

**UNIVERSITATEA DIN BACĂU**  
**STUDII ȘI CERCETĂRI ȘTIINȚIFICE**

**Seria: Științe socio-umane**

**Nr. 11 (2007), pag. 256-272**

## **ALTERNATIVES ACTIONNELLES PARADIGMATIQUES POUR OBTENIR LE SUCCÈS. LE MODÈLE DE L'ÉCHEC VALORISÉ**

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Universitatea „Al. I. Cuza” Iași

### **Resumé**

*Le champs axiologique des dernières décennies intègre une variable inédite de plus en plus évoquée, il s'agit du succès (ou de la réussite), invoqué inévitablement à côté d'échec corrélé (ou la non-réussite). Si le succès est souhaité, cherché, construit, même revendiqué, l'échec répudié se recommande à l'unisson, il faut être éliminé méthodiquement des actions, des manifestations des acteurs sociaux. La société actuelle marquée par l'intérêt croissant pour l'efficacité, le rendement, etc. et par la qualité, par le progrès, etc., ainsi que par leur garantie, semble constituer le milieu communautaire propice pour l'affirmation de la réussite et l'imposition des hommes de succès dans les domaines les plus divers, ou, à la limite, dans tous les domaines. Dans les conditions données, ceux qui détiennent le succès ou les théoriciens de la variable mentionnée, quel que soit le domaine cognitif auquel il appartient, mais aussi indépendamment de l'un ou l'autre des horizons épistémologiques consacrés, ne sont pas intéressés de la recherche des définitions du référentiel dans lequel on s'inscrit, mais de la description méticuleuse et persuasive des formules de l'acquisition des voies d'obtention le succès.*

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**Nr. 11 (2007), pag. 273-279**

## **AN APPROACH TO THE EDUCATION BY MORALS**

Prof. univ. dr. Doru CIUCESCU,

University of Bacau

### **Abstract**

*Education by morals means, principally, to make the schoolpeople to love the truth, the justice and the honesty in a world where exist, in the same time, lie, injustice and dishonesty. Generally, in order to achieve this goal it is used a range of recommendations or, sometime, of commandements, like, for example, the Decalogue. In this paper is presented an alternative for education by moral using a range of circumstances putting the schoolpeople to give an answer, eventually, in a form of a simulator.*

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**Nr. 11 (2007), pag. 280-290**

**REPERES THEORIQUES ET METHODOLOGIQUES DE LA  
PLANIFICATION DE LA CARRIERE DANS LE CONTEXTE DE  
L'EDUCATION PENDANT LA VIE (LLL)**

Otilia DANDARA, dr. conf., univ,  
l' Université d État de Moldavie

**Abstract**

*Nowadays, Career design as an inherent part of the educational process demonstrates itself as being a continue process. The lack of conceptual framework for categories, the ambiguity of a placement in category context seeks the clarification of the most important aspects of career design. In the proposal, the author would like to emphasize the link between LLL and Career Design, based on the need of identification of the conceptual background and a methodological mechanism for the speaking now aspect of personality development.*

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**Nr. 11 (2007), pag. 291-305**

**CONSTRUCTIVISM AND ITS IMPACT ON DEVELOPING  
STUDENT - CENTERED STRATEGIES**

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**Abstract**

*The more and more repeated requirements from the educational environment and, more than that, from the job market, determines teachers to search for and to implement (in the formative praxis) solutions which are meant to generate a qualitative improvement of the results.*

*Rediscovering and giving new signs to the value of the human potential of the subject of learning, the pedagogical theory has developed more and more systematically a set of conceptual and methodological approaches which are focused on this. Their importance and impact rise so significantly, that they tend to form a real pedagogical paradigm.*

*The purpose of the present paper is to show the manner in which it takes shape (through reporting to the complementary paradigm) and to discuss its defining dimensions.*

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**Nr. 11 (2007), pag. 306-318**

## **INTEGRATIVE CURRICULUM CENTRED ON COMPETENCES**

Conf. dr. Mihai STANCIU,

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### **Abstract**

*The paper has in view the effort to modernize of the school curriculum understood as an educational systemic project based on competences. We have tried to give a definition to the concept of competence, according to the approach of mobility metaphor, of using the resources of the person in order to solve a series of situations-problem (Ph. Perrenoud, X. Roegiers).*

