The Main Problems and Prospects for Reform of Higher Teacher Education in the Context of the Bologna Process

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Abstract

The article deals with the changes in teacher's education designed to ensure high competitiveness of future graduates. The author enlists all the reforms needed in educational field for Ukrainian education to become able to compete with those of European countries. It is stated that process of structural reform in national education systems, changes in educational programs and institutional reforms should be made. The legislative norms for the changes in question are reviewed. The author comes to the conclusion that given evolution of the education system should not be separated from other areas of society. It has to develop in a harmonious interrelation with society as a whole, taking on the role of its leader.

Keywords

Higher pedagogical education, structural reform of national education system, European educational space, Bologna process, changes in teacher education.

Introduction

Current trends of social development of Ukraine require high school transition to a new concept of training future professionals, improving its quality motivating processes of integration, increasing professionalism, competence and intellectual culture of the teacher. The key paradigm of modern education its focus on the individual, but it needs a radical renewal and restructuring of established methodological approaches. In terms of social democratization and humanization there is a need of the emergence of new requirements for personal and professional skills of specialists with higher education.

In Ukraine, as in other developed countries, higher education is recognized as one of the leading sectors of society. Joining the Bologna area is important for Ukrainian society and necessary because of the need to solve the problem of recognition of Ukrainian diplomas abroad, improving the efficiency and quality of education and consequently the competitiveness

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of Ukrainian higher education institutions and their graduates in the European and global labor market.

Analysis of recent publications and sources indicates that the current issue of Ukraine's entry into the European educational space, its accession to the Bologna Declaration is relevant. Country makes certain steps to ensure a proper place in the global educational community, but still remain many problems reforming higher education in Ukraine and unexplored prospects of its development.

Joining the Bologna process requires a radical modernization of the content of teacher education. Significant progress should be undertaken towards the democratization of education policy, including decentralization of teacher education, increased autonomy of universities. Innovation with touch of early vocational guidance and secondary school graduates.

Changes in teacher education designed to ensure high competitiveness of future graduates. His education should be fundamental, qualitative, carried out in an organic relationship with science and teaching practice. Graduate Pedagogical University has to master information technology, several foreign languages, additional (non-teacher) profession.

The purpose of this article is to clarify the existing problems and the prospects for reform of the system of higher pedagogical education in Ukraine in the context of the Bologna process.

**Discussion**

The process of structural reform national education systems, changes in educational programs and institutional reforms should occur in the following main areas: the adoption of suitable and clear shades of diplomas, degrees and qualifications; stepwise introduction of the education system; implement uniform credit units; definition and compliance with European standards of quality educational services; address barriers to greater mobility of students, teachers, researchers and administrators of higher education. The same principles should be entered in the Ukrainian education.

Domestic scholars point out that it is necessary to reach a new level of integration of science and teacher education. The information revolution requires constant updating teacher knowledge, the ability to learn cont life. And for this he must be a scholar, researcher, able to constantly learn, and most importantly to develop appropriate skills, while another student's desk. Other places new demands on the faculty teaching university. Being a Methodist, even brilliant, is not sufficient. Teachers should be powerful scientists conduct research branched out to attract students to them.
One of the ways to upgrade education degree is to create educational and educational-scientific-industrial complexes. Combining various institutions around the higher educational institutions of different levels of accreditation in Ukraine promotes the creation of university regional districts. This will make it possible to form a strong regional, corporate and university research centers, which will focus high methodological, scientific, pedagogical and educational potential, but also solve the problem of quality personnel of the educational process, to monitor the quality of higher pedagogical education in the country and ensure proper quality of learning process, research, and quality of higher education, etc. (Materials to the Final board of the Ukrainian Ministry of Education and Science, 2008).

Development of a multi-step teacher education and training of future teachers of employees increased opportunities for continuing education and various social strategies, accelerates adaptation of students to the new educational environment. With the integration of education (secondary, vocational and higher) there is a positive socio-economic effect, which leads to increase in popularity and the number of integrated schools.

Many higher education institutions provide educational facilities in the unity schools, lyceums, gymnasiums, are cooperating with future applicants. The modern teacher must be prepared for new technologies and strategies for professional learning activities.

Modernizing national teacher education, should be considered as national historical experience, and so integration into European and world educational space to provide citizens equal access to education qualitatively new level. Intellectual and emotional development of the young man, the formation of values, ethical and aesthetic ideals depends on the nature of educational content. The question “Why teaching?” Directly related to the understanding of the importance of education and its purpose in each society. In England, education, first considered in accordance with the future social position. In Germany, France preferred intellectual education (Sysoyeva S. O., Krystopechuk T. E., 2012). Therefore, scientists and teachers, practitioners were formulated leading job training in foreign universities, namely taking into account specific interests of students; promote their cognitive and creative activity; enable students to delve deeply into the essence of a subject; support initiative and independence in learning; providing opportunities for the exercise of leadership development.

One of the goals of reforming the current education degree is a significant increase in interest in teaching gifted and talented youth. For these children develop individual programs aimed at opening and further develop their abilities and talents.
It is advisable to pay attention to the fact that the curricula of foreign universities contain only a small number of compulsory subjects, allowing students most of the time working on individual plans. In addition to required courses, and electives are selected. Thus, approximately 40% are courses and elective courses. Much attention is also paid to practical classes and independent work of students. In particular, each class hours 2-5 hours supplemented by independent work. To pedagogically valuable species independent work leading countries include: writing essays, works on a free theme; perform creative tasks that are designed to compare various theoretical concepts; performance of individual and group research projects; critical analysis of articles on the problem under study; prepare and deliver a lecture to the students, followed by discussion. Study and analysis of scientific and educational literature suggests that in the leading countries of the world, along with the traditional and widely practiced alternative methods and learning, namely: modeling, role playing, didactic games and dramatization, “mikroteaching”. By exciting learning also include “free group discussion” when classes spend their discussion students and the teacher acts as a listener (Krut P. P., Stefan L. A., 2007).

Thus, the main directions of reforming education degree in the leading countries of the world are: fundamentalization higher education; individualization of learning (each student works on their individual plan and a comfortable pace); implementation of corporate programs (training in higher education combined with work in firms or companies); broad involvement of young people to the actual problems of science; improving the quality of higher education; increasing interest in the problems of talented youth; modernization of learning technologies; intensification of the educational process; study abroad; distribution verification system of training; widespread use of distance learning and test control; implementation of the three-tiered model of full-time education; implementation of a modular system; drawing up curricula for credit score and others.

The Bologna process - a process of recognition of one educational system to another in Europe. Participation of higher pedagogical education in Ukraine Bologna transformations should focus only on its development and acquisition of high quality features, rather than the loss of the best traditions of national standards reduce its quality. Focusing on Bologna Process does not result in excessive restructuring national teacher education system. This evolution of the education system should not be separated from other areas of society. It has to develop in a harmonious relationship with society, taking on the role of its leader.
Changes related to viewing a educational levels, the introduction of credit-module system, improving the quality of education and its compliance with European standards based on new state education standards, creating conditions for a high mobility of students and teachers in Ukraine and abroad, Ukrainian concordance degrees from European countries, establishing an effective system of education throughout life.

Currently, the education degree Ukraine moves to a state of structural reform. The main areas of structural reform of higher education in Ukraine is:

- adoption and readily comparable degree system;
- the introduction of credit-modular system similar to ECTS;
- adoption of agreed with Member States Bologna Diploma Supplement;
- adoption of a system that recognizes the doctoral level as the third cycle of education;
- providing lifelong;
- to promote European cooperation in quality assurance of education;
- increase mobility by overcoming obstacles;
- Promotion of European topics in higher education.

Towards transformation Ukrainian system of teacher education requires the following steps:

- The state should form a strategy of priority scientific and technological development in the form of national programs based on attracting domestic production, science, education and business in a single monolithic complex;
- Needs to address significant structural mismatch between the economy and the amount and structure of training and retraining through strategic planning of priority sectors and their sustainable staffing; public order must provide those needs;
- Comprehensive improvement of four main parts of education: vocational, special, technical, higher and postgraduate; adaptation of the national higher education system to the needs of society and the labor market;
- Recognition of the role of universities as key institutions of society, devote himself to finding and dissemination of the latest objective knowledge society by providing intellectual guidance;
- Creation of a modern information infrastructure of education and science, with its connection to European computer networks and information resources, effective scientific and technological cooperation between Ukraine and Europe.
In Ukraine legally defined levels and degrees of higher education. The structure of educational levels that exist in Ukraine, as close to the educational levels that exist in the European Union.

To adapt the national system of educational process to the European system of mutual credit in Ukraine implies the following important measures:

- by law to change the regulatory guidance documents: see the list of areas and specialties of the diploma of higher education, higher education standards, the provisions on the organization of educational process on the basis of credit-modular system, etc.;
- implement a number of organizational measures should include changes in the management of universities - the emergence of managers and tutors (curators developer training modules), the conclusion of agreements between the university and informational support academic mobility, etc.;
- up the process of introducing a credit system in education in Ukraine, which requires adapting existing training programs and plans as required ECTS, creating record-accumulative system with a wide range of existing specialties Ukraine, development of agreed structural modules.

Credit-module system in Ukraine regarded not only as the basis of all parts of higher education: basic, complete, postgraduate, retraining and skills, particularly in distance learning system, but also as a new technology to the educational process aimed at improving the quality of higher education.

An important task for recognizing Ukraine’s education system and in particular the simplification of procedures for the recognition of qualifications European countries are introducing in Ukraine agreed Diploma Supplement. The Cabinet of Ministers of Ukraine of November 12, 1997 № 1260 “About certificates of education and academic titles” introduced new models of documents on higher education. Diploma of Higher Education with the addition to it illuminates a successful implementation of the educational program and gives the right to continue their education or to perform certain work.

Annex - an integral part of the document on higher education. The most significant difference from European national application - the presence in the annex to the European standard on the national higher education system, which includes information about types of schools, types of lessons for educational and qualification programs, information on the accreditation of training programs and the organization of educational...
process, existing degree system, the conditions of awarding academic levels, conditions of access to education, national sources and others.

Ukraine can without much difficulty to amend adopted at national level of the Diploma Supplement and go to the agreed European area, given that the majority of points required for application to the European and national diploma stored.

An important task of reforming the system of higher pedagogical education in Ukraine - is its adaptation to the labor market, changes in economic transition.

Mobility - an important quality feature of European space, which includes the free movement of students and teachers between universities and countries.

Promotion of European topics in higher education: international projects; Integration into the European information space; the introduction of modern distance learning technologies in Ukraine.

Conclusions

Based on the current state of higher pedagogical education in Ukraine in the context of its compliance with the Bologna process, the following conclusions:

- higher education in Ukraine is rather formed a system that follows the structure of education in the developed countries; functions fulfilled degree system of higher pedagogical education that takes into account global trends and national characteristics and traditions of higher education in Ukraine;
- the vast majority of universities in Ukraine uses a rating system of modular evaluation of student achievement, the basis for the introduction of credit-modular system similar to ECTS;
- urgent task of higher education teaching Ukraine - to optimize the structure of higher education, extension and reduction of learning areas and specialties of experts at different levels, determining the place of BA and MA in the system of division of labor;
- in Ukraine successfully working public system of accreditation, licensing and certification of higher educational institutions, which can objectively evaluate the possibility of the institution to train specialists at national and international standards;
- Ukraine actively cooperate with the EU on the implementation of European topics in higher education, which is reflected in joint projects and programs;

to implement the principle of “ducation cont life” in Ukraine need to improve the system of training and professional development, educational scientific and industrial complexes in higher education, strengthening links with universities and sector Ukraine.

The future of Ukraine is connected with Europe. Participation of higher pedagogical education in Ukraine Bologna transformations should focus only on its development and acquisition of high quality features, rather than the loss of the best traditions of national standards reduce its quality. Focusing on Bologna Process does not result in excessive adjustment of national education system. On the contrary, her condition must deeply understand comparing with European criteria and standards, and identify opportunities for improvement in the new stage. This evolution of the education system should not be separated from other areas of society. It has to develop in a harmonious interrelation with society as a whole, taking on the role of its leader.

Since Ukraine's entry into the European educational space is rapidly see the appropriate further adjustments of higher education in Ukraine to European, which will increase the competitiveness of Ukrainian university graduates, development and implementation of international educational projects and more.

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Abstract

Current rules provide support to the needy on Polish territory defined by the Act on Social Assistance dated 12 March 2004 (Journal of Laws No. 64, item 593rd of item d.). It specifies the exact tasks in the field of social assistance, the types of benefits, rules and procedures for the provision and organization of social assistance and the rules and procedures of control. It also defines the rules for granting permanent benefit, monetary assistance for refugees, provisions for social work, counseling and crisis intervention, clarifies when and who can use monetary and non-monetary benefits. The Act expands the issue of childcare and family. Family gets help in the form of: counseling and family therapy, social work and ensuring the care and education of children outside the family (Ustawa o pomocy społecznej z 12 marca 2004).

Keywords

Social child care, family care.

Forms of social assistance

Social Welfare Act of 2004 divides benefits into two basic types: monetary and non-monetary benefits. The criterion for this division is a form of direct benefits received by an individual or a family enjoying the benefits. The monetary benefits include:

- permanent benefit,
- temporary allowance,
- designated benefit and special designated benefit,
- allowance and loan for economic empowerment,
- support for foster families,
- support for independence and continuing education,
- cash benefits to maintain and cover expenses related to learning Polish language for foreigners who have been granted refugee status in Poland or subsidiary protection

• the remuneration payable to the guardian for the care awarded by the court (Ustawa o pomocy społecznej z 12 marca 2004). However, the non-cash benefits include:
  • social work,
  • credited ticket,
  • health insurance premiums,
  • social security contributions,
  • material assistance, including economic empowerment,
  • making funeral
  • specialist counseling,
  • crisis intervention,
  • shelter,
  • meal,
  • the necessary clothing,
  • place of residence care services, support centers and family care homes,
  • specialist nursing services at home and in the center support,
  • sheltered housing,
  • stay and services in a nursing home,
  • care and upbringing in a foster family and at a special educational center,
  • assistance in obtaining adequate housing, including sheltered home, assistance in obtaining employment, aid for development - and forms that form a signpost in individual's coping with life problems.
• training, family counseling and family therapy centers run by adoption and care centers (Ustawa o pomocy społecznej z 12 marca 2004).

A person who wants to get help in the form of benefit should go to the welfare center at their place of residence. Social assistance is not the only support system for the poor. The family benefit system is the support for less well-off families, who have problems such as raising a child or in a situation where in the family there is a disabled person in need of care and support, and her loved ones are not in a position to provide it. Housing allowances, however, is the support for people who have difficulty in maintaining housing, paying rent, incurring charges for energy and gas. Social grants are supposed to align the opportunity of education for children from families with lower incomes, and aid in the form of food, to provide meals to people deprived of them. All of these forms of assistance are
guided by the principle that the support is received by individuals and families with low-income provided it does not exceed the income thresholds. The help is usually organized by the communes (http://pomocspoleczna.ngo.pl/x/72546).

The right to monetary benefits from social assistance granted to individuals and families that meet the so-called “means test”. Help in this form is entitled to those with the lowest income. From 1 October 2012, the ordinance of the Council of Ministers of 17 July 2012 on the revised income criteria and the amounts of monetary benefits from social assistance, according to which the criterion for entitlement to social assistance for a single person household is 542 zł, and for a family member 456 zł. When applying for assistance one should sum up the revenue of the month preceding the submission of the application. In calculating the means test for one member of the family one adds to the income, the income of all its members, which may be earnings, pensions and unemployment benefits. It must be the net income, i.e. without tax and insurance premiums (Rozporządzenie Rady Ministrów z dnia 17 lipca 2012 r.).

**The basic form of financial aid are grants:**

- **Permanent allowance** - is entitled to an adult person living in a household, totally unable to work because of age or disability, and an adult who remains in the family, totally unable to work because of age or disability. From 1 October 2012, the maximum amount of the allowance is fixed 529zł. The decision to issue or refuse to grant this benefit usually requires a background interview by a social worker at the place of residence of the person;

- **Temporary benefits** - may be granted to individuals and families, if the income of a single person in a household or family income does not exceed the income criterion for a person or family, in particular on long-term illness, disability, unemployment. Temporary allowance shall be:

  1. in the case of a single person - the amount up to the difference between the means test of a single person in a household and the income of that person, except that the amount of the allowance can not be higher than 418 zł per month,

  2. in the case of family - to the difference between the means test of the family and the income of the family.

  The period for which a payment is granted, is determined by the social welfare center under the circumstances of the case. This benefit may be granted in special cases a person or a family with income exceeding the income criteria, but only if all or part of it is returned;

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- designated benefit - it is an optional benefit granted to meet the essential needs of life, and in particular to cover part or all of the cost of the purchase of food, medicines and medical treatment, fuel, clothing, necessary household items, small renovations and repairs in the apartment, as well as funeral expenses. This allowance may also be granted to the homeless and other people who have no income and opportunities for health benefits to cover part or all of the costs for health services. Designated benefit may be granted in the form of a credited ticket. This is a benefit conferred to cover expenditure connected with a calamity or ecological disaster, entitled, in highly justified cases to the person or family who have suffered losses as a result of natural disasters or environmental. In this case, it may be granted regardless of income and can not be recovered;

- special designated benefit - may be granted regardless of income a person or family who have suffered losses as a result of a natural calamity or ecological disaster, is vested in special cases to a person or a family with income in excess of the statutory criterion - in the amount not exceeding the income criterion of a single person in a household or family (Ustawa o pomocy społecznej z 12 marca 2004, art. 37-41).

Organisations providing social assistance

a) Government institutions

The basic element of the local government, which was established among other things to solve the problems of the poor, the disabled and to take custody of the child have become the emerging district family assistance centers. These are independent budgetary units, subordinated to the district board. Their creation, maintenance and payment of wages to workers employed in them is the task of its own district. As the name suggests, the essential purpose of the PCPR is to help families in difficult times of their operation, and integration with other entities that provide this support. PCPR serve as liaison between the communes and commune social welfare centers, regional centers of social policy, the office of the provincial and non-governmental organizations that implement the care and welfare of the district related to a child and family. The primary function of these centers is to diagnose problems of the urban environment, and finding ways to prevent institutions and the problems and situations that cause them to rise. Specific tasks of the district family assistance centers defined Act of 1990 on social assistance, and currently in force of 12 March 2004.

The unit, which helps those who find themselves in a difficult situation at commune level is the center of social assistance. Social assistance
supports individuals and families in their efforts aimed at meeting basic needs and allows them to live in decent conditions. Social Welfare Centre has strong links with the local community operation. Its fundamental task is to take steps to make the clients lead independent lives and integration of people who have problems with social adaptation to the environment. The commune should arrange adequate facilities to carry out such tasks. The organization system of the center depends mainly on: the number of inhabitants in the commune and community income levels. At the moment, the key criterion is the number of inhabitants per one social worker. It is assumed that a single employee falls for a maximum of 2,000 people. Centers in small, rural communities typically employ a few to a dozen people, a much more complex structure to urban centers (Błeszyński J. J., 2003, p.131; Kurcz A., 2005, p. 125-129; Tarkowski Z., 2000, p. 63).

Another form of family assistance is family counseling, focusing on issues of relationships and roles of individuals in the system of the basic social unit. Aid is granted a family experiencing difficulties in fulfilling their tasks. It is provided by the family counseling (Kowalczyk D., 2005, p. 156-159).

Institutions providing the assistance to people in crisis situations arose in connection with psychiatry, specifically the movement of suicide prevention. In Poland, the movement for the establishment of crisis intervention initiated by the governor of Krakow in March 1991 the country's first Crisis Intervention Center. Today, such institutions exist in virtually every major city. Typically, these centers are working in two shifts, and their activity is conducted five days a week. Staff team to create a number, or a dozen people, depending on the demand, which includes: psychologists, educators who are experts in working with families, social workers, rehabilitative therapists, specialists in the field of domestic violence prevention and lawyers. Funds for the operation of centers come from a variety of sources, mostly it is the city's budget, but often they are also supported by private sponsors, various foundations and other aid institutions. Crisis Intervention Centres offer the needy various forms of specific support and assistance in a crisis. Their customers are people surviving situational crises related among others with the loss of job, death of a loved one, a betrayal, a diagnosis of serious somatic disease, as well as experiencing a variety of psychosocial crises such as unemployment, homelessness, financial problems, conflicts, neighborhood, housing difficulties and crises facing the family or domestic violence. Such high demand and diversity of issues make the centers provide assistance, among others in the forms of: emergency call, specialized counseling, provision of temporary shelter, support groups, over nightl emergency call centers, weekend helplines. All these forms are designed to bring help and support to
people whose health or life is at risk, reducing the consequences of traumatic experiences, preventing suicide, intervening for victims of violence, they also help people surviving crises and dilemmas (Juszczak B., 2005, p. 180-182; Lesniak E., 1999, p. 74; Sarzala K.).

Home for the mother and child is one of the institutions, which may include the type of intervention centers. Regardless of whether it is run by lay people and clergy, its primary goal is to help women and girls who, for various reasons, are not able to cope with the difficulties posed by their motherhood. At the institution mothers may receive material assistance, psychological and pedagogical. Often institutions also carry out various therapies and support groups such as co-addicted therapy or therapy for victims affected by domestic violence. Most institutions also work with adoption centers because they do not always manage to get the woman keep the child. In this case, after the birth, she has six weeks to make a final decision (Bogdańska E., 2005, p. 190-193).

The type of a special education center, designed for children aged 11-18 years who were in crisis and emergency situations and require clock care, is kids shelter. In exceptional cases, the facility may be adopted to younger children. Special care and education emergency centers admit minor children round the clock, it is done at the request of the court, the parents or the child. In critical cases, a child may be referred to this type of facility by a police officer, a school or a social worker. The emergency center is required to provide care to a child until his family and legal situation is explained as well as it is obliged to remain in its close cooperation with the parents or legal guardians of the child, the school it attends, family courts, social workers or adoption and care centers. The best solution for the child who found themselves in the position of having to be placed in an emergency shelter is to return to his own family, but most often this is not possible, eg. due to parental alcohol addiction, housing and material conditions which the caregivers provide (Badora S., Czeredecka B., Marzec D., 2001, p. 139-140; Brągiel J., 2005, p. 293-295).

A special kind of police organizational unit, which is designed for the care of minors and prevention department reports directly to the provincial police or the district's Police Board of the Child. Minors who find their way there are put under the care of the specially trained police. Juveniles may be detained in Police Children's House when: committed an illegal act and it is likely that it will attempt to erase all traces of the offense, or if his identity is unknown. The fact of placing him in an institution is reported to the parents or legal guardians of a minor giving the reason for detention and the possibility of appeal to the family court, which also oversees the proceedings on a minor. A child residing at the police has to deposit all of their clothing...
and belongings, and among others follow the established order of the day and the applicable rules, obey the teachers, take care of personal hygiene, take an active part in organized activities. Juveniles at the detention center should have access to daily newspapers, basic literature, media, he also has the right to be visited by an attorney, with the consent of the family court also with their parents or relatives, protection from physical violence, psychological or other forms of cruelty (Wawrzczak-Gazda A., 2005, p. 303-304).

Children's home in our country, is still in the form of day and night care for children who are partially or totally devoided of parental care. It is a socializing institution. To the institution as children's home directs the district at the request of the family court. In exceptional cases, a referral may be made at the request of parents, legal guardians, or the child itself. For the child’s stay at an orphanage the fee of the average monthly cost of living is incurred by parents regardless of whether they are deprived of parental authority, being suspended or restricted. One of the main tasks of the orphanage is to allow children to get in touch with family, or people close to them, which implements the principle of the child's right to have a family and parents are given the opportunity to participate in the process of raising a child. The facility is also required to actively participate in the process of becoming independent ward and give him the right start in life after leaving the adults. A specific category of children's homes are the homes of a small child, being the facilities for children up to 3 years of age. Typically, these institutions also have a place for mothers in difficult circumstances. Although currently the youngest children are most likely to go to a foster family, a small child homes are necessary institutions, as they take the children irrespective of their level of development and health. Often the bulk of their dependents are children with varying degrees of disability or suffering from an incurable somatic disease (Badora S., 2005, p. 331-334, 339-343; Gumienny B., 2005, p. 31).

Youth education centers is a rehabilitation facility for young people socially maladjusted, operating all year round and providing pupils clock care. Alumni of the center may be young children at the age from 13 years, in exceptional cases, children can be taken from 10 years. Currently, children and young people are directed to these centers only on the basis of a court decision. Placement in correctional facilities is a last resort and is used only when other measures have failed, and the family is unable to cope with the degree demoralization of the child. The court may conditionally suspend the decision to place in a youth facility for a specified period, which is treated as a period of trial and use other means of education such as probation (Mitkiewicz G., 2003, p. 8).
Juvenile shelter is a specialized clock care institution of a diagnostic and rehabilitation character. The shelter is a center of educational used temporarily by the court during the proceedings. Its effect is similar to the pre-trial detention applicable to adults. Once the court decides to place the minor in a shelter it is also obliged to establish his public defender, unless the minor has his own counsellor of choice. The stay at a juvenile facility should not be longer than 3 months. If, for various reasons, the period of final judgment in the court of first instance is extended, the total stay in the shelter of a minor can not last longer than a year. One of the main tasks of shelters for minors is to develop a child's diagnosis and start the process of reintegration. Proposals put forward in diagnosis are the starting point for the court to determine the type of correctional facility in which the juvenile is placed (Gromek K., 2001, p. 221; Mudrecka I., 1999, p. 31).

Persons who because of their age, illness or disability require care can be partially covered and get help with daily support centers. These units are intended for different audiences and are created in the local community according to its needs. In Poland there are:

1. Environmental self-help houses for people with mental illness are support for people who because of mental illness or mental retardation have problems with communication and integration with the social environment. The participants of the course in such facilities are adults with a history of psychiatric treatment (Sikora P., 2005, p. 554-555).

2. Day care homes for the elderly are centers for elderly people. As an intangible benefit senior citizens are entitled to social assistance regardless of their income, and pensioners are admitted only on the basis of the statements published in the welfare centers. Stay at a day care home provides the appropriate level of care and allows for fuller participation in society. Residents are provided with meals, for which they pay partial fees, they can also benefit from medical and legal advice. Every day nursing care is provided, and interest workshops organized (Sikora P., 2005, p. 556-558).

3. Day care homes for people with Alzheimer's disease - because of their content, are centers for elderly people. Just like at a day care home residents are provided alimentation and nursing care. The centers are run occupational therapy workshops, which aim to improve the physical and mental health of clients. Institutions are usually five days a week (Sikora P., 2000).

4. Day care homes for young people are designed for young people with intellectual disabilities, participants in such institutions are those which prevent the degree of impairment such as further education or normal functioning and performance of social roles (Rutkowska R., p. 23).
5. Nursing homes are institutions designed primarily for the elderly, but can also meet the social care homes for children and youth. The main reasons for admitting an elderly person to a nursing home are: difficult social situation, advanced disability, lack of or limited means of support, lack of support from family. Care is carried out by a multidisciplinary therapeutic team, which implements: nursing services, nursing, occupational therapy, rehabilitation, psychotherapy, social work. Medical care is carried out on the same principles as in the case of a person living in your own home. The doctor writes a prescription, and drugs are partially reimbursed by the National Health Fund. Residents of the institutions bear the cost of the placement of up to 70% of its own income (Tarnowska A., 2011).

b) non-governmental institutions

In addition to government, social assistance is provided by a number of non-governmental institutions. These include, inter alia, foundations, associations within schools, churches and religious associations or community centers. This type of associations and organizations has recently become called “nonprofit organizations”, which literally means that the organizations are not deriving income from operations, aimed at satisfying the needs of others. Especially in the last few years, you will notice still increasing number of non-governmental organizations in our country. There are many reasons for this. One of them is the number and growth of problems that affect different groups of people.

Non-governmental sector in Poland is developing dynamically. Currently there are already about 70 thousand of non-governmental organizations. Their range is frequently limited the nearest neighborhood, commune, district. Not all of them are focused on social assistance. The main fields of their activities include: sports, tourism and recreation. The area of social care was indicated only by 11.2% of the organizations (Gliński P., 2004, p. 58; Halszka-Kurleto M., 2008, p. 66; Przewłocka J., 2013, p. 2; Siciński A., 2002, p. 241-244).

Child and family care in the welfare system

Among polish forms of child care we can distinguish foster family care (the adoptive family and the host family), family institutions (family orphanage and children’s village) and institutional forms of foster care (intervening, socializing and multifunctional special education institutions.
a) adoption

In Poland, a person can only adopt a minor under the statement of guardianship court and at the request of the adopter. Currently, there are four forms of adoption: incomplete, complete, total and foreign. The incomplete adoption mainly refers to older children who know their biological parents, and occurs where there is a legal relationship between the adopted and the adopter, while the adopted keeps the family and legal relations with his current family. Full adoption, also called solvable is the most common in practice. It starts when between the adopted and the adopter and his relatives creates a legal relationship, and at the same time rights and obligations arising from the relationship of parents and the extended family of the adopted club cease. Total adoption also known as insoluble or anonymous require the consent to adoption of the natural parents of a child. The parents give consent before a guardianship court. It is concluded then that they agree for adoption of your child in the future, without specifying the adopter. It is adoption, which can not be cancelled. The last type of adoption is quite rare - adoption abroad includes minor Polish citizen adoption by citizens of another country. As a result of this adoption the child always changes place of residence for another state (Błeszyński J. J., 2003, p. 28-30; Giertuga-Milek K., 2006, p. 84-90; Ładyżyński A., 2009, p. 115-126).

b) foster families

The foster family is the one that provides care and upbringing of a child deprived of parental care totally or in part, that because of legal obstacles (parents are not deprived of parental authority) can not be adopted. The foster family may be established for a child, which could be adopted (there is no legal barriers), but for various reasons you cannot find an adoptive family for him. In the Polish system of social assistance, there are three types of foster families: relatives of the child, unrelated to the child and professional family unrelated to a child , including large families, specializing families and the nature of emergency care. Families related to the child are usually created by the closest relatives (grandparents, older siblings, aunts). Unrelated family takes care of a child, not being connected to each other by any degree of kinship.

All professional foster families are required to undergo training which is organized by the district family assistance centers. Professional foster families with many children take on the care of at least three children, but not more than six. Only in the case of siblings this number may be
higher. Professional specialized foster families receive the care of socially maladjusted children or children with various disabilities, health problems, requiring special care. Such a family can take care of no more than three children. While in emergency foster family care there are frequently placed no more than three children to stay for the specified period of time until the lives of children are normalized, but not longer than 12 months. In special cases, the child's stay can be extended, but not more than a further 3 months. The family must also refuse to accept a child up to 10 years if it was brought by the police (if the child is in the family until the judgment of the Guardianship Court).

The purpose of a foster family is to provide a child: appropriate living conditions, opportunities for mental, physical and social security, address the needs, proper education and proper conditions for recreation. The court decides about placing a child in a foster family and childcare ceases by operation of law when the child reaches maturity. Foster families receive monetary assistance to partially overlap the residue maintenance costs (Gross-Golacka E., 2009, p. 37; Pomarańska-Bielecka M., 2007, p. 27).

c) the establishment of a family

Among the special education centers we can distinguish family orphanages and children's villages. In Family Houses children are provided with day care, close to their home. This specific facility provides child support until his return to the family, putting it in an adoptive family or until he is totally independent. The family-run children's home creates a large family for children who have not found a foster or adoptive family. It deals with the education of children of all ages, provides care to numerous brothers and sisters, provides education, compensating for development and school delays and retardation, governs child's contact with parents, in consultation with the court, the center support and adoption and care center. Family institution is obliged to work with the adoption and care center and support center in order to ensure the high quality and effectiveness of education and care for the child. Child care is exercised by a director of the facility, which also is an educator and has the ability to combine administrative and support functions. However, in the case when at the facility there are more than four children, it is possible to employ someone to help with childcare. All the family orphanages are coeducational institutions (Roguska A., 2011, p. 26-27).

A form of substitutional foster care are also the children villages. Their primary role is to provide a substitute family environment for children who are unable to return to his own family. Children Villages are complex of 12-15 houses located in one place. In Poland they were founded by
Hermann Gmeiner, and are based on four basic principles: mother, brothers and sisters, house, village. Families in children villages accept natural and social orphans under the age of 8 years. Each family consists of 6-8 children (siblings are matched to one mother). They live in an independent house in an atmosphere based on trust and goodwill. Child care is exercised by the mother, which is a single woman aged 25 to 40 years old, healthy, having the ability to make contact with the child, the ability to organize work at home, and at least secondary education. This woman must not only have a predisposition to comply with tasks of care and upbringing of children, but also of their continual improvement. A supporting role in the family village is carried by an aunt, who takes care of the children during the absence of the mother. Children participate in running the house, helping in the current work, in preparation of holidays and nurturing family tradition. They stay in the house until they are independent. Particular attention is paid to children's contact with the family of the mother (Róg A., 2011, p. 221-232).

d) the institutional forms of foster care

Among the institutional forms of foster care we can distinguish special education centers of intervention, socializing and multifunctional type. The main tasks of the emergency facilities should be assurance of child care for the duration of the crisis, allowing access to education suitable to the age and possibility of development, care and education until the restoration of the natural family or placed in a foster or adoptive family and to enable access to psychological and educational assistance appropriate to the problems and deviations of development or specific learning difficulties. Intervention establishments admit children from the age of 11 years on the basis of the decision of the court in matters of care in the situations requiring immediate commencement of care and education. The facility is required to notify the service center support for children living in it, to carry psycho-pedagogical diagnosis and diagnosis of the family situation to determine the indications for further work with the child. Child's stay at the establishment can not be longer than 3 months. The characteristic feature of the special education center of the intervention type is a constant flow of pupils. During the short residence of the child at the facility measures are taken to indicate the proper input in childcare (http://www.brpo.gov.pl/pl/content/jakie-s%C4%85-rodzaje-instytucjonalnej-piecyzast%C4%99pczej; Kamińska U., 2005, p. 85-86).

The main tasks of socialization institutions is providing full time care and education to a child, and to meet its basic needs. It also organizes educational and corrective activities, compensatory, speech therapy, therapeutic, provides education, compensating for developmental and
school delay, takes efforts to return the child to the natural family, finding adoptive families or placing it in foster family care forms. Socializing agency works with the child's family, arranges for its students appropriate forms of care in an environment independent groups and keep in contact with friendly families. It can also run a hotel. To the socializing institutions directs the district with jurisdiction over the place of residence of the child (Kolankiewicz M., 2006, p. 23).

Multiplicity facility provides a child day care and education, carries out the tasks provided for the daily support special care establishment of a socializing and intervening type, and connects daily and clock therapeutics, both intervening and socializing aimed at the child and its family. The tasks of this type of facility should also work with the child's family in order to improve the function of care and education (Kolankiewicz M., 2006, p. 28).

All childcare centers must meet the required standards of education, educational, diagnostic, social-welfare, domestic and organizational. The charges of the offices are to be ensured, in particular, access to education. Depending on the type of establishment learning takes place in schools outside the establishment, in the establishment, in the individual learning system. Commitment facility is also bound to provide assistance in science, especially in their homework, to enable children to participate in the compensation trainings, extracurricular and recreational sports, as well as the payment of fees per stay in a dormitory or boarding house, when the child learns outside the village, as well as covering the costs of reasonable travel to and from the place of residence.

At the facility should not stay more than 30 children, and the number of dependents who are under the care of teachers, must be suitable for their needs and conducted classes. Under the supervision of a teacher during classes conducted in the facility can stay a maximum of ten children, and during the six specialized courses only. During the classes, which are held outside, under the care of teachers can not stay more than 14 children. During the night at the establishments, where there are 14 children, one teacher exercise care and facilities, in which reside more than 14 children, care is exercised by two workers, including one teacher.

At the special education center there should be 1-5-bed room apartments, well-lit, with a surface affording each child to store personal items and free use of equipment (bed or couch, cabinet and lamp, wardrobe closet or a place to store personal items, clothing and footwear, toys). The building should provide intimacy bathroom with space for washing and drying personal belongings, as well as to the rest room (equipped with tables and chairs, TV, games, toys, books - but not less than one space for 10 children), a place for quiet study, kitchen, dining room, kitchenette, meeting
rooms and sports therapy course, room for meetings with visitors, hospitality room, office nursing, children's isolation ward.

Every child residing in the facility should be provided meals matching the needs of development, access to health care, access to educational classes, set-off, therapeutic, revalidation, equipment in clothing, shoes, underwear and other personal belongings (according to age and individual needs), toys suitable for children and adolescents, and personal hygiene, supply of medicines, medical apparatus, orthopedic items, books and school supplies, and the amount of money at its disposal, as well as around the clock access to basic food products and beverages.

At each location there are teams responsible for the periodic evaluation of the child's situation. Their tasks include: establishing the current family situation of a child, the analysis of applied methods of working with children and families, modifying individual work plan with the child, reporting to the guardianship adoption resort children, whose legal situation is regulated, enabling adoption, health assessment of a child and their current needs, the relevance of the child's further stay, informing the court of the need for placement of a child in another school (Rozporządzenie Ministra Polityki Społecznej z dn. 14 lutego 2005 r.).

The Polish system of a child and family care and support complies with European requirements. Meets all the problems and tries to optimally fulfill their duties.

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Educational pluralism in the knowledge society
From Discipleship to Mentoring and Vice Versa in Teacher Formation

Toader PĂLĂŞAN

Abstract

After 25 years of theoretical and practical education models imported from the international literature it is time to think better. We drew the conclusion that the so called modern or postmodern practices were in the latent or subconscious form in our learning pattern, fact which makes us sustain that the mechanisms through which education and instruction are achieved, are universal. Context is always different and that is how we explain the instruction model promoted at a certain moment. The diachronic analysis in the pre-university or university education makes us draw the conclusion that mentoring, the new concept, and discipleship, the old concept, are actually almost two identical concepts (regarding objectives, contents, duration, instruction methods, evaluation methods, competencies, certifications).

