DIGITAL TOOLS AND APPLICATIONS IN PERSONAL DEVELOPMENT AND TEACHER CULTURE

INSTRUMENTE DIGITALE ȘI APLICAȚII ÎN DEZVOLTAREA PERSONALĂ ȘI CULTURA PROFESORULUI

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Abstract

The use of Google tools, applications and extensions in teaching the discipline "Personal Development" contributes to knowing, practicing and facilitating the educational process in terms of approaching the spheres of life: relationships and family, career and professional activities, lifestyle and health, money, creation and rest, as well as the 7 dimensions of personal development: social, individual, health, education, relationships, professional and spiritual in this discipline.

Universal intellectual standards are standards that must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, problem or situation. To problematize cultural aspects requires mastering these standards. While there are a number of universal standards, we focus here on some of the most significant: clarity, depth, accuracy, relevance, profundity, dimension, logic, meaning and justification.

This article mentions the integration of Apps, Google tools and extensions within the discipline "Personal Development" through the prism of intellectual and cultural standards, facilitating the teaching and development of teachers' professional skills.

Keywords: *innovation, technology, mind map, research projects, etc.*

Rezumat

Utilizarea instrumentelor, aplicațiilor și extensiilor Google în predarea disciplinei „Dezvoltare personală" contribuie la cunoașterea, exersarea și facilitarea procesului educațional în ceea ce privește abordarea sferelor vieții: relații și familie, carieră și activități profesionale, stil de viață și sănătate, bani. , creație și odihnă, precum și cele 7 dimensiuni ale dezvoltării personale: socială, individuală, de sănătate, educație, relații, profesională și spirituală în această disciplină.

Standardele intelectuale universale sunt standarde care trebuie aplicate gândirii ori de câte ori cineva este interesat să verifice calitatea raționamentului despre o problemă, problemă sau situație. Problematizarea aspectelor culturale necesită stăpânirea acestor standarde. Deși există o serie de standarde universale, ne concentrăm aici pe unele dintre cele mai semnificative: claritate, profunzime, acuratețe, relevanță, profunzime, dimensiune, logică, sens și justificare.

Acest articol menționează integrarea aplicațiilor, instrumentelor și extensiilor Google în cadrul disciplinei „Dezvoltare personală" prin prisma standardelor intelectuale și culturale, facilitând predarea și dezvoltarea competențelor profesionale ale profesorilor.

Cuvinte cheie: inovație, tehnologie, hartă mentală, proiecte de cercetare etc.

1. The relationship between teacher's culture and pedagogical mastery in teaching the discipline "Personal Development" in School

The identified areas of teacher's cultural development integrate the theory of career anchors, which focuses on the way in which motivation, professional competence and values are gradually combined in the self-concept of the career, internally and externally, which constrains and determines the choice of the career throughout the professional life of the teacher, being vulnerable to career management models, internally and externally.

Moreover, internally or individually, it would directly correlate with professional capacities and abilities, cognitive, emotional, sensory perceptual factors, personal needs, motivation, IQ, EQ and SQ and psychological factors of mental health (well-being, professional balance, stress and professional burning).

Universal intellectual standards are standards that must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, problem or situation. To problematize cultural aspects requires mastering these standards. When incorporating these Universal Intellectual Standards into the teaching of "Personal Development," the goal is to foster critical thinking, self-awareness, and a thoughtful approach to personal growth. By integrating these standards, students can develop the skills to think more deeply, make informed decisions, and engage in continuous self-improvement [5, p. 33]. These standards help assess the quality of thinking, promote intellectual rigor, and guide individuals in developing their reasoning skills. When teaching the discipline of "Personal Development," integrating these standards can contribute to a more comprehensive and thoughtful approach to learning and self-reflection. Accuracy stresses the need for accurate self-awareness. When exploring personal strengths, weaknesses, and areas for growth, encourage students to be honest and objective in their assessments. Relevance encourages students to connect their personal development goals with broader life values, career aspirations, and societal contributions. Help them understand the relevance of self-improvement in various contexts.

