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**MODERN METHODOLOGICAL MANAGEMENT IN THE OPTIMIZATION
OF THE ACTIVITY OF THE PRE-UNIVERSITY EDUCATION
INSTITUTION**

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CONCEPTUAL BENCHMARKS OF THE RESEARCH

The topicality of the research theme and the importance of the problem addressed. Currently perceived, the education system in Romania and the Republic of Moldova, going through an active reformation process, adapts to a series of changes that occur in a very dynamic time. The teaching staff in the pre-university education institutions, in this context, face stringent social changes and new educational requirements. To respond to these demands, they must be qualified respectively and constantly develop their potential. A modern system of teacher training (initial and continuing) is a vital necessity for any institution in order to develop and maintain high professional standards of competence and performance. This leads to the provision of quality educational services and increasing the prestige of the institution.

The topicality of the theme is also argued by the fact that methodological management represents, in the current period, a continuous challenge, which must take into account the complex functionality of an educational institution, involving the knowledge and application of a wide system of knowledge and skills to confer the process of consistent education, dynamism and efficiency. From this perspective, teachers exercise managerial functions with sequential and consecutive action, centered on complex dimensions, such as: organization, analysis, synthesis, design, program implementation (operational management, monitoring, final evaluation). At the same time, the new philosophy of the education system indicates that the pedagogue should be active, able to make correct decisions in the management of his activity. Obviously, the most valuable resource of an educational institution is represented by well-trained teachers from a scientific and psycho-pedagogical point of view, competent, motivated, who can easily solve problems and ensure the success of their students.

Today's cultural society develops on the basis of a strong education, and a strong education is achieved only through the activity of well-trained teaching staff for such a profession. The main content of the methodological management in a pre-university education institution is aimed at the continuous training of the teaching staff, because scientific and methodological training is not a static phenomenon. Each of the new knowledge accumulated to the previously acquired brings not only a quantitative but also a qualitative increase in professional training. The teaching staff who make a daily effort to acquire new knowledge and skills end up practising a successful activity in the managerial field.

Therefore, the methodological management is very important, necessary and, at the same time, intrinsic, regardless of the training, age of the teaching staff, studies or experience at the department. Referring to the rhythm of life, when everything proceeds very quickly, there is no more room to stagnate in its improvement. The teaching staff, regardless of the level at which they teach, cannot and must not be a simple practitioner of the profession, they must have formed managerial skills of any order, to be able to remove the impediments in promoting the new, for the achievement of quality education.

Managerial activity in any pre-university education institution opens up new opportunities in terms of pedagogical research. Each teacher has the opportunity to put

into practice what he studies, he has the opportunity to discuss with other colleagues topics related to the aspects of the institution's activity and the educational process.

The interest in the methodological managerial activity has increased in recent years, which implies a change in its organization system, to develop new perspectives regarding the treatment of the methodological managerial activity, in an innovative aspect, with emphasis on a good design of the institution's activity of education, which somehow ensures performance.

All this can be reflected in the relevant and efficient organization of the methodological managerial activity, following the themes of increased interest, the teaching staff, in their managerial function, anchoring themselves in the reality of the educational system, the requirements of the present and the future. The benchmarks of the methodological managerial activity are mainly suggested by the needs of contemporary education, so that the basic principles of education are respected, the traditional is correlated with the modern, the old with the new, the training with the formable.

Description of the situation in the research field and identification of research problems.

The problem addressed is reflected, through various theoretical-praxiological approaches, in the research on managerial theories, signed by de H. Fayol [20], F.W. Taylor [39] și P.F. Druker [18]; the value ideas regarding the managerial decision of researchers P. .F.Druker [18], S.Cristea [14], C.Ciorbă [8]; E.Joița [31], O.Nicolescu [32], I.Jinga [30]; educational management T.Bush [5], Ș. Iosifescu [28], E. Joița [31]; D. Pătrașcu [36]; M. Șevciuc [37]; classroom management and managerial change B.Iucu [29], S.Cristea [14], V.G. Cojocaru [12]; project management V. Goraș-Postică [24], management of the future B. Gorg [23], etc.