Keywords

Mentoring, professional formation, discipleship.


Comportamente simptomatice ale profesorilor sunt definitoii pentru ideea de schimbare: vrem să conducem și să influențăm pe alții oameni, ceea ce presupune: a) pe de o parte nevoia de a înțelege profund softul mental al grupului profesional pe care dorim să-l resetăm; b) pe de altă parte trebuie să rezolvăm o problemă majoră, cea a tipului de cultură în care am fost formați și pe care credem/ne propunem să îl schimbăm. Așa cum remarca G. Hofstede (Hofstede, G, Hostede, G.J., Minkov, M., 2012, p.16), cercetările antropologice subliniază că cei din Est au o cultură individualistă, iar occidentali, una colectivistă. În contextul actual, al globalizării, al unei
societăți dinamice, a unei societăți a cunoașterii, ceea ce s-a produs în ultimele două decenii la noi și continuă, din păcate și azi, în curriculumul educațional după formula, îngiubitul pe nesemnate și importul modelelor pe neadaptate (Boca A., 2006, p.96), a generat mai degrabă o bulversare, care nu face bine nici elevilor, nici părinților, nici profesorilor. Și asta dintr-un motiv profund - faptul că am văzut în transculturalitate doar partea luminoasă, sinergia culturală, nu și șocul cultural. A crede că faci schimbare majoră în educație (standarde aduse de te miri unde, modele preluate din alte matricii socioculturale etc.), fără să iei în considerare șocul pe care îl produci, înseamnă aventură culturală, eșec educațional (al educatorilor și al educaților). Este vorba de inabilitatea noastră de a distinge corect între ce e de dorit și ce se dorește. Ce e de dorit este formulat în termeni antitetici (acord/dezacord, corect/incorrect etc.) și se exprimă prin norme/standarde ale unei categorii de oameni. Ce se dorește se exprimă în termeni personali, reali, contextuali, practici, iar norma este statistică (ce alege majoritatea), fiind mai degrabă ideologică. De exemplu, propunerea unui opțional numai după consultarea beneficiarilor (elevi, părinți, tutori) și în conformitate cu ceea ce doarește majoritatea, sau practicile în proiectarea activităților instructiv - educative (tradițional sau curricular), organizarea conținuturilor (monodisciplinar sau interdisciplinar), preferința pentru evaluarea performanțelor elevilor (note sau calificative) etc.

La nivelul sistemului de învățământ din România s-au produs, în ultimii douzeci de ani, multe și diverse reforme (patru de mai mare ample), care s-au materializat, cel mai consistent, în Planul - cadru și noul curriculum național. Au fost realizate mai multe evaluări referitoare la impactul schimbărilor curriculare asupra elevilor și a cadrelor didactice, cea mai cunoscută fiind publicația volumul Școala la răscure. Schimbări și continuitate în curriculumul obligatoriu (L.Vlăsceanu, coord.,2002). Caracteristica comună acestor evaluări este că modificările la nivel curricular nu au produs câștigul de competență pe care proiectanții l-au așteptat. O analiză mai profundă a acestei concluzii ne permite să remarcăm faptul că noul curriculum a fost proiectat și implementat mai mult tehnic și mai puțin cultural (ca o nouă cultura care urma să fie asimilată de profesori, elevi, părinți). Au fost mai puțin evidențiate setul de valori pe care acesta se întemeiază și, mai ales, faptul că această se manifestă ca sentimente bipolarite (bine-ruă, frumos-urătă, moral-imoral, adevărat- fals, normal-anormal etc.). De asemenea, au fost ignorate ritualurile (salutul, adresarea, ținuta etc.) și discursul nou, pe care corpul profesoral ar fi trebuit să le însușiască și care să le înlocuiască pe cele vechi, ceea ce a condus la pierderea coeziunii acestui grup profesional și la contestarea autorității liderilor. Nu în ultimul rând, sindicalizarea (dominată de lozinci proletare, revendicative, nonprofesionale) a demitizat eroii

(semenii noștri, frații, părinții, personaje istorice sau literare etc.) și simbolurile (de natură lingvistică, istorică, geografică etc.) din domeniul culturii și al educației. Altfel zis, practicile profesionale nu mai erau suficiente de vizibile pentru cei din afara sistemului, ele păstrându-și semnificația doar pentru cei din interiorul sistemului. Pur și simplu, regula de aur a moralității-
ță nu vrea să-și facă ei ție - a fost ignorată de conceptorii noului curriculum și de formatorii care începuseră să se poziționeze ca promotori ai noii viziuni din sistemul educațional. Noul curriculum a ignorat și alte straturi ale culturii (al apartenenței regionale, lingvisice, religioase), al claselor sociale, ocupațiilor și a șanselor la educație, a modurilor de socializare pe care apartenența la mediul de rezidență le favorizează/frânează. Practic, procesul de răzgândire era demarat, dar strategia ca profesorii să îmbrățișeze percepții care nu concordau întotdeauna cu propriile concepții nu era clar stabilitată nici convingătoare. Nică măcar, schema behavioristă de modificare a comportamentelor prin recompense și/sau sancțiuni. S-a ajuns la situația în care profesorii s-au transformat în cei 20% dintre elevi, creșterea alarmantă a abandonului școlar și a părăsirii timpurii a școlii, de la 4 la aproape 20%. S-a pierdut din vedere mai ales ideea că funcția principală a școlii este de a conserva cultura peste generații, ceea ce-i conferă un grad ridicat de rezistență la schimbare, precum și faptul că schimbările se produc la suprafață, nu în profunzime. E de bon ton să vorbești astăzi de globalizare, de internaționalizare, de comunicare prin limbaj informatics/digitalizare etc. Dar câți dintre decidenții din educație și dintre propunătorii și evaluatorii documentelor curriculare au luat în considerare șocul cultural, efectele negative pentru elevi, părinții și profesorii, pe care transculturalitatea le poate produce? În această ignorare iși are originea șecul educațional și aventura culturală (a se vedea ce se mai citește, de către cine, cum se valorifice etc.). Nu în ultimul rând, ignorarea regulilor jocului social prin care elevii iau de la adulți și de la profesori modelele de comportament, a condus la promovarea unei învățări sociale în care domină confuzia și în care pedagogia modelelor este reprezentată de “modele” din programele de divertisment sau din știrile de la ora 17, din grilele de program al mai multor televiziuni.

Dacă luăm în considerare modelele din “Grilă pentru analiza cazurilor de răzgândire” (Gardner H., 2006, p.241) și ne referim la schimbări în curriculumul educațional obligatoriu, ar putea arăta astfel:

**Noua viziune a MEC** privind conținutul educației formale

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O întâlegere mai sofisticată privind învățarea integrată, modalități interdisciplinare de gândire

Conținut: Elev cu multe competențe transversale
Contra-conținut: Elev competent teoretic, accent pe memorizare
Audiență: Relativ mare
Format: Manuale (alternative), CDS, Școala altfel
Pîrghii: Lectii, practica noilor modalități de gândire

Apreciam că, pentru a realiza o asemenea răzgândire trebuie început cu schimbarea concepției profesorilor privind instruirea/educația elevilor. Se poate realiza acest lucru atât prin programe de formare continuă, cât și prin programe de formare inițială a profesorilor. Subliniem faptul că un asemenea demers ar putea fi realizat în faza formării inițiale pentru profesia de dascăl prin formula următoare: Ucenicie = practică × activități × timpul alocat x 2 studenți/mentor, adică Ucenicie = practică (observativă; de predare; de zi; comasată; de documentare) × activități (observare și familiarizare cu procesul instructiv-educațiv; cunoaștere și caracterizare psihopedagogică a elevilor; proiectarea, realizarea și evaluarea lecțiilor; familiarizarea cu problematica specifică managementului clasei de elevi și al școlii) × timpul alocat (3 semestre/126 ore) × 2 studenți/mentor. Rezultatele la care a condus formula de mai sus au fost evidențiate de o cercetare realizată în anul universitar 2013-2014, la activitatea de practică pedagogică a studenților de la programele de studii pedagogia învățământului primar și preșcolar, din Facultatea de Psihologie și Științele Educației de la Universitatea Transilvania. Menționăm că cercetarea a fost realizată împreună cumentorii C. Vârziar, I.A. Armășelu, de la Școala gimnazială nr. 25, Brașov.

Cercetarea a avut ca obiective identificarea percepției studenților și a mentorilor asupra practicii pedagogice desfășurate în cadrul unităților de învățământ, precum și a nevoilor reale de formare a competențelor fundamentale pentru exercitarea profesiei didactice, în scopul formulării unor propuneri de îmbunătățire a activităților de practică pedagogică.

Metode de culegere a datelor, folosite în cadrul cercetării au fost: observația, metoda anchetei pe bază de chestionar, metoda convorbirii, metoda cercetării documentelor curriculare și a altor documentelor școlare, metoda analizei produselor activității. Folosind metoda observației, au putut fi analizate manifestările comportamentale și atitudinale ale studenților și ale mentorilor care au participat la activitățile de practică pedagogică. S-au elaborat și aplicat chestionare de identificare a percepției studenților și a mentorilor asupra practicii pedagogice desfășurate în cadrul unităților de

învățământ, precum și a nevoilor reale de formare a competențelor fundamentale pentru exercitarea profesiiei didactice. Au fost aplicate două chestionare, fiecare având câte 10 itemi. Aceștia au vizat tipurile de activități care au făcut obiectul practicii pedagogice, valoarea formativă percepță a acestora, relația studenților cu mentorii de practică. Pentru o percepție reală a problematicii, s-a utilizat metoda convorbirii, inițindu-se dialoguri cu mentorii de practică și cu practicanții. Metoda cercetării documentelor curriculare și a altor documentelor și metoda analizei produselor activității au fost folosite pe toată durata cercetării și a presupus analiza datelor oferite de ghidul pentru practica pedagogică a studenților, caietul de practică pedagogică al studenților, proiectele didactice elaborate de studenți și alte produse ale activității mentorilor și studenților.

**Lotul de cercetare** a fost format din 57 de studenți aflați în anul al doilea de studiu, dintre care 35 sunt înscriși la forma de învățământ ZI, iar 22 la ID și 36 de profesori pentru învățământ primar din Brașov. S-au înregistrat următoarele date de identificare ale mentorilor de practică:

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<tr>
<th>Studii</th>
<th>Grad didactic</th>
<th>Vechime în învățământ</th>
</tr>
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<tr>
<td>Liceu</td>
<td>Liceană</td>
<td>Masterat</td>
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<td>1</td>
<td>19</td>
<td>6</td>
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Principalele aspecte surprinse de cercetare. Referitor la categoria/tipul unităților de învățământ în care s-a desfășurat practica pedagogică: în grădiniște (7% dintre studenți); în școli gimnaziale, 93%.

Un item al chestionarului destinat practicanților a vizat **tipurile de activități desfășurate în cadrul practicii pedagogice**. Acestea sunt redate mai jos, însoțite de procentul de participare a studenților:

- activități de observare și de familiarizare cu desfășurarea procesului instructiv-educativ din unitățile de învățământ: 100%;
- activități de cunoaștere și caracterizare psihopedagogică a elevilor: 39%;
- activități didactice efective, constând în proiectarea, evaluarea și realizarea lecțiilor, finalizate prin susținerea unei lecții de probă: 26%;
- activități de cunoaștere a problemelor specifice ale managementului instituțiilor de învățământ: 7%.

Se observă că, în primul semestru al anului al doilea de studiu, practica pedagogică a fost predominant observativă, dar a fost completată și de activitate didactică efectivă facultativă. Este de apreciat interesul

studenților pentru implicarea în activitățile didactice efective. Analizând răspunsurile studenților înscriși la cele două forme de învățământ, se constată că cei înscriși la învățământul de ZI au participat la mai multe forme de activități de practică pedagogică în comparație cu cei înscriși la forma ID. Se remarcă o slabă implicare a studenților în activitățile de cunoaștere cu cunoaștere a elevilor, întrucât demersul educativ este imposibil de conceput în absența unei bucuriile particulaților individuale ale elevilor, precum și a caracteristicilor colectului de elevi.

În ceea ce privește inventarierea activităților observate de către studenți în cadrul practici pedagogice, situația a fost următoarea: a) lecții: 100%; b) activități extrașcolare (serbări, concursuri, spectacole): 44%; c) ședințe cu părinții: 18%; d) altele: 2% dintre studenți au participat la activități de consiliere psihologică și 2% la activități în cadrul programului after school.

Referitor la expectanțele practicanților privind alte tipuri de activități pe care ar dori să le observe, răspunsurile au fost ierarhizate astfel: a) activități extrașcolare și extracurriculare: 44%; b) ședințe cu părinții: 25%; c) activități desfășurate la diferite niveluri ale ciclului primar: 5%; d) activități la care să participe și părinții elevilor alături de aceștia: 4%; e) consilii profesorale: 4%.

Corelând răspunsurile înregistrate, se observă că toți studenții au observat lecții, însă alte tipuri de activități au format mai puțin obiectul atenției practicanților. Se evidențiază dorința studenților de a participa la activități variate care se desfășoară într-o unitate de învățământ.

S-a urmărit identificarea percepției studenților și a mentorilor asupra valențelor formative ale activităților de practică pedagogică care au participat. S-au înregistrat următoarele rezultate la întrebarea:

Fig. 2. Percepția studenților și a mentorilor asupra valențelor formative ale activităților de practică pedagogică

Majoritatea studenților și a mentorilor consideră că activitățile de practică pedagogică au o reală valoare formativă. Din răspunsurile analizate se observă o diferență între percepția studenților și cea a mentorilor, cei din urmă apreciind mai mult valoarea activităților decât studenții.

Pentru a putea studia relația dintre teoria și practica oferite în cadrul studiilor universitare, studenții li s-a adresat întrebarea: “În ce măsură v-au ajutat cunoștințele teoretice dobândite în cadrul cursurilor să înțelegeți demersul didactic desfășurat în unitățile de învățământ?”. Răspunsurile au fost următoarele: a) deloc: 0%; b) în mică măsură: 5%; c) moderat: 40%; d) în mare măsură: 37%; e) foarte mult: 18%. Semnalăm ca aspect de care să ținem seama în interpretarea răspunsurilor, momentul în care studenții studiază disciplinele necesare pentru înțelegerea unui demers didactic.

În ceea ce privește calitatea lecțiilor susținute de studenți, mentorii au apreciat-o ca fiind: a) foarte bună: 18 %; b) bună: 50%; c) acceptabilă: 16 %; d) mediocară: 16 %; e) foarte proastă: 0%.

Răspunsurile își pot găsi o justificare în faptul că din lotul de cercetare au făcut parte doar studenți aflați în al doilea an de studiu, presupunându-se că prestația acestora se va îmbunătăți odată cu dezvoltarea competențelor pe parcursul celui de-al treilea an de studiu.

În discuțiile inițiate, mentorii de practică au exprimat opinia că timpul alocat practicii pedagogice nu este suficient. Îată compararea păreriilor studenților cu cea a mentorilor.
În ce măsură considerați că timpul alocat practicii pedagogice corespunde nevoilor reale de formare a competențelor fundamentale pentru exercitarea profesiei didactice?

![Diagram](image)

Fig. 3. Opinia studenților și a mentorilor asupra timpului alocat activităților de practică pedagogică

O treime dintre studenți ar dori alocarea mai multor ore acestei discipline, iar numărul mentorilor care consideră necesară existența mai multor ore de practică pedagogică este mai mare.

Un alt item comun al celor două chestionare evidențiază opiniile subiecților referitoare la calitatea comunicării dintre studenți și mentorii de practică.

Cum apreciați calitatea comunicării cu mentorii de practică?

![Diagram](image)

Fig. 4. Percepția studenților și a mentorilor asupra calității comunicării

Comparând răspunsurile celor două categorii de subiecți, se constată că mentorii au o părere mai bună despre comunicare decât studenții. Ca și factori perturbatori ai comunicării, mentorii au semnalat următoarele: lipsa momentului de analiză a lecțiilor din cauza timpului limitat petrecut la școală.
de către studenți și lipsa de interes a unor studenți. Ca și puncte tari, mentorii care au apreciat comunicarea ca fiind foarte bună au menționat că studenții au fost receptivi la solicitările dascalilor, au adresat întrebări, au fost receptivi, activi și conștincioși, implicându-se în activitatea desfășurată în școală. Este îngrijorătoare păreaia studenților care apreciază comunicarea cu mentorii ca fiind mediocră. Acest subiect necesită analize suplimentare, pentru a determina eventuale bariere în comunicare.

În cercetare am solicitat opinia mentorilor referitoare la calitatea comunicării cu profesorii de la facultate. Cuantificarea răspunsurilor arată astfel: a) foarte bună: 36%; b) bună: 39%; c) acceptabilă: 17%; d) mediocră: 8%; e) foarte proastă: 0%.

Printre comentariile celor care nu au acordat calificativul maxim comunicării s-au regăsit următoarele:

- lipsa unor cerințe clare referitoare la felul activităților de practică pe care trebuie să le desfășoare studenții aflați într-un anumit an, la numărul de ore alocate disciplinei, precum și la criteriile de evaluare a activității practicanților;
- lipsa comunicării cu profesorii universitari, numărul mic al întâlnirilor cu aceștia.

Relația cu profesorii universitari a fost apreciată pentru:
- furnizarea informațiilor utile cu privire la modul în care trebuie abordați studenții practicanți și a materialele necesare pentru îndrumarea acestora;
- comunicarea eficientă;
- sprijinul și interesul manifestat de profesorii facultății pentru desfășurarea practicii în condiții bune;
- seriozitatea și profesionalismul cadrelor didactice universitare implicate în activitatea de pregătire a viitorilor dascali.

Piedicile întâmpinate de studenți în desfășurarea activităților de practică pedagogică au format obiectul altui item. Unul dintre aspectele menționate a fost comunicarea defectuoasă cu mentorul, după cum apreciază 9% dintre subiecți. 7% dintre studenți ar dori ca mentorul să le ofere mai multe ocazii pentru a se implica în activitățile cu elevii și toți atâta consideră nepotrivit că activitățile de practică pedagogică sunt intercalate între alte cursuri ale facultății.

Printre neajunsurile semnalate de mentori, se regăsesc:

- lipsa informațiilor referitoare la numărul de ore de practică, tipurile de activități la care trebuie să participe studenții, criteriile de evaluare a activității practicanților;

- lipsa de seriozitate, de interes și de implicare a unor studenți;
- fenomenul absentismului apărut în cazul studenților de la ID;
- lipsa, observată în cazul unor studenți, a unor cunoștințe teoretice privind metodologia predării diferitelor discipline școlare, precum și lipsa deprinderilor de a efectua observații;
- capacitatea precară de exprimare a unor studenți;
- timpul limitat existent pentru a oferi mai multe explicații studenților.

Răspunzând la ultimul item al chestionarului, studenții au formulat următoarele sugestii pentru eficientizarea activităților de practică pedagogică:
- mărirea numărului de ore alocat practicii pedagogice: 28%;
- îmbunătățirea calității comunicării între practicanți și mentori: 16%;
- crearea posibilității unui dialog între studenți și mentori după orele de curs: 9%;
- implicarea mai intensă a studenților în activitățile didactice: 5%

Alte sugestii s-au referit la: observarea unor activități variate, efectuarea practicii la niveluri diferite de clasă, existența unor cerințe clare în caietul de practică, stabilirea, încă de la începutul desfășurării practicii, a unor obiective clare.

Propunerele formulate de mentori s-au referit la:
- nivelul și momentul pregătirii teoretice asigurată studenților înainte de desfășurarea activităților de practică pedagogică;
- oferirea unor explicații clare studenților cu privire la ceea ce au de urmărit pe parcursul desfășurării activităților de practică pedagogică și la felul în care trebuie completat caietul de practică;
- completarea caietului de practică de către studenți sub îndrumarea profesorului de practică, nu sub îndrumarea mentorului;
- alocarea mai multor ore pentru susținerea lecțiilor de probă de către studenți;
- alocarea unei perioade din timpul de practică pentru analiza activităților observate;
- introducerea în orarul studenților a practicii comasate;
- mărirea numărului de ore alocate practicii pedagogice;
- monitorizarea activității studenților și de către un cadru didactic al facultății;
- prezența profesorilor îndrumători de la facultate cel puțin la o lecție susținută de practicanți;

- prezența cadrelor didactice universitare la dezbateri privind observațiile efectuate după zilele de practică pedagogică;
- îmbunătățirea comunicării dintre cadrele didactice universitare și mentori;
- un mai bun management al activităților de practică pedagogică;
- identificarea unor modalități de motivare financiară a mentorilor din școli.

Activitățile desfășurate în cadrul disciplinei Practică pedagogică trebuie să contribuie la formarea competențelor fundamentale pentru exercitarea profesiei didactice.

Analizând răspunsurile subiecților chestionăți, se constată că mai mult de jumătate dintre aceștia apreciază că felul în care se desfășoară practica pedagogică corespunde exigențelor acestei activități. Există, insă, studenți și mentori care consideră că activitățile de practică pedagogică nu au venit, așa cum ar trebui, în întâmpinarea nevoilor reale de formare a competențelor fundamentale pentru exercitarea profesiei didactice, identificând, ca și cauze: timpul prea scurt alocat acestor activități, participarea la un număr limitat de tipuri de activități școlare și extrașcolare, lipsa de claritate a criteriilor de evaluare, insuficiența cunoștințelor teoretice necesare pentru înțelegerea demersului didactic, comunicarea defectuoasă cu mentorul de practică determinată fie de imposibilitatea studenților de a rămâne la școală după terminarea orelor de curs pentru a analiza împreună cu mentorul activitățile la care au participat, fie de lipsa de disponibilitate a cadrului didactic îndrumător. Cercetarea relevă existența unor aspecte care pot fi remediate printr-un efort comun al studenților, al mentorilor și al cadrelor didactice universitare.

Rezultatele cercetării oferă deschideri pentru identificarea unor modalități de îmbunătățire a activităților de practică pedagogică. Fiecare aspect surprins de cercetare necesită o analiză extinsă, completată de o dezbatere care să reunească cei trei factori implicații: cadre didactice universitare, studenți și mentori de practică.

Formula de organizare a practicii - doi studenți /un mentor - utilizată în ultimii ani permite o mai completă monitorizare a dezvoltării competențelor psihopedagogice ale studenților, iar gradul crescut de responsabilizare a mentorilor și studenților poate deveni o garanție a unei formări de calitate și un predictor al asimilării complete a rolului de profesor de către studenții practicanți. Se creează premisele unui parcurs profesional de succes în cariera didactică a actualor promoții de absolvenți din facultatea noastră. Așa cum scria H. Gardner, citândul pe J.B. Moliere, “Nu
suntem responsabili doar pentru ceea ce făptuim, ci și pentru ceea ce nu făptuim” (Gardner H., 2006, p. 230).

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Selected Research Methods

Beata ZIĘBA-KOŁODZIEJ

Abstract
The article deals with issues of educational institutions functioning. The author presents possible ways to study everyday life of educational and welfare institutions, but it can also refer to a number of other institutions and organizations - connected with various areas of human activity. Thorough comparison of the concept of “everyday life” meanings and interpretations are given. It is stated that in the Polish study of education the topic of everyday life rarely appears. Institutions are viewed as an integral part of social reality that's why institutions are interpreted to be not stiff, lifeless buildings with a sign on the outside, but a living organism, a part of a much wider system. Grounded theory as one of the paradigms of field research, close to humanist approach is used in the given study. The author comes to conclusion that both grounded and ethnography theories can be successfully used to study everyday life in educational institutions and welfare centers or other because they allow to know the specifics of place and noticing phenomena impossible to capture with a quantitative study.

Keywords
Everyday life, uncommonness, qualitative research, quantitative research, organization, institution, ethnography, grounded theory, “compact description”, phenomenology, symbolic interactionism.

Introduction
Exploring the “everyday life” of educational, upbringing, welfare, rehabilitation or any other institutions is not an easy issue. But everything what around us and what we create is common life, and sometimes uncommonness. Everything that “happens” is a part of the daily lives of people - individuals, groups, societies, and thus subject to research. The way how everyday life is researched and described, should not depend on the experience of the researcher, their past and present experiences, convictions,

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but primarily on the ability of objective perception and noticing the existing world and the adopted research paradigm.

The question therefore appears: is it possible to study everyday life of institutions? Or maybe this question should be regarded as a rhetorical, in light of the definition of “everyday life”? Everyday life, in fact, is in everything that surrounds us, or else - everything is commonplace. It is impossible, therefore, any scientific research that would not touch everyday life. “Everyday” is what happens in institutions, what characterizes them, what is created by people and what affects their daily lives, not only during the stay in the institution, but also beyond.

This article presents possible ways to study everyday life of educational and welfare institutions, but it can also refer to a number of other institutions and organizations - connected with various areas of human activity. I undertake the attempts to considerations regarding the concept of “everyday” which I attribute such synonyms as “everyday life”, “everyday world”, being aware of the possible differences in interpretation.

What is everyday life?

As A. Schütz wrote - the world of everyday life, from the very beginning is “intersubjective world of culture. It is an intersubjective world, because we live in it as people among other people associated with them by interaction and work, understanding others and being understood by them. It is the world of culture, because the experienced world from the very beginning is for us the universe of meanings, or meaningful structures (...), which we interpret and meaningful references that we establish in this world only through our actions” (Schütz A., 1989).

Everyday life is a category, which everyone experiences. For some, everyday life is passivity, and for others - activity; for some - solitude, for others - participation in the everyday life of others.

According to philosopher Bernhard Waldenfels everyday life means “ordinariness, usual sort, in contrast to the extraordinary (…) Everyday life is the routine, the tradition, passive recreation; uncommonness refers to new, creation, uniqueness. Everyday life is predictable and flat; can be easily identified with the sphere of the profane (…), while uncommonness belongs to the sacred. Everyday life is something that is specifically ocular and tangible in contrast to uncommonness understood as a perfect sphere structure” (Borkowska G., Mazyr A., 2007). Everyday life is an interdisciplinary category - sociological, philosophical, historical, anthropological, psychological, political, ethnological and ethnographic, because, as previously mentioned, it is
what surrounds us and what we make - past, present and future. It is also an educational category, entered into lives of students, teachers, parents and institutions - educational, upbringing, welfare, rehabilitative and others. In the Polish study of education the topic of everyday life rarely appears. Maybe, as Dudzikowa Maria and Maria Czerepaniak-Walczak say, “it is due to the fear of accusation of trivialization (what is normal and daily is trivial), with the possible shortcomings of the methodological instruments, especially in the field of research in the qualitative, interpretative paradigm, and perhaps of fear that it is difficult to attract others interest with the results of own research” (Dudzikowa M., Czerepaniak-Walczak M., 2010).

P. Sztompka attributed eight essential characteristics to everyday life. These are the life with others, and among others, repeatability and rhythm of events, ritual forms, physical commitment, location in space decisive about its character, persistence and time frames, often lack of reflection and spontaneity (Sztompka P., Bogunia-Borkowska M., 2008).

**How should we understand the institutions and what can be researched there?**

Institutions are an integral part of social reality. Their appearance is an expression of civilizing and organizing of societies, and organizing of public life. They are part of culture firmly rooted in the history of the world, also in the history of education, welfare and upbringing. In this aspect of the considerations I reject the norms and morals for the organization of any aspects of life, which is also sometimes understood as an institution, such as the educational institution, the institution of law, social welfare institution or institution of the family and I focus on institutions understood as the “establishment of a public nature, dealing with a specific range of issues, working in any field” (Tokarski J., 1980). Institutions mentioned in the title are social institutions, and from the anthropological point of view - organizations, working for other people, in which the entities set goals and tasks, determine ways of activities and provide the means for performing the tasks, responding to the needs of a particular group or community (Rybicki P., 1979). In this case - students, wards of educational and welfare institutions. They include, among others: kindergartens, schools, boarding schools and dormitories, dayrooms, orphanages, care centers and a number of other institutions operating in the public sphere. Education and welfare are also system of individuals and subgroups’ actions. On one side they are people organizing the life of the institution - managers, teachers, educators, supervisors, administrative staff and serving employees; on the other - a
group of people for which these actions are taken and who is also involved in co-organizing the institutional daily life.

Taking into account the above thoughts, the institutions are not stiff, lifeless buildings with a sign on the outside, but a living organism, which is part of a much wider system. Each of the mentioned and not mentioned institutions is surrounded, as Goffman Erving says, by notable and established barriers behind which there is a specific type of activity. Behind its walls “one can find a team of executors working together in order to provide the definition of the situation to public. It includes the concept of own team and the audience, as well as assumptions regarding ethos, supported by the rules of politeness and morals (Goffman E., 2000). This is what is visible outside, stored in documents, able to be controlled.

The question is what can be researched in educational and welfare institutions? One can explore a lot, among other things: the way of organization - work place, means of implementation, division of work, the documents, the level of fulfillment of social mission, the achievement of specific objectives, functions and responsibilities, cooperation of institutions and other entities, as well as human systems - relationships of entities, conflicts, dependencies, social status, occupational hierarchy, social climate, communication, behavior patterns, rituals and symbols (Zięba-Kołodziej B., 2010).

**Methods for testing everyday life in educational and welfare institutions - fieldwork**

Is the phenomenon of “everyday life” - “uncommonness” so tangible that one can assign features to make its interpretations, draw conclusions? How far is cognition of everyday world objective and is the objectivity of the everyday world possible? If people construct everyday life, then they themselves, as its creator, have their own attitude and perceive it in their own way. Is everyday life explored by researcher a commonplace of the surveyed participants? Or is it the vision of researcher’s “everyday life”? There is no doubt, however, that such educational and upbringing and welfare institutions should be studied, in order to know them, improve, modernize, use so-called “Good practices” from other establishments, change to make it more friendly for those who are the actors of the institutional scene. In the opinion of M. Marleau-Ponty “there must be studied a lot of problems, which have not dealt so far, only because of the missions attributed to another function, but also because it was not taken into account in studies of different epistemological perspectives and
methodologies (usually conducted quantitative research), giving a much greater possibility of noticing important (...) issues” (Marleau-Ponty M., 1997).

Everyday life in institutions should be seen as an empirical reality available to people here and now, which is “a natural object of study not only sociology, even not only the social sciences and humanities, but also natural science. Research of the common reality goes beyond already at the starting point so, that at the beginning abolish any assumptions and language to describe this reality derived from the so-called common sense or everyday thinking” (Kędzierzawski W., 2009, p. 17).

In the studies of education, upbringing and care and everyday life of institutions assigned the mentioned areas of human activity, we deal with different methodological approaches. They concern the ways of knowing the world, and the differences concern assumptions including the possibility of scientific knowledge, the presentation of the social environment and undertaken activities by human, as well as the degree of standardization of research tools. The feature that differentiates methodology in the current social and humanistic sciences is also a range of generalizability of the results.

At this point I refer to qualitative research, especially field research - grounded theory and ethnography. Mentioned ways of learning about everyday life of institutions allow to explore the world from two perspectives - the perspective of the researcher, and much more important, although subjective, perspective of participants of social organizations. In studies of educational institutions the most important acknowledgment is not what should be (often “for show”), but noticing - how it actually is, because the description of everyday life should focus “on the description of the social world, in the state in which knowledge about the world is neither being problematic nor even clearly formulated (...) In other words, there must be studied subjective interpretations of the socio-cultural realities that have gained value of inter-subjectivity” (Kędzierzawski W., 2009, p. 19).

Grounded theory, in a classical variant of Barney Glasser and Anselm Strauss or a modified theory of discovery of Kathy Charmaz, as well as ethnography, makes it possible to study the social space of experience, meanings and symbols transmitted by humans; allows to see the reality as the participants of everyday events see. In both cases, the researcher allows “life to go on”, watching what happens and asking about what is not understandable, and how others understand what surrounds them. A characteristic feature of qualitative research, including mentioned methods / methodology is the lack of hypotheses, which can affect noticing the nuances of everyday life or rigid research tools collecting data, which is often expected by the researcher, as well as direct contact of the studied person with the tested world. In the research we should ask ourselves not only the
question: What is going on? But also: Why is it so? What influences the reality and what do the other participants think about it? Qualitative studies are reliable methodological foundation, but fieldwork is not always appropriate. One should always remember that the choice of methodology depends on the research problem and what the researcher wants to achieve and on the subject. However, one should note, that “any test method, regardless of whether it is quantitative or qualitative, itself is no better than another” (Silverman D., 2008). Therefore, a good solution is a triangulation of methods in the studies, where it is possible, or even - necessary.

**Grounded theory**

Grounded theory is one of the paradigms of field research, close to humanist approach. It was established in opposition to the research based on positivist vision of exploring the world. It is based on the interpretation and intuitive meaning, leading to construct a theory of the average range. Research strategy used in grounded theory is the case study, and the basic concepts are: theoretical sampling, theoretical saturation, coding, categories and their properties, theoretical notes and continuous comparison. With regard to educational and welfare institutions each facility may be the case. Applied research strategy allows the researcher to approach the point of view of participants of organizations - social actors set in the formal structure of the institution. For the researcher meanings and symbols assigned by the participants of the everyday life are important. “One of the varieties of the case study is a multiple case study (collective case study), in which, within a single project a few separate cases are studied at the same time or together, in order to capture a phenomenon, describe the population or circumstances occurring phenomena” (Zięba-Kołodziej B., 2010).

In this way one can get to know existing in educational institutions ways to satisfy needs, relationships, systems, and to explore phenomena that are difficult to detect in quantitative research, if we take into account only what “is”, but not necessarily “why”. I mean for example, phenomena such as school violence, especially its character; as well as the social climate and wards’ well-being at the facility, their approach to the place and people with whom they had to live together. The grounded theory techniques to gather empirical data are observation, individual and group interview, analysis of documents and visual materials. Grounded theory emerges from the continuous notes, emerging categories until saturation, when researcher discovers nothing new.
Ethnography

Ethnography is equally important for the study of everyday life in educational institutions and care centers. Liberalism of methodologists’ views allows ethnography once to be the method, another time - a set of methods. Among the techniques for collecting empirical material, ethnography uses: participant observation, free interviews and with key informants, gathering the life history or visual materials. In its classic form, this method requires from the researcher to participate in the life of the study group, to better understand their everyday world. K. Charmaz treats the ethnography as “registration of particular group’s life that is associated with permanent participation in the life of the environment, the community or in the social world” (Charmaz K., 2009). In ethnography one looks for many dimensions of daily life, and what is important - the ethnographer tries to understand them. Their actions define problems and research objectives, a person who meets and limits they face. Research plans may therefore, as in grounded theory, be continuously modified. Especially when unusual, unknown, surprising or festive phenomena enter the familiar everyday - foreign to the researcher, but close to the studied group, especially when they appear with some regularity, such as school ceremonies or rare rituals. The way of creation the text of reality is equally important. According to Geertz, ethnographic description characteristic feature is its detail and accuracy, even “microscopic size” which allows for a more generalized visions and interpretations proclaimed by the other sciences, from the perspective of the researcher known “small matters” (Geertz C., 2005). The ethnographic researcher can apply the logic of grounded theory, especially in relation to the coding of the collected material. Ethnography allows applying at the local level, which means that the generated theory can be extended even to similar places, institutions or groups. Generalizing of the conclusions from ethnography is strongly narrowed.

Conclusion

Both grounded and ethnography theories serve the generation of middle-range theory. They successfully can be used to study everyday life in educational institutions and welfare centers or other because they allow to know the specifics of place and noticing phenomena impossible to capture with a quantitative study. Neither school nor any type of educational, social, rehabilitative and medical institution is, technically speaking, the production establishment. People live there, they create them, and institutions affect their lives. Existing differences between institutions are the result of differences between people. They concern the way of organizing work,
relationships, degree of involvement and understanding of common goals by entities involved in everyday life, willingness to cooperate, interpersonal conflicts, and many other factors. Can the everyday life of educational institutions exist without these nuances? And are these dependencies, often invisible “with the naked eye”, important for the functioning of the people in the institutions? They are important and should be known.

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Impact of Chernivtsi State Women's Teachers' Seminary on Developing Pre-School Teachers Professional Training in Bukovyna (Late XIX - Early XX Centuries)

Iaryna KVASETSKA

Abstract

The article focuses on issues of formation and development of pre-school teachers’ professional training in Bukovyna in the time it was a part of Austrian-Hungarian Empire. On the grounds of historiographic analysis of the issue under research was found impact of state legislative-normative acts on professional pre-school education system, quality of professional training of would-be pre-school teachers. It clears the meaning of the all-Austrian law on grounds for education in people’s schools of May 14, 1869, which was the first in the history of Austrian education legislation to include pre-school institutions in the system of primary education and introduced teachers professional training for pre-school and primary educational institutions on the basis of newly-founded women’s teachers seminaries; the order of Ministry of Religion and Education of May 22, 1872 on kindergartens and related institutions, which established official system of pre-school education in the Austrian part of Austrian-Hungarian Empire, as well as prerequisites for obtaining teacher’s qualifications at a one-year Froebel course at teachers seminaries and through distant education. The article analyzes prerequisites for formation and peculiarities of functioning of Chernivtsi State Women’s Teachers Seminary, organizing pre-school teachers professional training on its basis within general teachers training for people’s schools and by means of part-time Froebel courses (distant training for teachers with mandatory three-month practicum on the basis of a kindergarten with distinction at a teachers seminary).

Key words

Women’s teachers’ seminary, Froebel course, distant education, teachers’ professional training, kindergarten with distinction.