Harnessing identity potential of teachers must: maintain and improve the professional relations between the educational institution, teachers and society, in the public and social interest, must aim to ensure the following psycho-pedagogical aspects set out in the code of ethics of the teacher and educational management of cultural awareness at various stages of teacher's cultural identity, personal development and training, pursuing the following objectives [6]:

- recruitment in the profession of framework; training, career development and teacher performance management;
- providing professional models in the process of teaching teaching/learning/evaluation focused on values and professional practice, knowledge and understanding, teaching, planning, expectations and objectives, monitoring and evaluation, teaching and classroom management, etc.;

- assessment of needs at the level of society, educational system, educational institution and teachers;
- accessible support standards; standards of professional conduct of teachers; the role of the teaching profession; raising the status of teacher;
- responsibility for non-compliance with the provisions of the code of ethics of the teacher.
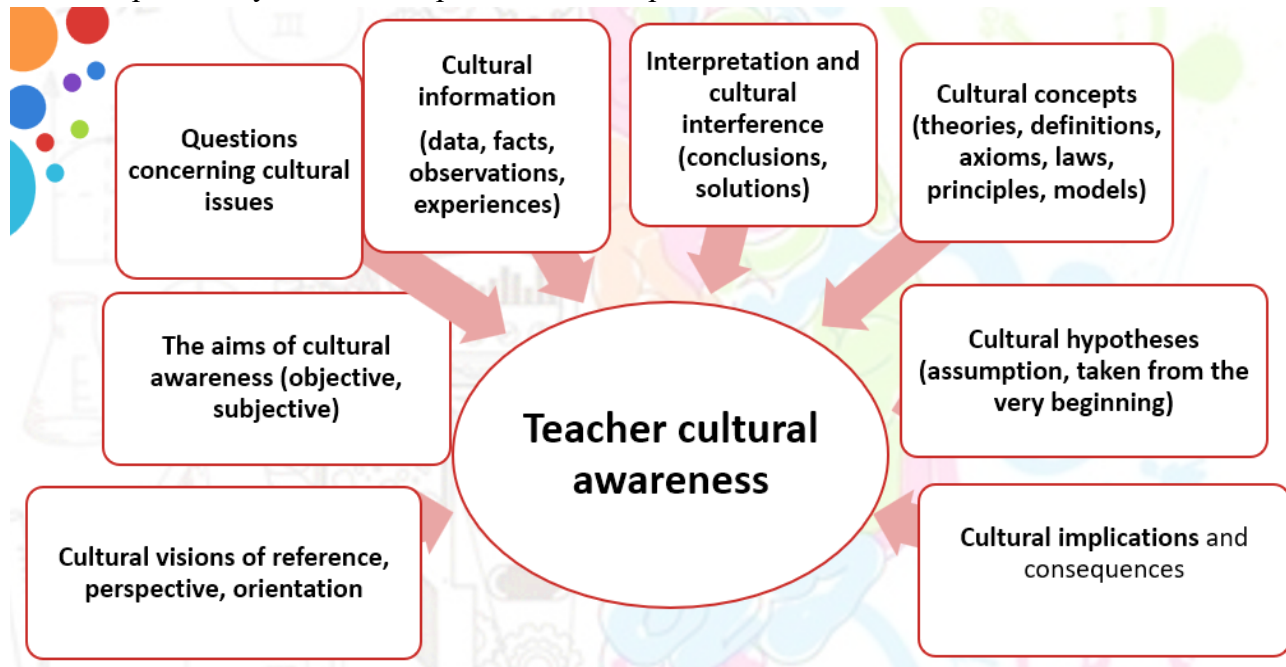
Figure 1. Components of teacher cultural awareness

Teacher culture represent the condition and criteria that ensure the needs of teaching-learning-evaluation process. Assessment of the conditions and criteria that will ensure the teaching-learning-evaluation process in society, focused on the needs of its contemporary, summaries according to Olivier Reboul [7, p. 8]:

- the intention to teach, in institutional framework,
- education is a cultural asset,
- teaching is a long-term activity, to have and to capitalize competent teachers and rendering is aimed at forming critical thinking.

Teacher culture by harnessing identity potential is an overview of education as it is represented together with a framework through which educators can interpret these representations in relation to their own professional values and development [4, p. 129].

Teacher culture by harnessing identity potential is a dynamic process, based on their representations, that requires a systemic approach.