The contribution of research in the field of the educational management, dealing with the innovative and significant character in the formation of managerial competence in pre-university education institutions, is a significant one in the works of researchers from the Republic of Moldova: V. Guțu [25], V. Cojocaru [11], who analyze various aspects of the theory and practice of leadership in the education system and the transformations produced in the field of modern management. They scientifically interpreted the theoretical aspects of innovative management, revealed the fundamental notions (innovation, decision, managerial stages, etc.), the structure of the innovative process, identified the stages of change in schools.

Particularly important in the approach to the study on methodological management are the benchmarks from the European Reference Framework for Quality Assurance (the Reference Framework), which aims at promoting a quality system of education and professional training, making relevant tools for quality management available to those responsible. The Reference Framework is part of a series of European initiatives whose objective is to recognize the qualifications and competences acquired by learners in different countries or in different learning environments, thus promoting modernization, mutual cooperation and mobility in education and professional training, but also state policies in the field, such as the National Education Law no. 1/2011, order no. 4831/2018, regarding the approval of the Code of Ethics for pre-university teaching

staff. This aspect depends on the managerial competence to organize and carry out the methodological activity in the institution where they work.

Through the analysis of the ideas formulated by the specialists in the field of educational management, it was found that the issues and specifics of the organization of a modern methodological management in order to make the activity of the pre-university education institution more efficient are less elucidated, and the lack of fundamental ideas of reference to the investigated subject highlights the importance of the researched theme.

Based on the synthesis of several opinions of the researchers exposed regarding the researched phenomenon, the analyzes of the requirements and the experience accumulated in the professional activity, as theoretical-practical premises, there was configured the following **contradiction**: Promoting the idea of the need to modernize and adapt the teaching staff to the standards of the managerial system and process in the professional activity from the perspective of efficiency and the lack of pedagogical foundations of design and organization of the methodological management in order to make the activity of the educational institution more efficient from the perspective of the managerial function of design.

Research problem: What are the pedagogical bases of the modern methodological management in order to make the activity of the pre-university education institution more efficient?

The purpose of the research: it consists in identifying the theoretical-praxiological bases, developing and validating *the modern methodological management Model in the pre-university education institution* in order to make the activity more efficient.

Research objectives:

- Revealing the conceptual significance of the notions of *management, educational management, modern methodological management, managerial functions, modernization, efficiency in an analytical context*;
- Specifying the attributes of the methodological management in the pre-university education institution and essentializing the managerial competence of the teaching staff from the design perspective;
- Deductively determining the social conditions of the modern methodological management, the conditions and strategies for making the scientific-methodological activity more efficient;
- Elaborating the *Identity Matrix* with the indicators of the efficiency of the activity;
- Valorizing and validating the (PAM) Technology for designing the methodological activity in school metmanager training

Research hypothesis: The modern methodological management in order to make the activity of the pre-university education institution more efficient will be effective, if:

- there will be elaborated the theoretical bases of the methodological management;

- there will be valorized the tools developed in order to train the design managerial competence;
- there will be analytically tested efficiency indicators.

Scientific research methodology:

The scientific analysis of the addressed issue was based on:

- the theory of effective leadership in society and managerial functions [20] [39];
- the theory of complex social organization [41];
- the postmodern conception of effective management [35];
- concepts regarding the methodological management from the perspective of its attributions (correlations, functions, criteria, structures, integration models, objectives, content, technical forms): [14], [21], [22], [2], [18], [19], [16];
- views on the educational management in economics, sociology, psychology [14];
- visions regarding effective, optimal, global, strategic, innovative leadership [15]; [4]; [16];
- the vision regarding the general principle of the managerial leadership of P.H. Coombs [13];
- opinions on leadership management [17]; [33]; [1];
- ideas regarding the specifics of the methodological guidance and methodological management [17]; [6]; [32]; [3]; [27]; [36]; [38]; [34];
- ideas about effective planning and realistic planning [1];
- ideas about the learning school [18];
- the concept of performance [4]; L. Vlăsceanu [7]; D. Tucan [40].

The essences of the research were revealed based on the following methods:

1. *Theoretical methods*: scientific documentation, generalization and systematization of pedagogical concepts; analysis and synthesis; induction and deduction; the relationship of causality and consequences;

2. *Experimental methods*: observation, pedagogical experiment; practical tests; questioning;

3. *Data interpretation methods*: quantitative and qualitative analysis of research data and mathematical processing of experimental results; hermeneutics.