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Introduction

Under the conditions of looking for effective ways of development of national education the issue of studying experience of pre-school teachers professional training has become topical, in particular in Western Ukraine in the late XIX-early XX centuries, where pre-school pedagogical education developed under the influence of West-European cultural and educational traditions. Thus, studying processes of originating and development of pre-school teachers professional training in Galicia, Bukovyna and Transcarpathia, shaping rational pedagogical ideas and retrospective analysis of teaching forms and methods are mandatory prerequisite for improvement of pre-school teachers training that lay the ground for bringing up educated, moral, nationally-conscious young generation.

Problems of pre-school teachers professional training in the late XIX-early XX centuries and role of teachers seminaries in this process were objects of study in the context of analysis of Ukrainian school and pedagogical thought in the mentioned period for such scientists as D. Hertsiuk (2001), Z. Nabacherska (2007), D. Penishkevych (2001) et al. Particular aspects of pre-school education were studied by Z. Nabacherska (1996), N. Lysenko (2001), M. Oliynyk (2012), Ya. Kvasetska (2014), H. Rebo (2010), S. Ivakh (2010). The object under our study has referred to in the works of such Austrian authors as K. Baltrushat (1986), M. Kellner (2009), Polish ones such as V. Bobrowska-Novak (1978), A. Samsel (2003), Romanian ones such as M. Grigorovitsa (1993), K. Ungurianu (2007) et al. However, there has been no specific comprehensive study of the issues of impact of Chernivtsi State Women's Teachers Seminary on formation of pre-school teachers professional training in Bukovyna conducted up to now.

Setting tasks, Objectives

Taking into account the topicality of the issue, the objective has been defined - to open peculiarities of pre-school teachers’ professional training at Chernivtsi State Women's Teachers Seminary in the Austrian period.

With the aim of reaching the objective of the study it is necessary to solve the following research tasks: conduct analysis of scientific and methodological references, archive documents concerning the issue under study; analyze legislative and normative documents; elucidate forms and content of pre-school teachers professional training at Chernivtsi State Women's Teachers Seminary, find out its impact on development of public pre-school education in Bukovyna.
Formation and development of pre-school education, pre-school teachers’ professional training in Bukovyna took place under influence of various society and political, cultural and educational processes. Of particular importance was passing the new all-Austrian school law (14.05.1869). The law declared mandatory and free education, defined strict structure of education system in Austrian-Hungarian Empire and correlation of educational institutions, organized educational staff training (Ya. Kvazetska, 2014, pg. 197). As stated by famous Bukovynian pedagogue I. Karbulystkyy, this law “in one sweep put Austrian people’s schooling onto a completely new way, it became a turning point for our land as well” (I. Karbulystkyy, 1907, pg. 66).

The law presupposed creation of new pedagogical institutions - men’s and women’s seminaries which were to replace former teachers “preparanda” (§ 67). Teachers’ seminaries had to eliminate acute lack of teachers that was explicitly seen in connection with decreased number of pupils in classes, prolonged mandatory education period and general transformation of school education. Women’s seminaries had to become key points for training new specialists as well as pre-school teachers.

Chernivtsi Men’s State Seminary was founded in 1870 (principal Demetr Isopesku). Originally it was located on the basis of the 4-class people’s school on Shkilna street. On October 14, 1872 on Landhausstrasse (currently A. Sheptytsky street) a women’s teachers seminary was opened at the local women’s people’s school. Language of teaching was German, Ukrainian and Romanian were taught as subjects. Term of studies was originally 3 years, but starting from 1875 it was prolonged until four (I. Karbulystkyy, 1907, pg. 80).

Both teachers’ seminaries were considered independent, but were governed by common board. Such organizational form was also used in some Austrian cities, mostly small ones - Insbruk, Linz, Leibach (Ljubljana) and was aimed at optimizing costs for funding teachers’ seminaries and using pedagogical staff.

According to the report of county school inspector Yosyf Maryk, in 1876 at Chernivtsi Women’s Teachers Seminary the principal Demetr Isopesku taught Pedagogy in the fourth year of studies; Ivan Hlibovytstky taught Ukrainian and Mathematics in the fourth year; Lev Halynstky taught Pedagogy in the second year, History and Geography in the third and fourth years, German in the first year, Ukrainian in the second and third years; Illya Lutsia taught German in the third and fourth years, Romanian in the first and third years; Yosyf Votta taught Nature Studies, Gymnastics, as well as
Mathematics in the third year; Anton Keindl taught Drawing and Calligraphy. Among teaching staff were also Mykhaylo Klimechyk, Viktor Prelich, Konrad Kravs, Lahola, Stoyan. All the above mentioned teachers taught at the men’s teachers’ seminary as well (State Archives of Chernivtsi Region, 211, 972, pg. 4-5).

An element of state women’s teachers’ seminaries became institutions for students’ practicum - girls’ people’s schools with distinction, so called “exercise schools” and kindergartens with distinction.

Pre-school institutions with distinction at seminaries were assigned as a practical ground for seminary students who alongside with the title of a people’s school teacher received the right to work as teachers, as well as for one-year teaching course students (Froebel course) at teachers’ seminaries and distant education students.

Official model of pre-school education and pre-school staff training in the Austrian part of Austrian-Hungarian Empire which was defined by the order of Ministry of Religion and Education of June 22, 1872 included three types of pre-school institutions - kindergartens, children’s care centers (“zakhoronky”) and nurseries, as well as three kinds of pre-school teachers professional training on the basis of teachers seminaries:

- during full-time studies at state seminaries, where candidates for teacher’s position could master theoretical knowledge on pre-school pedagogy and practical skills of kindergarten work. According to the order of May 11, 1872, a school-leaving certificate of a people’s school teacher was supposed to be combined with a qualifications certificate of a teacher. In 1881 the ministry order “On Regulating Teachers Training Process and Encouraging Kindergarten Education” came into effect. According to it, third- and fourth-year students of women’s teachers’ seminaries were obliged to attend classes at kindergarten and conduct practical classes with children (M. Kellner, 2009, pg. 116).

  - at a particular one-year (Froebel) course which, according to the order of Ministry of Religion and Education, was organized at specific women’s seminaries acknowledged by the Ministry;
  - by means of private education and minimum three-month practicum at a kindergarten with distinction and afterwards taking theoretical and practical examinations at a state women’s seminary (distant form of Froebel course) (K. Baltrushat, 1986, pg. 21).

At women’s teachers’ seminaries of the adjoining region of Galicia - Lviv, Peremyshl and Krakiv seminaries - there were the three forms of teachers’ training applied. On the contrary, at Chernivtsi State Women’s Seminary only two of them were introduced - on full-time studies basis at a
teachers’ seminary alongside with obtaining teacher’s qualifications and by means of distant education of would-be teachers with mandatory three-month practicum at a kindergarten with distinction.

Analysis of historical sources allows to claim that lack of a one-year Froebel course at Chernivtsi Seminary, which were organized at certain seminaries by permission from Ministry of Religion and Education, was originally connected with peculiarities of development of public pre-school education. The first pre-school institution of Galicia was founded in Lviv in 1840, in 1871 there were 10 such institutions acting in the land, and in 1890 - around 60 (Ya. Kvasetska, 2015, pg. 29).

In Bukovyna this process took place much more slowly. The first pre-school institution in the Prut lands was opened at the state Women’s Teachers’ Seminary in 1875. This event provoked live interest among parents and public in Chernivtsi. In 1876-1877 there were 74 children at the kindergarten (34 boys and 40 girls) and the following year this number reached 76. However, the seminary kindergarten did not commit right away to spreading pre-school institutions in Bukovyna. Neither county school board, nor relevant local authorities considered their priority to found and support by state funding new institutions and put this on public responsibility. But it was the beginning of the movement (M. Oliynyk and Ya. Kvasetska, 2012, pg. 12-13).

Pioneers in creating non-state (private) pre-school institutions were in Chernivtsi and later in Bukovyna the sisters Melaniya and Anna West. Melaniya West (married name Romstorfer), as well as her sister Anna, obtained the qualifications of a teacher and decided to try themselves in bringing up young kids. On December 30, 1893 Melaniya West- Romstorfer appealed to Bukovyna county school board with a petition of granting permission for opening a private kindergarten in Chernivtsi. In her petition she claimed that the kindergarten had to open on May 1, 1894 at 1 Petrovych Street and would act on the grounds of the order by Ministry of Religion and Education of June 22, 1872. Children aged 3 to 4 were admitted to the kindergarten and Melaniya’s sister, Anna West, was a teacher there (State Archives of Chernivtsi Region, 211, 5350, pg. 4).

In 1896 another pre-school institution was opened at a monastery school at the Roman Catholic Nun Community “Maria’s Family” (53 Semyhorodska Street, Chernivtsi). The principal of the kindergarten was Aureliya Milinkevych and her assistant was a professional teacher Kamilla Kudla (State Archives of Chernivtsi Region, 211, 2127, pg. 12). Later both individuals and secular women’s organizations joined in creating a network of pre-school institutions in Bukovyna and made the issue of pre-school staff professional training topical (M. Oliynyk and Ya. Kvasetska, 2012, pg. 18-20).
During 25 years starting from founding Chernivtsi Women’s Seminary teachers’ training was conducted exclusively within people’s schools teachers’ training program. In their second year of study students studied pre-school pedagogy that was grounded on theory and practice of pre-school education of Friedrich Froebel. Needs of a pre-school institution were also taken into account while studying such courses as religion, languages, home economics, singing, gymnastics.

A significant part of professional training for seminary students was mandatory practicum at a kindergarten with distinction which took place in the third and fourth years of seminary studies (R. F. Keidl, 1895, pg. 2-3). It started with “hospitations” - attending classes with the purpose of getting to know forms and methods of work with children. During hospitations students got to know teachers and children, observed classes and assisted at taking children for walks and organizing various games. Then preparation for independent classes with younger children and later with older ones took place. And the final stage were open classes with their further discussions by teachers with distinction and methodology teachers. Quality of lesson plans was assessed, necessary methodological directions and advice were given.

Considerable attention was paid to mastering skills of daily and prospective planning, reporting at pre-school institutions.

Teacher’ training by means of distant education at Chernivtsi Women’s Teachers’ Seminary started in the late 90s of the XIX century, when a network of public children’s educational institutions started to grow in Bukovyna. Procedure of obtaining qualifications within distant education program was quite complicated. It is worth saying that it was necessary to receive a permission for passing three-month practicum at a kindergarten with distinction at a teachers’ seminary first which was issued by request of seminary board by the country school board. Upon completing their practicum distant education students took examinations on courses required for one-year Froebel course students (Ya. Kvasetska, 2015. pg. 29).

As it became possible to establish at State Archives of Chernivtsi Region, first qualification certificates of a pre-school institution teacher (German “Befähigungs-Zeugnis als Kindergärtnerin”) for distant education students at Chernivtsi State Seminary were issued in 1897 to Elvira Rotenburg, born in the town of Seret (Bukovyna), graduate of a five-class women’s school, and Lusiya Tumlich, born in the town of Smikhov (Bohemia), who was taking a preparatory women’s course in Chernivtsi (State Archives of Chernivtsi Region, 244, 492, pg. 1-2).

The qualification certificate stated that a student during three-month practicum at a kindergarten with distinction at Cesar and King’s Women’s Seminary in Chernivtsi successfully passed examinations and received grades
on following courses: religion, education science and kindergarten theory, kindergarten practical classes, language, home economics, singing and gymnastics. Knowledge level was assessed on the grade of: outstanding, creditable, good, satisfactory and unsatisfactory. In case a candidate got an unsatisfactory grade, they were offered to retake an examination or took a repeated training.

Chernivtsi Women’s Teachers’ Seminary was German-speaking, but students were allowed to choose a language of examinations and qualifications with further intentions to work at a German-speaking, Ukrainian-speaking or Romanian-speaking children’s institution. The mentioned Elvira Rotenburg and Lusiya Tumlich obtained the right to work at German-speaking children’s pre-school institutions. First teachers at Ukrainian-speaking pre-school institutions in 1900-1902 were Mariya Plaha from Storozhynets and Yevheniya Zotta from Chernivtsi and at Romanian-speaking institutions - Veroniya Manoliy and Mariya Stefaniuk from Seret (State Archives of Chernivtsi Region, 244, 486, pg. 1-3, 498, pg. 3).

In 1906 qualification certificates were issued to 9 out of 13 of practicum students at a kindergarten at Chernivtsi Teachers’ Seminary. In most cases students chose one of the three land languages, but quite often two of them in such combinations: German and Ukrainian, German and Romanian. In 1906 Olha Voroniuk from the village of Vasyliv of Zastavna district, Marfelina Donchul from district center of Kitsman, Mariya Magas from Chernivtsi were qualified as pre-school institutions teachers with German and Ukrainian languages, Eleonora Kordus from the circuit of Monastyryska and Elizabeta Hlushko from the circuit of Klokuchka in Chernivtsi - with German and Romanian languages. This, of course, gave more opportunities to young specialist for further employment.

Table 1: List of distant education students at Froebel course at Chernivtsi State Women’s Seminary, year of birth 1905/06 -
Source: (State Archives of Chernivtsi Region, 244, 356, pg. 1-14)

<table>
<thead>
<tr>
<th>№</th>
<th>Name</th>
<th>Place of birth</th>
<th>Religion</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Voroniuk Olha</td>
<td>Vasyliv (Bukovyna)</td>
<td>Orthodox</td>
<td>Ukrainian and German</td>
</tr>
<tr>
<td>2.</td>
<td>Bukuley Mariya</td>
<td>Kostina (Bukovyna)</td>
<td>Orthodox</td>
<td>Romanian</td>
</tr>
<tr>
<td>3.</td>
<td>Kordush Elionora</td>
<td>Monastyryska (Bukovyna)</td>
<td>Orthodox</td>
<td>Romanian and German</td>
</tr>
<tr>
<td>4.</td>
<td>Donchul Marfelina</td>
<td>Kitsman (Bukovyna)</td>
<td>Orthodox</td>
<td>Ukrainian and German</td>
</tr>
<tr>
<td>5.</td>
<td>Hlushko Yelizabeta</td>
<td>Klokuchka (Chervitsi)</td>
<td>Orthodox</td>
<td>Romanian and German</td>
</tr>
</tbody>
</table>
Distant education form of pre-school institutions teachers’ training in Bukovyna completely covered staffing needs of Froebel kindergartens and “zakhoronkas” in Bukovyna. In 1906-1913 qualification certificates were issued to 6 to 10 people a year.

The teachers’ qualification certificates still contain signatures of pedagogues of Chernivtsi Seminary which confirmed a particular knowledge level of would-be pre-school teachers. It is easy to recognize the signature of the long-standing principal of the seminary Demetr Isopesku and his predecessor from 1901 Mykhaylo Kushniriuk, teachers Anton Kuzelia (music and singing), Franz Hrilich (gymnastics), Luis Tarabanovych (women’s home economics), Osyp Makovey (Ukrainian), Oleksandr Opolskyy, Vasyl Tsopa, etc. Among them there is the signature of Helena Nikitovych - teacher at a kindergarten with distinction at a women’s teachers’ seminary.

Helena Nikitovych (maiden name - Slyvinska) worked as a teacher at a kindergarten with distinction at a teachers’ seminary from 1875 (State Archives of Chernivtsi Region, 211, 972, pg. 8; Ungurianu, 2007, pg. 160). Thanks to her, ideas of public pre-school education spread in Bukovyna, Froebel methods of pre-school pedagogy and authority of teaching profession were established. Helena Nikitovych managed at a pre-school institution at a women’s teachers’ seminary not only the whole teaching and educational process, but practical classes for students in the third and fourth years of study at the seminary, as well as the three-month practicum for those who intended to obtain teacher’s qualifications by means of distant education. Her signature remained on qualification certificates of teachers in 1908 (State Archives of Chernivtsi Region, 244, 454, pg. 1-2).

After Helena Nikitovych the position of a teacher at a kindergarten with distinction at the seminary was occupied by Silviya Pashkan, born in
Chernivtsi, graduate of a teachers’ seminary. From 1908 she worked as a temporary teacher at a higher Orthodox 6-class school in Chernivtsi and in 1910 she started her work at a teachers’ seminary where she got the position of a freelance teacher and later - a freelance practicum teacher at a kindergarten (State Archives of Chernivtsi Region, 211, 11906, pg. 15-16). After a year of working at a kindergarten at a teachers’ seminary she became a staff teacher of the kindergarten with distinction, what is proven by the report of the seminary kindergarten activity for 1911, in which Silviya Pashkan is called a Cesar-King teacher (State Archives of Chernivtsi Region, 211, 12266, pg. 3).

When being assigned to the mentioned position, not only teachers’ seminary pedagogical education was taken into account, but also knowledge of the three land languages - German, Ukrainian and Romanian, as well as French. Knowledge of German was confirmed by a certificate of right to teach at German-speaking people’s schools and knowledge of Ukrainian and Romanian - by additional qualification documents upon passing corresponding examinations. A strong argument in favor of Silviya Pushkan was also a certificate of passing additional practicum at a pre-school institution with distinction at the state women’s teachers’ seminary in the city of Gratz (land of Shtyria) (State Archives of Chernivtsi Region, 211, 11906, pg. 16).

Obviously, board of Chernivtsi State Women’s Seminary took into consideration that, on top of all-rounded education, Silviya Pashkan has not enough experience in practical teaching. That was why it was agreed on to find an experienced assistant for Silviya Pashkan. It was Kamilla Kudla, born in the town of Bystrytsia (Transilvania) who had 25 years of teaching experience in Chernivtsi schools, first at a pre-school institution organized in 1896 by the Roman-Catholic monastery “Maria’s Family” and later at the private kindergarten founded by her personally (3 Semyhorodska Street) (M.Oliynyk and Ya.Krasetska, 2012, pg. 17).

In 1912 Kamilla Kudla took the position of a freelance teacher at a kindergarten with distinction at Chernivtsi Women’s Teachers’ Seminary. The new position mean quite a significant career growth. It was manifested by a high salary which made 1200 koronas. Besides, due to the extensive experience, Ministry of Religion and Education assigned her a yearly bonus of 150 koronas. Thus, a freelance teacher at a kindergarten with distinction at a teachers’ seminary had a yearly income of 1350 koronas (State Archives of Chernivtsi Region, 211, 13027, pg. 20). In Bukovyna it was equal to a salary of a people’s school teacher with a lot of teaching experience (I. Karbulystsky, 1907, pg. 110) and unattainable goal for teachers at private pre-school institutions founded by individuals and public organizations. Such institutions offered salaries twice or thrice lower.
Of special value in these terms is activity of the children’s pre-school institution (“zakhoronka”) of “Orthodox Rusyns” society which was founded in 1908 in Chernivtsi at 31 Franz Street. The staff of the newly-founded “zakhoronka” comprised a teacher - teachers’ seminary course graduate and a maid who dealt with cooking and helped to take care of the children. First they received 20 koronas as a monthly salary, that is over 240 koronas a year. In 1912 their salary increased about twice and made 500 koronas a year, but even later it was much lower than a salary at a state kindergarten at a women’s teachers’ seminary (V. Pavlovych, 1913, pg. 3).

Authority of the State Women’s Teachers’ Seminary in Chernivtsi, as well as that of a kindergarten with distinction, was stipulated by proper conditions for teaching and educational process. In 1888 a modern special building was constructed in Chernivtsi on Stefaniya street (currently Pedagogical College of Yuriy Fedkovych Chernivtsi National University, 23 Horkyy Street). It included all structural departments of the men’s and women’s teachers’ seminaries and was considered a real educational complex. The pedagogue and writer Osyp Makovey, who worked as a teacher of Ukrainian at a teachers’ seminary for over 10 years, wrote “…This is not a single school really, but a pedagogical factory under one roof and one management. In a big, quite convenient building among gardens there was before 1909 on the one side an exercise school for boys, two preparatory courses and four years of men’s seminary and on the other side - an exercise school for girls and a preparatory course and a women’s seminary..., and there is also Froebel school here where 40 children are taught a year and over 10 candidates have their practicum” (O. Makovey, 1910, pg. 20).

In the late XIX-early XX centuries distant education for would-be teachers gained popularity in different lands of the Austrian part of Austrian-Hungarian Empire. In 1899/1900 152 persons applied it and in 1905/1906 the number reached 272, what was the sign of the firm foothold a teacher’s profession took, as well as distant education form of pre-school teachers’ professional training.

According to official statistics, in 1907/1908 in Bukovyna existed 12 pre-school institutions, before WW I their number outcame 20, but their growth was not so fast as teachers’ training (Ya. Kvasetska, 2015, pg. 31), not taking into account that fact that Chernivtsi State Women’s Teachers’ Seminary graduates were qualified to work as both people’s teachers and teachers.

It could be due to the mentioned circumstance that the society “Ukrainian School” in Chernivtsi, while organizing a private women’s teachers’ seminary (1909), did not intend to combine people’s teachers’
training and teachers by the example of state women’s seminaries in Galicia and Bukovyna. Organizing Froebel courses and distant education form for teachers’ training remained within competencies of state women’s’ teachers’ seminaries.

Conclusions

Pre-school staff professional training in Bukovyna started with founding Chernivtsi State Teachers’ Seminary in 1872 and was conducted within people’s schools teachers’ training program and by means of part-time Froebel course (distant education for teachers with mandatory three-month practicum at a kindergarten with distinction at a teachers’ seminary). Applied benefits of classical psychological and pedagogical sciences, close connection of theory and practice provided graduates’ proper qualifications. Further research of these issues will allow us to more clearly outline main teaching forms and methods for efficient use of accumulated experience in modern educational process.

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State Archives of Chernivtsi Region, Fund 211 “County School Council in Bukovyna, city of Chernivtsi”, article1; fund 244 “Pedagogical College of the city of Chernivtsi”, article 2.


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Educational Impact upon Social Sustainable Development

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Abstract
Quality of education represents a previous condition for social sustainable development. The concept of sustainable development has changed in time, without existing an universal model of education. For sure, such a model cannot be conceived, because there are different approaches of education for each society, which vary from economic, cultural and technological points of view.

Education for sustainable development brings in the same time a new motivation for the educational act, offering the opportunity to those involved, to creatively participate to identify solutions and evaluate the alternatives to create a sustainable future. Taking this into account, we can define it as transposing the abstract in reality, by putting in the centre of attention the human potential and knowledge. Knowledge means power, which denotes that, as long as a person assimilates more information, his potential and abilities will significantly grow.

Education is going to assure support for young adults, in general, in this continuously changing world, global and full of challenges and uncertainties, helping them realize the complex relationships and action mode that they have to adopt. The basic concept of the society based on knowledge for a sustainable development is data, information and knowledge. Knowledge always represented a motric force of change, a powerful determinant of progress in all domains. Starting from these reasons, the present paper proposes itself to investigate the relationship between education and social sustainable development, being apylon in the conversion of sustainable development.

Keywords
Sustainable development, education, human assets.

1. Revizuirea literaturii de specialitate

1.1. Dimensiunile durabilității
Conceptul de dezvoltare durabilă (sustenabilă) s-a cristalizat în timp, pe parcursul mai multor decenii, în unele dezbateri științifice profunde pe

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plan internațional și a dobândit sensuri politice precise în contextul globalizării conform (Strategiei Naționale de Dezvoltare Durabilă, Orizonturi 2013-2020-2030, 2008). În istoria recentă, primul semnal că evoluțiile economice și sociale ale țărilor lumii și ale omului ca un întreg, nu pot fi separate de consecințele activității umane asupra cadrului natural conform raportului din 1972 al Clubului de la Roma intitulat Limitele creșterii (Raportul Meadows). Documentul rezuma informațiile privind evoluția a cinci factori (creșterea populației, impactul industrializării, efectele poluării, producția de alimente și tendințele de epuizare a resurselor naturale), sugerând concluzia că modelul de dezvoltare din acea perioadă nu poate fi susținut pe termen lung.


2. Trinomul: Oameni- Economie-Societate

2.1. Capital uman - dezvoltare durabilă

Întotdeauna, s-a recunoscut faptul că resursa umană reprezintă factorul cel mai important pentru o entitate, iar potențialul uman educat este o bogăție adevărată.

Evoluția economică a unei națiuni este în strânsă dependență de resursele pe care aceasta le are disponibile la un moment dat. Dincolo de dotarea cu factori fizici, cei care sunt în măsură să dea ritmul creșterii și dezvoltării sunt înșiși membrii națiunii în cauză. Munca depusă și calitatea ei, potențialul pe care fiecare individ este dispus să-l fructifice în activitățile economice, nivelul de educație și starea de sănătate - toate acestea caracterizează factorul uman, generator de capital. Studiile referitoare la capital uman ca și concept, implicare, diversificare, compoziție sau semnificație au fost și sunt destul de ample. Istoricul privind termenul de capital uman cunoaște multe abordări, după cum a fost acceptat sau respins de către lumea academică și de către clasa politică. Termenul de capital uman a fost utilizat cu mult timp înainte în economie, chiar dacă a cunoscut afirmarea și structurarea conceptuală abia după deceniul 7 al secolului XX.

Economistii Frederich List și Alfred Marshall raportau la “capital” capacitatea omului de a munci, cunoștințele, deprinderile, pregătirea profesională, inclusându-le în structura avută acestea naționale.

F. List a realizat o conexiune între bogăția unei națiuni și “capitalul spiritual al omenirii” afirmând: “Situația actuală a națiunii este o consecință a acumulării tuturor descoperirilor, invențiilor, ameliorărilor, perfecționărilor și eforturilor tuturor generațiilor care au trăit înaintea noastră; ele constituie capitalul spiritual al omenirii actuale și fiecare națiune este productivă numai în măsura în care a și își însușească aceste cuceriri ale generațiilor trecute și în măsura în care a și însușească aceste cuceriri ale generațiilor trecute...”. Pentru a veni în completarea ideilor anterioare, F. List afirmă: “principală bogăție a omului sunt cunoștințele”.

Alfred Marshall, reprezentantul școlii neoclase, a atenționat asupra investițiilor în educație și instruirea profesională, ca factor de dezvoltare, considerându-le “investiții naționale”, “cel mai preț din tot capitalul este acela investit în ființa umană”. În opinia sa, învățământul devine creator al bazei de adaptabilitate și mobilitate profesională a forței de muncă. A. Marshall abordează cunoștințele ca “cele mai importante surse ale producerii” și consideră că “organizațiile dezvoltă cunoștințele”, astfel acesta denumeste teoria capitalului uman ca fiind “ireală”. Ideea potrivit căreia instruirea și nu capacitatea nativă a individului este importantă în înțelegerea diferențelor de
salarizare, se regăsește și la Karl Marx. În opinia sa “forța de muncă în mâinile lucrătorului este marfă dar nu capital, în calitate de capital circulant ea funcționează după vânzare în mâinile capitaliștilor în timpul procesului de producție.”

În opinia lui Jacob Mincer capitalul uman are un rol dual în procesul creșterii economice:

- ca stoc de abilități - produs de educație și instruire, capitalul uman este un factor de producție alături de capitalul fizic și “munca brută” în producerea output-ului;
- ca stoc de cunoștințe, el este o sursă de inovație, o cauză importantă a creșterii economice.

Contribuțiile principale la dezvoltarea teoriei capitalului uman sunt atribuite în mod special lui Becker. Trebuie menționat că modelul teoretic beckerian și în genere cel al capitalului uman abordează în mod special educația universitară din motive ușor de înțeles (individul are vârsta legală de a lucra, în consecință se poate afirma că renunță la venituri din activități lucrative, investind în educație). Meritul principal al teoriei capitalului uman este acela că formalizează relația dintre educație și veniturile obținute pe piața muncii, deși “abordarea economică a comportamentului uman nu este nouă.”(Becker, G., 1994),

Conform opiniei lui Lucas (1988), capitalul uman se focusează asupra faptului că modul în care un individ își alocă timpul pentru realizarea diverselor sale activități într-o perioadă curentă de referință, influențează productivitatea sa în perioadele de timp viitoare, iar acumularea capitalului uman reprezintă “o activitate socială ce implică interrelaționarea grupurilor de persoane într-o manieră unică ce nu își găsește corespondentul în procesul acumulării capitalului fizic.”

În opinia lui Cohen și Soto (2007) rolul pe care capitalul uman îl joacă vis-a-vis de creșterea economică reprezintă un subiect deschis în dezbatere în literatura de specialitate, și asupra căruia a intervenit mai multe schimbări de optică în ultimele decenii.

Dintre cercetătorii mai recenți care s-au ocupat de teoria capitalului uman îi putem aminti pe W.A. Lewis, Simon Kuznets, Douglass North și alții. Famos pentru demersurile sale în domeniul dezvoltării economice, economistul englez W.A. Lewis menționează printre cauzele principale ale creșterii economice și “progresul științific”. El identifică, în afară de educație, alte două cauze ale creșterii productivității factorului uman: îngrijirea medicală și regimul alimentar.

Durabilitatea este o paradigmă în care viitorul este conceput ca un echilibru între mediu, societate și economie în scopul de a dezvolta și îmbunătăți calitatea vieții. Educația, atât cea formală cât și cea informală,
trebuie recunoscută ca un proces prin care ființele umane și societatea pot atinge maximul de potențial. Trainingul este considerat ca bază a acțiunii, un instrument important pentru dezvoltarea potențialului uman și pentru realizarea unei lumi durabile.


Sistemul de învățământ trebuie să fie recunoscut ca un proces prin care ambele componente, oamenii și societatea şi pot stabili obiectivele și atinge potențialul maxim, astfel încât educația și dezvoltarea durabilă necesită o reorientare a sistemului actual bazat exclusiv pe furnizarea de informații, către unul bazat pe tratarea de probleme și identificarea soluțiilor posibile. În cadrul Figurii 1, am încercat să prezentăm și să acordăm prioritate, pe baza unor principii de construcției a piramidei lui Maslow, pașilor de urmat pentru obținerea unei educații pentru dezvoltare durabilă.

![Diagrama Figura 1. Direcții de amplificare ale promovării educației pentru dezvoltare durabilă](http://www.arin.ro/proiecte/ecojob/FinalMaterial.htm)

**Capitalul social în ecuația dezvoltării durabile.**

Educația se desfășoară în societate fiind rezultatul relațiilor de schimb interpersonal, dar și mijlocul de stimulare a cooperării sociale. Conceptul de capital social este relativ nou, iar definirea acestuia este încă într-un proces în curs de desfășurare.

Dezvoltarea conceptului de capital social și influența sa în științele sociale de astăzi, se datorează în mare măsură în activitatea lui Pierre Bourdieu, James Coleman și Robert Putnam. Din perspectivele sociologice, autorii amintiți au identificat capitalul social cu un ansamblu de instituții (formale și informale) și organizații sociale (verticale și orizontale) care facilitează cooperarea indivizilor în dobândirea unui beneficiu mutual și cu incidențe asupra eficienței activității dintr-o comunitate.

În viziunea lui Putnam, există două tipuri distincțe de capital social, pe care el le numește bridging social capital și bonding social capital. Capitalul de tip bridging este descris de conexiunile ce se formează între grupuri sociale diferite, în timp ce capitalul bonding este dat de legăturile formate în interiorul unui grup social. Luând în considerare efectul produs la nivelul societății, se apreciază că primul tip de capital generează preponderent efecte pozitive, pe când cel de-al doilea induce efecte negative, manifestate prin pierderea flexibilității sociale și retragerea în interiorul grupurilor.

James Coleman sugerează ideea conform căreia capitalul social reprezintă un concept care funcționează atât între indivizi, cât și între instituții pentru a acționa în atingerea scopurilor. Portes însă definește capitalul social ca fiind „...abilitatea actorilor sociali de a-și asigura anumite beneficii prin participarea la rețele sociale sau prin integrarea în alte structuri sociale.” Mai formal, capitalul social se referă la normele și valorile care fac ca indivizii să acționeze colectiv: solidaritatea, reciprocitatea, generozitatea, supunerea față de autorități etc. sunt calități cognitive sau predispoziții generate de credința în sau afilierea la anumite norme sau valori.

Cu alte cuvinte, starea de bine a unei societăți are la bază și interacțiunea socială dintre membrii ei. Ingredientele de bază ale capitalului social și care reprezintă mecanismele prin intermediul cărora acesta își produce efecte sunt ilustrate sugestiv în figura nr.2.

Aceasta scoate în evidență care sunt de fapt rezultatele capitalului social, atât pe cele productive (de exemplu, reducerea costurilor tranzacțiilor), cât și beneficiile de consum directe - este mai plăcut să trăiești cu oamenii în care te poți baza, decât cu oameni în care să nu ai încredere. Fiind componente ale capitalului uman, cele două concepte par a se sprijini reciproc unul pe celălalt. Claudia Goldin și Lawrence Katz, într-un studiu cu privire la evoluția învățământului secundar în Statele Unite, susțin afirmația conform căreia capitalul social afectează și este afectat de acumularea de capital uman. Educația și studiile pot susține deprinderile, îndemânarea și valorile ce contribuie la cooperarea socială. Să vorbești despre educație și performanță economică durabilă, fără a face referiri la capitalul uman și cel social, este ca și cum ai aplauda cu o singură mână.
Ce două forme de capital au propria grupă de elemente supuse procesului de comensurare în vederea obţinerii de rezultate. Capitalul uman utilizează în procesul de măsurare durata studiilor, calificărilor, competențele în vederea stabilirii rezultatelor directe și indirecte, respectiv a veniturilor, productivității muncii, a nivelului de sănătate și a activității comunitare, în timp ce capitalul social măsoară atitudini, valori, gradul de participare a indivizilor la procesele din cadrul economiei inovaționale, numărul membrilor unei rețele precum și gradul de încredere urmând rezultate precum coeziunea socială, randamentele economice și, nu în ultimul rând, a dezvoltării sociale a capitalului social.

În tabelul nr. 1 prezentăm schematic asemănările și deosebirile între capital uman și capital social.

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**Figura nr. 2** Surse și produse ale capitalului social

_Sursa: prelucrare după Grootaert și Thierry van Bastelaert, (2003), The Role of Social Capital in Development: An Empirical Assessment, United Kingdom at the University Press, Cambridge._

**Tabelul nr. 1** Asemănări și deosebiri între capital uman și capital social

<table>
<thead>
<tr>
<th>Obiect</th>
<th>Capital uman</th>
<th>Capital social</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individul</td>
<td>Raporturile relaționale</td>
</tr>
<tr>
<td>Comensurare</td>
<td>Durata studiilor, calificări, competențe</td>
<td>Atitudini, valori, participare, numărul de membri ai rețelei, gradul de încredere</td>
</tr>
<tr>
<td>Rezultate</td>
<td>Directe: venituri, productivitate</td>
<td>Coeziune socială, randamente economice, dezvoltarea capitalului social</td>
</tr>
<tr>
<td></td>
<td>Indirecte: sănătate, activități comunitare</td>
<td></td>
</tr>
<tr>
<td>Modelare</td>
<td>Liniară</td>
<td>Interactiv</td>
</tr>
</tbody>
</table>


Putem afirma că teoria capitalului social se bazează pe strategii sociale și economice pe termen lung, cunoscut fiind faptul că funcționarea durabilă a economiei este dată de calitatea relațiilor sociale. Numerosele studii și analize empirice efectuate de savanți asupra capitalului social au remarcat importanța relațiilor sociale asupra difuzarea noilor informații, a educației, cunoștințelor în contextul creșterii economice.

### 3. Impactul educației asupra dezvoltării sociale durabile

Datorită caracterului puternic local și național, există o varietate de forme și alternative de implementare a educației și evident, și o varietate de definiții și înțelegeri ale conceptului. De cele mai multe ori „educația pentru dezvoltare durabilă este văzută simplu ca educația care ajută în călătoria noastră către sustenabilitate” (Beames, Higgins, Nicol 2012) sau altfel spus EDD este “un proces de învățare (sau o abordare a predării) bazat pe idealurile și principiile pe care se bazează sustenabilitatea” așa cum definește Wals (2009).

Educația, fiind un subiect de un real interes în cadrul societăților moderne, nu e nicio surprinzător că analizele instituționale ale educației au fost prezente în cadrul științelor sociale de mai bine de un secol. De la studiile inițiale ale sociologilor cum ar fi Durkeim (1956), și Weber (1947), la Veblen (1918), și Waller (1932) și până la sociologii contemporani cum ar fi Archer (1979), Collins (1979) experți în sociologie au recunoscut importanța educației și implicațiile sale instituționale. Educația contribuie la conservarea ordinii sociale prin transmiterea de valori, standarde, atitudini, și cunoștințe.
generațiilor succesive, și în același timp educația face posibilă schimbarea prin dezvoltarea și formarea capitalului uman, figura nr.3.

![Diagram](image)

**Figura nr. 3** Funțiile educației raportate studiilor sociologice
Sursa: adapatare după literatura de specialitate.

Potrivit raportului OCDE, *Education at glance, 2010*: „o populație permanent bine educată și pregătită este esențială pentru bunăstarea economică și socială a țărilor. Educația joacă un rol cheie în înzestrarea indivizilor cu cunoștințe, abilități și competențele necesare pentru participarea efectivă în societate și în economie.” Un alt punct de vedere ar fi că o forță de muncă superior educată este esențială pentru asigurarea creșterii productivității, și prin urmare, pentru realizarea creșterii economice. Această afirmație este practic susținută și de rezultatele unor modele pe baza noilor teorii ale creșterii și care argumentează că o educație mai mare a forței de muncă generează o creștere a capacității de înovare a lucrătorilor ceea ce determină în final creșterea economică.

Putem spune, conform figurii nr. 4, că unele indicii potrivit cărora educația contribuie la creșterea economică durabilă, în literatura economică, constau în faptul că țările ce prezintă rate mai mari de creștere economică sunt înzestrate cu forță de muncă ce deține nivele superioare de educație formală. Un alt indiciu ar fi că, în general, persoanele cu un grad superior de educație obțin căștiguri mai mari, ceea ce s-ar traduce printr-o productivitate mai mare și deci o creștere economică. O condiție esențială ar fi că o populație bine educată și calificată „manifestă tendința de a fi relativ mai sofisticată din punct de vedere tehnologic.”

