

Aici se includ toate acele însușiri psihice care asigură îndeplinirea cu succes a diverselor sarcini pe care le implică activitatea instructiv-educativă și obținerea în final a unor performanțe ridicate. Ele sunt cunoscute, în literatura de specialitate, sub denumirea de aptitudini pedagogice. Acestea sunt: *calitățile gândirii* (capacitatea de analiză și sinteză, flexibilitatea, originalitatea etc.), *calitățile limbajului* (înțelegibilitatea, claritatea, plasticitatea, expresivitatea, fluența etc.), *calitățile atenției* (concentrarea, intensitatea, distributivitatea etc.), *calitatea memoriei*.

Adoptând drept criteriu structura psihică internă a aptitudinilor pedagogice vom putea circumscrie câteva aptitudini speciale, cum ar fi:

- aptitudinea de a cunoaște și înțelege psihicul celui supus acțiunii educative;
- aptitudinea empatică;
- aptitudini organizatorice;
- spiritul de observație.

Procesul de învățământ, fiind un proces bilateral, presupune în mod obiectiv și necesar stabilirea și manifestarea de relații umane și educaționale eficiente între profesori și elevi. Pentru a se face ascultat, educatorul este dator să cunoască preocupările tineretului, aspirațiile și frământările lui. Dorința de a-i veni în ajutor, de a-l susține în înțelegerea și însușirea unei sfere cât mai largi de cunoștințe, grija de a-i călăuzi cu folos pașii în alegerea și pregătirea în profesia cea mai adecvată particularităților și aspirațiilor lui.

Munca profesorului reprezintă o necontenită descoperire, o neobosită luptă cu formele rigide, cu stilul de viață conservatorist. Cu fiecare lecție profesorul trebuie să-și dezvăluie nu numai bogăția cunoștințelor, ci și cultura și arta pedagogică.

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THEORIES OF SUCCESSFUL KEYS IN CENTERS OF TEACHERS TRAINING

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Abstract:

Teoriile mondiale care există în epoca actuală creează un efect semnificativ asupra tuturor tipurilor de organizații, atât de afaceri, cât și publice. Am asistat la ani de concurență între diferite instituții și companii. Organizarea excelenței în cadrul procesului de predare în clasă va avea loc în existența „cheilor de excelență” clare. Acest articol va descrie și analiza principalele chei pentru succesul formării profesorilor, în cazul Israelului.

Key-words: învățământ superior, competitivitate, formarea cadrelor didactice.

The worldwide theories which exist in the current age create a significant effect on all types of organizations both business and public. We have been witnessing years in which the competition amongst various institutions and companies reaches record high levels due to the existing needs and the abundance of institutions which compete each other in search for clients. Nowadays, there is not one organization which does not embrace some sort of competitive

attitude in order to survive financially and to present maximal vitality amongst its target populations.

All of the existing literature emphasizes the importance of the human assets within the various systems of education and the various educational services. According to the experts [3 p. 54, 5, p. 238], there is no way to advance the educational services without placing a major emphasis on the human assets (school teachers, kindergarten teachers, instructors, principals). According to Blass [1, p. 131], original excellency within the teaching process in class shall come about in the existence of the following "**keys of excellence** :

☒ Obligation to bring about **results to customers** ;

☒ **Pedagogical innovativeness**, meaning the understanding that the world of knowledge is constantly progressing and that we are training our children to work in occupations which are not yet known as of the current times ;

☒ An **advancement of the development** of both adaptive leadership and *conceptual flexibility; the integration of components of organizational* counseling within teachers' training .

☒ As well as a **simulation center which shall allow the practice** of hands-on situations ;

☒ Providing hands-on experiences **in group work** as far as dealing with **parents as customers** is concerned ;

☒ **Qualifying teachers** for their jobs using a **releasing pedagogy**, which is based on the belief that knowledge is born from people and that the pedagogical proceedings should be service-based ;

☒ That teachers should be taught how to **build a personal, unique, educational strategy** and how to design their own **unique educational identities** ;

☒ and, at last, that teachers ought to be **provided with tools for classroom management**.

Since the competitiveness is already integrated within the educational services, there currently exists a new paradigm for marketing and educational services (as appears in table 1).