Approaching the issue of teacher culture from the perspective of psycho-pedagogical aspects is of major importance, both socially and educationally.

This plays a decisive role in the development of a just, free, conscious, tolerant society, with a broad vision in the face of daily challenges, which shows a high degree of reflection, capitalizing on the potential for identity, equal in rights and able to participate actively in social life.

Figure 2. Example of activity in making the teachers aware by their pedagogical mastery

2. Differentiation of web resources (DWR)

Differentiating web resources is a pedagogical approach that recognizes and responds to the diversity of learners, promoting an inclusive and effective educational environment. It helps ensure that each student has access to materials that suit their unique needs and enhance their learning experience.

DWR helps address the diverse learning needs, preferences, and abilities of students, there are some key reasons why differentiation is crucial in the context of using web resources in education: diverse learning styles, varied levels of readiness, individual pacing, catering to multiple intelligences, personalized learning, accessibility and inclusivity, cultural relevance, adaptation to technological proficiency, real-world relevance and different types of motivation and engagement (see fig.1 and 2).

Figure 3. Some types of web resources

Web resources facilitate personalized learning experiences, allowing students to explore topics at their own pace and in ways that align with their interests. This can enhance motivation and engagement, as students have more control over their learning path (see fig. 3).

Teachers and students have different learning styles, such as visual, auditory, kinesthetic, or a combination of these. Differentiating web resources allows educators to provide a variety of materials, including videos, interactive simulations, written content, and more, catering to diverse learning preferences

Figure 4. Digital tools and applications (DTA)

Figure 5. Feed-back applications and Online Conferences

There are interesting applications (for example: reb us, join pairs, puzzle, fill in the missing word, etc.). The advantage is that they can be easily shared (link, embed code) or can be used as learning material on the LearningApps platform by creating classes to invite children; surveys can also be done to measure feedback (https://learningapps.org/).

Figure 6. Digital maps and wall

Students enter the classroom with different levels of readiness and prior knowledge. Differentiated web resources enable teachers to offer materials at various difficulty levels, ensuring that students can access content that aligns with their current understanding while challenging them appropriately (see fig. 4 and 5). Telling a story in the digital environment is a method that attracts students in the learning process. By using a palette of online tools, students can experiment by using a set of important skills and multiple methods. They can use text, audio and video content as well as images to communicate their ideas and strengthen their writing skills. Apps: *Haiku Deck, Storybird, PowToon, Pixton*.

Howard Gardner's theory of multiple intelligences suggests that individuals possess various forms of intelligence. are among the most popular types of digital applications are maps such as *Google Maps, Maps me, Waze, Tripline, Zeemaps*, as well as collaborative tools. Virtual wall are digital applications that provide collaborative display space for both text, image, video, websites. Among the best known are Padlet and lino.it. These resources can address different intelligences (e.g., linguistic, logical-mathematical, visual-spatial) by providing a range of multimedia content and interactive activities (see fig. 6).

Table 1. General key objectives and topics of the discipline "Personal Development"

THEMES	OBJECTIVES	TOPICS
1. Introduction to Personal Development	• To define the concept of personal development and highlight its importance in the lives of teachers. • To explore the link between personal development and learning performance.	1. What is the significance of the personal development discipline and why is it relevant for teachers? 2. How personal development can influence teaching methods and the relationship with students. 3. What would be the purpose and benefits of continuing education and personal development in the field of education.
2. Self-Reflection and Personal Goal Setting	• To encourage teachers to self-assess and identify their strengths and areas where they can improve. • To introduce new digital techniques for setting personal goals.	1. How to assess one's own performance and classroom impact in using digital technologies. 2. Self-Reflection Techniques for Continuing Professional Assessment. 3. Establishing SMART objectives (Specific, Measurable, Attainable, Realistic, in a determined Time).
3. Managing Stress and Improving Mental Wellbeing	• To provide tools for managing stress and maintaining a balanced state of mental health. • To explore the connection between teachers' mental well-being and classroom performance.	1. Identifying sources of stress in the educational environment. 2. Techniques for managing stress and professional burnout. 3. The importance of professional balance.
4. Effective Communication and Relationship with Students and Parents	• To improve teachers' communication skills. • To explore ways to build healthy relationships with students and parents.	1. Effective communication techniques in the classroom. 2. How to manage conflict and maintain positive relationships with students and parents. 3. The importance of feedback and constructive ways to give and receive it at a distance.
5. Continuing Education and Professional Development	• To promote the mindset of continuous learning. • To present resources and opportunities for teacher professional development.	4. The importance of continuing education and participation in professional development programs. 5. Online and offline resources for teachers to continuously improve their skills. 6. Ways to share knowledge and experiences with other teachers.