4. Concluzii

*Dezvoltarea durabilă* este un concept dinamic, având o multitudine de dimensiuni și interpretări. Pe de o parte este văzut ca un proces de schimbare permanentă, foarte legat de contextul local, nevoile și priorității zonale. Mulți specialiști nu se limitează la o singură definiție a acestui concept, fapt ce conduce firesc la conștientizarea problematicii la care ne referim. Iar această problematică se numește *nevoia de a asigura un viitor durabil popoarelor lumii și planetei Pământ.*

Asistăm în prezent la o extindere a preocupării pentru educație, la modul generic, în noi spații ale vieții umane, sociale, profesionale și economice. La nivelul științelor economice se cristalizează nuclee de studiu precum nevoia de angajați tot mai bine informați, fenomenul de extindere și universalizare a învățământului, inclusiv superior, implicațiile socio-economice ale dimensiunii educaționale, rolul acesteia în dezvoltarea economică durabilă.
O concluzie esențială care derivă din acest studiu este aceea că educația a evoluat treptat ca și instituție civilizatoare a societății umane, într-o indescifrabilă întreprârindere cu particularitățile vremelnic ale contextului istoric, filosofic, economic, politic și social. Într-o scurtă analiză putem spune că prima componentă face mai mult referire la dezvoltarea de cunoștințe despre dezvoltarea durabilă și deci focalizează mai bine conținuturile acesteia, educația pentru sustenabilitate face referire la dezvoltarea de abilități pentru o dezvoltare durabilă iar educația ca sustenabilitate lucrează atât pe cunoștințe și abilități dar și pe atitudini. Împreună cele trei conturează ideea de schimbare în educație, chiar la nivel de paradigmă.

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Bibliografie


Intelligent Pedagogical Agents for Teaching OBJECT Oriented Programming Concepts

Felicia GÎZĂ-BELCIUG

Abstract
The wide spread of mobile devices encouraged the evolution of techniques for distance education. Pedagogical Agents are agents that are designed for pedagogical purposes to support distance learning. Object oriented programming is the most used programming paradigm that is taught in all the universities with computer science profile. Teaching environments based on Multi-Agent architecture support the development of more interactive and adaptable systems. The objective of this paper is to discuss the feasibility of implementing Distributed Intelligent Learning Environments based on the Multi-Agents Architecture approach considering the requirements for an intelligent pedagogical agent.

Keywords
Intelligent pedagogical agent, multi-agent system, teaching object oriented programming.

1. Introduction

Pedagogical agents support human learning and acts like an intermediary in the interaction between the learner and the environment. They usually are simulated human-like interfaces modeling a character enacted by a computer. The intelligent behavior and multitude of functions of pedagogical agents increase the effectiveness of the learning process. They adapt their behavior to the dynamic state of the learning environment, taking advantage of learning opportunities as they arise. They can support collaborative learning as well as individualized learning, because multiple students and agents can interact in a shared environment.

Goyal M. (2011), Soliman M., Guet C. (2010), Bădică et al. (2013) and many other researchers has designed and developed intelligent systems for teaching purposes, first of them considering also the field of object oriented programming as the objective of the learning environment. Soliman M., Guet C. (2010) consider the using of multi-agent system model in 3D Virtual Worlds. They present a conceptual view of the intelligent pedagogical agents

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working in an immersive Virtual Learning Environment to reflect new possible scenarios for learning in the environment and to provide intelligent pedagogical functions in the immersive environment.

Usually, when a student has background experience in structured programming, teaching object oriented concepts is resumed on comparing those two programming paradigms. Learning object oriented programming as a first programming technique may be a quite difficult and using pedagogical agents may be more suitable than in previous case. Sarkawi et al. (2008) designed an animated pedagogical agent for teaching object oriented programming in Java and performed a case study about applying this pedagogical agent in the university they work. All considered parameters are above average so they conclude that students were satisfied by the use of agents. Hans van der Meij et al. (2015) designed and tested a motivational animated pedagogical agent (APA) in an inquiry learning environment on kinematics.

2. Agent architecture

Feituri M., Funghi F. (2010) identifies the main roles for pedagogical agent:

**Agent as Expert** - Experts exhibit mastery or extensive knowledge and perform better than the average within a domain.

**Agent as Motivator** - The Motivator suggests his own ideas, verbally encourages and stimulates the learners.

**Agent as Mentor** - An ideal human instructor provides guidance for the learner to bridge the gap between the current and desired skill levels.

Starting from these roles, we designed an architecture of multi-agent system that addresses distance learning in an intelligent way. Specialized agents collaborate to reach the overall goal: student to have desired knowledge in the domain of object oriented programming. JADE multi-agent framework is considered for the implementation as it is the most active in the agent systems community. JADE architecture involves running a middleware for running agents to be executed both on the learning environment central server and on student computer. This middleware consists of multiple containers of agents and they can be of two types:

**Main Container** - is the container that keeps tracking of the other containers and of the all agents in the system. It contains all the agents involved in the teaching process: PedagogicalAgent, KnowledgeAgent, MotivationAgent, AssessmentAgent and also the SupervisorAgent that acts like an supervisor for all the agents in the system.
Remote Container- is the container that is tied to the main container and is running on student's computer.

![Multi-agent architecture for Intelligent Learning Environments](image)

**Figure 1.** Multi-agent architecture for Intelligent Learning Environments

SupervisorAgent keeps track of the agent users that are joining to the course, act as a communication agent, dynamically show the list of online students within a course.

The StudentAgent will run in a remote container that is connected to the main container where PedagogicalAgent is running.

The PedagogicalAgent will communicate with KnowledgeAgent and MotivationalAgent to provide an effective teaching. He will have to change his teaching styles to that of a mentor, tutor or facilitator when necessary.

AssessmentAgent will be used for assessing student performance using different assessment strategies.

An important step in this teaching process is getting user profile (like background in programming languages, or any programming knowledge) to configure user agent's first state. This information will be asked by pedagogical agent that will changing the course content to accommodate the student needs and expectations. A list of relevant questions has to be developed to model as close as possible the user programming profile and teaching preferences.

JADE system contains a special PedagogicalAgent responsible for each teaching strategy and for the domain knowledge retrieval. The StudentAgent monitors all actions of the student accessing data. The PedagogicalAgent updates the student history, when required, and sends the data to be updated in the StudentAgent.
3. Overview of the POO course

ACM and IEEE are continuously developing, revising, and refining a set of recommendations, known as Computer Science Body Knowledge - CSBK, to help the academic educators to design and further adapt Computer Science curricula by incorporating the most recent results of Computer Science research and by addressing the new market requirements for Computer Science professionals. The last version of CSBK was issued in December 2013 (Computer Science Curricula 2013).

In developing Object Oriented Programming (OOP) course we took into consideration the definition of course learning objectives and the availability of course prerequisites.

Firstly, the course learning objectives were formulated in accordance with recommendations provided by CSBK on topics that were considered relevant for OOP:

**Objective1:** To introduce the principles and concepts of OOP.

**Objective2:** To provide an opportunity to obtain practical experience in applying these concepts for programming small-scale software applications.

Secondly, the course prerequisites were established taking into account the current structure of the Computer Science curricula. The students must be familiar with structural programming style, theory and practice of Computer Programming.

Thirdly, a course structure was defined including lectures, labs, and project activities.

4. Intelligent Pedagogical agents for teaching OOP

A student that is firstly attending the course will be asked to configure his user profile. It will contain relevant questions about his learning style (especially what is his preferred style for introducing new definition and concepts (graphically, movies, stories)), about his programming background, and also about his capabilities of understanding abstract concepts. This information will be hold by *StudentAgent* and they will be used by *PedagogicalAgent* for assuring following features in the teaching process:

Adaptation: he will adapt the lesson plan accordingly, based on student’s learning style and also his understanding level,
Motivation: he will offer encouragement to the students and give them feedback. With the help of MotivationalAgent, he should assist a discouraged student before s/he drops out.

Engagement: based on student's hobbies or areas of interests he will communicate with KnowledgeAgent to get more examples for modeling OOP concepts so its final goal to be accomplished.

Evolvement: based on student's programming background he will provide the new concepts of OOP at the right time. The student should feel at each moment that he is evolving.

KnowledgeAgent acts as a smart search engine, finding specific resources to solve learning needs. Depending on the level of its complexity, it could ”learn” and become more expert and useful as it provides more assistance to the PedagogicalAgent.

PedagogicalAgent monitors the learning process and collaborates with AssessmentAgent for elaborating assessments adapted to the course content that was taught to the student.

Conclusions

In this paper we propose a multi-agent architecture starting from the intelligent pedagogical agent requirements for teaching OOP. Most of the courses for teaching OOP concepts are simple tutorials with fixed examples that has to be watched by students. Using Pedagogical Agents for teaching those concepts is like having your own teacher at home that knows you and explains you all the concepts with examples adapted to your level of experience and interests. The described system meets most of the requirements necessary for an intelligent learning environment: interactivity, adaptable lessons, robustness, direct monitoring of the learning process, empirical evaluation.

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Non-Formal Adult Education in Latvia: Focus Group Interview

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Abstract

In the light of ageing European population and workforce, the recent economic downturns and the labour market’s increased flexibility (Maniscalco, 2013), non-formal adult education is becoming a hot topic for the educational policy’s agenda of the European Union. The research question is as follows: What is non-formal adult education in Latvia? The purpose of the present research is to analyse non-formal adult education in Latvia via a focus group interview underpinning elaboration of a new research question on non-formal adult education in Latvia. The meaning of the key concepts of “conceptual framework”, “adult”, “adult education” and “non-formal education” is studied. Moreover, the study demonstrates how the key concepts are related to the idea of “non-formal adult education” and how the steps of the process are related: conceptual framework → empirical study → conclusions. The methodology of the present research is built on the exploratory type of an empirical study. Interpretive research paradigm is applied to the empirical study. A focus group interview as the method of data collection was used. The focus group was composed of eight adult education’s stakeholders in February 2015. Summarizing content analysis of the data demonstrates fragmentarism in non-formal adult education in Latvia. A new research question is formulated. Directions of further research are proposed.

Keywords

Conceptual framework, adult, adult education, non-formal education, non-formal adult education.

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Introduction

In the light of ageing European population and workforce, the recent economic downturns and the labour market’s increased flexibility (Maniscalco, 2013), non-formal adult education is becoming a hot topic for the educational policy’s agenda of the European Union. The research question is as follows: What is non-formal adult education in Latvia? The purpose of the present research is to analyse non-formal adult education in Latvia via a focus group interview underpinning elaboration of a new research question on non-formal adult education in Latvia. The meaning of the key concepts of conceptual framework, adult, adult education and non-formal education is studied. Moreover, the study demonstrates how the key concepts are related to the idea of non-formal adult education and shows how the steps of the process are related: conceptual framework → empirical study → conclusions.

Conceptual Framework

By a conceptual framework, the unity of concepts that are used for a particular study is meant (Ahrens & Zaščerinska, 2014).

The adult is defined as a person who has reached the age of 15 years, “that after a break continues general or professional education (formal, informal)” (Basic Guidelines of Lifelong Learning Policy for 2007–2013, 2007). The Law of Education defines adult education (pieaugušo izglītība) as a multi-dimensional educational process of persons, which, ensures the development of the individual and his or her ability to compete in the employment market, during the course of a lifetime of a person (Education Law, 1999 - 2011). Non-formal education (neformālā izglītība) - besides formal education an organised educating activity that compliments formal education by ensuring the acquiring of the skills and abilities and development of evaluation system necessary for a socially and economically active state citizen to be able to integrate in the society and the labour market) (Basic Guidelines of Lifelong Learning Policy for 2007–2013, 2009, p. 5). Hence, non-formal adult education is the institutionalized educational process that is organized, systematized, structured and administered according to a given set of laws and norms in adult non-formal education.
Design of the empirical research

The design of the present empirical research comprises the purpose and question, sample and methodology of the present empirical study.

The guiding research question is as follows: What is non-formal adult education in Latvia?

The purpose of the present research is to analyse non-formal adult education in Latvia via a focus group interview underpinning elaboration of a new research question on non-formal adult education in Latvia.

The interpretive paradigm was used in the empirical study. The interpretive paradigm aims to understand other cultures, from the inside through the use of ethnographic methods such as informal interviewing and participant observation, etc (Taylor & Medina, 2013). Interpretative paradigm is characterized by the researchers’ practical interest in the research question (Cohen, Manion, & Morrison, 2003). Researcher is the interpreter.

Exploratory research was employed in the empirical study (Phillips, 2006). Exploratory research is aimed at generating new questions and hypothesis (Phillips, 2006). The exploratory methodology proceeds

- from exploration in Phase 1
- through analysis in Phase 2
- to hypothesis or new research question development in Phase 3.

The qualitatively oriented empirical study allows the construction of only few cases (Mayring, 2004). Moreover, the cases themselves are not of interest, only the conclusions and transfers we can draw from these respondents (Mayring, 2007). Selecting the cases for the case study comprises use of information-oriented sampling, as opposed to random sampling (Mayring, 2007). This is because an average case is often not the richest in information. In addition, it is often more important to clarify the deeper causes behind a given problem and its consequences than to describe the symptoms of the problem and how frequently they occur (Flyvbjerg, 2006, p. 229). Random samples emphasizing representativeness will seldom be able to produce this kind of insight; it is more appropriate to select some few cases chosen for their validity.

Focus groups interview within the present study is the method of data collection as focus groups interviews examine how knowledge, and more importantly, ideas, develop and operate within a given cultural context as well as explore exactly how the opinions are constructed (Kitzinger, 1995). Circle seating is usually used for a focus group interview (Krueger, 2002). A focus group usually includes from five to 10 participants (Krueger, 2002). The choice of participants for a focus group interview is based on three criteria: participant’s knowledge on a given topic, participant’s cultural
difference and education’s diversity (occupation, training, etc) and participant’s hierarchy in the group. The number of participants depends on the heterogeneity of the focus group: the greater the heterogeneity of the group, the fewer the number of participants (Okoli & Pawlovski, 2004). Further on, smaller groups show greater potential (Krueger & Casey, 2000). Thus, eight is a good number of participants for the study (Lopez & Salmeron, 2011).

The present focus group was composed of eight adult education’s stakeholders in February 2015. All the respondents had been awarded a higher education degree in different sciences. Four respondents had been bestowed doctoral degrees in pedagogy. Their doctoral studies had been focused on adult pedagogy. As the respondents with different cultural backgrounds and diverse educational approaches were chosen, the sample was multicultural. Thus, the group (age, field of study and work, mother tongue, etc.) was heterogeneous. The sample of eight respondents involved

- a manager within the project European Programme Implementation in the Area of Adult Education,
- three independent experts,
- a leading researcher of Baltic Studies Centre,
- a representative of Employers’ Confederation of Latvia (LDDK),
- a representative of Education Department in the field of teacher and adult education of Latvia’s Education and Science Ministry
- a consultant of Association of Mechanical Engineering and Metalworking Industries of Latvia.

In order to save the information of the present research confidential, the respondents’ names and surnames were coded as follows: a manager was given the code FG R1 (Focus Group Respondent 1), three independent experts were pointed as FG R2 (Focus Group Respondent 2), FG R3 (Focus Group Respondent 3) and FG R4 (Focus Group Respondent 4), a leading researcher - FG R5 (Focus Group Respondent 5), a representative of Employers’ Confederation of Latvia (LDDK) - FG R6 (Focus Group Respondent 6), a representative of Latvia’s Education and Science Ministry - FG R7 (Focus Group Respondent 7), a consultant - FG R8 (Focus Group Respondent 8).

**Results of the focus group interview**

FG Respondent 1 pointed that lifelong learning and adult education should be separated in Latvia as adult education is an element of lifelong learning. Adult education differs with adult learners age, teaching methods,
target groups, high level of flexibility in order to satisfy changing requirements of labour market as well as changing needs of individuals. This means to adjust activities between formal, non-formal and informal education. As adult education is result-oriented, a lot of efforts would be devoted to educational contents in order to ensure the transition to education supply based on learning results. There is also a need for shaping the policy in adult education of Latvia instead of coordination of activities of individual contributors to adult education. Respondent 1 emphasized that a data base about education service in adult education is a primary task in forming the system of adult education in Latvia.

FG Respondent 2 analysed problems in adult education. The problem of adult learners accessibility is one of the problems. Another problem is that information in existing databases is too complicated. It should be grouped as for professional and everyday use. There is a need in a database about people who participated in adult education courses, etc. One of the practical problems is introduction of modular system into adult education. Another problem is education quality. Due to the descrease of people who are able to work, adult education should be delivered to such groups as disabled people, prisoners, emmigrants, seniors, etc. as potential working force. Respondent 2 points that aims of lifelong learning do not include modern technologies and support networks. In adult education an attention to science should be paid as well.

FG Respondent 3 highlighted the purpose of adult education in Latvia to involve 15% of the population into adult education. Respondent 3 emphasized that a big challenge in adult education in future years would be strengthening then capacity of adult education in professional education by working out new education and profession standards as well as determining basic requirements of professional qualification. Respondent 3 considers that monitoring of quality of adult education should be unified. The respondent stressed the importance in emergence of Adult Education Law. Respondent 3 also pointed that both the priority of economics and individual’s needs should be considered in adult education.

FG Respondent 4 outlined the principles and mechanisms of financing of adult education. The respondent underlined that private finance in adult education in Latvia is very low. Two different kinds of programmes such as professional and intellectual capacity improvement are financed. Respondent 4 suggested self-regulating system of financing in 2014-2020: local government summarizes the data and evaluates the market needs before submitting to the national authority. The respondent expressed such the principle of the adult education database as given money bring new data. The statistical problem is that the statistics is oriented to qualitative...
indicators which are not always precise. The respondent pointed that cooperation between local authorities should be increased.

FG Respondent 5 focused on cooperation between science and society as well as business. Respondent 5 considers that cooperation is a touch of sensitive balance between science offer and society demand.

FG Respondent 6 put the focus on the education quality as the effectiveness of use of adult education finance.

FG Respondent 7 revealed that the priority in 2014-2020 would be put on employed adults between 25 and 54. This would be need to re-shape the whole system of adult education in Latvia that demand joint understanding between the stakeholders.

FG Respondent 8 noted that accreditation and certification of adult education should be arranged.

Findings of the study

Summarizing content analysis (Mayring, 2004) of the data demonstrates fragmentarism in non-formal adult education in Latvia as the policy of adult education of Latvia has to be shaped instead of coordination of activities of individual contributors to non-formal adult education. The new target of the European Union adult education policy including Latvia’s non-formal adult education has shifted from citizens to workers and the competence development model, borrowed from the corporate sector has been established as the reference for the new policy road maps (Maniscalco, 2013). Non-formal adult education in Latvia is placed into the concept of Latvian lifelong learning that combines the humanistic and economic approach, namely the development of the personality in connection with raising qualification and requalification combing it with formal, non-formal and informal learning in the integrated perspective of innovations and entrepreneurship (Birzina, 2012). The priority of economics and individual’s needs should be considered in non-formal adult education. Recognition of non-formal and informal education (Organisation for Economic Co-operation and Development, 2010) has started in adult education in Latvia. Education quality as the effectiveness of use of adult education finance is an issue in non-formal adult education in Latvia.

Conclusions

The findings of the empirical study allow concluding that non-formal adult education in Latvia is fragmentary.

The following research question has been formulated: how to
organize non-formal adult education in Latvia?

Validity and reliability of the research results have been provided by involving other researchers into several stages of the conducted research. External validity has been revealed by international co-operation as following:

- the research preparation has included individual consultations given by other researchers,
- the present contribution has been worked out in co-operation with international colleagues and assessed by international colleagues, and
- the research has been presented at international conferences.

The present research has limitations. The inter-connections between conceptual framework, adult, adult education and non-formal education have been set. Another limitation is the empirical study conducted by involving the respondents of a focus group interview only. Therein, the results of the study cannot be representative for the whole area. Nevertheless, the results of the research - the design of the empirical research and focus group interview modeling - may be used as a basis of analysis of non-formal adult education in other countries. If the results of other countries had been available for analysis, different results could have been attained. There is a possibility to continue the study.

Further research tends to focus on empirical studies to be carried out in other countries. The search for relevant methods for evaluation of non-formal adult education is proposed. And a comparative research of different countries could be carried out, too.

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References


Ways of Understanding the Organizational Communication Networks

Constantin Florin DOMUNCO

Abstract

The emergence of the network society allowed new insights to understand organizational reality. This paper attempts to describe four of them: structural perspective which has as its fundamental objective the identification of positions for organizational actors, the prospect's focus on resources of the weak or strong ties, the perspective of focusing on attributes such as age, gender, education, income, status marital and the perspective approach of cognitive networks approach which focus on studying the performances of individuals inside and / or outside organization.

Keywords

Network communication, communication flows, formal networks, informal networks.

Introducere


Una dintre particularitățile actorilor organizaționali este de a “nu se opri în a fi ființe sociale în timp ce își desfășoară activitatea în organizații” (Waldström, 2001, 7). Fiind un rezultat al proceselor de socializare și individualizare, ființa socială prezintă o structură duală. Indiferent dacă terminologic dualitatea sa înseamnă coexistența Eu-lui social cu a celui individual (Durkheim, 1922) sau a lui I cu ME (Mead, 1934), esența rămâne

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În plan organizațional, ființa socială dispune de aceleași mecanisme. Dualitatea înseamnă de această dată interacțiunea individului cu structurile organizaționale formale și informale. Asistăm nu numai la o schimbare terminologică, ci și la o multitudine de intersecții (comunicări) posibile în și între cele două realități evocate.

Având în vedere elementele prezentate anterior, lucrarea de față propune să analizeze caracterul rețea al organizației contemporane. Scopul este acela de a identifica mecanismele întrinseci și/sau extrinseci care condiționează producerea și reproducerea unor astfel de structuri.

**Mecanisme de comunicare organizațională**

**Fluxurile de comunicare organizațională.** În cadrul organizațional, analizarea intervențiilor efectuate de fiecare component al organizației și stabilirea direcțiilor pe care le iau aceste intervenții “permit construirea unui graf reprezentând structura actelor de comunicare” (Abric, 2002, 171).


**Comunicarea verticală** are loc între persoane cu statusuri diferite. Chiar dacă fluxurile de informații se pot mișca ascendent sau descendent, cea de-a doua posibilitate este mai des întâlnită. Poziția de putere pe care superiorul ierarhic o deține în structura organizațională îi oferă acestuia autoritatea și legitimitatea inițierii mai frecvente de schimburi comunicационale. Deținerea și transmiterea de informații este pentru el o strategie de consolidare și/sau augmentare a puterii pe care o deține la un moment dat. Această “percepție indusă” de cel care “domină” celor care sunt “dominați” este cunoscută sub numele de “efectul Pelz” și este considerată de Kathryn A. Baker (2002, 7) ca fiind “una dintre cele mai acceptate afirmații din comunicarea organizațională” (Jablin, 1980). Spre deosebire de comunicarea de sus în jos care oferă un grad ridicat de satisfacție atât superiorului cât și inferiorului, comunicarea de jos în sus tinde să fie mult mai săracă. Frica unor eventual de represali sau urmarea a comunicării propriilor gânduri, aparția diferitelor filtre care modifică mesajul transmis spre virful ierarhiei organizaționale și impresia permanentă pe care superiorii o lasă în privința lipsei de timp în a-și asculta subalternii sunt
principalele cauze identificate de McCelland (1988) cu privire la frecvența mai redusă a comunicării verticale de jos în sus (Baker 2002, 7).

Comunicarea orizontală sau laterală îi are ca protagonisti pe actorii care dețin statusuri sociale egale. Deși mai puțin studiată decât comunicarea de tip vertical, comunicarea orizontală este o resursă importantă de creștere a profitului organizațional (Buchanan & Huczynski, 2000). Creșterea vitezei de producție, schimbările de bune practici și promovarea învățării cooperative sunt elementele pe care se construiesc modelele de comunicare orizontală.

Chiar dacă atât comunicarea verticală cât și cea orizontală joacă un rol foarte important în identificarea fluxurilor de informații, există situații în care acestea nu sunt suficiente pentru a releva o imagine fidelă a structurilor analizate la un moment dat. Wilson (1992) utilizează conceptul de comunicare diagonală pentru a face referire la schimbările de informații dintre managerii și lucrătorii care aparțin unor departamente organizaționale diferite. Este o nouă realitate care coincide cu apariția organizației rețea pentru care schimbările comunicaționale devin interpretabile într-o paradigmă tridimensională ale cărei coordonate sunt comunicarea verticală, orizontală și diagonală (Baker, 2002, 7).

**Formal și informal în organizații**

Fluxurile de comunicare din cadrul structurilor organizaționale sunt asociate cu relațiile interumane formale, în cazul comunicării verticale și cu legăturile de tip informal, în comunicările orizontală și diagonală (Baker 2002, 5). Interferența acestora generează rețele formale și informale de comunicare.

Imaginea imediat perceptibilă a rețelelor formale de comunicare din cadrul unei organizații este organigrama acesteia. Este vorba de structura oficială pe care organizația o impune membrilor ei. Relațiile dintre actorii organizaționali sunt prescrise, întâlnirile lor sunt întotdeauna programate și se desfășoară conform unei ordini prestabilite (ordinea de zi). Fluxurile comunicaționale se centrează pe canalele verticale de comunicare și urmează direcția sus - jos vehiculând conținuturi strict tehnice (Kraut et al., 1990). Chiar dacă traseele fixate în procesul de comunicare formală au rolul de a eficientiza activitatea organizației, o utilizare excesivă și/sau exclusivă a acestora poate genera apariția unor erori în înțelegerea mesajelor. Există posibilitatea ca la persoanele din eșaloanele inferioare să ajungă un mesaj distorsionat și, în consecință, angajații să nu înțeleagă exact care sunt așteptările față de ei.

Soluțiile pentru astfel de situații trebuie căutate în planul invizibil al relațiilor sociale informale. Vorbim de întâlnirile neprogramate, întâmplătoare, fără ordini de zi preestabliite, cu conținuturi comunicaționale emoționale și discuții coloanviale (Kraut et al., 1990). Este o realitate de care suntem obligați să ținem cont. Dacă formalul este scheletul, informalul este sistemul nervos central care conduce procesele colective de gândire, de acțiune și de reacție a organizației ca întreg (Krackhardt & Hanson, 1993, 104).

**Structurile rețelelor formale de comunicare**

Noutatea pe care rețeaua o aduce în peisajul comunicațional organizațional este deplasarea accentului de la actorii sociali la legăturile pe care aceștia le stabilesc între ei: “Relațiile devin esențiale pentru analiza rețelelor deoarece ele defineșc natura legăturilor de comunicare dintre oameni, grupuri și organizații.” (Monge & Contractor, 2003, 30)

**Nodurile de comunicare.** Structural vorbind, realitatea comunicațională de tip rețea este compusă din două elemente majore: “nodurile (numite uneori actori, ego-uri, unit-uri) și relațiile dintre acestea (cunoscute și sub numele de legături)” (Waldstrøm, 2001, 10).

În literatura de specialitate (Allen, 1976; Stephenson, 1998; Buchanan & Huczynski, 2000; Harris & Nelson, 2008) nodurile unei rețele îndeplinesc roluri precum: punte (bridge), legătură (liason), cosmopolit (cosmopolite), portar (gatekeeper), star (star), izolat (isolate).

Legăturile (LIAISONS) sunt intermediarii dintre diferitele grupuri de lucru din cadrul cicilor existente într-o organizație. Relațiile pe care le stabilesc aceste persoane cu structurile sociale emergente le oferă acces la o cantitate mare de informații și, prin aceasta, le conferă un rol esențial în funcționarea eficientă a întregii rețele.

Portarii (GATEKEEPERS) sunt cei care controlează fluxul de informații din cadrul organizației. Sunt persoane puternice care pot influența, prin filtrarea mesajelor, atingerea obiectivelor stabilite de structura de management. Influența poate fi benefică, dacă se evită sprâncenarea de tip informațional, sau nocivă, dacă se omit informațiile necesare atingerii obiectivelor organizaționale.

Starurile (STARS) sunt ”influențatorii invizibili ai organizației” (Whitworth, 2006, 205). Persoanele de acest tip sunt lideri de opinie și ocupă o poziție centrală în comunicarea organizațională, fiind preocupați de inițierea și întreținerea permanentă a legăturilor lor sociale.
Cosmopolitul (COSMOPOLITE) este un nod cu relații foarte bune de comunicare în mediul extern organizației. Vehicularea de informații din interior spre exterior și invers face din acesta un element de legătură important în comunicarea interorganizațională. El este nodul care ține rețeaua conectată la realitățile existente în lumea socială în care organizația activează.

Izolații (ISOLATES) sunt persoane decuplate de la sistemul de comunicare organizațional care tind să fie respinse de restul rețelei. Determinarea unei astfel de poziții este însă relativă pentru că există posibilitatea izolării de către grup sau autoizolării. În prima variantă, indivizii tind să perceapă sistemul din care fac parte ca fiind unul închis și prin urmare sunt în general nemulțumiți. În cea de-a doua variantă opțiunea personală a izolării poate să conducă la pierderea diferitelor privilegii acordate de sistem și, în timp, la stigmatizarea individului.


Centralitatea fiecărui tip de rețea este dată de faptul că membrii pot comunica doar cu persoana care ocupă poziția centrală. Acest aspect se constituie într-un avantaj în situația rezolvării unei sarcini simple, care trebuie rezolvată într-un interval de timp scurt. Pentru sarcinile complexe, supraîncarcarea ”supervizorului” cu informații poate încetini procesul de soluționare și genera erori și frustrări pentru persoanele poziționate la periferie.

Sarcinile complexe se rezolvă prin descentralizarea întregului proces de soluționare (Greenberg & Baron, 1997, 305). Accesul necondiționat la informație, circulația liberă a mesajelor și egalitatea membrilor organizației în procesul de găsire a soluțiilor sunt principiile organizării comunicării în modelele Circular și Toate canalele.

Simpla alegere a unei comunicări rețea de tip centralizat sau descentralizat nu asigură succesul comunicățional al unei companii. Centralizarea sau descentralizarea nu sunt pozitive sau negative prin esența lor, ci devin modalități eficiente sau ineficiente de soluționare, în funcție de complexitatea problemelor cu care organizația se confruntă.

Perspective de abordare a rețelelor de comunicare

Daniel Brass (2011, 10) insistă asupra cinci perspective de abordare a rețelelor organizaționale, focalizându-se pe structura, relațiile, resursele, atributele și procesele de cogniție specifice unor astfel de structuri sociale.

**Perspectiva structurală** are ca obiectiv fundamental identificarea pozițiilor ocupate de actorii organizaționali. În 1994, Wasserman și Faust au propus un model de analiză structurală a rețelelor organizaționale urmând logica evoluției de la simplu la complex (Monge & Contractor, 2003, 37). Pe primul nivel, reprezentat de actorul individual (care poate fi întâlnit sub diverse forme: individ, grup sau organizație), accentul cade pe identificarea numărului de contacte specifice participanților. La nivelul următor, al relațiilor în doi, autorii analizează, sub titulara de nivel diadic, tipologia relațiilor existente între perechile de actori din rețea. Cel de-al treilea nivel, nivelul triadic, este destinat identificării caracteristicilor specifice tuturor relațiilor organizaționale generate de schimburile în trei. Nivelul patru, cel al subgrupului, urmărește stabilirea apartenențelor diverselor noduri din rețea la grupurile rețelei. Ultimul nivel presupune o abordare de sinteză pentru că vizează analizarea rețelei ca întreg. În acest caz, accentul cade pe studierea tuturor legăturilor existente în rețea.


Perspectiva relațională asupra rețelelor organizaționale a început să prindă contur odată cu publicarea, de către Mark Granovetter, în 1973, a teoriei despre puterea legăturilor sociale slabe. Argumentul principal folosit în “The strenght of weak Ties” este acela că există o probabilitate destul de

mică pentru ca, între cunoșcuții noștri (legăturile slabe), să existe relații sociale de apropiere asemănătoare cu cele existente între noi și prietenii noștri (legături puternice). În consecință, legăturile dintre un individ și cunoșcuții săi vor forma o rețea cu o densitate slabă (unul în care multe dintre liniile relaționale posibile sunt absente), în timp ce, un set de persoane compus din același individ și prietenii lui va genera o rețea cu densitate mare (mulți dintre legăturile interindividuale posibile sunt prezente) (Granovetter, 1983).

Principala calitate a legăturilor slabe este că oferă persoanelor accesul la informații și resurse situate în afara propriului cerc social, în timp ce legăturile puternice joacă un rol mai important în rezolvarea situațiilor emoționale, având avantajul că sunt mult mai ușor disponibile (Granovetter, 1983, 209).


Procesul de relaționare din cadrul rețelelor de comunicare poate fi analizat din perspectiva fenomenului de cuplare. Acesta se referă la gradul de interdependență dintre subsistemele rețelei (Harris & Nelson, 2008, 181). Cu cât cuplarea subsistemelor este mai puternică, cu atât o schimbare dintr-un subsistem generează schimbări în lanț și în subsistemele interdependente. Focalizarea pe resurse pleacă de la premisa că legăturile slabe sau puternice de care dispune la un moment dat un actor social au o importanță redusă dacă acestea nu furnizează și elementele necesare potențării propriului ego. Cu alte cuvinte, valoarea resurselor deținute de un nod oarecare prin gestionarea relațiilor sale crește, dacă legăturile sociale pe care le are îi asigură evoluția socială și dobândirea prestigiului personal și profesional.

Centrarea pe atribute este subiectul orientărilor care contestă neglijarea atributelor individuale (vârstă, gen, educație, venit, status marital etc.) din analizele rețelelor sociale. În acest sens, Mehra, Kilduff, Brass (2001) pledează pentru exploatarea potențialului generat de investigarea modului în care caracteristicile individuale afectează structurile rețea, în timp ce Zhou, Shin, Brass Choi & Zhang (2009) insistă asupra beneficiilor rezultate din studierea interacțiunilor dintre abilitățile și motivațiile individuale, pe de o parte, și oportunitățile și constrângerile generate de structurile rețea, pe de altă parte (Brass, 2011, 17).

Abordarea cognitivă a rețelelor organizaționale se focalizează pe studierea interpretărilor persoanelor fizice din interior și/sau exterior. Kilduff și Krackhardt (1994) au descoperit că, simplul fapt că ești percutat ca având prieteni influenți are un efect mai mare asupra propriei reputații decât existența reală a unor astfel de relații de prietenie, dar nepercepute (Brass, 2011, 18). Din această categorie fac parte și studiile care analizează hărțile mentale individuale ale rețelelor (Krackhardt, 1990) sau efectele produse de conștientizarea individuală a schimbărilor produse de structurile rețea.

Concluzii

Apartenența organizației moderne la societatea de tip rețea a determinat apariția unei terminologii specifice, menită să surprindă mecanismele prin care organizația se produce și se reproduce deopotrivă. Concepțe precum rețele formale și informale de comunicare, fluxuri informaționale, noduri și legături de rețea au devenit esențiale în înțelegerea organizațiilor contemporane.

Abordările contemporane care se focalizează asupra fenomenelor generate de rețelele de comunicare organizațională subliniază existența unor perspective teoretice multiple și recomandă utilizarea unor modele de investigare pluridimensionale. Accentuarea importanței pe care rețeaua o are în evoluția organizațională indică necesitatea de integrare a rețelelor de comunicare în viziunile strategice de management organizațional.

Bibliografie


Abstract
The modern system of education in Ukraine puts forward new requirements to the existing level of preparedness of graduates of higher educational institutions, to their professional activity.

The formation of a system of requirements to the quality of organization of professional education of future teachers of preschool educational institutions is expressed through its focus on the formation of a competent specialist of the new generation, prepared for the use of innovative technologies.

So, the actuality, pedagogical significance of the problem, the practical need for its study and scientific-methodological rationale led to the choice of topic of scientific research.

The aim of the study - on the basis of generalization and systematization of the professional scientific literature to clarify the essence of readiness of future educators of preschool educational institutions for using of innovative technologies in the work with children of preschool age, to determine its components, criteria, indicators and levels of formation.

The object of research is the readiness of future teachers of preschool educational institutions for using of innovative technologies.

Research methods - are generalization and systematization of the professional scientific literature and online information resources; praxemetric method (a generalization of pedagogical own experience).

We developed the following components and their corresponding criteria of readiness of students to the using of innovative technologies in the work with children of preschool age: the motivational-target; cognitive; operationally-activity; evaluation without diminishing the role and significance of the proposed approaches of various authors, into account the characteristics of innovation activity.

Keywords
Readiness for innovative educational activity, criterion, indicator, components of readiness for innovative pedagogical activity, level of readiness.

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Introduction

Let refer to the interpretation of these concepts in encyclopedic and specialized literature before to justify the components, criteria, indicators and levels of readiness of future educators to the using of innovative technologies in the work with children of preschool age.

Discussion

In psychological dictionary, the preparedness interpreted as a state of readiness, in which the body is configured to action or reaction; this is the state of the person at which it is ready to benefit from some experience (Reber A., 2000).

Modern dictionary of pedagogy a professional readiness of a student is interpreted as an integrative personal quality and an essential prerequisite of efficiency of activity after graduation, which includes motivational, orientation, operational, strong-willed, evaluation components. This is decisive condition for rapid adaptation to the conditions of labour, further professional development, qualification (Rapatsevich Y., 2001).

O. Bartkiv believes that “a preparedness to innovative teaching - special personal status, which provides the existence of teacher motivational-value attitude to professional activity, possession of effective ways and means of achieving educational goals, ability to creativity and reflection” (Bartkiv O., 2010).