*The curriculum integration enlists in the Anglo-Saxon approach of „integrative curriculum” and has in view several main coordinates: situational integration, theory-practice integration, didactic integration, inter-discipline perspective.*

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## **THE MANAGEMENT OF QUALITY IN THE SUPERIOR EDUCATION: FROM EVALUATING THE PERFORMANCES TO EVALUATING THE QUALITY OF THE STUDY PROGRAMS**

Conf. univ. dr. Constanța DUMITRIU,

Universitatea din Bacău

### **Abstract**

*The curricular reform, politics programs, quality management, strategies and procedures for ensuring the quality of the programs of initial and continuous formation are terms that describe the changes that occurred in the Roumanian higher education by the implementation of the Bologna System and the reaccreditation of the universities by relating them to the European standards of quality in education.*

*The study wants to emphasise the exigences of the training for the teaching career in the context of the new institutional structures promoted by the European education, the formation paradigms/ models proposed and that are linked with the theoretical attempts to reconsiderate the role of the teacher, of building a new professional identity.*

*Method. Based on using the analysis of the products of activity and of school documents, the conversation, the questionnaire, the case study, the psychopedagogical observation we made a critical analysis of the main indicators of the quality of the programs of initial and continuous formation of the teachers. We suggested new directions and procedures of eliminating/ diminution the shortcomings and we also suggested ways of improving the quality of the formative programs and activities.*

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**Nr. 11 (2007), pag. 334-348**

## **GENDER DIMENSIONS OF DIDACTIC STAFF TRAINING**

Conf. univ. dr. Valentina BODRUG-LUNGU,

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### **Abstract**

*Social importance and legal background of establishment of gender education paradigm is based on transition from sex-role approach in education (which reduces the development of a person to feminine/masculine biology) to a gender approach (which over passing the biologic determinism offers a person more chances of personal and professional auto-appreciation). All of the above by all means imply significant changes in consideration of educational phenomena, content and educational technologies, training of didactic staff gender sensitive. Gender sensibility stipulates for capacity of a teacher to understand, realized and model the impact of social environment, methods and types of work with a child in forming gender identity, his/her capacity to realize and react to sexist manifestations.*

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**Nr. 11 (2007), pag. 349-365**

## **CONSTRUCTIVISM AND EDUCATION**

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### **Abstract**

*Placing the didactic activity under the paradigm of focusing on the subject of learning involves both a general change of approach and punctual modifications upon its three component processes: designing, development, evaluation. Using a permanent comparative analysis with the context of focusing on the teacher, the present paper intends to identify, inventory and present the most significant implications and changes undergone by the didactic activity when it is approached from the angle of focusing on the subject of learning.*

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**Nr. 11 (2007), pag. 366-379**

## **SUGGESTION FOR PROFESSIONAL ATESTATION OF BEGINNER TEACHERS**

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Conf. dr. Mihai STANCIU,

## Abstract

*In Romania, by absence of the rigorously elaborate professional standards, the professional evaluation of the teachers is overdrawn. The evaluation for the professional certificate is carried out at the time of the examination of definitivat. The differences in evaluations of the teachers show that the current system of evaluation is very subjective. By analyzing various bibliographical sources and following a research unrolled among the students and the teachers, one worked out a system of principles and criteria of evaluation of professional competences of the initial teachers. The principles and the criteria given will be used by the beginning teacher for autoevaluation and the board of examiners to work out the subjects and the scales of examination.*

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**Nr. 11 (2007), pag. 380-401**