The educational software is a complex computer program, specially designed to be used in the teaching process. The educational software can also be considered an electronic form of a textbook, but not in the form of a simple document of the form *.doc or *.pdf, but with an interface that allows

an interactive way of working (based on menus, buttons, etc.). There are several categories of educational software: simulations, modelling, educational robotics and mobile software (MBL), programming systems, apps exploring virtual reality, educational games, hypermedia, experimentation and practice software, intelligent mentoring systems, collaborative distance learning systems [3, p. 329]. But not all educational software is suitable to be used within the discipline of personal development by the teachers.

To teach the discipline "Personal Development" for teachers requires to adapt an interactive and participatory approach, because we have different knowledge and different skills in using digital technologies in teaching. Below we will exemplify just a few key topics and their objectives [1, p. 5]. These sessions can be adjusted to the specific needs of the teacher group and are complemented with interactive activities, case studies and group discussions to ensure active and engaging participation (see tab. 1).

There are various digital tools and applications that can be beneficial for personal development. These tools can assist individuals in setting goals, tracking progress, learning new skills, managing time, and fostering a positive mindset [2, p. 1259]. Providing a variety of web resources helps maintain student interest and engagement. Interactive elements, multimedia, and choices in learning materials can contribute to a more motivating and enjoyable learning experience:

a. **Goal setting and tracking apps** serve several purposes, all aimed at helping individuals set, monitor, and achieve their personal and professional objectives. The goal setting and tracking apps empower individuals to take control of their objectives, stay motivated, and make meaningful progress toward personal and professional success (*Todolist*: A task management app that helps in setting and tracking personal and professional goals. *Trello*: A visual project management tool that can be used for setting and organizing goals.).

b. **Learning and Skill Development.** This Web resources can be curated to include real-world examples, case studies, and applications. By differentiating content to showcase its relevance to different contexts, students can better appreciate the practical implications of what they are learning (*Coursera, edX, Udemy*: Online platforms offering courses on a wide range of subjects for skill development. *Duolingo:* An app for learning new languages. *LinkedIn Learning*: Provides courses on various professional and personal development topics.

c. **Mindfulness and Well-being apps** are designed to support users in cultivating mindfulness, reducing stress, and enhancing overall well-being. These apps typically offer a variety of features and resources to help individuals develop and maintain a mindful and balanced lifestyle (*Headspace, Calm*: Apps for guided meditation and mindfulness exercises. *Daylio*: A mood tracking app that can help in understanding and managing emotions.).

d. **Time Management apps** serve the purpose of helping individuals plan, organize, and prioritize their tasks and activities efficiently. These apps offer a range of features designed to enhance productivity, reduce procrastination, and improve overall time utilization (*RescueTime*: Monitors time spent on various applications and websites, helping identify and improve time management habits. *Toggl:* A time tracking app for better understanding and optimizing daily activities.).

e. **Reading and Knowledge Management**. Students may have varying levels of proficiency with technology. Differentiated web resources can include a mix of technology tools, allowing students to engage with content using tools and platforms they are comfortable with, fostering digital literacy skills (*Goodreads:* A platform for tracking books you've read, want to read, and getting recommendations. *Pocket:* Allows you to save articles and videos to read or watch later.).

f. **Health and Fitness** are differentiated web resources which can address accessibility needs. For example, providing alternative formats (text, audio, video) can support students with diverse abilities or disabilities, ensuring that the educational content is inclusive (*MyFitnessPal:* Tracks diet and exercise to support health and fitness goals. *Fitbit, Apple Health:* Wearable technology that monitors physical activity, sleep, and overall health.).