Interesting for us are thoughts of I. Dichkivska (Didkivska I. M., 2001), which explores the readiness of teacher to implement of innovative technologies. She believes that readiness is a complex integrative creation, including motivational, emotional-volitional, and cognitive components. Each component of readiness for innovative activity is characterized by certain features which appear at the stage of preparation, “attune” educator into transformative activity. Readiness is considered as an internal force that creates an innovative teacher's position (ibid., p. 44).

Considering the readiness as professionally important quality and stable personal characteristic, M. Dyachenko and L. Candybovic included in its structure the following components: motivational (positive attitude and interest to the profession, and other sustainable professional motives); orientation (knowledge and understanding of the features and operation conditions, the requirements to the individual); operational (development of abilities and mastery of the techniques of professional activity, the necessary knowledge, skills and habits, processes of analysis, synthesis, comparison, etc.); strong-willed (self-control, the ability to control the actions); evaluation...
According to the large explanatory dictionary of modern Ukrainian language, the notion of “criterion” is regarded as “a basis for assessment, definition and classification of something; measure” (Fedirchyk T. D., 2015), and “indicator” as: 1) an evidence, a proof, a sign of something; 2) display the results of any work, any process); data about the achievement of something; 3) the phenomenon or event under which you can work conclusions about the progress of any process; 4) quantitative characteristic of the properties of the process, product (Fedirchyk T. D., 2015).

The index, which is a component of the criterion, is a typical and concrete manifestation of the essence of the qualities of the process or phenomenon to be studied. However, priority is given to those indicators that characterize the detection of quality, especially in the activity, behavior, actions (Mishchenko A. I., 1992).

In the current study as a basis for a meaningful definition of criteria and indicators for the preparedness of the educator to using of innovative technologies in practice T. Fedirchyk taken the following provisions:

• first of all, criteria and indicators should absorbed the main essential characteristics of the phenomenon, must to comprehensively assess personal (motives, professionally significant qualities, image) and active aspects of activity (professional and pedagogical competence and professional pedagogical skill) of the teacher;

• secondly, criteria and indicators can adequately characterize the readiness for intermediate results of pedagogical activity and to determine its final results;

• thirdly, the willingness of the educator to the application of innovative technologies in the work with children of preschool age may manifest itself directly in the process of his pedagogical activity, therefore, the criteria and indicators of its quality characteristics can be scientifically reliable under the condition of assessment of not only the process but also the result of different parts of the professional activity of the future teacher (educational, methodical, upbringing, scientific);

• fourth, criteria and indicators should contain personal aspect of content of innovative activity, as personality characteristics (motives, professional orientation, professionally important qualities) not only enters into the structure of innovative activity, but simultaneously are the internal factors influencing the development of this process (Fedirchyk T. D., 2015).
We agree with the opinion of A. Komar, that sufficient readiness of components investigated willingness and their holistic unity is an indication of the required level of readiness of a young teacher to use innovative technologies in practice (Komar O. A., 2011).

Thus, to assess the readiness of students to the use of innovative technologies in the work with children of preschool age, we used the following components and corresponding criteria:

I component - motivational-target (innovative orientation, interests, motives and beliefs that organize and focus the strong-willed efforts for the implementation of knowledge in the process of innovative professional activity);

II component - cognitive (innovative, professional and methodological competence);

III component - operational-active (skills and knowledge to apply, use, transform, create, distribute and implement innovative technologies in practical activity);

IV component - is evaluation (the ability to self-analysis and self-evaluation, willingness to self-improvement).

**Indicators developed to each criterion**

Motivational-target component that provides the ability to measure professional innovative motives of professional activity includes the following metrics:

- target’s attitude for the implementation of innovative professional activity;
- focus on the effective implementation of professional activity;
- the interest in the introduction of innovative technologies into practice;
- positive internal motivation of innovative activity;
- the need to efficiently implement own pedagogical activity;
- a desire to apply innovative technologies in the work with children of preschool age;
- deep awareness of the importance of training and education of preschool children by using innovative technologies, the necessity of application of different its kinds;
- sustainable activity, creativity, initiative during the preparation, conduct and attendance of innovative practice.
Cognitive component that allows the measurement of innovative, professional and methodical competence includes such indicators.

Thus, the indicators of innovation competence is the system of knowledge about:

- the content of definitive-conceptual field of the problem;
- conditions and mechanisms of origin and development of the Ukrainian innovative researches in the field of preschool education;
- the nature, content and specific features of innovative technologies of preschool education;
- the algorithm of application of innovative technologies in the practice of the educator;
- the advantages and disadvantages of innovative technologies of preschool education;
- content, nature, features and the structure of innovative activity of the teacher of preschool educational institution; author’s creative design innovative activity technologies;
- normative documents regulating innovative activity in preschool educational institution; the peculiarities of information support in the sphere of innovative activity of the teacher CEI and skills to analyze a particular innovations of pre-school education;
- to innovate in practical activity;
- identify opportunities for innovation;
- to enrich independently the professional knowledge and professional experience; to adapt the innovation to the needs of modernity;
- to identify and develop professional and personal skills (to understand the meaning and purpose of educational activity in the context of current pedagogical problems of modern preschool education;
- formulating educational goals based on modern demands of society;
- to identify new pedagogical orientations in accordance with the requirements of personality-centered education;
- to adjust the educational process in accordance with the criteria of innovational activity; to own innovative forms and methods of training and education;
- to analyze changes in educational activities, development of personal qualities of children;
- to will for personal creative development, reflective activity;
to realize the significance, the relevance of innovative searches, discoveries, etc.), necessary for the application of innovations in professional activity;

- to project an authors innovative activity.

The indicators of professional competence, which is a system of professional, substantive (especially professional) knowledge and skills is the knowledge of modern philosophy and strategy of development of education, which is the basis of his scientific outlook; knowledge of various sources of information needed to prepare for the lesson; knowledge of and ability to analyze scientific information, select one from the available information streams, synthesize scientific information in their professional field; ability to produce new information in the form of knowledge; knowledge of their subject and a preparedness to find content according to it advanced task to renovate it according with the development of science and conducted research in the professional field; ability to establish interscience and interdisciplinary relations in the integration of educational processes that at the present stage is not only characteristic of professional competence of teachers at CEI, but also the objective requirement of the society and of the individual student to it (Fedirchyk T. D., 2015).

Indicators methodological competence, i.e. the set of methodological (technological) knowledge and skills are: knowledge of methods of application of innovative technologies working with the children of preschool age; knowledge of a wide range of innovative technologies of organization of educational training and activity of children of preschool age; knowledge of the theory and practical intensify educational and training activity of preschoolers, etc.

The indicators of operational-active component, which describes the level of skills of future teachers of preschool educational institutions to use methods of solving of diagnostic, search-information, predictive, projective, constructive, organizational-communication, analytical-reflective pedagogical tasks, such skills are:

- diagnostic:
  - to identify the innovation challenge in educational-upbringing process, and to identify the factors that caused in their appearance;
  - to diagnose the development level of the child's personality, his training-cognitive needs;
  - self-development level;

- search-informative:
  - search for “innovative” information, register and processing it, to formulate and describe innovative problem;
predictive:
- to formulate goals and targets regarding the application of innovations in the work with children of preschool age;
- to predict the changes, difficulties and means of achieving goals, positive and possible negative aspects of the implementation of innovations;

design:
- generate and select new ideas to achieve these vital goals and solving pedagogical problems;
- to carry out theoretically informed evaluation of pedagogical innovations;
- to model innovative the product is aimed at the development of the personality of the preschool child;

constructive:
- to develop educational-methodical complexes (author’s educational curriculum, projects of upbringing activity;
- training-methodical manuals;
- didactic tests, intellectually-creative exercises, pedagogical tasks, business games, etc.) with the aim of develop creative abilities of children of preschool age and related personal qualities;

organizational:
- productively apply pedagogical innovations; creative and optimal use of content, technologies, methods, techniques and tools in the practice of working with children 3-6 years of age in preschool educational institution;

communication:
- to build constructive engagement in the activity the “teacher-preschooler” in accordance with the purposes of training and education (Kozak L. V., 2013).

The indicators of the evaluative component is the ability to analyze and summarize the results of the use of pedagogical innovations, and to compare them with the previous; to determine the level of own readiness for innovative pedagogical activity and ways of its increase.

Determined indicators show that each of them is integrated and is only conditionally allocated in holistic personal creation, which is the readiness of future teachers to the use of innovative technologies in practice.

Designing the structure of readiness of future teachers to the use of innovative technologies is impossible without justification levels of this process.
In determining the levels of readiness of future specialists of preschool education to innovative professional activity it is expedient to use the experience:

• O. Abdulina, who offers such levels of general-pedagogical knowledge and skills of students: reproductive, reproductive-creative, creative-reproductive, creative (Chorney I. D., 2012);

• N. Klokar – reproductive, reproductive-corrective, design, innovative;

• L. Kozak – reproductive, constructive, innovative (Kozak L. V., 2013);

• N. Kuzmina – reproductive, adaptive, locally-modeling, system-modeling, creative skills levels (Kuzmina N. V., 1967).

Without diminishing the role and significance of the proposed approaches of various authors, into account the characteristics of innovation activity we offer the following levels of readiness of future teachers to innovative professional activities, which take into account all the criteria listed above, namely: low (zero and first), sufficient (reproductive and reproductive-desire development), high (design and innovative) (tab. 1).

Thus, the readiness of future teachers to the use of innovative technologies in professional activity is evaluated on the following criteria: motivational-task; cognitive; operational activity and estimating, as well as the preparedness levels: low, sufficient and high.


### Table 1. The structure of readiness of future educators to using of innovative technologies in professional activity

<table>
<thead>
<tr>
<th>Levels comp.</th>
<th>Low</th>
<th>Initial</th>
<th>Reproductive</th>
<th>Reproductive design</th>
<th>High</th>
<th>Innovative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational target</td>
<td>The vastness of the goals and social value of innovative professional activity; lack of interest in innovation; external motivation for learning and innovation-practical activities; not expressed desire for a qualitative change in teaching and learning-cognitive activity; negative attitude towards the use of innovative technologies; unawareness of the necessity of application of innovative technologies; passivity during the preparation, conduct classes with the help of innovative technologies.</td>
<td>Partial awareness of the goals and social value of innovative professional activity; indifference to the introduction of innovative technologies into practice; external motivation for learning and innovation-practical activities; selective and not stable willingness to quality change of pedagogical and educational-cognitive activity; neutral attitude towards the use of innovative technologies; not clear awareness of the need for the application of innovative technologies; selective activity during the preparation, conduct classes with the help of innovative technologies.</td>
<td>Awareness of the goals and social value of innovative professional activity; situational interest in applying innovative technologies to practical activity; along with external manifests positive internal motivation (job satisfaction, interest, excitement) to the implementation of innovative activity; unstable need to qualitatively change own learning and innovative-practical activity; situational desire to apply innovation in practice; selective activity during the preparation, conduct classes with the help of innovative technologies.</td>
<td>Awareness of the importance and significance of innovative professional activity; interest in implementation of innovative technologies in practical activity; positive intrinsic motivation prevails over its external manifestations; the need for sustainable qualitatively modify teaching activity by bringing in innovative technologies; a strong desire to apply innovation in practice; a thorough awareness of the need for the application of innovative technologies; rather manifested activity and creativity during the preparation, conduct classes with the help of innovative technologies.</td>
<td>Awareness of the importance and significance of innovative professional activity, both social and personal value; personally-significant interest in the integration of innovative technologies into practice; strong positive internal motivation the application of innovative technologies in practice; the need for sustainable qualitatively modify teaching activities by bringing in innovative technologies; conscious, deep desire to apply innovation in practice; in-depth awareness of the need for the application of innovative technologies; strong manifestation activity, creativity and initiative during the preparation, conduct classes with the help of innovative technologies.</td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td>Fragmentation, inconsistency and not systematized the above competencies; lack of a systematic vision of the educational process with partial reproduction of the basic theoretical concepts, individual concepts, the description of the facts without an understanding of the essential linkages</td>
<td>Possession of knowledge in professional subjects; partial awareness about the essence and peculiarity of innovative technologies and innovative</td>
<td>Informed of innovative technologies with awareness of the specificity of their use in work with children of preschool age; the assimilation, compre</td>
<td>Thorough knowledge of the basics of pedagogy and pedagogical innovation; understanding of major ideas, subject-specific concepts, the esta</td>
<td>Deep, meaningful and systematic knowledge of the regularities of the pedagogical process; in-depth understanding of ideas, system of subject</td>
<td></td>
</tr>
</tbody>
</table>

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| the use of pedagogical innovations; low level of methodological knowledge and skills does not give the ability to convey this knowledge to students. | between them; local awareness about the essence and peculiarities of innovative technologies and innovative activity per se; episodic knowledge about the features of pedagogical activity and poor knowledge of methods and techniques of teaching and upbringing of children of preschool age. | activity per se; the reproduction of the basic theoretical concepts, individual concepts, the description of the facts; selective vision of consistency and integrity of the educational process with the use of pedagogical innovations. | hension and reproduction of the basic theoretical concepts of each topic, individual concepts, the description of the facts with an understanding of the essential linkages between them. | Sustainable the establishment of the internal connections, classification of the facts, theoretical understanding of the system of methods and techniques of work, application of theoretical knowledge in solving typical pedagogical tasks, the interest in independent search for the effective ways to solve educational problems; make your own search for effective solutions to educational problems. | Highly developed ability to diagnose, to search for new information, to predict, to project, to design and implement training in educational process of pedagogical innovations based on productive and creative use of knowledge, and pedagogical innovations differ originality and novelty; independent search for new and creative ways of working; the solution of pedagogical problems on a fundamentally new basis, which are characterized by novelty, originality and high productivity; high degree of mastery of the exploratory teaching methods, communicative-dialogic, |
| Not readiness skills to diagnose, to search for new information, to predict, to project, to design and implement training in educational-training process of pedagogical innovation; innovation is a reconstructed character of full imitation and reproduction of actions of educator and a teacher in practice without awareness and with significant procedural errors; there is no correlation of own actions according to pedagogical situations; the use of only the individual elements of innovative technologies in teaching activities. | Partial ability to diagnose, to search for new information, to predict, to project, to design and implement training in educational process of pedagogical innovations based on reproductive reconstruction of knowledge; innovation is a playable character impersonations and play action educator and a teacher in practice with a partial understanding of the significant procedural errors; weak correlation of their actions pedagogical situations; the use of only the individual elements of innovative technologies in teaching. | Episodically developed skills to diagnose, to search for new information, to predict, to project, to design and implement training in educational-upbringing process pedagogical innovations based on the use of reproductive knowledge, but pedagogical innovations are not original and have no novelty; complete, correct imitation and reproduction of action educator and a teacher in practical innovation; sufficient correlation of their actions pedagogical situations; implementation of selected innovative | Sufficiently developed the ability to diagnose, to search for new information, to predict, to project, to design and implement training in educational process of pedagogical innovations, which are based on constructive the use of knowledge; pedagogical innovations is modified and have a conditional novelty; along with the role of an educator and a teacher selects innovative methods and techniques in accordance with the requirements of practice and their own capabilities; using a partial search of practical actions in typical teaching situations. |  |  |

References


The Ability to Reflection as Professionally Important Quality of a Future Specialist of Preschool Education

Mariia KOMISARYK

Abstract
The article analyzes the concept and functions of reflection as a psychological-pedagogical phenomenon, the main approaches to its interpretation; the role of reflection in modern life and various aspects of teaching. The author proves that reflection is a professionally significant quality of the personality of the educator, the development of which is a necessary condition for evaluating himself, others and himself through others, therefore, and professional development and self-improvement.

The aim of the study on the basis of generalization and systematization of the professional scientific literature to clarify the essence reflection as professionally important quality of a future specialist of preschool education

The object of research reflection as professionally important quality of a future specialist of preschool education

Research methods - are generalization and systematization of the professional scientific literature and online information resources

Key words
Reflection, research pedagogical reflection, preschool education, professional skills, teacher in pre-school.

Introduction
The modern concept of modernization of preschool education provides the formation of specialists who are competent at the level of world standards, professionally mobile and competitive in domestic, European and global labour markets. Undoubtedly, the implementation of this level of task is impossible without highly qualified specialist of preschool education. The operationalization of the goals of modern preschool education keep in mind a high level of professionalism of teachers of preschool educational institutions. The development of professionally important qualities of a teacher: a theoretical thinking, communicative, creative and reflective abilities are important in this situation.

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Educational activities like any social system is always in constant motion and development, and therefore the teacher during his activity is faced with questions, the answers to which can be obtained only in the keeping of scientific research, application of research activities. And this kind of activity is impossible without reflection, because the reflection makes the research process orientation not only to common norms, but on the funds of cognitive activity, which are formed spontaneously on the basis of generalizations and principles inherent in ordinary consciousness. Reflection is the personal mechanism, which codifies the norms of scientific thinking of educators and allows them to effectively perform cognitive activity.

It should be noted, that reflection is the subject of study of many sciences, especially philosophy and psychology. In the philosophical literature, reflection is defined as the form of theoretical activity of socially developed person, directed at self-reflection and their laws, the activity of consciousness, revealing the specifics of the spiritual world of man.

Role and functions of professional reflection in the formation and development of personality are differently understand in studies of Ukrainian educators and psychologists (G. O. Ball, V. I. Bondar, N. M. Bibik, I. A. Zyazyun, S. D. Maksymenko, V. O. Molyako, N. I. Povyakel, B. A. Semychenko, O. Y. Savchenko, T. M. Titarenko, V. O. Rybalko). The works of prominent researchers are devoted to certain of its pedagogical aspects: A. S. Makarenko, V. O. Sukhomlinsky, Y. Ponomarev, V. Kan-Kalik, V. Slastyonin, G. N. Sukhobska, etc. They are all unanimous that the development of creative reflexive individuality - one of the main tasks of professional training of pedagogical staff. Reflection is a source of inner experience, a way of self-knowledge and the necessary tool for thinking.

Note, that the main scientific approaches to the study of personal reflection as an integral human ability are: a natural science approach considers personal reflection from the perspective of the principle of feedback, interaction and livelihood, performs a regulatory and structural functions. Reflection is identified here with self-awareness of own body. Philosophical approach examines the phenomenon of personal reflection as self-presentation and self-analysis, the principle of human thinking; the ability to evaluate their forms of mental activity; as awareness and understanding of the ultimate basis of existence, and thinking about themselves and their place in a holistic culture; psychological approach aimed at understanding of personal reflection as a process of self-discovery, as an integral human ability; as a person's ability to change its state, different ways to express themselves in interaction with other people; a sociological approach to personal reflection is regarded as finding out how others know and understand the specific reflection of the personality, emotional
reactions, and cognitive performances; in subject-activity - the attention focuses on the analysis of mechanisms of development of personal reflection.

In a broad sense, reflection is understood as introspection, thinking, self-knowledge; the form of theoretical human activity aimed at self-reflection of own actions and their laws. It is a universal mechanism of self-regulation, self-development, changes to the individual themselves as internally (self-awareness, self-acceptance, self-awareness), so in society. In psychological dictionary reflection (from lat. reflexio - reversing, appeal ago) is interpreted as the process of self-discovery by the subject's internal mental acts and states (Petrovskogo A.V., 1990).

**Discussion**

Reflection is not only self-understanding, self-knowledge. It includes such processes as understanding and appreciation of the other. Correlation of own consciousness, values, opinions, with values, opinions, relationships of the other people, group, society, finally, humane is achieved using reflection. To reflect on something - it means to “survive”, “to move through your inner world”, “evaluate this”, to understand how others see you.

It’s worth noting, that in most studies, reflection is understood as a process of thinking and reconsider of man his relations with the subject and the social world, which are manifested in his dealings with other people, active learning the rules and tools of the various activities, resulting in the construction of new images of self and developing a more adequate knowledge about the world and their subsequent embodiment in concrete actions.

In particular, in the approach of the A. V. Karpov reflexivity acts as super ability that is included in the cognitive structure of the psyche, fulfilling a regulatory function for the entire system, and reflexive processes as “processes of the third order” (counting processes of the first order cognitive, emotional, volitional, motivational and of second order - synthetic and regulatory). In his conception reflection is the process of highest degree of integration; it is both a method and mechanism of the output of the psyche system beyond its limitations that determines the plasticity and adaptability of the personality. He writes: “the capacity for reflection can be understood as the ability to reconstruct and analyze a plan for building own or someone else's thought (in a broad sense); as the ability to highlight in this regard its composition and structure, and then objectify them, be revised
in accordance with the purposes that are set” (Karpov A.V., 2004). In this approach, reflection is a synthetic mental reality, which is also the process, the property and the state.

A. V. Karpov defined the different levels of reflection depending on the level of complexity of the content which reflected:

- 1st level - includes reflective personality assessment of the current situation, evaluating her thoughts and feelings in this situation, as well as evaluating of the behaviour in the situation of another person;
- 2nd level involves the construction of the subject's judgments about what felt the other person in the same situation, what she thought about the situation and the subject;
- 3rd level includes the representation of the thoughts of the other person about how she is perceived by the subject, and the idea of how the other person perceives a subject’s opinion about himself;
- 4-th level contains a representation about the perception by the other person thoughts of the subject concerning other thoughts of another man about the subject's behaviour in a certain situation (Karpov A.V., 2004).

Reflection of one's own activity of the subject is considered in three main forms depending on the functions that it performs in time: situational, retrospective and prospective reflection.

Situational reflection is manifested in the form of “motivations” and “self-evaluations” and provides a direct inclusion of the subject in the situation, understanding its elements, analysis of what is happening in the moment, is a reflection on the principle of “here and now”. The ability of subject to relate to the subject situation of his own actions, to coordinate, to control the elements of activity in accordance with changing conditions is examines.

Retrospective reflection is used for the analysis and evaluation of performed activity, events that occurred in the past. Reflective work is aimed at improving awareness, understanding and structuring of received experience, concerns the presuppositions, motives, conditions, stages and results of activity or its separate stages. This form can be used to identify potential errors, search for the causes of own successes or failures.

Perspective reflection includes thinking about upcoming activity, representation of the progress of activity, planning, choosing the most effective methods that are designed for the future.

I. M. Semenov and S. Yu. Stepanov (Stepanov S. Ju., 2010) identify the following functions of intellectual reflection: 1) fixation of the mental...
attitude, awareness of subject-operational means of solving the problem, 2) the assessment decision of unclear content (problem areas) of problem, method of solution, the solution in general, 3) personal regulation of thinking, 4) the function of motivation to action.

M. K. Tutushkina reveals the meaning of the concept of reflection, also based on its functions: design and control. From the position of a constructive function, reflection is the process of finding and installing of mental links between the existing situation and the outlook of personality in the field; the intensification of reflection for inclusion in processes of self-regulation in the activity, communication and behaviour. With position of control function, reflection - is the process of building, testing and using of links between the existing situation and the outlook of the individual in the field; mechanism of reflectance or using of the results of reflection for self-control in activity or communication.

“Pedagogical reflection - is awareness by the teacher himself as a subject of activity: his features, abilities, how he is perceived by students, parents, colleagues, administration. At the same time, this is awareness of the purpose and structure of his activity, the means of its optimization” (Tur R. J., 2004, p. 22). A. A. Bizyaeva pedagogical reflection understands as complex psychological phenomenon, which is manifested in the ability of the teacher to take an analytical attitude in relation to its activity. V. Slastyonin allocates certain skills and draws attention to the fact that they “take a place in the implementation of teacher monitoring and evaluation activity aimed at itself, on reflection and analysis of his own actions”. They exactly allow the teacher to determine the level of effectiveness of his own activity (positive or negative).

Our scientists S. V. Kondratyeva, B. P. Kovalev - after O. O. Bodalyov identify the following types of reflection in the process of pedagogical communication:

- socio-perceptual reflection, the object of which is rethinking, rechecks the teacher's own views and opinions which he has formed about students during the communication with them;
- communicative reflection is to understand the subject of how he is perceived, valued, others refer to him (“I am by the eyes of others”);
- personal reflection - understanding of own consciousness and actions, self-knowledge;
- meta reflection as an idea of what people think about themselves, when another people learn them (Karpov A.V., 2002).

According to I. A. Stetsenko, the structure of the reflective activity of the teacher includes of such components:

• motivational-target: the need for reflexive activity, positive attitude and interest in the improvement of pedagogical reflection, the awareness of the purposes of using of pedagogical reflection;
• cognitive-operational: knowledge, specifying the theoretical foundations of pedagogical reflection, professional skills of teachers on the implementation of reflective activity;
• affective: emotions that accompany the practical actions of the teacher in the implementation of reflective activity, a feeling of confidence in the success;
• moral-volitional: personal qualities, that contributes to effective reflexive activity (Orlova I. V., 2006).

Scientists distinguish the following characteristic features of reflective processes, which are implemented by the teacher in the analysis of the teaching experience:

• the subject of analysis of the teacher is some practical solution from the experience of other teachers, or his own work;
• in relation to that decision, the teacher has a kind of research position. His purposes are to develop a sufficiently distinct view of this decision, the definition of personal opinion to him, studying of possibility of its transfer from one condition to another;
• the study of practical solution is through its correlation with the experience of other teachers and with own experience. His decisions look as if through the prism of the experience of other teachers, the solutions offered by others - through the prism of own experience (Smirnova Ja. V., 2010).

Readiness to pedagogical activity necessarily involves the development of a need of professional reflexive self-improvement. This is natural, because the level of teacher’s and teacher’s in the pre-school upbringing depends not only on his training, but on how he will be able to apply it, from personal opportunities in problematic educational situations.

The ability to adequately assess and analyze the educational situation of interaction is the ability to simultaneously monitoring the social and material surroundings, to notice it’s the most informative signs, correctly interpret the socio-psychological content of a particular situation. It is also important to be able to identify own errors and weaknesses of the pedagogical interaction, to find original ways to overcome them. From here it is obvious that the success of pedagogical activity depends primarily on the professional development of teacher’s reflection: the high level of its development gives confidence in their abilities, contributes to the arbitrary

control of his behaviour, activity, balance and endurance in communication. Reflective skills and capabilities form the basis of joint activity of people.

Pedagogical reflection is a professionally significant quality of the educator’s personality, on which depends the success of mastering teaching, increasing of productivity of the education and upbringing, development of subjects of pedagogical process due to the potential of the developing teacher, and a particular style of interaction of the teacher (educator) with students (children). Professional reflection for the teacher is a thoughtful and responsible attitude of teacher-professional to his work, based on continuous reflection on his activity and his results to other people.

Professional pedagogical skills related to the implementation of reflective processes, involves an organized, meaningful, “multidimensional” reflection. On this basis, we can assume that purposefully organized development of reflection can contribute to the formation and development of pedagogical skills of teachers.

The difference between professional reflection of the teacher from other types of reflective processes is manifested in the fact that her meaning-creating, “central” relationship is the relationship “teacher-child”. Reflective thinking for the teacher means to relate his professional activity with a child, which it directed to, from the standpoint of assessing of its effectiveness for personal and intellectual development of the child. Reflection of this kind, when the mind is reflected not only own action, but by another person to whom this action is directed, requires special personal position of the teacher. This position is based, first, on a professional and personal centration of the teacher on the child when in any educational situation in the foreground for the teacher are the rights, interests and personality of each child. Secondly, for practical implementation of such a centration of the teacher he must be personally involved in the educational situation, which is experienced as a sense of belonging and responsibility for its solution (Bizjajeva A. A., 2004). So, modelling the structure of pedagogical reflection, A. A. Bizyaeva allocates two of the plan: operational and personal, which have a specific content and functions, are closely interrelated and create its holistic psychological phenomenon. She also calls the basic qualities of a reflective teacher who: has a professional scientific presentation about all aspects of teaching activity; summarizes his experience of practical work and apply in his practice the experience of colleagues; adapts, supplements or modifies the curriculum, program, forms and methods of education, according to specific conditions in order to achieve optimal results; owns a team of children: maintains discipline, creates the working mood; takes into account in the process of teaching the moral and ethical side; predicts the consequences of his professional actions; analyzes the

educational situation as a part of the broader social context; exhibits high professional readiness in the performance of his duties under any circumstances; is a thoughtful and inquisitive researcher of the professional activity (Bizjajeva A. A., 2004).

When considering the levels of the solution of pedagogical situations it is advisable to allocate by substantial cognitive basis of two types of reflection. If the teacher solving problematic teaching situation, based on private situational guidelines and considers them the reason of his actions, such reflection should be considered as formal as a teacher although aware of the grounds for his actions, but these are sporadic and situational. If the teacher in solving problematic pedagogical situations relies on generalized, visitation guidelines and considers them the reason of his actions, such reflection can be considered meaningful, since these guidelines are a necessary condition for the successful solution of different situations. When applying formal type of reflection the teacher, when confronted with a problematic teaching situation, trying to use already known methods, the application of informative type of reflection - produces a new, adequate to the situation, the ways of action. So, both the levels solving problematic pedagogical situations require teacher's reflection. Otherwise pedagogic situation will not be “seen”, and will not be perceived as problematic. But, if for the implementation of situational level is quite unorganized, formal, intuitive reflection, it is possible to implement over situational level only organized, meaningful reflection.

Specially organized reflective activity the teacher has a focused, transformative, conscious nature. Educator is able to restructure his activity based not on emotions but on clear concepts and categories. The presence of a reflective environment - is a system of conditions for the development of personality, self-correction and self-study of the professional and socio-psychological resources. Such an environment stimulates creativity, creates the conditions for changing perceptions of oneself as a person and professional.

Two divergent kinds of reflexive orientation of consciousness of teacher: his studying of own actions and his research actions of the child interact in the process of reflective learning management with. While these two types of reflection - “on self” and “on child” can occur simultaneously.

Reflexive orientation of the teacher “on the child” that reflects his personality-oriented (subjective) installation in the educational process, does not occur immediately. The value of such a facility is very high, since the deployment of consciousness of the teacher to the child is the basic condition for real humanization of the educational process, however, pedagogical skills involves all types of reflection.

Our investigation of the reflectivity of educators, where the sample consisted of 18 people who work as educators in preschool institutions of Chernivtsi; the age of the test - from 23 to 37 years, their teaching experience from 1 year to 13, showed that by the test of “Determining the level of formation of pedagogical reflection” by O. V. Kalashnikova, in this sample dominates the average level of manifestation of pedagogical reflexivity - in 72.22% of educators, the rest of this sample shows better developed of this indicator, at a high level of existence, in 27.78%; the comparison shows that the rate of pedagogical reflexivity does not depend uniquely from the teaching experience of the respondents; according to test “Questionnaire diagnosis of reflexivity” by A. V. Karpov, where reflexivity is understood as a person's ability to go beyond the self, to comprehend, to learn, to analyze something by comparing the image of the “Ego” to any of the events, personalities; mental property which is only a reflection component as a whole (other components is reflection as a process and as a particular mental state); in the study group more than others manifested a low level of reflexivity (44.44% of educators), almost the same number of respondents (38.89%) with the average level of reflexivity, the remaining 3 respondents (16.67%) shows high level; that is, pedagogical reflection among teachers is manifested more often, than general reflexivity.

Conclusions

Therefore, the development of professional reflection of future teacher is a necessary condition for adequate assessment of himself and others, himself and himself through others. Constant re-examination of own qualities, attitudes, self-assessments, adequate assessment of own actions, the ability to notice the positive and negative reactions of others to his behaviour and determine their causes helps the teacher to effectively manage the educational process and to optimize his relationship with others. Focusing activity on strengthening of reflective processes, we thus contribute to the development of creative activity, information culture, finally, the development of personality.

For the teacher reflexive behaviour is professionally necessary. To have true beliefs about him, own characteristics, abilities, capabilities, and integrate them into the activity is a necessary skill for teacher to develop positive and to compensate negative. Pedagogical reflection plays an important role in the professional development of the teacher. Resorting to reflection, the teacher analyzes the acquired experience, draws conclusions and makes plans for the future. Reflection helps the teacher to show greater
flexibility in planning lessons according to real communicative needs and psychological characteristics of students that translates the interaction between teacher and student from the “subject-object” level to the “subject-subject”. The innovative teacher of an educational institution in teaching must develop the reflective skills that help a person to be more flexible in changing circumstances and realizing their professional ambitions, to take into account the peculiarities of the situation, to build cooperation with different people, to trace the results of his work and to make the necessary changes.

The formation of professional pedagogical reflection perhaps as a result of the restructuring of professional training process on the basis of innovation-reflexive approach, which is based on the active interaction of participants of educational process in joint activity in the process of solving of the educational and professional tasks of innovation-reflexive character, contributing to professional self-determination and identity identification of specialists through the understanding of the meaning of professional activity. In this regard, relevant is the definition of pedagogical conditions of formation of professional reflection of kindergarten teachers, as well as the development and testing of a model of professional reflection.

Purposeful and systematic work on the formation and development of professional reflection of teachers at all levels of the system of continuous education helps to improve the quality of knowledge, abilities and skills of future professionals, increasing their needs for self-education, self-improvement and develops creative activity. The most purposefully and actively develop of the professional reflection of future specialist is need to implement during his educational and professional preparation in the higher school.

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Methodology for curricular areas
Competence Approach in Professional Pedagogic Education of Future Children Educators: Conceptual and Terminological Discourse

Maria OLINYK

Abstract

Analyzed in this article are different approaches to the definition of the notion “competence”, “professional competence”. Explained is expediency of usage of competence approach in professional pedagogic education of future educators. Determined are main requirements to the professional competence of modern educator of preschool children.

Keywords

Vocational training, pre-school education, competence approach, competence, professional competence, professional competence of children educator, abilities, skills, professional mobility, EU countries.

Introduction

The main task of modern education is its redirecting on formation and development of competences of future specialist personality. These competences correspond to time requirements and job market. With Ukrainian integration to the European Union, problem of qualified specialists preparation to work in preschool institutions became more topical. Modern Ukraine needs specialists of preschool education with new formation, with competitive European or world level of qualification. Because qualified educator of preschool field of education guarantees education of competence preschool child, who is a new generation of Ukrainian nationality and who will be able to fulfill his potential in the future.

To become qualified worker on the field of pedagogic education, graduate should form certain range of competencies, which he needs for further professional activity. Without any doubts professional competence is not constant. Process of professional competence formation never ends and can constantly improves. Competence changes but its level and quantity can be estimated only in certain situations of professional activity of educator.

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Thus, in the work of T. Tanko professional competence of future children educator is explained as dynamic, processual side of his professional preparation, characteristic of professional growth, professional changes as an effect of steady professionalization of future educator (Tanko T., 2004).

We should notice that the problem of professional competence is complicated and multi-aspect. Quality of modern pedagogue preparation depends on its development on theoretical and applied levels, which is proved by investigations, being held recently by scientists-specialists in the field of preschool education.

**Aim of the article** is to reveal scientific and pedagogical discourse as to the essence of competence approach and to determine meaning of the notions “competence”, “competency”, “professional competence”.

**Discussion**

Analyze of pedagogical researches and publications shows that there is no one single approach to the interpretation of range of notions, which characterize the process of professional and pedagogical preparation of future children educators. Established is an approach (N. Iemelianova, I. Zharovzeva, T. Kotyk, N. Kovaliova, O. Kucheravyi, S. Petrenko, L. Pletenyzka etc.) in accordance with which aim and result of professional preparation in a higher educational institution is readiness to pedagogical activity. Modern pedagogical science is characterized by considerable growing interest to theoretical explanation of the process of formation of professional competence of future specialist. We think that the most accurate correspondence of the following notions, given in the works of J. Senka, are: “professional preparation ” - “professional readiness” - “competence”. The scientist thinks that the result of professional preparation is readiness of graduate for pedagogical activity and result of professional pedagogic education is professional competence. According to the scientist, readiness to pedagogical activity as formation of future pedagogue is fundamental for his professional pedagogic competence. Thus both readiness and competence are levels of professional pedagogical skills. Professional pedagogic competence is peculiar area of nearest(or distant) development of pedagogical readiness. But author stressed that they are not in relation of consecution. First goes readiness than competence (Senko Yu. V., 2000, p. 68).

It should be also mentioned that until recently attention was paid to qualification of specialist. Term “qualification” included range of professional knowledge and skills necessary for performing functions in...
chosen professional field. But nowadays there is a division between notions “qualification” and “competency”. Last term is mostly used to reflect quite high level of qualification and professionalism of specialist. That is why we think that competency should be studied as an important factor of preparation of pedagogue for performing professional functions and as level characteristic of pedagogues qualification and professionalism. Though having a diploma about graduating from certain educational institution doesn’t mean having broad competence in certain field of education.

Thus, in modern researches for characteristic of professional and pedagogical activity competence approach is widely used. This approach foresees goal orientation of the preparation process of future pedagogue on professional competence formation as integrate characteristic, which determines ability to solve professional tasks, that arise in real situations of pedagogical activity with knowledge, experience, values and habits of a person.


**Presentation of main material**

Complication of pedagogical work in the system of modern education keeps current the necessity to increase preparation quality of pedagogues and it becomes possible under conditions of competence approach. Nowadays in education it is performed passage of result estimation of education from notions “preparedness”, “accomplishment”, “general education”, “politness” to notions “competence”, “competency”. Necessity of competence approach is caused by the fact that under modern social and economical conditions the aim is to achieve new quality of education, which correspond to modern needs of society and also understanding that
extensive way of solving problems by increasing extent of knowledge doesn’t have any prospects.

Modern competence approach determines objective orientation of the preparation process of future pedagogue on formation of professional competence as integrated characteristic, which determines ability to solve professional tasks that arise in real situations of pedagogical activity with usage of knowledge, experience, values and habits of a person.