Scientific novelty and originality consists in:

- Conceptualization of the Modern Methodological Management Model (MMM) in the pre-university education institution from the perspective of activity efficiency and the notion of metmanager;

- Development and praxeological valorization of the PAM Technology for training school metmanagers;

- Structuring the *Identity Matrix: efficiency indicators* based on the philosophical concept of *cause-effect*;

- Essentializing the idea of *CreFor* (Creative group – creative training).

The results obtained that contributed to the solution of the scientific problem: the identification of the theoretical-praxeological bases, the development and validation of the *Modern Methodological Management Model* in the pre-university education institution, a fact that identified the valorization of the *PAM Technology* for

training school metmanagers, in order to make the institution's activity more efficient, directing the process of training of the managerial design competence of the teaching staff.

The theoretical significance resides in the conceptualization of the notions of *metmanager*, *CreFor*, *effort-effect*; in identifying the theoretical aspects of the conceptual benchmarks of the research; in the theoretical analysis of opinions, visions, conceptions in the field of management, educational management, methodological management, managerial functions; the epistemological and hermeneutic recording of investigative approaches in the field.

The applicative value is given by the valorization and praxeological validation of the PAM Technology for training school managers; recording the process of training the managerial competence of designing experimental subjects; of the application of efficiency indicators in the analysis of the results.

The implementation of the scientific results was achieved by valorizing the PAM Technology for training school managers within Tiraspol State University (headquartered in Chişinău), at the level of Master's students, managers and teaching staff in Bacău, Romania.

The approval of the research results was achieved through the presentations at national and international scientific conferences: The managerial process in the field of educational projects, the International Conference "Educational managers - strategies, innovations and good practices developed within pre-university education units", Bacău, 2020; The impact of the social perception of the teaching profession on its professional performance, Multidisciplinary Conference "Perspectives in innovation, creativity and management in the 21 st century", Turkey, 2019; Project management – methodological aspects, Multidisciplinary Conference, "Perspectives in innovation, creativity and management in the 21 st century proceedings of the 4 th international multidisciplinary conference ICM IV 2019", Budapest, Hungary, 2019; Educational intervention projects - effective ways to increase the quality of the educational act, International Scientific Conference "Teaching staff - promoter of educational policies", Institute of Educational Sciences, Chisinau, 2019; Proceedings of international multidisciplinary conference ICM 2018 – Innovation, Creativity and Management in the 21 st Century. Perspectives in Education, Târgovişte, 2019; at the seminars, trainings held within the educational institutions of Bacău, within the Association of Emeritus Teachers and at methodological meetings with teachers and school managers from the Bacău School Inspectorate.

Publications on the theme of the thesis: The research carried out falls within the research directions of the country and of the Doctoral School of "I. Creangă" State Pedagogical University of Chişinău. Conceptual and praxeological benchmarks regarding the modern methodological management were reflected in 13 scientific publications.

Keywords: management, educational management, modern methodological management, managerial functions, principle of regularity, activity design, managerial design competence, metmanager, efficiency.

THESIS CONTENT

Chapter 1 "The epistemological bases of education management" is the subject of the conceptual clarification of *management and methodological management*, of the functions of the methodological management from the perspective of several analytical coordinates. The definition of the management concept from a pedagogical perspective is based on complementary analysis and operation models. Thus, there have been highlighted the general social and specific pedagogical meanings of the management as an appropriate leadership activity, which has been asserted at the present time in various sectors of the society. Also, the concept of educational management was correlated to the general meanings of the management, applied in other social or economic fields, in social psychology. In addition to this, a delimitation was made of the concept of pedagogical management (in pedagogy) or educational management (stated as pedagogical science or education science) from other types of economic, sociological, psychosocial management, etc.) [2; 14; 4].

Through the prism of these considerations, it has been established that *pedagogical/educational management or educational management* defines the *activity of effective management* of education within the education system, school organization, committees and methodological chairs, of the pupils class, of the lesson as the main concrete form of training organization in the context of the educational process, etc. Such a delimitation, which is not always clarified and assumed in the specialized literature, led us to adopt the generic formula of *pedagogical management or educational management*.

