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**-->Experimental research regarding the development of professional competences at beginning teachers**

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**Background**

The purpose of this paper is to propose and validation a program for development of competences at beginning teachers. At the foundation of this study we placed theoretical premises regarding the adaptation process of beginners to the requests of educational activity.

In order to undertake the research there were established next objectives: elaborating, validating and pre-testing the instruments for experimental model; the final evaluation of professional competences; establishing the formative activities and the final evaluation of professional competences.

**Research Questions**

The Research questions:

The implementation of specific program contributes at formation of professional competences at beginning teachers?

Are there significant differences at the level of formation of professional competences at beginning teachers, beyond age, gender, environment, specialization, didactic experience?

Our research was undertaken during year 2010, on a sample of 500 teachers with an experience between 1 and 3 years within the pre-academic education.

**Methods**

In our research there are utilized the following research methods: the formative experiment and statistical methods. The steps of formative experiment are: initial evaluation of professional competences; application of formative activities and the final evaluation of professional competences.

**Frame**

The debut represents a discovery moment of specific from didactic career, therewith underlining ambiguous affective states, but enthusiasm, pride and conceit. In these stage this is to point out the big number of exits from system, of young teachers which give up didactic career, not from financial motives, but already from educational motives regarding to the absent of saucer programs for pass of educational adaptive crisis. Many new teachers feel isolated and overwhelmed by the challenge of their first year on the job (Rogers & Babinski, 2002), and they encounter barriers to developing and/ or accessing the resources and personal support systems they need to understand and resolve practice-based concerns (Gold, 1996).

**Research findings**

The study's results will indicate future directions of methodological substantiation of the model for training the beginning teachers.