Problems of competence approach in the system of education where works of W. Baidenko, B. Elkonina, I. Zymnia, I. Ziaziunia, L. Komarowska, I. Kolesnikow, A. Markova, L. Mitina, E. Saharchuk, A. Scherbakowetc were described. Notion “competence approach” determines directing of study process of higher education institutions on formation and development of basic(main) and objective competence of a person. Results of such directing are formation of general competence which is an integration of personal neoplasm. According to scientists such characteristic forms during study process in the higher educational institution and includes certain knowledge, skills etc. With such an approach competence is an end result of studies of graduate. Higher educational institution should be considered as basic center of establishment and development of professional competence of future pedagogues.

Study of psychological and pedagogical literature proves that there is no single explanation of the notion “competence oriented study” in works of different scientists as there is no generally accepted notion of competence.

Competence is the word of foreign origin, which originates from Latin words “competentio”, “competo”, which means achieve, correspond, suit. Dictionary of foreign words determines this notion as acquaintance, knowledge, authoritativeness. Defining dictionary of Ukrainian language explains word “competent” as informed in certain field of knowledge, person, who with the help of his knowledge has right to decide something. In the defining dictionary of S. Ozhehova competence is described as deep knowledge in the certain field of questions; as range of powers given to a person in accordance to his knowledge. Notion “competence” is described by following qualities: skilled, informed in certain field.

According to O. Zablotska, competency is an integrated personally active category, which is formed during study as a result of combination of primary personal experience, knowledge, work methods, skills, personal values and the ability to use them in the process of productive activity concerning range of subjects and processes of certain field of activity. While analyzing the notion “competency” with the help of philosophical, psychological and pedagogical sources, we can emphasize its main elements: first personal
experience (experience of cognitive activity; experience of performing well-known work methods; experience of creative activity; experience of emotionally-valuable relationship etc); knowledge (result of reality cognition process which was checked by social and historical praxis and testified by logic, and adequate reflection of this reality in consciousness of a person); skills (mastering methods of using knowledge and activity methods in practice; knowledge of a person in use); acquisition (abilities to solve tasks, which are performed automatically); methods of activities (actions), personal values (to be interested by activity. Without interest it is impossible to perform); ability (quality of a person, which define its ability to perform certain type of activity) (Nesterenko V. V., 2003, Ovcharuk O., 2004).

All components of mentioned category are equal they are interconnected and integrated one into another. Foundations of competencies are primary experience of a person, knowledge, personal values and abilities. They form skills and ways of activities. Unity of all these components is an integrate personally-active category - competence (Ovcharuk O., 2004). Broad generalized notion “professional competence” in psychological and pedagogical literature is described as professional readiness and ability of a work subject to do tasks and obligations of everyday activity (Senko Yu. V., 2000). To its structure belong knowledge and skills of professional activity.

We should emphasize increasing interest of scientists to the problem of competence of specialist at preschool education (L. Anzyferove, H. Bielienka, I. Klimkovych, H. Markpya, H. Serikow, M. Frisowetc). Analyze of scientific literature proves that questions about the essence of mentioned scientific phenomenon is described in science controversial. Besides that undetermined remained specificity of pedagogical competence of specialist at preschool educational institution.

Taking into account our analyze of study problem, we should notice that problem of formation of professional competence of modern educators at preschool institutions are fundamentally and thoroughly described in the works of H. Bielienka, who determines professional competence as “professional preparation and ability of work subject to do tasks and obligations of everyday activity. It is determined by cognitive and active components of specialists preparation and is a main criteria of definition of its correspondence with working conditions” (Bielienka H. V., 2012, p. 35).

According to H. Bielienka it is time to change approaches to understanding of the essence of notion “professional competence of educator”. Professional competence of pedagogue shouldn’t be studied only as cognitive component of pedagogic professionalism and cultural basis of...
professional thinking, consciousness and self consciousness. Professional competence of pedagogue-educator of preschool children covers such fields of competency as health-improving, diagnostic, educational and developing, methodical, communicational, organizational and pedagogical, control, educational, self-perfecting. Each of these competency field requires not only professional knowledge and skills but also positive thinking and development of certain personal professional features of character (Bielenka H. V., 2012).

Basis for further research of these problems create works of the following scientists (L. Artemov, H. Bielenka, O. Bohinich, J. Kosenko, L. Mashkina, H. Shaporenko etc.). They study questions of structure and content of psychological, pedagogical and professional preparation of future professionals of preschool education. L. Zavgorodnia, M. Mashovez, T. Ponimanska study job description of children educator at preschool institutions. H. Bielenka describes the main requirements to professional competence of educator in the context of modern preschool children needs. They are: developed moral and strong-willed qualities, knowledge about accessible for children fields of life, ability to organize study and education taking into account individual peculiarities.

H. Bielenka emphasizes peculiarities of professional competence of educators during their study at higher educational institutions. They are: dependence of attitude to study, quality of mastering of material and formation of professional skills from motivation of study activity; dependence of type of relationship of future specialist with the subjects of professional activity from real relationship, which were formed with other participants of educational process in higher educational institution; dependence of the process of development control of a person during study, which is performed in the direction from exterior form to inner one, from quality of interaction between participants of educational process; dependence of study quality from dominant psychic conditions.

Scientist in his research states that in the process of professional education of preschool education specialists important meaning has formation of professional competence as realized ability of a person to solve tasks of professional activity on the basis of professional knowledge and skills, which integrate with the development of personal professional skills. Among such skills there are love to children, which is combined with exactingness empathy and communication skills (Bielenka H., 2012).

In works of T. Tanko professional competence of future educator of preschool educational institution is described as dynamic, processual side of his professional preparation, characteristic of professional growth,
professional changes as an phenomena of gradual professionalization of future educator (Tanko T, p. 182-183).

It should be mentioned that under conditions of modern society considerable meaning became preparation of future specialists of preschool education by using innovational technologies. A. Mashkina determined the essence of competence of future specialists in the field of usage pedagogical innovations, in particular such as knowledge, literacy, culture, attitude of students to the usage of innovational pedagogical technologies in preschool education.

Thus, N. Dawkush has theoretically explained the importance of prognostic competence of future educators, which is determined by valuable realization of goal, system diagnostic in the professional work, advanced planning of pedagogical problem, predicting ways to its solution using modeling, projection and development of technology to achieve predicted results and implementation of technology to the process of personal development control, study and education of preschool children (Davkush N. V., 2011).

N. Nesterenko in his work studies professional and valeological competence as a component of general professional competence of future pedagogue, which specifies his theoretical and practical preparation to solve questions, connected with educating preschool children habits of healthy way of life (Nesterenko N. N., 2003).

Researching a problem of professional competence formation of pedagogue of preschool education in the system of additional professional education T. Svatalova determined groups of “key” competences of pedagogues of preschool education, which are a part of methodic, estimative, organizational and communicational competences. They are: analytic, prognostic, projective, estimation, reflexive, informational, developed, orientational, mobilizational, perceptual, pedagogical technique and pedagogical interaction (Svatalova T., 2009).

Having examined different approaches to studied notion, we can claim that professional competence of educator at preschool institutions is an integrative personal formation on the basis of theoretical knowledge, practical skills, considerable personal skills and experience, which stipulate readiness to perform pedagogical activity and provide high level of its self organization. Professional competence of educator doesn’t have professionally close limits, because he is required to think over constantly diversity of sociological, psychological, pedagogical and other problems, connected with organization of educational process of preschool institution.

Given in Ukraine standards of higher professional education were built on basis of qualification model of specialist. Model of specialist is
described in normative documents as description of those things, which specialist should be suitable for, which functions he is prepared to perform and which qualities does he possess. In Ukraine the main requirements in educational field to the specialists are reflected in the educational and qualification characteristics of specialist of certain direction of preparation, so called normative model of pedagogue competence, which reflect scientifically grounded structure of professional knowledge and skills. On the basis of such characteristics model of specialists’ preparation in the form of educational and professional program is created.

Requirements to socially important characteristics and qualities of graduate of higher educational institution are given in the list of competencies. In determination of the content of competencies reflects all components of structure of specialists activity. On the basis of analyze of typical tasks of activity and content of professional functions system of skills and competencies are formed, which are necessary to a specialist for future pedagogical activity.

We agree with scientists and experts that with the aim of increasing effectiveness of professional preparation of educators it is necessary to determine features of professional competence of educator, who can work in preschool educational institution who perform innovational activity or work with an innovational (experimental) program. This model is like generalized image professional of highest level of qualification and will be an example for comparison with real level of professional competency of certain educators for their professional needs and real necessity.

While analyzing professional competences of educator of preschool educational establishments we emphasized 3 groups of activity indicators. They are professionally-efficient, psychologically personal and effective. Professionally-efficient figures can be determined by two blocks of knowledge and skills of an educator, they are functional and special. Psychologically personal figures determine system of moral and axiological orientations, activity style of educator. In the aspect of professional preparation of future educators certain pedagogical skills are not of less importance. They are basic structure of their competence. Specifically pedagogical skills are: to be source of knowledge, ability to build process of knowledge mastering by other people, ability to develop different quality of peoples personality, communicative, language, textual, genre skills.

It is determined that European concept of competence approach in higher educational institutions is based on projects, performed in terms of Bologna process and contains such basic competences as instrumental, systematic and personal.
With Ukraine joining Bologna process, further optimization of study process in the higher pedagogical educational institutions became necessary, especially to strengthen graduate mobility. Modern reality orients on special preparation of children educators who can easily adapt in the world of professional relationship, be mobile and competitive. That is why we think that comparative analyze of peculiarities of professional mobility of students in the context of European dimention and possibility to use the experience of the EU countries with formation of future educators professional mobility in higher pedagogical school of Ukraine.

Conclusions

We find the prospective in further search of study direction in specification of separate principles of defined problem. Analyze of main notions, connected with competence approach in professional pedagogical preparation of future specialists of preschool education, discovering their interconnections and interrelations gives us possibility to clarify terminological mechanism of the research and to use determined principles during comparative and pedagogical research of theory and praxis of higher education of EU country members on certain stages of eurointegration.

To the prospective of scientific research, which will have positive influence on performing tasks of professional preparation of future educators, can be added analyze of level formation of professional competence in students, future educators with the aim of its further formation and improvement. Implementing competence approach to the praxis at the Department of Pedagogy and Psychology of Preschool Education at Yuri Fedkovych Chernivtsi National University provides the developments and realization of integrative study courses, where objective fields correlate with different kinds of competence.

References


Key Concepts in Russian Pedagogy

Aura HAPENCIUC¹

Abstract

The book Key Concepts in Russian Pedagogy treats the status of pedagogy from a historic and epistemological point of view, demonstrating that pedagogy is an autonomous science, since it has a specific object of study, a research methodology, it is quantifiable, it has a specific language and implies a classification of the pedagogical sciences. The objectives of the study are: to present the evolution of the thoughts on education from a historic perspective, to present the pedagogical ideas in an analytical – comparative manner, to analyze the articulation of basic pedagogical concepts. The expected results of the research are to add value to fundamental concepts subsequent to studying representative specialists in Russian pedagogy and certain pedagogical orientations.

Keywords

Pedagogie, education, pedagogical sciences, (education sciences), specific study object, specific research methodology, specific quantification, the evolution of pedagogy.

1. Introducere

Conceptele-cheie ale pedagogiei urmăresc cunoașterea dimensiunii profunde a fenomenelor educative, cunoaștere care se realizează prin operații de generalizare și de abstractivizare. Putem considera conceptele pedagogice fundamentale ceea ce Thomas Kuhn numea “matricea disciplinară” a științei. Aceste concepte au, consideră Sorin Cristea (Sorin Cristea, 2001, 15) o anumită stabilitate epistemică, o arie redusă de variabilitate a semnificațiilor, o valoare metodologică ridicată, datorată capacității de aplicare în orice situație educațională.

Testul științificității pedagogiei îl reprezintă, prin urmare, “reducerea domeniului de cercetare la un obiect epistic concentrat asupra dimensiunilor de maximă abstractivizare și generalizare” (Sorin Cristea, 2007, 39). Acestea sunt, după același pedagog, concepte pedagogice fundamentale, care asigură baza axiomatică a educației: funcția de bază/centrală a educației, formarea–dezvoltarea personalității umane; structura de bază a educației, ca o corelație între educator și educat; finalitățile educației, ca orientări valorice ale activității de educație angajate la nivel de sistem (ideal, scopuri) și de proces (obiective);

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Ne propunem, în cele ce urmează, să analizăm felul în care aceste concepte se regăsesc în pedagogia rusă, abordând o perspectivă istorică și epistemologică.

2. Conceptele fundamentale

Prin capacitatea lor de operaționalizare, **conceptele fundamentale** sunt aplicabile la orice context, prin urmare și la pedagogia rusă. De asemenea, demersul științific propriu pedagogiei impune corelarea obiectului de studiu cu metodologia și cu normativitatea.

2.1 Educația

Obiectul de studiu specific pedagogiei este constituit epistemologic la nivelul educației. Definirea educației ridică probleme de ordin metodologic și praxiologic, din cauza complexității realității psihosociale. Pentru a lansa o definiție la nivelul unui concept pedagogic fundamental, studiile de epistemologie sugerează două căi de analiză, istorică și axiomatică.

Calea de analiză istorică presupune o delimitare a momentelor înregistrate în procesul de constituire a pedagogiei ca știință autonomă. După Thomas Kuhn, (Thomas Kuhn, 1999, 58) trei etape istorice marchează evoluția conceptului de educație:

1. Etapa preparadigmatică ține până în momentul în care pedagogia devine domeniu distinct al cunoașterii.


3. Etapa postparadigmatică se dezvoltă pe baza consolidării matricei disciplinare a pedagogiei prin două modele aflate în opoziție, modelul psihocentrist și cel sociocentrist. Confruntarea celor două modele generează nevoia unei paradigme noi, paradigma curriculumului.


Conform aceluiași dicționar, aspectele educației se determină în conformitate cu sistemul de relații al omului cu sine însuși și cu obiectele / subiectele din jur. Sistemul de relații umane:

- cu sine însuși ca personalitate: relația cu sine (identitatea de sine). Relația cu sine este un termen folosit pentru a desemna specificul relației individului cu propriul “eu”. Construirea relației cu sine poate include: stima de sine, simpatia, acceptarea de sine, iubirea de sine, sentimentul de atracție, autoaprecierea, încrederea în sine, autoamilarea, autoculpabilizarea, nemulțumirea de sine etc. Relația omului cu sine reprezintă construcția de bază a personalității, oferă o influență reglatoare asupra tuturor aspectelor legate de comportament, joacă un rol crucial în stabilirea relațiilor interpersonale, în stabilirea și atingerea obiectivelor, în metodele de formare și de soluționare a crizelor. Triada personalității se formează ca parte a identității de sine:
  • cu propria conștiință (conștiința de sine) - educarea conștiinței de sine;
  • cu activitatea sa - educația estetică;
  • cu corpul său - educația fizică.
Urmează relațiile:
  • cu oamenii din jur - educația morală;
  • cu societatea ca un întreg, cu statul ca un mecanism de organizare a societății - educație civică;
  • cu producția (în sensul cel mai larg: atât materială căt și intelectuală) - educație pentru muncă;
  • cu natura - educația pentru mediu

că socializare relativ controlată, educația se deosebește de cea spontană și relativ dirijată prin aceea că la baza ei se află acțiunea socială, definită de M. Weber ca rezolvare de probleme, orientată-conștient spre conduita responsabilă a partenerilor și presupunând înțelegerea subiectivă a

variantelor posibile de comportament a oamenilor cu care aceștia interacționează.

Educația are mai multe sensuri, se specifică în aceeași sursă, fiind privită ca fenomen social, activitate, proces, valoare, sistem, influență, interacțiune etc. Numeroși cercetători definesc educația într-o accepțiune largă socială, "încluzând în ea acțiunea întregului mediu asupra omului, adică identifică educația cu socializarea; într-un sens larg pedagogic, fiind îndreptată într-un anumit scop, educația se realizează prin sistemul instituțiilor de învățământ; în sens restrâns pedagogic, ea devine muncă de educație, îndreptată spre formarea la elevi a unui sistem determinant de calități, puncte de vedere, convingeri; într-un sens și mai înălțat, semnifică rezolvarea problemelor concrete edukative.”

Educația ca proces pedagogic Educația are o bază socială, dar și, în mod natural, științifică. I.M. Secenov (1829-1905), iar apoi I.P. Pavlov (1849-1936) au realizat o teorie despre natura reflex-condiționată a psihicului și a comportării omului.

I.M.Secenov este un precursor al behaviorismului, întrucât consideră că activitateapsihică a omului își găsește expresia în stimuli din exterior. Elementul central al activității nervoase cerebrale îl constituie reflexul. I.M.Secenov definește reflexul ca reacție motorie, determinată de o excitație dinmediul extern. Punctul său de vedere asociționist-materialist se regăsește și în modul în care tratează gândirea ca un reflex în care veriga finală este inhibată. Rolul inhibației este mai bine evidențiat în procesul educației, în condițiile în care copilul învață prin asocierea reflexelor, grupându-și mișcările și dobândind capacitatea de a le inhiba.

Anticipări ale behaviorismului se regăsesc și în întreaga opera pavloviană. Psihicul se dezvoltă prin raport cu mediul, care îl condiționează și împreună cu care formează o perfectă unitate. O independență sau o autonomie a organismului față de mediu este de neconceput și viața nu este decât un adaptare continuă a organismului la condițiile de mediu. Din perspectivă educațională, e important că deprinderile, adică reflexele condiționate, stereotipurile comportamentale se pot forma conștient. Prin urmare, din punctul de vedere al fiziologiei, educația constă în formarea reflexelor condiționate.

Totuși, K.D.Ușinski (1824-1870) a fost printre primii care a scris despre reflexele condiționate, fiind urmat de psihologi și de pedagogi sovietici. Reflexele condiționate în educație, consideră el, sunt reflexe sociale, pentru că se dobândesc prin comunicare într-un mediu social, prin acțiunea (stimulii) mediului social (familie, profesori, colegi). Psihologul sovietic S.L. Rubinștei (1889-1960) a subliniat că socialul acționează asupra personalității

Educația în societatea contemporană. Aplicații

prin prisma naturalului, este o cale de dezvoltare, formare a personalității sub influența factorilor mediului înconjurător și a educației dirijate.


Începând cu secolul XX, pedagogia și psihologia înțeleg procesul de educație ca pe o interacțiune a educatorului și a elevului. Procesul de educație, din punct de vedere pedagogic, este o activitate organizată, indreptată într-o anumită direcție de formare și de dezvoltare a omului, care se caracterizează prin interacțiunea educatorilor și elevilor și care se realizează în cadrul sistemului pedagogic.

Structura sistemului pedagogic este alcătuită din componențe în care se oglindesc categoriile de bază ale pedagogiei, inclusiv teoriile educației, și anume: scopul educației, conținutul, metodele, mijloacele, formele educației. Componentele structurale ale sistemului pedagogic și legăturile lor funcționale sunt descrise de T. Iliina, N. Kuzmina, V.P. Bespaliko, V.P. Simonov.

Procesul pedagogic și sistemul pedagogic fac un tot întrucât procesele reprezintă însușirea sistemelor. Se poate spune că procesele pedagogice reprezintă schimbarea succesivă, coerentă, logică a sistemului pedagogic.

La începutul secolului al XX-lea, pedagogia mondială și cea rusă au fost influențate de reprezentanții pedocentrismului, ai educației libere - John Dewey, V.Lay, M.Montessori și de pedagogia Waldorf a lui L.Steiner etc. Aceste orientări au adus o viziune nouă asupra educației, din perspectiva directiei umaniste. În a doua jumătate a secolului XX pedagogia umanistă este sprijinită de psihologia umanistă a lui C.Rogers, dar și de tendința generală mondială de aspirație și aderență la valorile umanismului, ale democrației, ale societății civile.

Trecerea spre paradigma nouă a educației, pedagogia umanistă, s-a realizat la mijlocul anilor optzeci prin pedagogii adunați în jurul Ziarului învățătorului (Учительскаягазета), numiți novatori. Eseența concepției umaniste constă în faptul că elevul constituie valoarea supremă și se plasează în centru procesului de educație. Schimbarea concepției oficiale despre educație a fost

determinată de factori social-economici, politici, istorico-culturali, psihologici și pedagogici.

Formarea și dezvoltarea

Educația include, ca principalele subsisteme, activitatea de instruire și de formare profesională. Formarea și dezvoltarea reprezintă funcția centrală a educației. Sublinierea legăturii dintre cele două concepte este una dintre problemele de bază ale psihologiei pedagogice, conform căreia formarea nu este doar condiție, dar și bază și mijloc al dezvoltării omului. Conform lui L.S.Vigotski și B.G. Ananiev, singură dezvoltarea este o mișcare progresivă complicată involutivă-evolutivă, în cursul căreia au loc schimbări progresive și regresive intelectuale, personale, comportamentale, în activitate. Caracteristicile generale ale dezvoltării sunt, după L.I.Anțiferova, irreversibilitatea, progresul / regresul, lipsa de uniformitate, păstrarea precedentului în nou, legătura dintre schimbare și conservare. Punctul de vedere al lui L.S.Vigotski, împărtășit de următorii săi, este că formarea și dezvoltarea joacă un rol determinant în evoluția psihică a copilului. Astfel, în spiritul constructivismului sociocultural, promovat de L.S.Vigotski, “formarea merge înaintea dezvoltării, impulsionând-o și cauzând o formă nouă”. Formarea și dezvoltarea se află în interdependență. În plus, fapt foarte important în plan pedagogic, formarea, precedând dezvoltarea, o stimulează și, în același timp, ea însăși se bazează pe dezvoltarea actuală.

2.3 Conținutul educației

În ceea ce privește conținutul educației, unii cercetători delimitează educația intelectuală, educația pentru muncă și educația fizică; alții fac trimitere la educația morală, educația pentru muncă, educația estetică, educația fizică; mai nou, unii autori adaugă educația juridică, educația sexuală, de gen-rol, educația economică, educația ecologică. (Bim-Bad, 2008, 42)

Conform unei abordări mai recente, în anii 90, în pedagogia rusă conținutul educației include elementele culturii personalității. Astfel, cultura personalității poate fi definită ca sistem de norme, convingeri, valori, stil de viață, comportament (O.S.Gazman), care asigură autodefinirea omului ca subiect al propriei sale vieții. Se consideră că educația e direcționată spre formarea culturii de bază a societății, care poate fi definită ca un sistem de norme, convingeri, valori, stiluri de viață, comportamente. Cultura de bază a personalității, afirmă O.S.Gazman, este fundament pentru definirea și descrierea conținutului educației. Ea include totalitatea “culturilor” și anume: cultura vieții, a autodeterminării instructive și profesionale, cultura politică și

K. Ușinski a înțeles însemnătatea muncii în dezvoltarea psihică, intelectuală și morală a omului. El a scris că munca este o activitate liberă și în acord cu morala creștină aomului care îl duce la atingerea țelului omenesc în viață. (K. Ușinski, 1988, 11)

2.4 **Contextul de realizare**

**Contextul de realizare** a educației cuprinde: sistemul de educație, sistemul de învățământ, procesul de învățământ, activitățile concrete. **Sistemul de învățământ** reprezintă, potrivit *Noul dicționar psihologo-pedagogic* (E.C. Papațevici, 2010, 702) totalitatea unor elemente interdependente: programe de formare succesive și standarde de formare de stat de diverse niveluri și orientări; rețele formate din instituții de formare, diferent de tipurile lor; organe de conducere a învățământului și organizațiile și instituțiile care se află sub jurisdicția lor.

B.S. Gerșunski propune un model de reprezentare al sistemului de învățământ printr-o matrice bidimensională. Axa verticală a matricei semnifică nivelul, iar cea orizontală profilul învățământului (axele sunt adimensionale pentru că atât nivelul învățământului cât și profilul sunt nelimitate). Conform dicționarului menționat, un asemenea sistem constă din următoarele componentе interdependente: scopurile activității instrucțiv educative și de formare; conținuturi, stabilite în planurile de învățământ, programe, manuale, programe pe calculator etc.; metodele de predare, de educație și dezvoltare; mijloacele utilizate în procesul de învățământ; forme de organizare. Pentru fiecare nivel și profil de învățământ există câte un sistem de instruire și educație specific.

3. Metodologia de cercetare

**Metodologia de cercetare specifică** a domeniului pedagogiei valorifică, considerând Sorin Cristea, (Cristea, Sorin, 2007, 39) mai multe căi de analiză a educației și instruirii:

a) istorică (genetica noțiunii), axiomatică (logistica judecăților și raționamentelor care asigură substanța și evoluția cunoașterii pedagogice);

b) obiectivă, ca fapt social extern, existent independent de formele sale individuale, subiectivă, ca fapt social interiorizat, aprofundat prin intermediul unor modele conceptuale/ideal-tipuri;

c) sincronică, exprimând aspectul static al științei diacronică, exprimând tot ceea ce are legătură cu evoluțiile domeniului;

d) funcțional-structurală, valorificând conceptul de funcție, esențial în științele sociale care menține continuă structura unui întreg.

Dintre metodele de cercetare utilizate în pedagogie, (empirice, teoretice, comparativ-istorice, după V.S. Kukusin, p. 159) un loc aparte îl au cele comparativ-istorice, utilizate în cercetarea noastră. G.A. Pobedonoștev (1827-1907), în trecut, și Iu.K. Babanski (1927-1987), mai aproape de noi, consideră că această metodă dă posibilitatea evitării greșelilor și perfecționării ulterioare a conținutului, formelor și metodelor cercetării dacă cercetătorul va respecta următoarele condiții: abordarea corectă și obiectivă a fenomenului; analiza din multiple perspective a factorilor care ar putea să determine modificarea; alegerea din multitudinea de factori, pe baza evaluării comparative, a celor dominații și importanței; studierea nu numai a factorilor care vizează o anumită direcție, dar și a condițiilor în care au acționat; monitorizarea duratei acțiunii unora sau altora dintre factorii dominații și stabilirea motivelor scăderii sau creșterii rolurilor lor; studierea nu numai a factorilor și condițiilor care au influențat obiectul, dar și a evoluției obiectului, adică scoaterea la iveală a deviațiilor din trecut care pot să-i schimbe “perceptibilitatea” în condiții identice; demonstrarea tendinței de schimbare nu numai a caracteristicilor studiate în întregime, dar și a elementelor structurale pentru a ști care dintre ele a determinat tendința generală de schimbare în mai mare măsură.
4. Normativitatea

Normativitatea specifică pedagogiei implică ansamblul conexiunilor cu caracter obiectiv, general, esențial, necesar, care reglementează activitatea de educație. Ea este exprimată prin axiome, legi, principii, reguli etc. care vizează proiectarea, realizarea și dezvoltarea educației/instruirii.

V.V.Voronov (2010, 89) realizează o clasificare a legiților procesului de educație: legea corespondenței educației cu necesitățile societății, legea unității între scopuri, conținuturi, metode ale educației, legea unității învățării, educației și dezvoltării personalității, legea educației în activitate, legea activizării educatului, legea unității între educație și comunicare, legea educării în colectiv, legea dependenței educației de particularitățile de vârstă și individuale ale educației.

Legea activizării educatului în procesul de învățământ subliniază că omul se formează în activitate ca personalitate atunci când se comportă ca o ființă activă, independentă, care înțelege treptat problemele vârstei sale, nevoile, și modalitatea de a le atinge. Pe această lege se bazează teoriile activității de învățare ale lui P.A. Galperin (1902-1988) și V.V. Davîdov (1930-1998).

Legea educării în colectiv e legată de cea anterioară. Educarea în colectiv este unul dintre principiile de bază ale pedagogiei în perioada sovietică. Influența colectivului asupra membrilor, responsabilizarea prin munca în colectiv, lucrul în organizații, atmosfera psihologică, tradițiile colectivului sunt doar câteva dintre ideile despre teoria colectivului și a educației în el a lui A.S. Makarenko și a urmașilor săi.

Sistemul principiilor educației s-a schimbat în ultima perioadă în Rusia sub influența noii paradigme a educației umaniste, cu particularități deosebite în Rusia. Premisele dezvoltării pedagogiei umaniste în Rusia se găsesc în teoriile clasice ale pedagogilor din epoca veche, ale lui Comenius, Pestalozzi, K.D. Ușinski. În al doilea rând, ele se găsesc în lucrările pedagogilor ruși din prima parte a secolului XX ca: K.N. Vențel (1857-1947), S.T. Șațchi, A.S.Makarenko, iar mai târziu V.A. Suhomlinski. În al treilea rând, pedagogia umanistă a fost influențată de pedagogii sovietici, numiți novatori în anii optzeci, a căror poziție a primit denumirea de “pedagogia conlucrării”.

În acord cu principiile umaniste, educația trebuie să se îndrepte spre dezvoltarea personalității creative, a individualității în procesul activității educabililor pentru înșușirea culturii, pe baza particularităților individuale și de vârstă. În primul rând, procesul de educație este orientat spre formarea în conștiința și în comportarea tinerilor a normelor sociale ca valori. Astăzi mulți pedagogi numesc aceasta pedagogia autoritară. O a doua variantă de tratare a principiilor educației afirmă că educația are ca scop autodezvoltarea, autodeterminarea, autonomia personalității față de societate, cu sublinierea
libertății personalității. Această concepție s-a numit cu un secol în urmă pedocentrism și are un istoric în Rusia, oglindindu-se în documente oficiale (Legea Federației Ruse Despre învățământ), în literatura pedagogică (publicațiile din ziarele Învățământul public, Tehnologiile școlare), în practică (școala autodeterminării a lui A. Tubeliskoi). A treia variantă de sisteme de principii definește educația prin îmbinarea celor două orientări, prin armonizarea dezvoltării libere a personalității, a dreptului ei la autodeterminare cu supunerea omului normelor și necesităților societății. O asemenea educație se numeșteumanistă. Principiile educației enumerate sunt formulate pe baza analizei experienței istorice, a practicii educației, pe baza unei înțelegeri moderne a conceptului de educație, în lumina tendințelor dezvoltării sociale.

V.V. Voronov (Krivšenko, 2010, 96) clasifică principiile în trei grupe. Principiile primei grupe sunt orientate pe scop și pe conținut. Acestea sunt: principiul dezvoltării personalității pe baza orientării umaniste a educației; principiul orientării educației spre însușirea culturii, spre valorile societății, spre norme de comportare; principiul legăturii dintre educație, viață și muncă.

Grupa a doua e alcătuită din principii pedagogice propriu-zise sau metodice, tehnologice: principiul educației în activitate; principiul educației cu sprijinul pe atitudinea, spiritul activ al personalității; principiul educației în colectiv și pentru colectiv; principiul îmbinării conducerei pedagogice cu inițiativa educației; principiul respectului față de educat în combinație cu exigența față de el; principiul educației care ia în considerare calitățile umane. Grupa a treia a constituie principiile sociopsihologice: principiul luării în considerare a particularităților de vârstă și individuale; principiul unității cerințelor, exigențelor (școlii, familiei și societății).

Principiul dezvoltării personalității pe baza orientării umaniste a educației pornește de la ideea că omul este valoarea de bază, principală a educației. Nu întâmplător între disciplinele pedagogice a apărut o ramură nu mită de către K.D. Ușinski antropologie pedagogică iar principiul antropologic este fundamentat ca principiu metodologic al pedagogiei. Încă L.S. Vîgotski a demonstrat că învățarea, la fel ca și educația, atrage după sine dezvoltarea. Principiul orientării educației pe însușirea culturii, pe valorile societății, pe normele de comportare reprezintă o interpretare mai dezvoltată a tezei “învățarea atrage după sine dezvoltarea”.


5. Concluzii

Maturizarea epistemică a pedagogiei poate fi demonstrată prin evidențierea obiectului de studiu, a metodologiei și a normativității specifice, care probează calitatea pedagogiei de știință de bază a educației.

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Considerations Regarding the Content of Education Transmitted through Curricular Format

Tiberiu-Octavian CUJBĂ

Abstract
Although teaching is one of the oldest human activities, pedagogy is relatively recent. About the content of education, transmitted through curricular format, in the literature, there are several theories of some didactics of mathematics experts, such as Didactic Transposition (Yves Chevallard) and Theory of Didactic Situations (Guy Brousseau), as well as to teachers of educational psychology (Lee Shulman) or teachers of psychology-computers science-mathematics (Punya Mishra & Mathew J. Kholler), which launched other theories values, such as Pedagogical Content Knowledge (PCK) or developed, initially concept making it to form the Technological Pedagogical Content Knowledge (TPCK). After a short description of these theories the paper presents the personal contributions on graphic representation of curriculum intentionally and curriculum tested. For, exemplifying the new method are presented two applications suggestive. At the end of the paper summarizes some conclusions.

Keywords
Didactics, Content of education, Curriculum.

1. Introduction

Although teaching is one of the oldest human activities, pedagogy is relatively recent. She appeared only in century XVII form of principles and rules that streamline the art of teaching. and was developed into four historical stages: classical pedagogy, experimental pedagogy, education sciences and science education. In contemporary pedagogy (see Fig. 1) didactics was interpreted as a "theory of curriculum" or a "general methodology", which includes "all legal principles, rules and procedures applied equally, different training situations". Historically, in parallel with pedagogy, we talk about the traditional didactics (century XVII-XIX), the modern didactics (century XIX-XX) and curricular didactics or postmodern didactics (Stanciu, 2003).

In the Fig. 1 Pedagogy - Teaching principles is placed on a level over ordered of the disciplines – e.g. mathematics. Extending exemplification,

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physics, chemistry and other sciences are established with mathematics on the level of disciplines. It is, and the place of the didactics, on the five level.  

5. Discipline—e.g. Mathematics, in the scheme of Chevallard, general pedagogy, is a speculative science, because obtained the "epistemic dignity" by fulfilling certain conditions (Cucoș, 2002):

- it has subject to interrogations (phenomenon education);
- it has investigative tools, methodological type;
- it has, the principles as the regularities and domain rules;
- it synthesizes reflections into consistent theories.

**Figure 1.** Levels of didactic co-determination as proposed by Chevallard (2002), related to the components of (mathematical) organizations (Winslow, 2010, p. 14)

2. Didactics and the problem of knowledge

Foundation from which derives, philosophical theories of the knowledge, is the answer to the first question of the fundamental problem of philosophy: the relation between matter and spirit (consciousness). At this factor of derivation of the concepts the knowledge we add the answer to the second question of the fundamental problem, namely: if the world may or may not be known. This is gnoseology (or, gnosiology). From the Greek *gnōsis*, a word for “knowledge”. Any philosophy or branch of philosophy concerned either with solving problems about the nature and possibility of knowledge, or with delivering knowledge of ultimate reality especially in so far as this is not available to sense-experience. “Gnoseology” is an archaic term and has been superseded in the former sense by “epistemology” and in the latter sense by “metaphysics” (www.answers).

From the scientific knowledge at the school-type knowledge is reached through a process called didactic transposition (Perrenoud, 1998).
This concept, developed by sociologist Michel Verret (Le temps des études, 1975), was introduced in teaching mathematics by Yves Chevallard and Marie-Alberte Joshua in the work *Un exemple d’analyse de la transposition didactique: la notion de distance*, printed in *Recherches en didactique des mathématiques*, 3.2. Grenoble, La Pensée Sauvage, 1982 (Ghiordunescu, 2010, p. 6).

Through his study of the historic developments of the notion of *distance* in 20th century mathematics, and the attempts to accommodate it in various domains of school mathematics, Chevallard exhibits the two basic steps of the didactics transposition, which have since become known as external and internal didactic transposition (see Fig. 2). These two are distinct because they operate, respectively outside the school (in what Chevallard’s ironically terms namely the *noosphere*, which means the “thinking circle” around the school), and inside it (e.g. as teachers struggle to adopt and adapt a new curriculum in actual teaching). The study offered in Chevallard’s book, of a part of the didactic transpositions involved in the history of “modern mathematics” in school reforms of the late 1960’s, clearly offers a French perspective. Historically, the germs of ATD are to be found in the theory of didactic transposition (Chevallard 1991), whose scope was at first limited to the genesis and the ensuing peculiarities of the (mathematical) “contents” studied at school; from this perspective, ATD should be regarded as the result of a definite effort to go further by providing a unitary theory of didactic phenomena as defined in what follows (Chevallard, 2012).

The theory Pedagogical Content Knowledge (PCK) was developed by Shulman in 1986 (see Fig. 3 a). Shulman begins this article *Those Who Understand: Knowledge Growth in Teaching* by taking offense at the quote by George Bernard Shaw: "He who can, does. He who cannot, teaches." To better understand this special knowledge of teaching, Shulman suggested we distinguish three different kinds of content knowledge: (a) subject matter knowledge, (b) pedagogical content knowledge and (c) curricular knowledge. It was the second of these, pedagogical content knowledge (PCK), that Shulman is best remembered, for Shulman describes the essence of PCK. Other authors (Mizzi, 2013, p. 2) show that the knowledge base for teaching is made up of seven categories, which include: (1) subject matter knowledge (SMK), (2) pedagogical content knowledge (PCK), (3) curricular knowledge,
(4) general pedagogical knowledge, (5) knowledge of the learners and their characteristics, (6) knowledge of educational contexts and (7) knowledge of educational purposes (Shulman, 1987). According to Shulman (1986, 1987) SMK is based on two main areas: (1) the organizing of concepts, facts, principles and theories and (2) the nature and structures of knowledge which refer to the ways “in which truth or falsehood, validity or invalidity are established” (Shulman, 1986, p. 9). In other words, the teachers’ SMK incorporates not only knowledge of specific topics of the curriculum but also knowledge about the epistemology of science or the nature of scientific knowledge.

With the advent of digital technology there is an additional dimension to this, which Mishra and Koehler (2006) have described as technological pedagogical content knowledge (TPCK). Fig. 3 b illustrates the kinds of interrelated knowledge teachers need to teach effectively. However, while such overarching frameworks that attempt to represent teacher knowledge are very helpful, alone they are insufficient. No number of them can represent the complexity of such knowledge. Mishra and Koehler conclude that “…any representation of teacher knowledge needs to reflect its socially constructed and dynamic nature.” (Mishra and Koehler, 2006, p.1021).