It was also found that a *managerial leadership activity* is characterized by its capacity for an effective - global, optimal, strategic, innovative approach to the school institution, at all levels of the system and the educational process. In its essence, the managerial leadership is effective through the *global, optimal, strategic, innovative* valorization of *all pedagogical resources* (informational, human, didactic-material, financial) existing or available at the level of the school as an organization. An important element of the theoretical base is the education management applied especially at the level of *methodological management*, strategically involved in the *efficiency of pedagogical activities* (human, didactic-material, informational) within the pre-university school institution, *the managerial function* of planning being addressed at the level of its complementarity reports with the *organizational managerial function*. Such a *managerial functional association* creates the *objective framework necessary* to answer the teleological and prospective planning questions underlying the construction of the general purpose of the activity [6; 13;17; 33; 6; 18; 19].

It was highlighted that in the context of pre-university education, the efficiency factors can be pedagogically controlled through the *methodological activity*. They pursue *complex planning*, realized through essential plan *models*, which have the quality of being very clear, transparent, useful; *realistic planning*, which recognizes that there are always risk factors beyond our control, which cannot be neglected, at strategic and sectorial level, but also operationally. *Methodological management*,

promoted at the level of the regulation-self-regulation function of specifically pedagogical activities, designed by the school institution, involves a set of strategic, innovative goals that can only be fulfilled in conditions of research and pedagogical improvement.

On this background, *teacher training* represents the *methodological management* promoted within a *continuous training model*, which has as its strategic goal to strengthen and strategically develop *a set of competences*: global, general, basic; specialized (didactic and extra-didactic, detailing at a practical-action level, *the global competences* from which they result); specific - according to school cycles and ages, community areas, the educational, psychological and social needs of pupils, the epistemological, methodological and praxiological peculiarities of each educational discipline, etc.

Here there are also clarified the notions of modern and performance. *To be modern*, according to L. Vlăsceanu, means to be anchored in the present, to be or become contemporary with one's own time; even more, to sign up on a trajectory that resonates with the future or dares to bring the future into the present in order to configure it as quickly as possible [Appud 6]. M. Zlate [36] mentions that *performance is not defined by the action itself, but by the processes of judgment and value, and only the actions that can be measured are considered as performance*. Observing the set of the manifestations of educational management and synthesizing a series of researchers' visions and ideas in the field, there was defined *the modern methodological management* (MMM) *as a methodological (action) management activity of the development process of teachers in the pre-university education institution, in order to obtain results that produce performance effects, with anchored referential values in present knowledge*.

Therefore, an important element of the theoretical base is education management applied especially at the level of the *methodological management*, strategically involved in the *efficiency of pedagogical activities* (educational, instructive, methodological) within the pre-university school institution, *the managerial function of planning* being addressed at the level of its complementarity reports with *the organizational managerial function*. Such a *managerial functional association* creates the *objective framework necessary* to answer the design/planning questions of a teleological and prospective nature, which are at the basis of the construction of the general purpose of the activity of the pre-university education institution.

Observing all the manifestations of the educational management and synthesizing a series of researchers' visions and ideas in the field, there was defined ***the modern methodological management*** (MMM) *as a methodological (action) management activity of the development process of teachers in the pre-university education institution, in order to obtain results that produce performance effects, with referential values anchored in present knowledge*.

Chapter 2. "The approach to the regularity of the methodological management in the pre-university education institution" aims at the theoretical-praxiological benchmarks of the research by analyzing the attributes of methodological management, the description of the methodological legitimization of the teaching staff and the social conditioning of the modern methodological management.

It has been established that, in a broad sense, the *methodological activity*, as well as the methodological management, has in mind the research and monitoring of the actions of the teacher who carries out pedagogical activities, which are in direct and indirect relations with the educational activities, organized and planned within the educational process.

Specifying the functions of the methodological management, there was designed the idea that the fulfillment of the general function of the modern methodological management is achieved *through the managerial actions of the pedagogical research and pedagogical improvement/continuous training of the teachers of various specialties*. The two dimensions of the fundamental function - research and pedagogical improvement - are involved, in particular, in the school (formal) and extracurricular (non-formal) training activity, supported curricularly and managerially by effective *teaching-learning-evaluation actions*. These two dimensions, which fix the framework in which *the general fundamental function of the methodological activity* is fulfilled - *the function of regulation-self-regulation of the educational process*, organized, planned and implemented through training activities, in a formal and non-formal context - can be approached specifically as the *main functions of the methodological activities*: the pedagogical research function; the pedagogical improvement function. Another *criterion* defines the operational concept that allows the definition of *modern methodical management*, at the level of operational pedagogical concept, which aims at the basic structure of the methodological activity, institutionalized in relation to the *general functions*, presented, highlighted and analyzed globally (the fundamental function and the main functions of *methodological management*) which are met, objectively, at all levels of the educational system and process.