Classical Educational Paradigm	New Educational Paradigm
Main mission of education: to prepare new generation for life and work	Main mission of education: to ensure the conditions for personal self-determination and self-realization
Human being is a simple system	Human being is complicated system
Knowledge comes from the past (“school of memory”)	Knowledge comes from the future (“school of thought”)
Education – transferring to student known samples of knowledge and skills	Education – creation the image of world itself through active lodging in the world of objective, social, and spiritual culture
Student – object of pedagogical impact, someone who is being taught	Student – subject of cognitive activity, someone who perceives knowledge
From subject to object, monological relationship between teacher and student	From subject to object, dialogue between teacher and student
“ Responsive ”, reproductive student activity	"Active" , creative student learning activities

Table 1. Comparing characteristics between a classic and updated education paradigm Source: made by the author from [3, pp. 132-133]

According to Kagan [6], the transferal from the classical to the new approach for marketing educational services creates a new marketing discourse which focuses the educational service strategy on the following: Creating a renewed vision, granting the learner personality tools rather than just knowledge, investing a common investment in human resources, focusing on creating a dialogue with the individual students during and throughout the lessons (both in school and in academic studies), creativity and the integration of the student within the decision-making processes.

The author, in other article "*The development of marketing management in educational system*" [9, p. 29] concludes that the managerial factor and the organizational leadership serve as the basis for the prosperity of the educational organization, much like with regards to other sectorial organizations. Helgesen [4, p. 55] relate the most significant weight to the success of the organization and to the leading of the strategic marketing of the educational institution to its leadership figure. Only a professional type of leadership is likely to get the organization to focus on the importance of the clients themselves, on the quality of the goods and services, and on the **structuring of a marketing relationship with potential customers.**

Marketing in Education system?

The definition of the term "marketing" leads to the conclusion that in the present time, in the education field, it is absolutely mandatory to understand that the marketing of services is based on the marketing systems of relations between the buyers and workers of a given organization, alongside the establishment and preservation of those relations .

In order to successfully develop this direction, the basic demand is to create and **develop an organizational culture which supports this new approach.** The Insight into organizational culture suggest that merely being tuned to one customer is not enough it is also necessary to exhibit a high level of concern towards the employees, to create trust, commitment, team work, innovativeness, flexibility and an approach leading to market orientation .

The 8 P's Theory (7+ the productive element of physical evidence) is one of the leading theories (see figure 1), which is suitable for the marketing of various organizations, and, amongst them, the educational services. The author of the current article believes that this is the marketing mixture which is suitable for the marketing of providers of educational services since its seven components may be suitable for educational institutions. Indeed, the combination of the product, location, the public relations with the additional components of the model, and, in addition, the productivity which is so realistic for this period of time, actually provides the professional answer for the creation of the proper and effective marketing mixture.

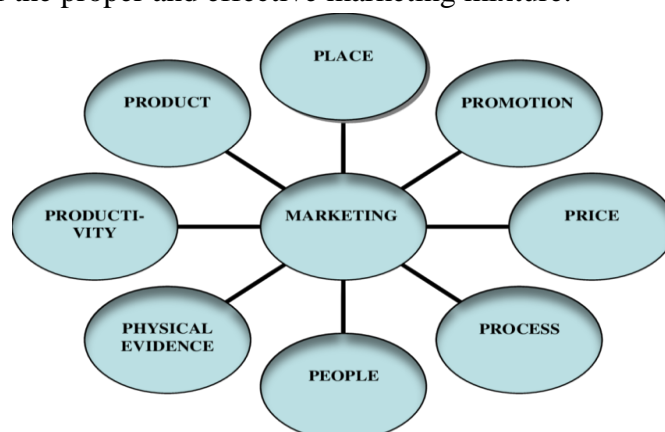


Figure 1. The 8 p's of Marketing Mix

Source: [4]

If we will try to redefine the components of the **8 p's - The marketing mixture** and implement in the centers of teacher training, we can find a common factor between public organization (Universities & Colleges) to private sector (companies). The author in her article "*Implementation of EFQM© model in the Israeli education system*" [8, p. 346], translated the relevant criteria of the TQM Excellency Model, whilst combining basic elements from the EQFM Excellency Model into the world of elementary, junior high school and high school facing each school's teaching staff and students. In this case, which implement in the Israeli education system, describe sides with the existing need for competency and competitiveness whose result can only leverage the educational system and to create mutual influences with the organizational environment of progressive societies from the industrial, organizational and global-worldwide sectors.

From review of the countries of the world as per the major characteristics of the paths of training students of education shows that many countries invest a great deal of resources in training teachers. It also shows that the teaching force serves as a major power in training the human resources within the country. Germany runs a mechanism which regulate the colleges for teacher training within the country, and it seems that the greater the proper budget for paths of teacher training, the greater numbers of teachers are properly trained.

Teachers training - The Israeli case

The European EFQM© Excellence Model is the current leading model within the various sectors. In Israel it is implement in the northern district of the Ministry of Education, as it is being implemented within the various types of schools, and some of the teacher training - academic colleges [13].