3. Contributions regarding the content of education transmitted through curricular format

In the literature are found many definitions of curriculum (Bocoş, 2007, p.3-7):

The curriculum means the whole activity, learning which is planned and guided by the school, whether it is done in groups or individually, inside or outside school (J.F. Kerr (Ed.), Changing the Curriculum, University of London Press, Londra, 1968)… curriculum is considered as a whole learning experiences a student has under school auspices (R. Doll, Curriculum Improvement, Harcourt, Brace and World, New York, 1988)

The curriculum shows the list of contents of school subjects (G. Mialaret (Ed.), Vocabulaire de l’éducation, P.U.F., Paris, 1979)

The curriculum refers to the content and purpose of an educational program with their organization (D. Walker, Fundamentals of Curriculum, Harcourt, Brace, Iovanovich Publishers, San Diego, 1990)

The curriculum to be considered a broad range of ways of thinking about human experience, no conclusions, but those conclusions derived models and the context against which these findings - called truths - are documented and validated (M. Belth, Education as a discipline, Allyn and Bacon, Boston, 1965)

The curriculum is considered a project that defines the goals, aims and objectives, action learning, ways, means and activities used to achieve those goals, methods and tools to evaluate the results obtained (L. D’Hainaut, Programe de învățământ și educație permanentă, EDP, București, 1981) is curriculum plans developed to guide learning in schools - usually by documents of different levels of generality - and implementing those plans in the classroom; student experiments were carried out in a learning environment also affect what is learned (A. Glatthorn, Curriculum Renewal, ASCD, UAWA, Alexandria, 1987)

The curriculum is an interrelated set of plans and experiences that a student derives guidance from school (C.J. Marsh & K. Stafford, Curriculum. Practice and Issues, McGraw Hill, Sydney, 1988)

In a broad sense, it designates the curriculum, all educational processes and learning experiences through which the student throughout his academic journey. Narrow curriculum includes all those documents regulating school type in which critical data is recorded on educational processes and learning experiences that the school provides student. This set of documents bearing usually called formal or official curriculum (Al. Crișan, Curriculum și dezvoltare curriculară: un posibil parcurs strategic, in Revista de pedagogie, nr. 3-4/ 1994).

The current pedagogical literature there is still no consensus on the definition of curriculum. Depending on the criteria applied research curriculum, distinguished categories: curriculum formal / official / intentionally; curriculum recommended; curriculum writing; curriculum learned/ operationalized / in action; curriculum support; curriculum taught

/ done / achieved; curriculum evaluated / tested; curriculum masked / unintentionally; curriculum excluded / removed.

By analogy / association metaphorical traces, which leaves a ship sailing on a calm sea - two lines of waves which can reverberate from considerable distances, we can talk about the effect the effect washback / backwash / for passing / Slipstream, which represents the influence of evaluation curriculum. This effect can be:

- negative - meaning that only what is assessed is taught and learn;
- positive - when the curriculum evaluated overlaps effectively and satisfactorily across the curriculum achieved.

Slipstream effects may have a predictive dimension, so there was wash before concept that refers to the influence that assessment has on subsequent curriculum or the educational paths of step / next steps (Stoica, 2001).

Critique of the Model Graphic Concentric This model enables, intuitive, a graphical representation, approximate, started from a metaphorical interpretation namely propagation of a wave on the water surface. The resulting image is that of concentric circles. The concentric harrow is a simplistic representation, timeless, because it takes not into account the time.

A new graphical representation of the curriculum, as a function, using system ECTS:

\[ C = f(ECTS, t) \] (1)
Table 4. Curriculum Intentionally and Curriculum Tested (theoretical approach) using ECTS

<table>
<thead>
<tr>
<th>Curricular cycles [years]</th>
<th>Curriculum Intentionally Level 100% = 60 ECTS/year (cumulative)</th>
<th>Curriculum Tested Level 50% = 30 ECTS/year (relatively)</th>
<th>Curriculum Tested Level 50% = 30 ECTS/year (absolutely)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ECTS]</td>
<td>[ECTS]</td>
<td>[ECTS]</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>300</td>
<td>180</td>
<td>150</td>
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<tr>
<td>15</td>
<td>540</td>
<td>420</td>
<td>270</td>
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<tr>
<td>19</td>
<td>780</td>
<td>660</td>
<td>390</td>
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<td>23</td>
<td>1020</td>
<td>900</td>
<td>510</td>
</tr>
<tr>
<td>25</td>
<td>1140</td>
<td>1080</td>
<td>570</td>
</tr>
<tr>
<td>29</td>
<td>1380</td>
<td>1260</td>
<td>690</td>
</tr>
<tr>
<td>31</td>
<td>1500</td>
<td>1440</td>
<td>750</td>
</tr>
</tbody>
</table>

Figure 5. Curriculum Intentionally and Curriculum Tested (theoretical approach) using ECTS (Cujbă, 2014): Series 1 - Curriculum Intentionally – cumulative (Level 100% = 60 ECTS/an); Series 2 - Curriculum Tested, relatively (Level 50% = 30 ECTS/an); Series 3 - Curriculum Tested, absolutely (Level 50% = 30 ECTS/an)

Using the relationship (1) results the values in Tab. 1 and graphs in Fig. 5 (Series 1, Series 2, Series 3) The concentric circles from Fig. 4 are replaced by parallel lines in the graphical representation of function curriculum using ECTS (Fig. 5, see Series 1 and Series 2). This is the relative version of the Curriculum Tested, available in both models of representation (relative value curriculum at a time is the value Curriculum Intentionally at the preceding moment plus the value Curriculum Tested at present time, see Malush, K. (2015). The Main Problems and Prospects for Reform of Higher Teacher Education in the Context of the Bologna Process. In O. Clipa & G. Cramariuc (eds.), Educația în societatea contemporană. Aplicatii (pp. 207-215). Iasi, Romania: Editura LUMEN.
Fig. 5 Series 2). Only the Model of graphical representation of the function curriculum allows plotting Curriculum Tested in absolute values (absolute value curriculum at a time is the value Curriculum Tested at the previous time plus the value Curriculum Tested at present time, see Fig. 5 series 3).

This new graphical representation starts from the latest European regulations in the field of curriculum, adopted in our country, namely the European Credit Transfer System (ECTS). European Credit Transfer and Accumulation System (ECTS) is a standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries. For successfully completed studies, ECTS credits are awarded. One academic year corresponds to 60 ECTS-credits that are equivalent to 1500–1800 hours of study in all countries respective of standard or qualification type and is used to facilitate transfer and progression throughout the Union.

**Figure 6.** Cycles curriculum in secondary education (Maxim.2014, p.15)

To widen the range of graphical representation, using ECTS, have expanded system ECTS, through a predictable generalization at all curricular cycles. Actually, ECTS applies only to cycles of higher education curriculum. Regarding the points on the time axis (t), we used the cycles curricular boundaries of literature (Maxim, 2014; Bocoș, 2007). For example, see Cycles curriculum in secondary education, in the Fig. 6.

(Personal comment about the ECTS and indexing journals: ECTS is something like "socially necessary labor time" to manufacture a product, such as Karl Marx said, and "plus value", which means the newly created value was quantified by the indexation of journals in data base. Finally, learning activity is a job like any other, and the products of scientific work, are the scientific articles, that is a merchandise for sale like any other,
which currently sells on internet databases, that sell scientific articles by card payment).

A new graphical representation of the curriculum as a function, using system notes (SN).

\[ C = f(note, t) \]  

(2)

Table 2. Curriculum Intentionally and Curriculum Tested (theoretical approach)

<table>
<thead>
<tr>
<th>Curricular cycles [years]</th>
<th>Curriculum Intentionally–Average notes=10 [notes]</th>
<th>Curriculum Tested–Average notes=5 [notes]</th>
<th>Curriculum Tested–Average notes=5 [notes]</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
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<td>0</td>
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<tr>
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<td>70</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td>31</td>
<td>80</td>
<td>75</td>
<td>40</td>
</tr>
</tbody>
</table>

In the Fig. 7 we see the distance constant. Between Curriculum Intentionally (series 1) and Curriculum Tested, in relatively value (Series 2).

Figure 7. Curriculum Intentionally and Curriculum Tested (theoretical approach) using notes (Cujbă, 2014): Series 1- Curriculum Intentionally, cumulative (Average notes=10); Series 2- Curriculum Tested, relatively (Average notes=5); Series 3- Curriculum Tested, absolutely (Average notes=5).

The circles of the Model concentric from Fig. 4 are replaced by parallel lines in the graphical representation of the function curriculum, using notes (Fig. 7, see: Series 1 and Series 2). This is the relative version of the Curriculum Tested, available in both models of representation (relative value curriculum at a time is the value Curriculum Intentionally at the preceding moment plus the value Curriculum Tested at present time, see Fig. 7 Series 2). Only the Model of graphical representation of the function curriculum allows plotting Curriculum Tested in absolute values (absolute value curriculum at a time is the value Curriculum Tested at the previous time plus the value Curriculum Tested at present time, see Fig. 7 series 3). Using system notes (SN), on expresses the real value of the Curriculum Tested.

Applications on the graphical representation of the function curriculum using system notes:

A1. Influence tradition of the school on the Curriculum Tested at Baccalaureate 2013

![Figure 8](image.png)

In the Fig. 8 is observed the approach between the chart of the Curriculum Intentionally (series 1) and the chart of the Curriculum Tested at the National College "St. Sava" in Bucharest (series 2), because there is the approach between the average notes intended 10 and the average notes tested 9.04. Spacing between the chart of the Curriculum Intentionally (series 1) and the chart of the Curriculum Tested at the Technical College "Samuil Isopescu" Suceava (series 3) is due to the large difference between the average notes intended 10 and the average notes tested 5.03/
National College - are the most prestigious high schools in Romania, most are in at least one international program such as Cervantes, Socrates, Eurolikes, etc. All are "theoretical". Many are over 100 years and have a very strong tradition in education. For example, the National College "St. Sava" in Bucharest (1818), National College of Iași (1828), National College “Gheorghe Lazar” in Bucharest (1860), National College “Mihai Eminescu” of Iași (1865), National College “Buzesti Brothers” in Craiova (1882), College “Costache Negruzzi” in Iassy (1895), National College of Banat in Timisoara (1773). Other national colleges are “Tudor Vianu” National College of Computer Science in Bucharest, “National College Racovita Emil” in Ias, National College “Carol I” in Craiova (1826), National College "Elena Cuza" in Craiova, National College “Mihai Eminescu” in Constanta, National College “Vasile Alecsandri” in Galati etc., last admission average for them is over 8.70, but for the best national colleges averaging 9.50 is not good enough. Joining a national college provides the skills and knowledge needed to apply for a prestigious University.

Technical College - a school, with results very good and with a school program based on technical education or services. Although these schools are very popular, very few of the graduates practicing in the fields completed. Many graduates choose not to follow even a faculty with similar profile. In the period after the Second World War, primary and secondary education, were outstanding traditions in the provinces of Bucovina. Evolution of the education apprenticeship vocational, technical and industrial secondary, foremen school at the School Group "Samuil Isopescul" Suceava, comprises three distinct phases: 1-period of the School of Crafts, between 1944-196; 2-period, of the education vocational and technical, between 1962 to 1970; 3-period of the education vocational and technical industrial secondary school, between 1970 – present. In 1999, Electrotechnical School Group Suceava was named "Samuil Isopescu". Since 2006, this institution of secondary education, called Technical College "Samuil Isopescu".


In the Fig. 9 indicates that the long distance between, the chart Curriculum Intentionally (series 1) and the chart Curriculum Tested at the Technical College "Samoil Isopescu" Suceava at BAC 2010, 2011, 2012 (Series 2, Series 3, Series 4) is due to the difference large between the average


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**Figure 9.** Curriculum Intentionally and Curriculum Tested at the Technical College "Samuil Isopescu" Suceava: Series 1- Curriculum Intentionally, cumulative (Average notes=10); Series 2-Curriculumul Tested at BAC 2010 (average general 5,06); Series 3-Curriculumul Tested at BAC 2011 (average general 4,67); Series 4-Curriculumul Tested at BAC 2012 (average general 4,56)

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<table>
<thead>
<tr>
<th>Caracteristici</th>
<th>Detaliiere</th>
</tr>
</thead>
<tbody>
<tr>
<td>- este componentă a curriculului educațional</td>
<td>- se află în relație de interdependență cu celelalte elemente ale curriculului (finalități, strategii, evațion, reține),</td>
</tr>
<tr>
<td>- are caracter istoric</td>
<td>- este în strânsă legătură cu evoluția și dezvoltarea unei societăți,</td>
</tr>
<tr>
<td>- este corelat cu activitățile educative formale și neformale (car și informale)</td>
<td>- este structura mod intenționat, iar pentru activitățile informale conținuile sunt implicate în contextele respective,</td>
</tr>
<tr>
<td>- are caracter (relativ) stabil</td>
<td>- este stabilit pentru o anumită perioadă de timp, fiind selectat după criterii clare,</td>
</tr>
<tr>
<td>- are caracter (relativ) dinamic</td>
<td>- se poate modifica, în funcție de evoluția societății, de eforturile ei actuale și viitor, de dinamica idealului educațional etc.,</td>
</tr>
<tr>
<td>- volumul și complexitatea sa cresc</td>
<td>- pe măsură ce se trece de la cizicările inferioare la cele superioare,</td>
</tr>
<tr>
<td>- are caracter global, unitar și tozodată se diversifică</td>
<td>- în cadrul cizicărului curricular, al tipurilor de științe, al conținutului învățăm.,</td>
</tr>
<tr>
<td>- se specializează continuu</td>
<td>- pe domenii ale științei, culturii, artei,</td>
</tr>
<tr>
<td>- este supus operațiile de transpoziție didactică</td>
<td>- este reîncorporat, transformat științific, precizat; se trece de la cunoașterea savantă la cizică didactică,</td>
</tr>
<tr>
<td>- nu coincide cu rezultatele instrucției și educației</td>
<td>- nu toate ceea ce se predă se concretizează în rezultate ale instrucțiilor și educației,</td>
</tr>
<tr>
<td>- este dependent de finalitățile educaționale</td>
<td>- la nivel macro, această dependență se concretizează în planul de învățământ, program și manual, la nivel micro, se concretizează în conținutul de învățământ,</td>
</tr>
</tbody>
</table>

---

**Figure 30.** Main characteristics of the content of education (Mogonea, 2010, p.93)

Romanian vision on the main features of educational content is presented in Fig. 10. Among these we highlight didactic transposition and correlation with formal and informal educational activities (even informal), which we detail in Chapter 2. Author (Mogonea, 2002, p 93) summarizes:

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"the content of education does not coincide with the results of instructions and education" and detailing: "not everything is taught is reflected in the results of instruction and education". Personally, I believe that this feature characteristic of the content of education is a factor that distances between Curriculum Intentionally and Curriculum. Tested A2, in addition to the tradition of the school, which I showed in A1.

4. Conclusions

The most important conclusions of the paper, as well as the author’s view of the practical implications of the results:

4.1 The Anthropological Theory of Didactics TAD (Chevallard, 2012) is not simply than a collection of theoretical tools and case studies. It is an emergent research program which defies the boundaries within which much past and present research on mathematical education seems to be confined. Its point of departure has been to defy the unquestioned (or “naturalistic”) conception of disciplines, such as

- mathematics, as institutionally independent “bodies of knowledge” which schools and teachers succeed, more or less, to “disseminate. Historically, the germs of ATD are to be found in the theory of didactic transposition elaborated by Yves Chevallard in 1982
- and recent developments in this theorization is the effect of new problems it intends to address in developing to meet the Theory of Didactic Situations, elaborated by G Brousseau in 1998. It finds practical application in designing educational software,

4.2 Mishka and Koehler (2006) developed the theory of TPCK by introducing variable Technology (T), namely digital technology. They did this after they analyzed critically the theory PCK, so it was developed by Shulman (1986), who studied the phenomenon with two variables. Contents (C) and Pedagogy (P). Therefore, it can be stated, that evaluation of the digital skills at baccalaureate in Romania (*** Programa de examen pentru evaluarea competențelor digitale, BAC 2011), corresponds to the Theory of Technological Pedagogical Content Knowledge (TPCK) so it was presented in this article.

4.3 Personal contribution on the graphical representation of function evaluation curriculum was presented in two models. The first model uses the ECTS, by generalizing predictable at all curricular cycles. A second model uses notes for drawing function evaluation curriculum. In both models, the parallelism of the chart Curriculum Intentionally and chart Curriculum Tested indicates the equivalence with the Model concentric, users now in the
literature. In addition, the Model graphical of the function evaluation curriculum has the advantage that it can describe the absolute evolution in time of the Curriculum Tested (see Fig. 7 series 3).

**References**


Stanciu, M. (2003), *Didactica postmodernă*, Editura Universității “Ștefan cel Mare” Suceava.


The History Textbook – Ideological Reorientations and New Didactical Approaches

Elena BUJOREAN¹

Abstract

In the following article we will attempt to illustrate the manner in which the discourse of the History textbook undergoes a shift from the nationalist perspective to the promotion of the European dimension. This ideological reorientation has been supported at the level of national educational politics starting from 1990. A declared finality of the reforming changes in education is represented by the promotion of European values.

Shifting the History discourse from the ethnocentric register to the pro-European one supports the idea that, generally, History textbooks do not place into circulation a neutral and objective product, but a certain version of the “collective memory that moves the society at a given time” (Mihalache, C., 2012, p.143). The new didactic approaches that advocate for multiple perspectives in the teaching of History could represent efficient ways of putting a stop to ideological manipulations.

The analysis of the manner in which knowledge is built for students in 12 History textbooks between 1976 and 2011 brings to light methodological options that promote the development of critical thinking in students in the new generation of textbooks.

Keywords

History textbook, ethnocentrism, pro-European, multiple perspectives.

Manualul de istorie - o miză politică

Manualul este depozitarul cunoștințelor dobândite până la un moment dat și apreciate ca necesare de societate; sub acest unghi, el reflectă deformat, incomplet sau decalat, însă totdeauna revelator prin schematismul său, stadiul cunoștințelor unei epoci, principalele aspecte și stereotipii ale societății, atitudinea față de cetățenii ei și față de vecini. El constituie un vehicul ce răspândește prescripțiile cuprinse în programe, un anumit sistem de valori, o ideologie, o cultură, reprezentând astfel “principalul mijloc de indoctrinare” (Năstasă, L., 1995, p.93) a tinerei generații căreia i se adresează. În volumele coordonate de Pierre Nora, cartea școlară a fost considerată, în sine, un “loc al memoriei”, un decupaj exemplar al identității naționale: ”Aici se învață nu numai limba, istoria sau geografia națiunii, ci și cum se trăiește și se gândește

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în spirit național...Pedagogia sentimentului de apartenență trece prin utilizarea în mod recurent a posesivelor de persoana întâi plural- “țara noastră”, “patria noastră”- care reamintesc permanent că identitatea este colectivă” (Anne-Marie Thiesse, 2000, pp. 173-174).

Manualul de istorie reprezintă un tip particular de document școlar. Administrativ, sunt documente care aplică o politică educațională, iar didactic sunt instrumente de lucru în clășăși acasă ce se subsumează experiențelor de învățare create de profesor pentru atingerea finalităților. Formal, manualul dezvâluie un anumit tip de discurs, care este diferit atât de discursul academic, dar și de narațiunile vehiculate în spațiul informal. Analiza relației dintre manualul de istorie și memoria colectivă a devenit un subiect aparte de cercetare, evoluând considerabil în următorii ani. Studiul conținuturilor s-a extins apoi și asupra practicilor prin care sunt vehiculate.

**Reorientarea discursului istoric : de la naționalism la europenism**

Ca urmăre a accentuării dimensiunii europene a învățământului, *studiul istoriei* a cunoscut o serie de transformări esențiale. Noile manuale școlare au reprezentat un vehicul important de introducere a elementelor de schimbare educațională. În cazul istoriei, noul curriculum a impus ca element de noutate dimensiunea europeană. Spre deosebire de alte discipline, impunerea acestei viziuni nu a fost lipsită de dificultăți, având în vedere lunga tradiție românească de abordare separată a istoriei naționale de cea universală. O temă principală de discuție în cadrul numeroaselor reuniuni europene se referă la modalitatea de obținere a unui echilibru satisfăcător între istoria locală, națională, regională, europeană și universală.

Documentele europene au relevat că, în majoritatea țărilor istoria se predă dintr-o perspectivă națională, iar istoria celorlalte țări apare doar în legătură cu propria istorie. În esență, punctul de vedere național a fost prezentat elevilor drept singura perspectivă asupra trecutului. Sunt căteva documente emise de diferite organisme specializate ale U.E care au avut un impact direct asupra predării istoriei în școală. În acest domeniu contribuția Consiliului Europei a fost, poate, cea mai importantă. Documentul care jalonează modul de adaptare a procesului predării istoriei la obiectivele europene este Recomandarea 15/2001 elaborată de Comitetul de Miniștri din cadrul Consiliului Europei. Principalele idei ale acestui document sunt următoarele:

- Predarea istoriei are un rol iniemnat în construirea conștiinței identitare europene prin cunoașterea moștenirii culturale și istorice comune; în acest amplu proces se susțin valori precum: toleranță, democrație,
acceptarea și respectarea diferențelor culturale, a identităților naționale și a aspectelor locale; dimensiunea europeană este concretizată în curriculum prin focalizarea pe evenimentele și epoci care au contribuit la construcția europeană.

- Istoria poate deveni un instrument de manipulare în scop ideologic prin omisiunea sau chiar falsificarea unor dovezi, prin negarea sau omiterea unor fapte istorice. Cunoscând acest fapt, documentele europene atraj că preda istoriei nu trebuie utilizată pentru promovarea concepțiilor intolerante, a ideilor ultranaționaliste ori xenofobe. În acest scop sunt încurajate strategii didactice pentru dezvoltarea gândirii critice și autonome, a abilității de manifestare obiectivă prin luarea în discuție a diferitelor fapte, opinii și perspective.

Alături de aceste observații, Consiliul Europei a susținut întotdeauna că istoria predată în școală trebuie să includă istoria Europei și că modificările majore, evenimentele semnificative și personalitățile importante trebuie să fie cunoscute pe scară largă. Dar decizia de a muta accentul pe trăsăturile generale europene nu a fost un lucru ușor. Autorii programei, și ulterior cei ai manualelor, au trebuit să facă față situației dificile a definirii înțelesurilor și conținutului culturii europene, a identificării patrimoniului cultural european față în față cu cel universal. Aceasta a presupus opțiuni care au avut atât o dimensiune intelectuală, cât și o dimensiune ideologică (Bârzea C., 2005). Aceste opțiuni erau chemate să concretizeze oferta de conștiință istorică pe care societatea, sau cel puțin un tronson cultural și politic semnificativ al acesteia, a făcut-o în România anilor 1990.

O dezbatere deloc lipsită de importanță, din perspectiva obiectivelor demersului nostru, este legată de separarea istorie universală-istorie națională. Dincolo de rezistențele puternice manifestate în diferite medii culturale și politice în anii 90, în final argumentele de ordin ideologic au prevalat. Propunerea de a integra istoria Românilor în cadrul istoriei universale și de a le predă împreună a fost percepută de un segment important al societății românești ca un "asalt împotriva "valorilor sacre" reprezentate de trecutul național" (Murgescu L., 2004, p.13).

Impunerea unei noi paradigme în reconstituirea trecutului a presupus o depășire a istoriei militare, în esență conflictuală (Boia L., 2002, pp.12-15). Însă seducția exercitată asupra omului contemporan de mediatizatele evenimente iese din comun ce descriu violența, conflictul de la orice nivel face extrem de dificil această nouă abordare. Secolul al XIX-lea a însemnat punctul cel mai înalt atins de un asemenea tip de discurs, fiind un “secol conflictual prin excelență” (id): națiuni contra națiuni, rase contra rase, sau, în viziunea lui Marx, clase contra clase. Îndeosebi decupajul național a fost de natură să dea o nouă justificare și un nou impuls spiritual și așa conflictual

al istoriei. Istoricul Lucian Boia arată că ideologia națională, fără a fi în totalitatea ei depășită, este completată astăzi și nuanțată de principii și valori, care nu-i sunt neapărat superioare, dar nu-i sunt nici subordonate: ideea europeană pe de o parte sau, sub nivelul național, structurile regionale și culturile minoritare (Boia, L., 2002, pp.12-15). O asemenea perspectivă, mai complexă și mai fină decât monolitică ideologie națională de până acum, înseamnă și o reevaluare a istoriei, fiindcă, oricât ar părea de paradoxal, trecutul se schimbă odată cu prezentul (discursul nostru despre trecut).

Discursul comun despre trecutul nostru (așa cum apare în manualele școlare) continuă să facă o distincție netă între noi și ceilalți, așezând raporturile respective mai curând în tiparele conflictului politic și militar decât ale interferențelor culturale.

Afirmarea curentului “Noii Istorii” promovează o abordare de tip inedit a istoriei în școală în care accentul cade pe modul în care se analizează, se interpretează, se utilizează principiile gândirii critice. Această perspectivă permite ca predarea-învățarea să iasă din cercul etnocentrist și să propună o perspectivă globală care să valorifice moștenirea istorică europeană comună (Dumitrescu, D., 2010, p.28). Manualul tratează în premieră teme care nu au fost incluse în manualele anterioare privind procesul de modernizare, ideile și instituțiile politice, spre a ajuta elevii să înțeleagă originile lumii contemporane. În manual se regăsesc noile teritorii ale istoriei, consacrate de congresele internaționale de științe istorice: istoria civilizației, istoria instituțiilor, istoria mentalităților și a imaginariului, imaginea celuilalt.


O nouă viziune asupra construcției cunoașterii prin manualul de istorie

O trăsătură comună predării istoriei perioada totalitarismului, dar și imediat în anii tranziției spre reforma educațională sistemică, este structurarea autoritară a procesului didactic, copiilor cerându-și să învețe doar ce profesorul a predat, în timp ce însușirea deprinderilor analitice și a dezbaterilor critice lipsea aproape cu desăvârșire.


Grafic nr. 1. Frecvența tipurilor de sarcini de învățare din manuale

Noile abordări strategice ale manualelor de istorie încurajă multiperspectivitatea în predarea istoriei. Această viziune a fost apreciată ca o modalitate pedagogică ce dinamizează procesul de predare-învățare, contribuie la formarea abilităților și deprinderilor intelectuale superioare și elimină, măcar parțial, posibilitatea de manipulare a elevilor (prin impunerea unor ideologii sau simboluri culturale).

Încercând să definiască multiperspectivitatea, Robert Stradling (2014)², ajunge la ceteva concluzii:

Evenimente și procesele istorice pot fi abordate din perspective diferite. În acest scop trebuie ca doveziile pe care le oferă sursele istorice să fie corroborate în vederea testării credibilității. De asemenea, informațiile contextuale sunt utile cu privire la fiecare sursă: cine sunt autorii, ce rol au jucat, cum au obținut informațiile, ce limite fizice, tehnice ar fi putut distorsiunea ce au văzut, au auzit și ce au simțiț.

În examinarea unui punct de vedere este importantă analiza motivelor care stau în spatele acestuia. Autorul ne recomandă să avem în vedere în discursul istoriei trei elemente. În primul rând înțelegerea logicii din spatele punctului de vedere exprimat (”De ce autorul sau persoanele menționate ar gândi astfel? Pe ce și-au bazat acest punct de vedere? De ce au văzut unele informații ca relevante și au eliminat restul?”). Apoi, se impune de-construirea limbajului surselor și documentelor istorice. Acest proces presupune diferențierea faptelor verificabile și a opiniilor competente de opinii care nu au bază testabilă, identificarea omisiunilor și a stereotipurilor dintr-o narațiune, precum și a analogiilor forțate sau a limbajului emoțional. În al treilea rând, multiperspectivitatea implică”colătoreană și analiza informației contextuale” în legătură cu fiecare sursă. Analiza mediului din care provine o persoană care formulează un anumit punct de vedere ne ajută să înțelegem alianțele, asociații și convingerile acesteia.

Analiza istoriografică presupune și identificarea diferențelor dintre diferite perspective și structuri narrative, precum și decelarea intereselor diferite ce animă actorii unor narațiuni la un moment dat.


4. Concluzii

La o primă analiză s-ar părea că opțiunea autorului pentru a utiliza o anumită metodologie de construire a cunoașterii la elevi ar ține de concepția sa pedagogică, de curentele și orientările existente la un moment dat în educație. În realitate determinările metodologiei didactice sunt complexe, integrând chiar și factori ideologici.

Dimensiunea ideologică a metodei este evidențiată de Andre de Peretti (1996) când expune logicile formării: dacă interesează eliberarea indivizilor de incertitudinile lor cu restrângerea libertății lor de alegere în vederea integrării lor într-o societate conformistă logică dominată va fi cea a condiționării strâns; la celălalt pol, pentru a ajusta o societate deschisă, plastică, a personalităților autonome, capabile de implicare și creativitate, logica formatoare va fi aceea a unei învățări aleatorii, în inițiativă.

Faptul că elevii nu dispun încă de capacitatea de a discerne simbolurile oferite și că ei nu sunt obișnuiți să gândească în mod critic facilitează generalizarea simbolurilor convenabile raporturilor de forță (situația violenței simbolice). Apreciem că încurajarea multiperspectivității în predarea istoriei este strategia cea mai eficientă de a reduce violența simbolică pe care manualul de istorie o poate induce.

Bibliografie

Methods of Demonstrating Concurrence

Costică LUPU

Abstract
This article discusses the advantages of teaching-learning Geometry with the help of the new educational technologies to motivate students and undergraduates, which may lead to building focus, interactivity and feedback during lessons.

The 3rd-year students from the Department of Mathematics, “Vasile Alecsandri” University of Bacău, also attending the courses of the Pre- and In-Service Teacher Training Department, have experimented the relevance of the new technologies in teaching and learning Geometry, by applying a new approach to the design and conduct of a lesson of Geometry.

The teaching practice conducted at “Octavian Voicu” Middle School has shown that the use of AEL laboratories and dynamic mathematical software in teaching and learning generates improved results for students in Geometry lessons, as well as in the National Evaluation test.

The research tests, applied to two 8th-grade classes, demonstrated the efficiency of teaching Geometry by using computers in solving problems and promoting Geometry knowledge, building active thinking and competences, as well as skills in representing plane and space geometrical figures.

Keywords
Computing technology, geometrical representation, concurrence, rectangle, tetrahedron.

Introduction
In order to make the economy of the European Union a most competitive one at the global level, it is necessary to build a strong foundation for the education of future generations. In order to facilitate the success of an economy, it is required that the physical persons owning thorough knowledge, key competences and who are consistent with the latest technologies should firmly apply their expertise and information to today’s society, as shown in the Lisbon Strategy.

1 “Vasile Alecsandri” University of Bacău, Faculty of Sciences, email: costica_lupu@yahoo.com.
The Lisbon Strategy is a key European orientation that plans to implement a more relevant use of information and communication strategies in the classroom. The gaps at the educational level are very serious. The Romanian university education should undertake a European approach in order to create new and innovating concepts, pedagogical and didactic strategies, to improve teaching and learning.

The students should build key skills, including digital literacy, foreign languages and - in our context - Mathematics, through professional training. University training should take into consideration the students’ team-work needs within a strong European partnership and focus on improving teaching-learning strategies.

The students’ initial training aims at a fundamental improvement of teachers at a European level. By introducing the innovative ideas of ICT, present and future teachers should ensure a modern professional education. This is a prerequisite for building and supporting a highly motivated society, with a high level of awareness in Europe.

Building digital educational content is essential for the use of the modern information and communication technologies in mathematical education (both in schools and universities). The aim is to present, share and evaluate the experience in using modern educational software in the classroom, as well as outside it.

The teachers from Romanian schools are interested in using AEL laboratories and ICT during lessons, as well as dynamic mathematical software for teaching and learning. Also, there is required the use of the interactive board in everyday lessons, hence every school should have an interactive board. The relevance of the role of teachers as partners of students was highlighted by the use of laboratory-digitalised environments in mathematical training.

A concern of university teachers is to organize courses or workshops on the use of computers in teaching Mathematics, with the aim of training middle and high-school teachers in this respect.

Mathematical software represents a highly supportive component for encouraging individual learning and solving Geometrical problems, by providing students and undergraduates with tools that may be individually used inside, as well as outside the classroom, in the initial training of teachers.

In conclusion, the students have proposed a model for innovating mathematical training. This was realized by applying the present project “InnoMathEd - Innovations in Mathematical Training at the European Level”, see http://innomathed.eu.
Research objectives

By using the proper strategies in teaching Mathematics, we may achieve a higher learning performance at 8th-graders. The undergraduates were preoccupied with equipping students with thorough skills and abilities in using mathematical software, thus optimizing the process of learning Mathematics.

In this respect, there were established several objectives for guiding and orienting the whole investigation:

- theoretical classification of the contexts approached from the perspective of the theme;
- initial evaluation of the level of mathematical knowledge, skills and abilities of students, at the beginning of the 1st semester, in the 2014-2015 school year, at two 8th-grade classes;
- evaluation of computer skills;
- designing and conducting systematic activities in teaching-learning-evaluating the solution and composition of mathematical problems;
- the use of creative learning methods and techniques;
- final evaluation of the level of knowledge following the application of the progress factor, respectively the concurrence of relevant lines in a tetrahedron;
- formulating the conclusions of the study.

Research hypothesis

To achieve these objectives and verify the role of solving and composing problems in building the creative potential of small students, we have formulated the following hypothesis: if we use the new technologies in teaching-learning Geometry, then we shall contribute to building intellectual skills and the creative potential of the middle-school student, as well as enhance his school performance.

Research stages and sample

This theme was proposed for research by a group of 15 3rd-year students at the Department of Mathematics, “Vasile Alecsandri” University of Bacău, also at the Pre- and In-Service Teacher Training Department, to be conducted during the 2014-2015 school year, at two 8th-grade classes of students from “Octavian Voicu” Middle School Bacău, involving two
sample groups, each with 25 students. The groups of students involved in the research are homogeneous in terms of age and social background.

The experimental class of students accomplishes successfully certain tasks, depending on their nature and complexity or the students’ intellectual potential. The students help each other, their desire being that all of them should obtain good and very good school results.

In order to reach the proposed objectives, there were introduced applications for using mathematical software during lessons of Mathematics. The students were interested in delivering innovative material, so that they may stimulate the students’ cognitive operations and active participation to the learning activity. Also to this purpose, in the 2014-2015 school year, the students in the experimental class opted for an optional called *Educational software* from the curricular area of Mathematics and Sciences, conducted by the undergraduates from the Department of Mathematics.

The basic method used was the pedagogical, observational-formative experiment, applied through the method of the tests. The research involved several stages:

1. *The observational stage* that covered the interval October 15th - October 30th. At this stage, there were applied tests for identifying the initial level of the students’ digital and intellectual skills.

2. *The ameliorative stage*, conducted over the 1st and 2nd semester (November 1st - May 28th). At this stage, there were organized differentiated training activities, aimed at improving digital competences by using mathematical software (progress factors within the conducted experiment).

   The analysis of the results from the evaluation tests enabled the implementation of differentiated, ameliorative pedagogical measures.

   Besides the activities conducted for this purpose, at the lessons from the optional discipline *Educational software*, during the sequences of independent activities, the students received individual or group tasks. Following these activities, the students made visible progress.

3. *The stage of final evaluation* covered the interval June 1st - June 10th and was aimed at retesting the digital skills of students, as well as their potential for using the computer in the graphical representation at the end of the pedagogical experiment.
Theoretical aspects

The concurrence of relevant lines in a tetrahedron

We shall analyse some concurrence problems of the following relevant lines in a tetrahedron: the medians (the segment connecting a point with the centre of gravity of the opposite side), the bimedians (the segment uniting the middle points of two opposite edges), the perpendiculars to the sides of the tetrahedron on their centres.

There rose the following problem-situations:
Are the heights in a tetrahedron concurrent?
Is there a condition if and only if, that ensures that the heights in a tetrahedron are concurrent?

Problem 1. Let M be the middle of the edge CD of a tetrahedron ABCD, and I ∈ BM and J ∈ AM the points of the centres of gravity of the sides BCD and ACD. Prove that the medians AI and BJ are concurrent.

Demonstration: Because I and J represent the centres of gravity of sides BCD and ACD, they will be located on medians BM and AM at \( \frac{1}{3} \) from CD and \( \frac{2}{3} \) from vertex B and A. In triangle ABM, IJ // AB and let there be AI \( \cap \) BJ = \( \{G\} \), then \( \frac{IG}{GA} = \frac{IG}{GB} = \frac{IJ}{AB} = \frac{MI}{MB} = \frac{MJ}{MA} = \frac{1}{3} \). The medians of the tetrahedron, being coplanar two by two, are also concurrent two by two, therefore they have a common G point that divides each median according to the relation 1/3 and is called the centre of gravity of the tetrahedron.

Regarding the concurrence of medians, there is demonstrated that: In a tetrahedron ABCD, the medians MP, NQ are RS are concurrent.(M ∈ BC, MB ≡ MC; N ∈ CD, NC ≡ ND; P ∈ AD, PA ≡ PD; Q ∈ AB, QA ≡ QB; R ∈ AC, RA ≡ RC; S ∈ BD, SA ≡ SO.

For demonstration, observe that the quadrilateral MNPQ is a parallelogram, and QN and MP are concurrent, being diagonals in this parallelogram and cut into half. By analogy, RS cuts the middle of QN and MP. We may further demonstrate that the concurrence point of the medians is also the centre of gravity G, because the median MP, for example, is the median of the median plane (MAD) and of the median plane (NBD), and since the gravity centre belongs to each of the median planes of the tetrahedron, it results that G also belongs to each median.