Through the analytical interpretation, it was deduced that, *from a qualitative point of view*, the methodological management becomes a strategic tool in ensuring quality management, which complements the management of an educational institution focused on quality assurance, such as *the school institution that constantly learns* through scientific-methodological research and through the continuous improvement of *the education/training/curriculum*, of the didactic process of teaching-learning-evaluation, but also of the managerial-administrative activity, regulated by an organizational logic. The *quality* of MMM in permanent evolution within the *learning school institution* is dependent on the process of moving towards the paradigm of postmodern pedagogy, which tends towards a complex, integrated education, argued by the research undertaken in curriculum theory and in educational management. This transitory process, prolonged until now, records the need to design and implement methodological activity based on an education paradigm that emphasizes managerial change.

By treating the specifics of the contemporary society, which, with the spread of computers and social and technological revolutions at all levels, there has radically modified its structures, the idea was that the education system requires the presence of a manager of the future, able to collaborate with all education actors involved in fulfilling the school's mission (at local, territorial, national levels, etc.). As a designer and creator of methodological activities aimed at permanently regulating-self-regulating the didactic process, he/she must possess the following qualities: *persuasive power* based on *the ability* to rationally debate different opinions; *eloquence and communication*; *the intuition of the right time* for public appearances. There were reviewed *some fundamental characteristics* of the organization of future: great flexibility, commitment to people, strong core competencies, inclination towards diversity, etc. These *fundamental characteristics*, which represent, in fact, the strategic objectives of the organization of future, cannot be achieved without the effective actions of a leader who anticipates the *qualities of the manager of the future* who must at the same time be an active person.

Within *the school organization*, the manager of the future is the one who assumes, at the top (directors), intermediate (leaders of the commissions/methodological departments) and basic (teachers-leaders, teachers of various specialties), *strategic objectives and actions* typical of methodological activities: research and pedagogical improvement. In this way he contributes decisively to the social affirmation of the school as a *healthy organization* that defines itself as a system that has the mission of discovering needs and raw materials processed pedagogically and transforming them into goods and services.

On the basis of *the infomanager* idea of J.-C. Cohen [9], there was conceptualized the idea of *metmanager* for managers in a methodological aspect (from all levels), who can optimally valorize the managerial functions, through the permanent efficiency of research and pedagogical improvement actions, who proposes as a strategic objective the managerial leadership of methodological information, especially achieved through methodological activities.

As a result of the documentation, analysis and systematization of conceptual approaches, theories, visions, theoretical and methodological benchmarks from the specialized literature, as well as related norms, there was developed *the Modern Methodological Management Model (MMM) in the pre-university education institution* (Figure 1) and *PAM Technology for training the school metmanager* (Table 1).

The MMM Model is centered on an open *dimensional base*, built through *the pedagogical treatment of the characteristics at the level*:

- a) conceptual, strategic – necessary to represent the basic concepts: management, educational management, modern methodological management, metmanager, according to the needs for improvement expressed when it comes to a new procedure or value analysis to rethink the procedures;
- b) organizational - necessary to describe the facts of optimal, strategic, efficient management, in a polyvalence, broadening, and complementary perspective;
- c) technical – necessary for the description of the tool that ensures success in the

efficiency of the methodological management based on the managerial function of methodological design;

d) operational – necessary for defining specific specialized tasks, imagining their redistribution in a basic training tool.

In the current effort to modernize the modern methodological management, which aims at ensuring the qualitative growth of the activity, *the design, organization and realization* as managerial processes are the main ones in the action of ordering and structuring the thematic contents and the purposes of the training of managerial staff

The MMM Model was developed on the theoretical foundations of *educational management theory* that are presented in the theoretical chapter (*concepts, theories, classifications, characteristics of managerial functions*), analyzed from the perspective of the scientific approach of research and the following principles.