According to EFQM© contracture, the model consists of a gradual process of nine factors, in which each one bears weight within the working process (the weight comes about in success percentages). The European EFQM© Excellence Model allows the teams of staff to understand the cause and effect relations, i.e [15]. what the organization achieves and the reasons for those achievements. The model is based on a series of three combined factors. The basic terms of excellency, the criteria for excellency, and the RADAR, which is a tool designed to lead a systematic improvement in all the fields with which the organization deals with. In fact, the model fits any type of organization (big or small, public or business). The author of the article is a big believer in the implementation of the European Excellence Model. She already uses the implementation of the model within her job as Area Manager in a teachers' college of education.

The **Northern District of the Ministry of Education** implements several projects of management excellency following its joining to the European Foundation for Quality Management (EFQM©). Examples of these are the **Oranim Teachers' College**, a school in the Julis village, and the "REGAVIM" Program for training excelling education students [12]. The author of the research concludes that organizations and local authorities which have adopted a certain model of excellence EFQM©, TQM, management according to particular goals) are successful in advancing the results achieved by the organization and its economic functioning. This contribution helps achieve organizational excellency as well as to reach a good place in the competition between the educational services provided in Israel .

The legislation and the national regulation with regards to the competition between the centers of teacher-training in Israel have undergone changes since 2012, when the decision was

made to implement a structural reform as per the teachers' training colleges [2, p. 31]. There is now a separation amongst the hands-on operation and the budgeting aspects of the teachers' training colleges. When these aspects of the teachers' training colleges were established, they had belonged to the Ministry of Education, and not to the academic organization to which all other academic institutions abide by the Israeli Council for Higher Education [14].

The model for success keys in teacher training colleges in Israel is at a strategic stage, where the government has had to choose the outcome of progress. As far, the government wants to make a strategic change which based on the analysis of the major characteristics of the educational services in Israel. The author of the article concludes that the deriving picture is quite problematic. The State of Israel has placed the Ministry of Education in charge of the teachers' colleges, as a "natural stepping stone" from centers of teacher training (which had previously, during the 1960's-1970's, been called "teacher seminars") directly to the schools themselves. However, with time, and mostly since 1999 (the Bologna Reform) far-fetched changes have occurred within the academic world.

These changes have not been implemented on the institutions for teacher training. Thus, the teachers' colleges were not subjected to academic supervision and advanced reforms, as per the demands of the international Bologna Reform, and they were held back, for the most part. The author of the research detects the existence of an economic-national problem as per the position and status of the teachers in Israel, which, amongst other things, also affects their social and professional status. The author in her article, *The Necessity for Excellence Organizational Culture in Educational Services (case study of Israel)*. [10, p. 105], presents ways for improvement of the situation of these colleges. The conclusion is that a transferal of the management and budgeting of the colleges of education to the Council of Higher Education, which is the certified and professional body for the academic management of all of the Israeli academic institutions, similar to the existing mechanisms in Germany, Great Britain and the United States, is warranted.

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OPTIMIZAREA SCHIMBĂRII PERFORMANȚEI ORGANIZAȚIEI PRIN VALORIFICAREA COMPETENȚELOR DE LEADERSHIP

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Abstract

The educational leader, through his personal characteristics, hierarchical position, leadership style and the influence of external and internal factors related to the organization in which he operates, acts and makes decisions that will influence the change in the school organization. Change in school organizations is a complex process that involves: members of the organization, beneficiaries of education and the community. The leader must adopt a style that capitalizes on: the competencies of the members of the school organization, the development of collective competencies and the proactive involvement in the process of changing the school as a social organization. School organizations need leaders who define a vision, that is, a proactive and positive image of the future. In school organizations, the leader is able to set educational goals, bring together, mobilize and influence the members of the organization so that they orient their behaviors towards the defined vision.

Key-words: change, performance, organization, skills, leadership

Statusul social al școlii, așteptările calitative ale beneficiarilor educației, contradicțiile schimbări din sistemul de învățământ preuniversitar și dimensiunea socială a organizației școlare sunt factori care subliniază imperativul leadershipului educațional, prezentat în literatura de specialitate ca fiind o paradigmă inovatoare de conducere.

Prin dimensiunile sale, leadershipul contribuie la implementarea eficace și eficientă a deciziilor organizaționale, dezvoltă relațiile umane și mobilizează membrii organizației pentru a se ridica reciproc la niveluri superioare de motivare sau de angajament, având ca rezultat implementarea și optimizarea schimbării în organizații.

Liderul educațional, prin caracteristicile personale, poziția ierarhică, prin stilul de conducere și influența factorilor externi și interni legați de organizația în care funcționează, acționează și ia decizii care vor influența schimbarea în organizația școlară.

Competențele liderului favorizează procesul de schimbare în organizațiile școlare, desi particularitățile exercitării leadershipului din perspectiva schimbării și eficacității organizaționale nu sunt suficient de cunoscute în organizațiile școlare.