## **ACTUALITE ET STRINGENCE DANS LA FORMATION ET LE PERFECTIONNEMENT DU PERSONNEL DIDACTIQUE**

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## Résumé

*Le rythme accéléré de l'évolution sociale, l'existence d'une certain type de culture et de civilisation qui impose des standards de vie et des demandes expresses aux personnalité humaine dans un continu de formation et de développement mettront l'empreinte sans doute sur la vie de l'école et de ses acteurs principaux. Un expert doit avoir obligatoire des connaissances de culture générale mais aussi de spécialité, des connaissances pédagogiques pour pouvoir les enseigner à ses partenaires éducationnelles, mais aussi pour décider la manière de construction curriculaire, les stratégies d'enseignement, d'interrelation, d'autoformation et de perfectionnement etc. Et toutes ces choses parce - que personne ne désire une image sociale négative affectée par non -implication, incompétence, auto-suffisante et ni comme dans la course avec soi même arriver le deuxième. Il doit connaître la face réelle du monde pour faire celui qui apprend la voir et la comprendre dans les contextes qui font partie de sa vie et de la société ou il vit. Le souffle de l'échange est devenu vital et il impose : • le renoncement à l'inertie et au traditionnel excessif • l'assurance des programmes adaptés au demandes et aux capacités, aux intéresses diverses d'enseignement, avec un grand degré de flexibilité • l'organisation des connaissances dans des contextes fonctionnels • le développement des structures d'enseignement alternatives avec des parcours multiples, efficaces et cohérentes, capables d'adaptation dans la triade formel - informel et non – formel • l'approche de compétences comme un changement stratégique de mentalité, attitude et comportement, tant de la parte des professeurs que de la parte des élèves/ étudiantes • la reconsidération des rôles d'élève et du professeur de la perspective d'interactivité éducationnelle • la reconstruction des programmes de formation doit commencer avec la définition des rôles, des compétences, des standards • l'exercitation d'un comportement didactique novateur, efficient, basé sur la réflexion, pensée critique, capable de s'adapter au changement • l'intégration et utilisation TIC comme un nouveau rôle professionnel mais aussi un indice des changements de la profession didactique rôle • la préparation des cadres didactiques dans une forme*

*compréhensive et cohérente, en équilibre avec les changements de paradigme imposés au niveau de l'école • la nécessité du professeur de se rapporter aux modèles d'interaction, de pensée et de comportement constructiviste pour les appliquer dans la pratique professionnelle, les interioriser et puis les filtrer au niveau de MOI dans le cadre des activités avec les éducatibles etc.*

*Et ce n'est pas tout ! Le phénomène est trop complexe pour être connu et solutionné par des interventions superficielles*

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**Nr. 11 (2007), pag. 402-409**

**CONTEMPORARY SCHOOL FROM THE PERSPECTIVE OF  
ORGANIZATIONAL THEORIES.  
APPROACH OF ACTIVE LEARNING AT AN ORGANIZATIONAL AND  
INDIVIDUAL LEVEL**

University Lecturer Dr. Simona ALECU,  
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**Abstract**

*Organizational development appears as a corollary to school development. Organizational theories are frequently used in present studies, given the imposed vision of modern man, seen as an organizational man; evidently, the argument would be that the organizations do not exist without people, still they do not limit to the sum of the organizations forming them, but the organizations have trans-individual dimensions. Referring generally to organizational theories, we find in the specialty papers some common characteristic elements, also valid in terms of school organization, elements that mark the particularly complex, dynamic, and especially process specificity of coordination of changes meant to bring about organizational development. Research in the field asserts that an organization can survive and develop if the rate of learning in the organization is higher than the rate of change in the outer field. That is why a school, in order to be efficient, must become a learning organization conforming contemporary ideas.*

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**Nr. 11 (2007), pag. 410-420**

**EVALUATION AND SELF EVALUATION IN HIGHER  
EDUCATION**

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## **Abstract**

*This research attempts to describe the specific nature of evaluation in academic education. We are interested in assessing the students as regard the evaluation. For the practical part of this research, we applied a survey to the students of “Stefan cel Mare” University in Suceava. The questions of the survey are about the methods, percentage of evaluation in the didactic process, the content and form of evaluation (inter-evaluation and self-evaluation). The results obtained turned out to be quite interesting and they are described in detail in the final part of this paper.*

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**Nr. 11 (2007), pag. 421-429**

## **REFLECTIONS ON WHAT CONCERNS THE USE OF THE EDUCATIONAL STRATEGIES FOCUSED ON THE STUDENT IN THE PROCESS OF EDUCATION**

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## **Abstract**

*The application of the educational strategies centered on the student/subject of learning offers the teacher multiple opportunities of discovering the students personalities, and for the students the possibility of creating learning experiences and forming or practicing some competences and skills specific to the didactic profession.*

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**Nr. 11 (2007), pag. 430-444**

## **PRE-SERVICE TEACHER EDUCATION. DEVELOPMENTS AND CONCERNS AT EUROPEAN LEVEL**

Mihaela LUPU assist. teacher, DPPD,  
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## **Abstract**