The principle of flexibility. This assumes that an entity adapts to changes in the educational institution and education system based on needs, operations and methodological management. The principle promotes the idea of flexibility in various activity approaches. Namely, flexibility allows the subjects to adapt to unforeseen situations that arise during the course of the process. In this case, *metmanagers* must be aware that changes may influence previously made decisions. For this reason, metmanagers must weigh the effort of operating the changes against the benefits of flexibility.

The principle of rationality. Rationality involves understanding the problems, determining and evaluating the criteria for configuring actions, formulating alternatives and implementing them. Made decisions must be based on reason and analytically recorded values. The *metmanager* must learn from experience to define the correct method or procedure to be followed to achieve the correct result.

The principle of precision. Precision is the basis of the design of an activity, giving it a precise, definitive and adequate meaning in terms of the content and scope of the activity. Therefore, precision gives importance to each component element. If the structural elements are established more precisely, there is a greater probability of success.

The principle of feasibility. Design must be based on facts and experience. Therefore, it must be realistic, natural. There must be selected items that can be set in motion with existing resources.

Limiting factor principle. If the best course is chosen among several alternative courses of action, then the design is a reasonable one. Such a decision consists in defining the limiting factor that can stagnate the achievement of the objectives. The limiting factor is an effect in the situation that limits the ability to achieve a certain goal. Therefore, when deciding on an action, the metmanager must focus primarily on the limiting factor.