g. **Journaling and Reflection**. Students come from diverse cultural backgrounds, and differentiating web resources enables educators to incorporate materials that reflect various cultural perspectives. This helps make the learning experience more relatable and meaningful for all students (*Day One*: A digital journaling app for reflection and tracking personal growth. *Reflectly:* A journaling app that uses artificial intelligence to ask prompting questions for self-reflection.).

h. **Networking and Mentorship**. Differentiating web resources allows for individualized pacing. Some students may grasp concepts quickly and benefit from advanced resources, while others may need additional support or supplementary materials to reinforce understanding (*LinkedIn:* A professional networking platform for connecting with others in your field and seeking mentorship opportunities. *Meetup:* Helps in finding local events and meetups for networking and personal development.).

i. **Language Learning apps** serve various functions to facilitate the process of acquiring and mastering a new language. These apps are designed to make language learning more accessible, interactive, and engaging. Language learning apps aim to create a comprehensive and engaging learning experience, combining various features to address different aspects of language acquisition and proficiency (*Rosetta Stone, Babbel*: Language learning apps that use various methods to teach new languages.).

j. **Financial Planning apps** aim to assist individuals in managing their finances effectively, making informed decisions, and achieving their financial goals. These apps offer a range of features and functionalities designed to enhance budgeting, saving, investing, and overall financial well-being from Budgeting and Expense tracking to financial education as credit score monitoring and expense categorization (*Mint:* Tracks and categorizes personal finances, helping in budgeting and financial planning.).

The effectiveness of these tools depends on personal preferences and how well they align with individual goals [1, p. 3]. It's a good idea to explore different apps and tools to find the ones that work best for your specific needs in the realm of personal development.

Conclusions

Digital tools and applications in personal development and teacher's culture" can highlight the transformative impact of technology in shaping educational landscapes and fostering continuous growth. The integration of digital tools in personal development and teacher's culture empowers individuals by providing accessible resources for skill enhancement, self-reflection, and professional growth. The convenience and flexibility of these tools contribute to a more inclusive and personalized learning experience.

Digital tools offer educators a dynamic platform for continuous professional development. Through online courses, webinars, and collaborative platforms, teachers can stay abreast of pedagogical advancements, implement innovative teaching methods, and engage in a global network of educators, fostering a culture of lifelong learning.

Personal development apps allow individuals to tailor their learning journeys based on their unique goals, preferences, and areas for improvement. The adaptability of digital tools in personal development fosters a self-directed approach, encouraging learners to take ownership of their growth.

Digital tools facilitate cultural exchange and the sharing of diverse perspectives among educators. Online forums, collaborative projects, and virtual networks create opportunities for teachers to gain insights into different educational systems, teaching methodologies, and cultural nuances, fostering a richer teacher's culture.

The incorporation of digital tools streamlines administrative tasks for educators, allowing them to allocate more time to teaching, mentoring, and personal development. This efficiency contributes to a more balanced professional life and enhances the overall well-being of teachers.

Digital tools play a crucial role in building supportive communities among educators. Online platforms enable teachers to connect, share experiences, and collaborate on best practices, creating a culture of mutual support and collaboration.

Personal development and teacher's culture benefit from the use of data-driven insights provided by digital tools. Analytics and feedback mechanisms help individuals and educators assess their progress, identify areas for improvement, and make informed decisions about their professional development paths.

Integrating digital tools into personal development and teacher's culture helps individuals and educators adapt to the demands of a technology-driven society. Developing technological proficiency becomes essential for effective teaching and personal growth in a rapidly evolving digital landscape. The accessibility and convenience of digital tools foster a culture of lifelong learning, both in personal development and among educators. Continuous adaptation to new tools and technologies becomes an inherent part of the mindset, contributing to a dynamic and evolving educational environment. Acknowledging potential challenges, such as the digital divide, data security, and the need for digital literacy, is crucial. Striking a balance between technology use and maintaining the human touch in education remains an ongoing consideration for effective integration.

In conclusion, the fusion of digital tools with personal development and teacher's culture represents a transformative force, providing avenues for empowerment, collaboration, and continuous

growth in the education sector. The key lies in harnessing these tools thoughtfully to enhance both individual development and the collective culture of teaching.

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