Regarding the concurrence of the perpendiculars on the centres of the circles circumscribed to the lateral sides, we will first solve the fact that the bisecting planes of the sides of a triangle have a common line.
Building the bisecting planes $\alpha$ and $\beta$ of sides $AB$ and $BC$ from $\triangle ABC$ we will have $\alpha \cap \beta = PO$ and $PA \equiv PB \equiv PC$. Line $PO$ of the intersection of the bisecting planes of triangle $ABC$ is called the median in space of this triangle and every point on it is equally distanced from the tips of the triangle. Then, we demonstrate that the six bisecting planes of the sides of a tetrahedron are concurrent in a point that is equally distanced from the vertices of the tetrahedron. If $m_1$ is the median in space of the plane $\alpha$ of triangle $ABC$ and $\mu$ the bisecting plane of the edge $AD$ where $O = m_1 \cap \mu$, we have: $OA \equiv OB \equiv OC \equiv OD = R$ which shows that $O$ also belongs to the other bisecting planes.

The sphere with the centre $O$ and radius $R$ is called the sphere circumscribed to the tetrahedron.

Are the heights concurrent? The answer is no. We may illustrate it with an example: in the tetrahedron $DABC$ with the basis an equilateral $\triangle ABC$ and $DA \perp (ABC)$, the heights $BM$, $CN$ and $DA$ are not concurrent.

i) Regarding the fact that the heights of a tetrahedron should be concurrent, we shall firstly define the orthocentric or orthogonal tetrahedron (a term coined by Steiner in 1927), namely, a tetrahedron is orthocentric if its opposing edges are perpendicular.

**Lemma:** If in the tetrahedron $ABCD$ two pairs of opposing edges are perpendicular, then the other two edges are also perpendicular.

**Demonstration:** Let there be $AB \perp CD$ and $BC \perp AD$. Draw $AE \perp DC$ and $AF \perp BC$. It results $CD \perp (ABE)$ and $BC \perp (ADF)$. If $AA' = (ABE) \cap (ADF)$ then $AA' \perp (BCD)$. But $CA' \perp BD$ and therefore $BD \perp (ACA')$, it results $BD \perp AC$. Then, demonstrate the theorems.

**Theorem 1:** The heights of a tetrahedron are concurrent if and only if the tetrahedron is orthocentric.

**Demonstration:** We demonstrate that the heights from $A$ and $D$ are concurrent when $AD \perp BC$. (L’Hüilier 1782). Let $A'$ and $D'$ be the orthogonal projections of points $A$ and $D$ on planes $(DBC)$ and $(ABC)$ and $AA'$ and $DD'$ concurrent, $AA' \perp (DBC) \Rightarrow AA' \perp BC$ and $DD' \perp (ABC) \Rightarrow DD' \perp BC$. Therefore, $BC$ being perpendicular to plane $(AA', DD')$, it is therefore also perpendicular to $AD$. Reciprocally, if $AD \perp BC$, let $F$ be the foot of the
perpendicular from A to BC. From BC \perp AD and BC \perp AF it results that BC \perp (AFD) \Rightarrow BC \perp AA'. Analogously, BC \perp DD'. Since AA' \subset (AFD) and DD' \subset (AFD) it results that AA' and DD' are heights in triangle (AFD), therefore are concurrent. Hence, it results that if the heights AA' and DD' are concurrent, then the other two heights BB' and CC' are also concurrent. Indeed, AA' \cap DD'=\emptyset \Rightarrow AD \perp BC therefore BB' \cap CC'=\emptyset.

We may demonstrate that if heights AA' and BB' are concurrent in H, then the common perpendicular of edges AD and BC contains the point H, because if the plane (AA',DD') cuts BC in F, it results that FH is the third height, therefore FH \perp AD; since BC \perp (AFD) \Rightarrow FH \perp BC. By analogy, we may demonstrate that if the heights AA' and DD' are cut in point H and BB' and CC' in H' \neq H then HH' is the common perpendicular of the opposing edges AD and BC.

From the three conditions of perpendicularity of the orthocentric tetrahedron, it results the concurrence of heights. Another particularly interesting theorem for analysis is:

**Theorem 2:** A tetrahedron is orthocentric if and only if $AB^2 + CD^2 = AC^2 + BD^2 = AD^2 + BC^2$.

**Demonstration:** We demonstrate, first of all, that the heights from A and D of tetrahedron ABCD are secant if and only if $AB^2 + CD^2 = AC^2 + BD^2$. Let there be $F$ and $F_1$ the orthogonal projections of points A and D to BC. It can be observed that AA' and DD' are secant if and only if F coincides with $F_1$. Demonstrating analogously and taking into consideration the concurrence of all the other heights, it results: $AB^2 + CD^2 = AC^2 + BD^2 = AD^2 + BC^2$. We can also easily deduce the fact that the tetrahedron ABCD is orthocentric if and only if its three bimedians are congruent.

**Research results**

In our ameliorative experimental research, obtaining evaluation information based on tests with pedagogical objectives requires coverage of the following stages: - Applying the test and obtaining students’ answers, which are evaluated; - Comparing each answer with the standard solution and giving the corresponding score for correct solutions; - Giving school
marks by applying the criteria of converting scores into marks; - Interpreting the results and adopting ameliorative measures.

The analysis of the analytical and synthetic tables, the histogram, the frequency polygon and the circular diagram generated the following conclusions regarding the initial evaluation: - the experimental group has achieved the following results: of the 25 evaluated children, 11 obtained the mark of VW (very well), representing 44% of them, 9 children obtained the mark of Well (W), meaning 36%, and 5 children obtained the mark S (sufficient), representing 20% of the participants; - the control group achieved the following results: of the 25 evaluated children, 11 obtained the mark VW (very well), representing 44% of them, 10 children obtained the mark W (well), namely 40%, and 3 children obtained the mark S (sufficient), representing 12% of the participants, whereas 1 child got I (insufficient), representing 4%.

The application of the initial test enabled the identification of the students’ gaps and the extent of these gaps, the prolonged emphasis on the concurrence of relevant lines until all the students have reached a corresponding training level.

At the current, formative stage, in the experimental class the focus was particularly on issues related to the use of computers in the graphical representation of planes and geometrical figures, on solving and demonstrating problems. Thus, there were regularly applied, during lessons of Mathematics, formative evaluation tests. Thus, the students solved tests based on the hypothesis that the permanentization of immediate control, as an extrinsic motivational situation, would build the motivation needed in building digital skills, imagination and creativity by solving problems through the use of the computer in graphical representation.

The formative evaluation tests applied in lessons of Geometry enabled the immediate identification of the students’ learning difficulties. In order to eliminate mistakes, the activity was differentiated. Following the analysis of tests, there were presented the operational objectives that were not achieved by students, so that they may be aimed at in the proposed recovery activities.

**Table 1.** Comparative analysis of the final evaluation for the two groups

<table>
<thead>
<tr>
<th>Marks</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Well</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Sufficient</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Insufficient</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Histogram 1. Representation of the comparative analysis regarding the final evaluation

The comparative analysis of the histogram and frequency polygon no. 1 reveals the progress recorded by the experimental group at the end of the experiment.

Calculating the average between the initial and final evaluation, there were obtained the following results:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>12,5</td>
<td>11</td>
</tr>
<tr>
<td>Well</td>
<td>9,5</td>
<td>10</td>
</tr>
<tr>
<td>Sufficient</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Insufficient</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Frequency polygon no. 2 - graphical representation of the comparative analysis of results
The analysis of the synthetic table no. 2, the histogram and the frequency polygon reveals the fact that, in the final evaluation:

- for the experimental group, the results were the following: of the 25 evaluated children, 14 obtained the mark VW (very well), representing 56% of them, an increase by 12%, 10 children obtained the mark W (well), their percentage also being 40%, and 1 child got the mark S (sufficient), representing 4% of the participants;
- for the control group, the results were the following: of the 25 evaluated children, 11 obtained the mark VW (very well), representing 44% of them, 10 children obtained the mark W (well), their percentage also being 40%, 3 children got the mark S (sufficient), representing 12% of the participants, and 1 child insufficient, representing 4%.

Calculating the average between the two tests (initial and final), and drawing a comparison between the two groups, there may be observed an increase in the school performance at the experimental group, compared with the control group.

**Conclusions**

At the theoretical level, there were created the premises for conceptualizing the teaching strategies for solving problems of Geometry. The analysis of the experimental test from the two classes supports the formulation the following conclusions:

- the informational technologies hold a privileged position within the set of the factors responsible for the students’ school success;
- using computers and active, cooperation methods during Geometry lessons has a positive effect upon students, supporting the building of digital, communication and team-work skills;
- the efficient use of AEL laboratories and the use of software characteristic of geometrical representation, as well as active-participative methods constitutes a challenge, both for students and the teacher;

Following the application of the ameliorative experiment by using the method of the tests, as well as of active, cooperation methods in teaching, it was found that their use with a specific purpose, at the right moment, may generate satisfying results, such as:

- the students overcame their communication blockages;

they built skills in solving Geometry problems;
they manifested proper behaviour towards their colleagues and group;
there was better cooperation among children, these became more tolerant;
there was a combination of types of work (frontal, group, individual), which created great possibilities for the multiple and diverse activation of students;
the students learnt that in order to achieve a group task, they need one another.

The results obtained by the students validated the research hypothesis. The use of modern technologies in the activity of solving Geometry problems contributes to optimizing learning and rendering it efficient, stimulating the students’ intellectual and creative potential, obtaining performances according to age and individual particularities.

In conclusion, we may say that in order to achieve quality education and obtain the best results, we should apply the project “InnoMathEd - Innovations in Mathematics” and combine traditional and modern methods in the teaching-learning-evaluation of Mathematics.

References


SCO Method – Orthography Correctly Writting

Marius Ionel CORFUS

Abstract

One of the greatest challenges for the small schoolchild which begins with the graduation of the first grade, when he starts writing all by himself sentences and phrases, has proved in time to be represented by the proper writing of the hyphen. Different publishing houses haven't managed this problem right, and as a proof of that we came across with many scientific mistakes in student's books or lots of difficult explanations to comprehend. By taking this into consideration, I consider that the small schoolchild has to understand the reason of using the hyphen even from the early stages of writing learning, avoiding in this way the acquiring of wrong writing skills. This can be done by using a teaching method suitable for the end of the first grade and for the beginning of the second grade. The final purpose is the correct use of the hyphen in the Romanian language. We got the maximum efficiency with this method by separating the use of the hyphen in the speaking and the writing skill, using for that a rule that applies in both skills, in speaking and in writing.

Keywords

Ortograms, separate, divide, hyphen.

Motivare

Una din marile dificultăți cu care se confruntă scolarul mic (clasa întâi spre sfârșit iar apoi clasele a doua, a treia și a patra) o constituie scrierea corectă a ortogramelor limbii române. În acest sens există explicații în literatura de specialitate, explicații de genul: “când se poate înlocui cu cuvântul…… Se scrie despărțit”, “când are sensul de ………..”, se scrie….. etc (Șoșa, 1997, p. 109). E adevărat că programele școlare în vigoare prevăd însușirea treptată doar a câtorva ortograme, mai uzuale, ca să spunem asa, dar practic este imposibil ca un elev din clasa a doua, de exemplu, să folosească în exprimarea sa scrisă doar acele ortograme pe care le prevede programă școlară pentru clasa a doua (Crăciun, 2009, p. 72). De pildă într-o temă dată acasă el va folosi și alte ortograme decât cele învățate și, cel mai probabil le va scrie greșit (Nedelcu, 2012, p. 49).


Mai rămâne să punem: “Nu folosiți ortograme pe care nu le-ai învățat” sau “N-ai învățat ortograma asta, ai scris-o greșit dar nu-ti iau în considerare greșeala pentru că vom învăța noi prin claselor mai mari cum se scrie corect, nu-ți pot explica acum pentru că esti prea mic!”

Ultimele două variante ar fi cele mai grave greșeli metodice pe care le-ar putea face un cadru didactic. Nu este de conceput o astfel de atitudine, nu ne este permis să lăsăm copiii să persiste în greșeli, deoarece acestea se transformă în deprinderi care mai târziu vor fi foarte greu sau chiar imposibil de eliminat (Graur, 2009, p. 93)

Iată deci importanța unei reguli generale, a unei metode de explicare a scrierii corecte a ortogramelor limbii române, metodă care poate fi folosită chiar din clasa întâi.

**Descriere metodei**

Idea centrală este că elevul trebuie să simtă, să trăiască limba română, nu să o considere o structură rigidă de axiome.

Acest procedeu didactic are la bază ideea că, dacă în structura unui cuvânt, sau, mai bine zis, a unui grup de două cuvinte, adică a unei ortograme apare cratima, o parte din ortograma respectivă poate fi exclusă din propoziție, eliminată, fără ca sensul (înțelesul) să se schimbe. Eliminând o parte din acea ortogramă, păstrând restul cuvintelor propoziției, voi obține o propoziție sau cel puțin o expresie corectă din punct de vedere gramatical, în limba română, desigur. Adică va rezulta propoziția sau expresia inițială, dar fără o parte din ortograma în cauză. Dacă nu pot separa ortograma și să obțin astfel o propoziție sau o expresie corectă, în limba română, înseamnă că acea ortogramă nu se scrie cu cratimă, se scrie legat. Cratima se pune acolo unde pot separa ortograma.

Analiza trebuie să se axeze pe construcția ortogramei în cauză.
EXEMPLE

În acest sens voi oferi câteva exemple simple pentru diferite tipuri de ortograme.

Ortograme în exemple de genul:
Mama l-a văzut pe Ionel.
Cum se scrie correct: la sau l-a?
Pot spune: Mama a văzut pe Ionel. (poate dispărea din propoziție cuvântul “l” și am obținut o propoziție corectă păstrând restul cuvintelor din propoziția inițială).

Anticiparea complementului direct exprimat prin forma neaccentuată a pronumelui personal constituie un fenomen lingvistic specific limbii române, care o diferențiază de celelalte limbi românice (Dimitriu, 1999, p. 432).

E adevărat, nu se poate spune “Mama l văzut pe Ionel”, dar prima variantă “Mama a văzut pe Ionel” este eligibilă.

Tipul acesta de formulări sunt posibile în contexte ca:
“A văzut pe Ionel” - Când? Cum?

Demers metodologic:

Se desparte? Să vedem:
Pot spune: “a văzut” - “l-a văzut”? Da, deci de desparte.
Unde pun cratima?
Îl pot lua pe “l” din propoziție? Da.
Deci cratima se pune între “l” și “a”, pentru ca acolo se poate separa ortograma.
Pot spune: “Mama l-a văzut pe Ionel --- Mama a văzut pe Ionel”

3.2 Dar în exemplul: “Eu merg la școală.”, nu pot spune:
“Eu merg l școală” sau
“Eu merg a școală”.

În acest caz nu obțin o propoziție corectă în limba română, deci cuvântul “la” nu se desparte, oricăte variante aș încerca.

3.3 La fel în propoziția: “Vor să-i dea o carte.”, pot spune: “Vor să dea o carte”, - Cui? lui, ei, cuiva, adică il pot elimina din propoziție pe “i” iar comunicarea are sens, deci cratima se pune între “să” și “i” - (pot spune: “să-i dea” - “să dea”)
3.4 În exemplul: ”Părinții săi cântă”, nu pot separa ortograma, nu pot spune:
  ”Părinții să cântă.”
  ”Părinții să cântă.”
  ”Părinții ăi cântă”, deci cuvântul: ”săi” nu se desparte cu cratimă, se scrie legat.

3.5 La fel, în propoziția: ”Mama sa pleacă.” nu pot spune:
  ”Mama s pleacă.” sau
  ”Mama a pleacă.”, deci cuvântul ”sa” se scrie legat.

3.6 Dar în exemplul: ”Mama s-a ridicat.”?
  Pot spune: ”Mama a ridicat” - e corect, pot spune, de exemplu:
    ”Mama a ridicat ceva.”
  Pot spune: s-a ridicat - a ridicat

Ortograme de genul:
  ”Am văzut-o pe Ana.”
  Pot spune: ”Am văzut pe Ana.” Deci il pot elimina pe “o”, pot spune: am văzut - am văzut-o

3.8 Dar în cazul: ”Ce faci, frumoaso?” nu mai pot spune:
  ”Ce faci, frumoas?” - fără ”o”. sau
  Ce faci, -o?”, ca atare cuvântul ”frumoaso” se scrie legat
La fel în exemplul: ”S-o văd cum merge.”, pot spune: ”s-o văd - s-o văd”, il pot elimina pe ”s”, deci se scrie cu cratimă între ”s” și ”o, deoarece pe acolo pot separa ortograma.
  O văd (pe ea) cum merge.
  Exemple de genul:
    ”Vine dându-mi o palmă”, pot spune: ”Vine dând o palmă”, cuî – mie, lui deci dispare cu totul cuvântul ”mî”.
    În acest caz dispare și litera ”u” din cuvântul ”dându”, dar le putem explica elevilor că din cuvântul ”dându” dispare doar litera ”u”, restul cuvântului rămâne intact, pe când cuvântul ”mî” poate fi eliminat în totalitate. Ca atare, cratima se pune înainte de cuvântul ”mî”, (dându-mi). Pot spune: ”dând - dându-mî”.
    Exemple de genul:
      ”Vine spre mine aruncând stiloul,”
    Le putem explica elevilor că putem realiza construcții lingvistice de forma:
      Vine spre mine aruncându-mi stiloul.
Vine spre mine, aruncându-mi l. (stiloul).

Aruncând

aruncându-mi rezultă că se pune cratimă înainte de “mi”, deoarece pot elimina cuvântul “mi” din vorbire.

aruncându -mi-l rezultă că se pune cratimă între “mi” şi “l’, deci înainte de “l”, după acelasi criteriu, il pot elimina pe “l’.

Restul ortogramelor limbii române pot fi analizate după acelasi criteriu, cu unele exceptii, în care se încadrează expresii lingvistice standardizate, cum ar fi:

“de-a v-ati ascunselea”
“de-a calul”, etc

Concluzii

În activitatea didactică de la clasă am concluzionat că, predând ortogramele prin acest procedeu, elevii îşi însuşesc mai bine şi mai repede scrierea corectă a ortogramelor limbii române. Se reduce timpul de predare la câteva ore şi creşte eficienţa învăţării.

Se poate observa faptul ca uneori apare parafrazarea, se manifestă un stil de exprimare coloacial, încărcat iar la nivelul mesajului transmis dispare într-o oarecare măsură claritatea .

Însă în raţionamentul elevilor accentul cade pe expresia din enunţ care conţine ortograma:

a ridicat - s-a ridicat
să dea - să-i dea
a văzut - l-a văzut
o văd - s-o văd, etc.

Gândind în acest mod sigur nu vor greşi!

Trebuie luat în considerare faptul că această abordare intuitivă se adresează elevilor de ciclul primar, care acum îşi însuşesc deprinderile de scriere corectă, în special scrierea ortogramelor. Este extrem de important ca ortogramele să fie scrise corect încă de la început, urmând ca în clasele mari elevii să însuşească să argumenteze din punct de vedere ştiinţific rolul cratimei în astfel de expresii (Iancu, Săluc, 1994, p. 105).

Bibliografie


Stimulating Challenges at „The Rhymes Workshop”

Lăcrămioara ILCIUC¹

Abstract

The purpose of this study is to prove that we can use the children’s folklore as a source, a mean, but also a stimulating context. We would like to show that we can get the children involved into creative activities by using the children’s folklore which thus becomes a favorable field for stimulating challenges with regards to language and communication. We can stimulate creativity by using the children’s folklore and we consider that it gives/offers “the temperature” of creativity.

17 children have been involved in creational activities which took place within “The Rhymes Workshop” for 2 years. We used a series of creative exercises using the children’s folklore. We then examined the linguistic procedures we found in these creations, we wrote down the elements of novelty.

Oral and written creations from the children’s folklore contribute to the development of the verbal fluency, of flexibility. Students have found themselves into situations which demanded breaking the patterns, improvise, unusual associations of words. The creations they came up with have the dimension of originality.

Therefore this work expresses the creative, unique experience of giving different forms to the fictional space of childhood.

Keywords

Creativity, children’s folklore, creative workshop.

Introducere

Pornind într-o călătorie prin universul mic, am poposit în lumea folclorului copiilor. Am descoperit aici un nucleu de valori artistice (literare, muzicale), morale, sociale condensate, care merită supuse cercetării și puse la microscopul timpului. Vom descoperi, cu siguranță, mai mult decât credeau că au lăsat în ea mici creatori, dincolo de experiența creatoare, și, cu siguranță, într-un domeniu atât de vas, vor rămâne multe de descoperit pentru cei care se vor apleca spre acest creuzet al timpului de copil. E timp pentru folclorul copiilor...

În jocurile de copii “găsim aceeași bogăție de forme noi cu înfățișare bizară, artificială, cu multe improviizații datorate imaginației și asocierii de cuvinte sau inventate

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Emilia Comisel (1982) remarcă deosebita sensibilitate lingvistică a copilului, înclinația lui spre fantezie ritmică-verbală. Se vorbește chiar de talentul copiilor de “a inventa cuvinte, de a face versuri - unele cu o notă de mister - care, de multe ori, nu sunt decât un joc de sunete organizate prin ritm sau mici naratiuni” (Comisel, 1982, p. 18). Capacitatea de creație, posibilitățile aproape nelineare ale copiilor de a îmboagați cu mijloace proprii materialul pe care-l primesc în procesul circulației, fac ca acest gen să poată fi ilustrat printr-o varietate de creații unice. De aceea am ales folclorul copiilor.

Și creativitate pentru că elevii au nevoie să-și dezvolte această latură a personalității. La această vârstă e nevoie de ateliere, de mediu propice stimulării creativității la nivelul limbajului. Cu ajutorul acestuia, elevul poate crea spații ficționale, poate aduce comunicarea la nivel de artă. Considerăm că folclorul copiilor e mijloc stimulării creativității care, de multe ori, nu sunt decât un joc de sunete organizate prin ritm sau mici naratiuni. De aceea se impune valorificarea creațiilor orale, model și element activator pentru stimularea/ cultivarea fluentei, flexibilității, originalității și elaborării de idei.


Satisfacerea gustului pentru frumos, predilecția spre sonoritatea cuvintelor, spiritul proactiv al celor mici, înclinarea spre a percepe, asimila și opera creator asupra cuvintelor ne responsabilizează la oferirea unui timp și spațiu pentru creație. Așa s-a născut activitatea “Atelierul rimelor”, pretest pentru popasuri creative. Am asistat la nașterea rimelor, unele izbutite, altele mai puțin reușite (oare?), dar toate ivite într-un cadru care permite libertatea de creație. Activitatea a înregistrat succes și a fost cerută apoi de copii. Cuvintele magic care anunțau pe toți din clasă, fie oră, fie pauză:
“Doamna, staţi, o rimă!” sau Mai ştiu/ am o rimă! ne introduceau pentru o clipă în lumea fanteziei celui care crea, bucurându-ne de ingenuitatea şi naturaleţea lui.

Am identificat în rândul celor mici, începând cu clasa I, o imensă dorinţă de comunicare, acea “pre-dispoziţiepentru/ către comunicare şi autocomunicare, pentru/ către reaţionare şi împărtăşire, pentru/ către învăţare, exersare şi joc în sfera actelor comunicative de diferite tipuri” (Hobjilă, 2012, p. 11). Şi folclorul copiilor a creat posibilitatea construirii unui timp şi a unui spaţiul de creaţie pentru cei mici întraşi în jocul vieţii comuicaţionale (idem), aflat la începuturi.

Fiind la primele manifestări de creaţie pe terenul limbii, mai ales la clasa întâi - la grădiniţă imită mai mult - exprimările copiilor demonstrează că improvizaţia se face pe baza limbii vorbite, a elementelor ce reprezintă un stimul, un director spre creativitate, mai apoi pe baza textului. Am folosit cadrul atelierului de creaţie, formule de început şi de sfârşit ale numărătorilor din folclorul copiilor, cuvinte din texte din manual care au reprezentat pretexte pentru a crea o numărătoare, sau nume proprii pentru a crea porecele vesele:


De cele mai multe ori, în activităţile creative implicarea este colectivă şi apare colaborarea. Persoanele care gândesc creativ vor folosi ideile celorlalţi ca pe nişte cărămizi de construcţie. În grup ideile se continuă unele pe altele sau se dezvoltă unele din altele. Satisfacţiile care apar sunt mai mari fiindcă se stimulează reciproc, se implică fără prea multe reţineri altfel decât dacă ar fi lucrat individual. Învaţă să modeleze ideea altuia, să o transforme, să o dezvolte.

“Unii scriitori au recurs cu bună ştiinţă la distorsionări voioase şi au generat sonorităţi cu totul lipsite de sens, însă deosebit de cuceritoare” (Gyorfi-Deac, 2008, p. 29).

Ipoteza de lucru

Dacă folosim exercițiile de creativitate utilizând folclorul copiilor, contribuim la stimularea creativității copiilor.

Întrebări de cercetare:
1. În ce măsură elementele din folclorul copiilor contribuie la stimularea procesului creator?
2. În ce măsură exercițiile de creație cu material din folclorul copiilor au contribuit la stimularea creativității lingvistice?

Obiectivele cercetării

- identificarea prezenței elementelor din folclorului copiilor în jocurile elevilor de clasa I
- cunoașterea recitativelor-numărătoare și a alor specii din folclorul copiilor pe care elevii le utilizează
- constatarea nivelului de creativitate lingvistică la începutul cercetării;
- proiectarea și desfășurarea unui modul de activități pe bază de material din folclorul copiilor pentru dezvoltarea creativității
- diversificarea gamei de exerciții creative în vederea stimulării motivației elevilor și a creativității;
- măsurarea și înregistrarea performanțelor elevilor la finele antrenamentului creativ

Eșantionul investigat

Baza experimentală a investigației a constituit-o grupul de elevi din clasa I A, de la Școala Gimnaziulă „Jean Bart” Suceava. Grupul este eterogen, format din 11 băieți și 7 fete. Copiii provin din mediul urban, cu un nivel cultural mediu, condiții economice medii, mediu lingvistic eterogen.

La clasa a II-a s-au înregistrat rezultatele antrenamentului creativ realizat pe același eșantion.

La testarea inițială, li s-a cerut elevilor să găsească rime pentru un cuvânt. Proba a fost contra cronometru (1 minut). Un singur copil a găsit rimă, deși toți au dovedit cel puțin un nivel minim de creativitate la o probă prin desen.

Antrenamentul creativ a constat în aplicarea unei baterii de exerciții pe creații din folclorul copiilor folosite ca suport lingvistic. Exercițiile au fost propuse și luate în cadrul activității speciale, Atelierul rimelor sau incidental, când pe parcursul orelor s-a ivit momentul.
Schimbați câte un cuvânt din numărătorile propuse spre “modelare” - un pas ușor și foarte productiv - rime pentru un cuvânt sunt multe, nu neapărat cuvinte cu sens. Acest lucru stimulează, dezvoltă încrederea și rezultatul obținut acționează ca nou imbold spre creație. E vorba de dezvoltarea fluenței.


Schimbați o frază sau o idee întreagă, mai ales de la început, apoi improvizați într-un context nou. E ca într-un loc necunoscut, cu o direcție nedefinită. La fel, flexibilitatea e dezvoltată.

Modificați doar ordinea literelor într-un cuvânt ca apoi acel cuvânt să devină intrus care conduce atenția spre alte organizări


Găsiți formule originale de încheiere
Creați expresii (adjective neobișnuite, comparații, personificări, repetiții)
Realizați propria prezentare, răspunzând creativ la întrebări de tipul: Cum te cheamă? / Cum te strigă?

Rezultatele obținute

Rezultatele indică faptul că exercițiile lucrate în cadrul activității Atelierul rimelor, având la bază elemente din folclorul copiilor au contribuit la stimularea creativității. În cadrul Antrenamentului creativ 1, la clasa I s-au înregistrat 54 de creații (din 78 de creații, cu excepția celor care aveau, în mare parte, idei imprumutate de la colegi). Au participat 11 băieți (40 din cele 54 de creații sunt ale lor) și 6 fete (14 creații). S-au creat rime pornind de la versurile: “Din Oceanul Pacific”. Doar 6 creații au păstrat formula tradițională “Ieșii afară d-ta!”

Alte formule de ieșire


Formule care sugerează ideea de câștig, de reușită

“Abecedarul va câștiga!/ Fulgerul va Cavalerul Negru va câștiga! / Steaua va câștiga! / În America!” toate înlocuind banala formulă tradițională de ieșire.

Formule care au forma unui îndemn sau a unei chemări


Formule care descriu emulația procesului de creație

“Curge imaginația mea!” / “Vai de harababura mea!” / “Abecedarul/ Cartea e viața mea!”

Formule care sunt sub formă de întrebări

Sunt semn al oralității și dorinței de a dialoga, cer feedback de la public, ultima având și răspunsul. Apar primele elemente dramatice la clasa I.


Formule care conțin o amenințare

Păstrează ceva din formulele magice specifice descântecelor: “Cine o mânân-că/ Va ieși ură-tă!” / “Acul meu va înțepa!” / “Pulpa va fi tare real”

Varietatea formulelor, fiecare unică în felul ei, demonstrează că procesul de creație la clasa I a avut dimensiunea originalității, în această perioadă a primilor pași prin lumea cuvintelor potrivite.

Se remarcă prezența adjectivelor (21 de creații conțin adjective) și a epitetelor (carte bună, o roșie albăstrică, bob crângaș, pitici Hai-Hai, oală mică, mică, păsări poete, bob de scai, bob de soare), mai puține la număr deoarece copiii sunt la începuturile exprimării poetice, acum învățând să simtă puterea cuvintelor. Șase copii au folosit diminutive, element specific la această vârstă: borșuleț, morcovel, șoricel, chelneras, albăstrică, burtică.

Şase creaţii au un număr mai mare de versuri, cinci sau şase. A fost un element nou fiindcă au spart tiparul creaţiei din folclorul copiilor, continuând ideea şi modificând organizarea strofică.

Prin fiecare strofă se creează cu ajutorul cuvintelor un scurt scenariu, toate la un loc compunând oglinda caleidoscopică a copilăriei.

Am remarcat la copii un curaj mare, o deosebită deschidere spre experienţe lingvistice, flexibilitate, o bună stăpânire a limbii, încălziune spre nou, capacitate de improvisaţie. S-au implicat cu deosebită bucurie în aceste experienţe - jocuri lingvistice autentice. Aşadar prima ipoteză de lucru se confirma. Folclorul copiilor contribuie la stimularea creativităţii.

Antrenamentul creativ 2 a constat găsirea de către elevi a răspunsurilor creative la următoarele întrebări hazlii, luate ca suport din folclorul copiilor:

“Cum te cheamă?/ Cum te strigă?/ Cum se scrie?/ Cin` te culcă?/ Cin` te scoală?”

Exercițiile propuse au contribuit la creșterea nivelului creativității. Toți cei 17 elevi, au reușit să răspundă cerinței date.

Dintre elementele de creativitate înregistrate în materialul creativ rezultat, amintim:


Formulări creative ca răspuns la întrebările date

Termenii metaforici utilizați demonstrează plasticitatea limbajului și capacitatea de improvizație pe un material lingvistic redus.


Aceste formulări oglindesc creativitatea și capacitatea de a reda printr-o formulare artistică un răspuns la o întrebare.

3 copii au dat definiții “dadaiste” - sunt invențiile lor. Așadar, folclorul copiilor oferă spațiul pentru inventivitate.
Otilia CLIPA, Gabriel CRAMARIUC (coord.)

Cum te cheamă?/ Bulca-Dulca-Geamă/ Cin’ te scoală?/ Brânză-Pană-Tocană
Cum se scrie?/ Lutu-Bie/ Tăblărie-handicapul lui Niculie

Elemente de originalitate:

răspunsuri sub formă de întrebare (2copii). Consider că e un element de oralitate fiindcă cere feedback de la public

“Cum se scrie?/ Cine știe?/ Ce faci, farfurie?”

Exprimarea în propoziții o au 5 copii, dovedind un anumit nivel de elaborare, spre deosebire de cei care au răspuns printr-un cuvânt. La sfârșitul clasei I, copiii stănesc exprimarea în propoziții: “Cum se scrie?/ Cine știe?/ Ce faci, farfurie? Nu te știe./ Hai, Pălărie!”/ “Cin’ te scoală?/ Eu, să merg la școală!/ Mama când spală.”


Utilizarea de cuvinte goale (7 copii), create ad-hoc din necesități de rimăși nu numai. Libertatea oferă teren stimulării creativității: d-l Gagă, Pițughie, Sănălie, Cotobingă, Gheamă, Hană, Tulcă.


La clasa a II-a s-au înregistrat 90 de creații ale celor 17 copii; 10 băieți (51 din cele 87 de creații sunt ale lor), 7 fete (39 creații) pentru aceeași cerință: să creeze rime pornind de la versurile: Din Oceanul Pacific…

Alte formule de ieșire


Formule ironice

La clasa a II-a, cei mici (se) tachinează des, acest lucru fiind oglindit și în creațiile lor:

Vai de mine! Dumneata?/ “Tu ai gură mare? Ha! Ha! Ha!”, “Ha! Ha! Ha! E poza ta?”

Formule de amenințare

idea excluderii din grup sub această formă:

“Te voi mâncal!”/ “Pun colții de vampir pe cineva!”/ “Nu te las!”

Formule care au forma unui îndemn sau a unei chemări:

“Hai la cursă!”/ “Hai mai cântă dumneata!”/ “Du-te și mai fac o ceva!”

Formule originale care sunt simple constatări la finalul unui mic discurs fabulativ.


Inedite sunt imaginile care oglindesc acest univers al copilăriei: o bombă plină cu lăptic, o roșie de sticlă, Oceanul de lumină, Oceanul Meningită unde trăia o furnică pălățită, o tablă mare cu un cazan de licoare pentru ora de culcare, Oceanul Hop-și-așa, o roșie uriașă din care sare o minge grasă și o Babă–Cloanță, lupul din Pădurea Ucenic, un stup unde trăia un lup sechestrat, o gușă în care trăia o mătușă. Aceste imagini sunt sugestive datorită asocierilor înângure de cuvinte a căror putere și valoare copilul le descoperă în cadrul antrenamentului creativ, atât la clasa I, cât și la clasa a II-a.

Formule care descriu emulația procesului de creație întâlnim și la clasa a II-a:

Rimele sunt viața mea/ Și nu le pot uita/ Ele mă-nvetesc/ Și imediat măimpodobesc!

Formule care sunt sub formă de întrebări

Sunt semn al oralității și dorinței de a dialoga, cer feedback de la public apar și în creațiile de la Atelierul rimelor la clasa a II. Continuă prezența elementelor dramatice, toate aceste creații fiind compuse pentru a fi

spuse în fața unui “public”. În cadrul antrenamentului, în timp ce copiii își prezentaveau creațiile, clasa continuă rima prin aprecieri scurte: Da, da! Chiar așa! Pa! Pa! Stai așa! Tu ești cea mai mică?/ Tu ai gură mare?/ Dumneata?


Se înregistrează la clasa a II-a prezența în număr mult mai mare a adjectivelor (40 din 90 de creații conțin adjective) și a epitetelor “pește runze”, “roșie de sticlă”, “mierloi chel”, “rață nouă”, “tablă mare, mare”, “oceanul sechestrat”, “câmpul ucigaș”, “vara verde - vișinie”, “mătă curioasă”, “râma grasă” - epitele personificatoare, mai puține la număr deoarece copiii sunt la începuturile exprimării poetice, acum învățând să aleagă cuvintele, în funcție de puterea lor de expresie.

Diminutivelor sunt folosite în continuare (13 diminutive): vulpică, vulpiță, plăcintuță, aripioară, porumbică, bețivănaș, bătrânică, robotoș, oușor, pușor, cățel, pepenel, lăptic.

În ceea ce privește numele “oceanelor” din care tot iese ceva, apar elemente de creativitate: Oceanul Păpușel, Hop și-așa!, Oceanul Domnitor - cuptor, Burtă- mare, Oceanul Cap-de-Cap, Oceanul Meningită, Mamă-capră, Oceanul sechestrat, Plouă-un-pic. La acestea se adaugă alte denumiri ale locurilor de desfășurare a miniscenariilor: într-o cană cu lapte, într-o roșie uriașă, într-o înimă frumoasă, în muncii mari, într-un câmp ucigaș, într-o cușcă de fiare, într-o caramică, într-un trandafir, într-o dictare sau pe o tablă mare, într-un lac de frunze, toate compunând universul ingenuu al acestei vârste.

Ce întâmplări pot avea loc într-o caramică, la dimensiunile acelei “scene”, ce personaje delicate pot “să înceapă” într-o roșie sau un trandafir? Doar copiii știu și le pot crea, ocupând un spațiu aparent mic cu personaje inventate potrivit dorințelor și încercărilor de stăpânire. Copiii pot să creeze un veritabil scenariu la aceste dimensiuni. Fascinant cum, tabla neagră, mare din clasă i-a sugerat unui copil din clasă un scenariu care amintea de ora de culcare, pentru care se pregătea un cazan cu licoarea duce a somnului. Scena creată e magică, versurile puține, idei concentrate, imagini plastic deosebit de sugestive. 15 creații au mai mult de patru versuri;
numărul a crescut față de cel de la clasa I. Scenariul este mai elaborat, mai bine descris cu ajutorul cuvintelor expresive caracterizate prin noutate.

Dacă la final de activitate la Atelierul rimelor, un copil de clasa I întâi a putut exprima nivelul de emulație “Curge imaginația mea!” este evident că exercițiile de creație cu material din folclorul copiilor au contribuit la stimularea creativității lingvistice.

**Bibliografie**