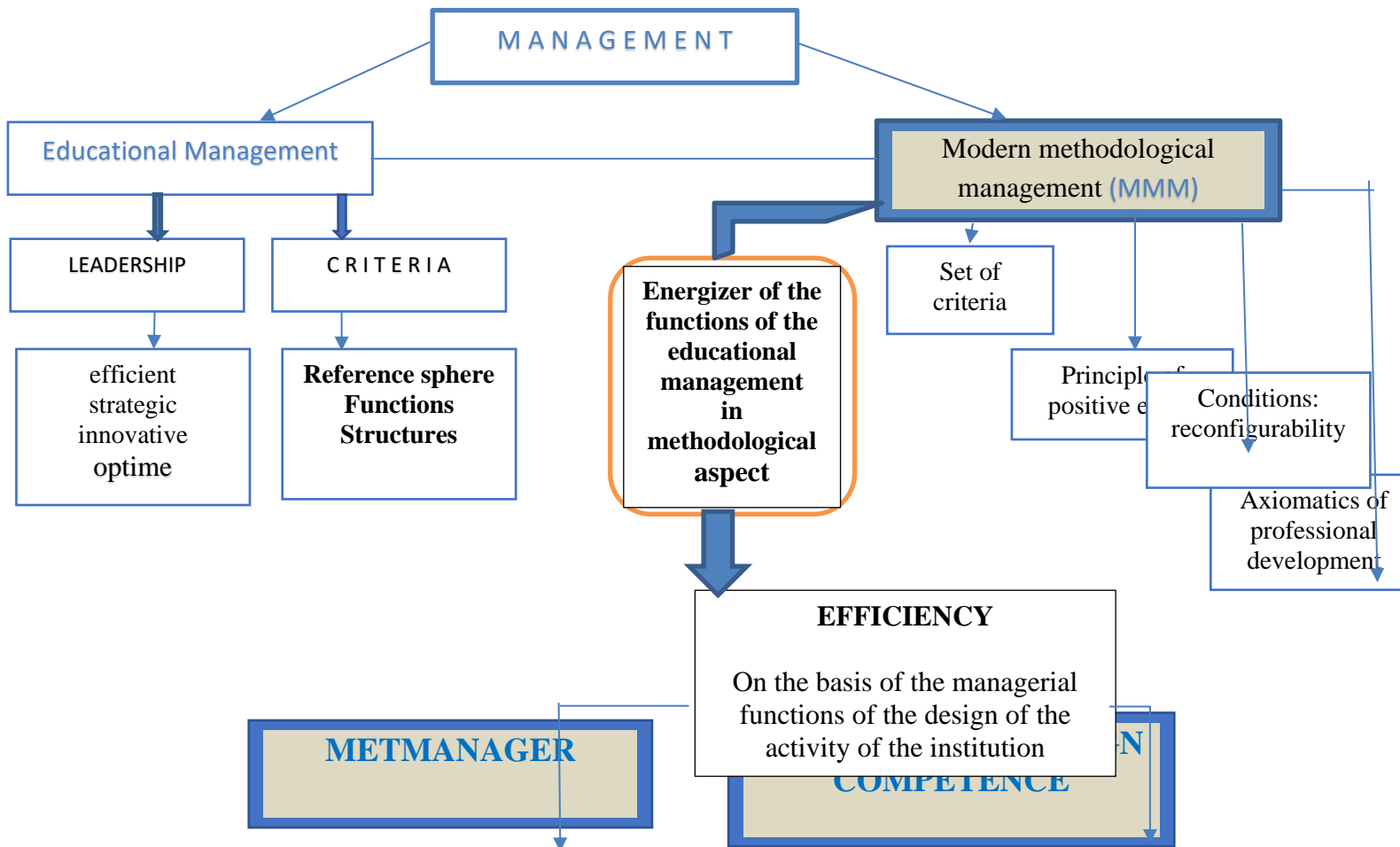


Fig. 1. Model of the modern methodological management (MMM) in the pre-university education institution

In this way, starting from *management*, as a fundamental notion that involves the management of an institution, of some people, some activities and circumscribing to it the *educational management*, which certifies an effective, strategic, innovative, optimal management and has as criteria the sphere of reference, functions and structures, and as the *main function* the the design/planning of the activity of the educational institution, it is configured *the modern methodological management* (MMM), with the aim of *energizing the functions* of the educational management in a methodological aspect. Also, the MMM reveals its pedagogical essence through *a set of criteria, the axiomatics of professional development* (research actions and continuous training), through the fundamental principle of the positive formative effect. This value construction has as its purpose the *efficiency of the activity* of the pre-university education institution based on the managerial function of designing the methodological activity, by valorizing the pedagogical essences of the idea of *metmanager and design managerial competence*.

Starting from the metmanager values and design managerial competence, there was developed the basic training tool was – the *PAM Technology for Training the School Metmanager*, presented in Table 1.

Planning as a managerial function represents the management activity based on foresight - actual planning - programming, adapted to all levels of the education system and process. It must be seen in close interdependence with the other functions of the management, also valid in the methodological management in the pre-university institution. Its success depends, thus, on the managerial organization of the resources of the planned activity, on the implementation of this activity (regulated-self-regulated permanently through research and improvement actions) and on the evaluation and optimal motivation of the managerial leadership process carried out in the short, medium and long term in every pre-university institution. In the process of designing and organizing methodological activities in pre-university institutions, managers will also take into account the functions of planning, which establish the concrete actions of planning the methodological activity: the anticipation function; orientation function; organizational function; directing function; adjustment-self-adjustment function; the decision function. It must be seen in close interdependence with the other functions of the management, also valid in the methodological management in the pre-university institution.

**Table 2. PAM Technology for Training the School Metmanager
(designing the methodological activity)**

Training activity	Purpose of the activity	Objectives	Forms and Tools/Means	Competence units
Block A. Methodological management: Constructive methodological aspects of the annual planning of activities in the pre-	Formation of the competence to develop the annual design of the methodological activity in	- Designing the content components of the activities in the	- training course -formative training	<i>operational selection</i> <i>analytical reflection</i> <i>essentiality</i>

university education institution 1. Methodological recommendations 2. Design benchmarks 3. Design portfolio 4. Extension: Development of the project	accordance with the proposed benchmark	educational institution -valuing a responsible attitude towards professional development	-the Socratic conversation -directed dialogue -pedagogical modeling -documentation -team work	<i>logical organization</i> <i>complex vision</i>
Block B. Methodological management: <i>Methodological aspects</i> of designing activities in the pre-university education institution 1. Methodological hint 2. PPP 3. Extension: Creative Group. Multidimensional development of plans	Formation of the managerial competence to design the activities of the educational institution	Valorizing the design models of the educational institution's activities - individual identification of problems and difficulties in the elaboration of projective documents; - professional managerial development by stimulating receptivity to new things and interest in continuous training - the correct use of fundamental pedagogical concepts in the design of the institution activities	-formative-methodological seminar - workshops -design strategies - the decimal strategy -analysis and synthesis -heuristic conversation - the storm of ideas -circle of interests -the commented presentation -pedagogical modelling -the creative report	<i>deductive and creative thinking</i> <i>pedagogical ideology</i> <i>reasoned combination</i> <i>self-affirmation</i> <i>analytical prospecting</i>
Activity plan of the "ClassTeachers" Department				
Activity plan of the Parental Committee				
Activity plan of pupils' council				
The activity plan of the Commission for the protection of children's rights				
Calendar of extracurricular activities				
The plan of activities The control and evaluation of the educational activity				