*A review of recent literature on contemporary European trends and strategic priorities concerning the reform of the teacher education is being presented in this paper. A particular emphasis is placed upon analyzing the developments and concerns related to the teacher education reform processes in Europe. This paper presents a study conducted under the CNCSIS – PNII - TD 2007 research grants.*

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**Nr. 11 (2007), pag. 445-458**

**A 'NEW' APPROACH TO THE ACADEMIC ENVIRONMENT:  
A STUDENT'S GUIDE - INSTRUMENT FOR THE CONSTRUCTION OF  
THE EDUCATIONAL PARTNERSHIP AND FOR THE COMUNICATION  
EFICIENTISATION**

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**Abstract**

*If in the context of social university, the student was an important factor in the construction and functionality of the educational partnership, in the university-in -change context the student becomes an important agent of the change in the university field. Together with the teacher he constitutes once again an important variable of the academic educational partnership.*

*Student's guide is an instrument for information management which has as main target sustaining the dimension of university-space actors' relation outlining a series of marks related to exercising a status and to assuming due responsibilities. The student's guide at DPPD proposes, apart from the informational component, to orientate student's decisions and to contribute to the delimitation of the identity reference points on the dimension of initial professionalizing (under the title - Becoming a teacher or The ABC of didactical professionalizing ).*

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**THE BASED APPROACHES OF THE EDUCATIONAL  
DIMENSIONS FOR PRIVATE LIFE**

Asist. univ. drd. Liliana SACARĂ,

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**Abstract**

*In order to understand the significance of the concept of privacy in the present context and to stress the usefulness of the psycho-pedagogical substantiation, an interdisciplinary and systematic approach is needed, taking into consideration the studies from other domains, such as socio-cultural theories, the theories of technology, mass-media and judicial sciences. Revaluating the contributions brought in the interdisciplinary and psycho-pedagogical domains, there are established the main domains for the substantiation of the education for private life as a new education. This paper presents a study conducted under the CNCSIS – PNII - TD 2007 research grant.*



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**Nr. 11 (2007), pag. 470-479**

## **INTERACTIVE DIDACTIC STRATEGIES USED IN TRAINING TEACHERS**

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### **Abstract**

*A complete and efficient programme addressed to the university personnel has to refer to three important dimensions: the development of psychopedagogic knowledge of the teacher, the analysis of the beliefs and theories he has to teach, and the stimulation of one's skills about one's ways of teaching. The usage of the teaching methods has an important impact to the learning process, and the studies in the area indicates that the learners prefer strategies that promotes active learning instead of traditional ones.*

*The interactive didactic strategies combine useful opportunities of pedagogical organization for well-based learning, with a strong active-participative role from the part of the pupils/students, with possibilities of efficient communication and cooperation. The systematic use of interaction strategies implies communication relationships between and among those involved in activities, it implies efficient and constructive communication relations from which pupils/students draw advantages on the cognitive, affective, motivational, attitudinal levels, etc.*

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**Nr. 11 (2007), pag. 480-488**

## **THE ECOLOGICAL ETHICS - A PREMISE FOR AN ECOLOGICAL EDUCATION OF QUALITY**

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### **Abstract**

*The reference between the two domains does not have to be an exclusive one, but one of complementarity: while the ecological ethics offers moral-ecological values - such as :cooperation ,unity, reciprocal aid, nature, moral-ecological principles, responsibility, the right to life freedom - the ecological education is the one that makes the transition from theory to practice through the fact that it*

*contributes to the moulding and rethinking of the philosophical system of each individual, to the shaping of an ecological behaviour.*

*It is true that education cannot solve the problems of the environment, but it can ameliorate them, because through an ecological education it is easier and more economic to prevent, than to repair and to ameliorate the damages brought to the nature by the adult generations. In the pedagogical literature, there are four types of intercessions of implementation of the ecological education in the process of study. Even though the Romanian curricula has created all the premises for the approach of the ecological education through all the four types of intercessions, the achievement of the objectives of this education remain still at the preference and judgment of the teaching staff. The problems are: „How well prepared are the teachers to put in practice the ecological education through the intercessions mentioned above, with efficient results at an intellectual and attitudinal level?“, and „How much do they see in it a foreground problem in the moulding and developing of the young's generation personality?“.*