is based on the development of the interests, aptitudes and skills formation of the future teacher guaranteeing in the same time the emergence of his personality, as an essential feature of his socio-professional integration, by bringing into relief his physical, intellectual and moral potential.

**Introduction:** The professional orientation is not a process by itself. It has viability as far as it contributes to the social integration of the young teacher who has chosen a didactic career. The more the society is developed the more the professional orientation and the psychosocial formation of the personality, inside the instructive and educational process frame, becomes a pronounced need, as the consequence of a more and more accentuated diversification of the social requirements. The necessity for professional and schooling orientation took shape the same time with the development of the science and technique that raised questions related to the training and the selection of specialized didactic staff. One must mention that the schooling and professional orientation is considered and managed by the international forums as a public affair. The technical and scientifically developed nations of the world assess the orientation towards a profession as an outstanding criterion for the increase in economic efficiency. [1,4] The ever growing social needs ask for changes in the psycho-social formation of the future physic and sport education teacher personality by the maximum valorization of their

particular capability for his and society's welfare. For good socio-professional integration it is necessary to assure an optimal convergence between the individual potential, the teacher aspirations and the social requests. Such a harmonization allows an effective socio-professional commitment and this assures in the same time the conditions for an authentic self-achievement of his personality [2,3].

### **Material-method**

The professional orientation and the psycho-social formation of the personality must be made in the perspective of the next decades requirement, so that the young student or teacher will be conscious of his place in the society. As a consequence, the content of the educational plans, detailed on years of study, and the content of the discipline programs of the Physic and Sport Education Faculty must assure the affirmation forms of the future teacher by bringing into relief of his physic, intellectual and moral potential and by the self-discovery of his individuality. The recognition of the personality in its formation and development is a long and complex process with a permanent character. The realization forms of the knowing are multiple and widely debated in different studies. What I want to demonstrate here is that the issue of the student personality recognition process is extremely important with a view to his psycho-social formation of the personality and to his social integration as a future physic and sport education teacher[4].

During this transition period, the social status of the physic and sport education teacher suffers and as a consequence the orientation of the adolescent pupil, who due to his aptitudes believes in this profession, must be encouraged during the years of study at the faculty through the formation of his self-knowing capacity. The main possibility for the self-knowing achievement is offered by the practically activity. To help the student means assuring the favorable conditions for self-manifestation, self-esteem and self-achievement through the complexity of the social utility activities included in the educational planes detailed on the years of study. [5,6]

The social status of the physic and sport education teacher in a contemporary society seems to be reserved to the middle social stratum. The teacher profession is not one of the most desired but not one of the most avoided also. As a respected intellectual profession, it not confers the owner power, influence or superior income but it offers prestige and satisfactions; the vocation is considered one of the basic motives for

choosing this profession. In France, for example, the people who choose this profession belong to the following socio-professional category: public servant with a high qualification – 33%; intermediary professions – 21,2%; entrepreneurs 16,7%; workers 11,7%; farmers – 7,2%.[3] In Romania, although there is no official study on this issue, one can observe that the teacher profession is conveyed over generations, many young people aspiring for this position having parents as teachers. Many study cases mark out the fact that generally the teacher profession seems to fit better for women, capable to underline the expressive and affective dimension of the personality. Particularly for Romania, the physic and sport education occupation is preferred especially by men who either were performance sportsmen or had a passion for a particular sport. Otherwise the young teachers who seemed to have a good didactic future in this field failed because problems related to his personality features (temperament, character and creativity) [4].

### **Conclusions:**

The professional orientation of the student is based also on the maintaining preoccupation for the development of his propensity, interests and aptitudes, for the formation of the skills as well as for the promotion of superior motivations. Related to this requirement it is necessary that the finding and self-knowing phase to be overcome and to be followed immediately by the realization of the formative and self-formative tasks.

An adequately professional information, through keeping the student updated with the details of what the following of this profession means and with its time, space and personality structural elements, assures as well an effective professional orientation. The socio-professional integration of the student depends in a greater degree on the effectiveness of his professional orientation. The student, situated at the beginning of his career, the educational institution, which is searching to help him in the valorization of his aptitudes at maximum and the society, which requires the formation, and the optimal integration of highly qualified people all these parties are equally interested in the professional orientation. For the realization of the attributions belonging to the above-mentioned factors it is needed their involvement in the formulation and the finding of answers intended to mark out the contribution degree of each factor to this important educational process.

The institution specialized in the formation of the profession, The Faculty for Physic and Sport Education must to raise the following questions: ‘is the individuality of the student well enough known?’; ‘can the institution help the student to know himself?’; ‘to what extent did the institution contributed to his professional qualification?’; ‘to what extend was the student endowed with a strict scientifically conception?’; ‘was the student helped to overcome the difficulties?’; ‘was the student offered the chance to manifest his individuality and to develop his creativity?’; ‘how did the institution contributed to the development of the student’s interests and aptitudes?’; ‘through what means was the student supported to form his skills, aptitudes and superior motivations?’; ‘what is the contribution in the formation and the development of the student personality?’; ‘how was the student helped to integrate himself in the society?’. The correct answers at these questions come to fill the profile of the future physic and sport education teacher determined by the modern society. The degree of realization of the personality of each student depends very much on his own contribution as well as the contribution of the educational and formative factors belonging to the instructive-educational process developed inside the Faculty for Physic and Sport Education.

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