Its success depends, thus, on the managerial organization of the resources of the planned activity, on the implementation of this activity (regulated-self-regulated

permanently through research and improvement actions) and on the evaluation and optimal motivation of the managerial leadership process carried out in the short, medium and long term in every pre-university institution. In the process of designing and organizing methodological activities in pre-university institutions, managers will also take into account the functions of planning (explained in chapter 1 of the thesis), which establish the concrete actions of methodological activity planning: the anticipation function; orientation function; organizational function; directing function; regulation-selfregulation function; decision function.

The design conditions derive from the initial design conditions: complexity, which sums up the various components of the managerial activity (process); continuity (permanence); frames of reference (previous managerial activity; current situation; possible predictions). Thus, it is necessary to comply with the conditions of designing the activities, in order to ensure the quality and efficiency of the managerial process. This requirement of a psycho-pedagogical nature allowed us to determine the conditions for planning methodological activities and the specific conditions for the methodological activity (stated in chapter 2 of the thesis), respecting the specified theoretical benchmarks, without which educational management policy documents cannot be developed.

In the action of designing and organizing methodological activities, the metmanager must take into account:

- *the functional dimension aimed at:* macrostructural outcomes (the purpose of MA); microstructural outcomes (general/specific competences/MA objectives).
- *the structural dimension aimed at:* planning and organizing the methodological activity during the academic year (semesters, quarters, modules, evaluations).
- *the operational dimension aimed at:* planning, organizing and carrying out concrete methodological activities.

Thus, the dimensions: *functional, structural and operational* ensure the planning and organization of the methodological management - a perspective of general development, which involves strategic pedagogical decisions.

The managers and teaching staff, each having specific functions and actions at the level of planning and organizing methodical activities, design, organize and evaluate the process, the options for the requested field of activity, the level of knowledge and the specifics of the subjects included in the activity.

At the level of staggered design, there have to be ensured the following action steps: the design of the annual activity at the level of the pre-university institution, which involves the analysis of *the institution's activity plan* and *some author's programs*; the selection and structuring of *some contents*, by adapting and completing some documents of the general design; establishment of *competences*, designed to be formed by organizing and carrying out the methodical activity: establishment of *resources*: informational (choice of psycho-pedagogical, didactic-methodological and profile-specific literature, necessary for the design, organization and realization of the managerial process); human (knowledge of the peculiarities of the subjects to whom it is addressed, the level of training

and the motivation of learning for a certain field of activity); material (choice of didactic-methodological materials necessary for the organization and realization of the managerial process); the choice of *educational technologies*: educational methods, techniques and technologies; teaching aids; forms of the organization of the methodological activity; establishing *the assessment methods*: initial (*at the beginning of the academic year*); continuous (*during the academic year*); final (*at the end of the academic year*).

Thus, in the attempt to determine the notion of the methodological activity in pre-university education institutions, there were used three epistemological criteria, which allow its definition at the level of *operational pedagogical concept*, related to the fundamental pedagogical concept of education/training activity, designed and curricularly implemented at all levels of the system and the education process: reference sphere; general functions; the basic structure. *The operational pedagogical concept* of methodological activity, planned and implemented in pre-university education, defines the activity with a special formative purpose that ensures *the regulation of the educational process*, through *operational research approaches* (to know and valorize all pedagogical resources in order to make education/training more efficient) and *pedagogical improvement* (theoretical, methodological and practical) carried out by school managers (principals, leaders of methodological committees/chairs, teacher-leaders, teacher-counselors, teacher-researchers, specialty teachers), through *content* of a methodological nature, *formally* organized (school, interscholastic) and nonformal (extracurricular).

Under the conditions of the strategic innovation of the integrative management of the educational unit, - there was highlighted the importance of managerial operations aimed at the development and motivation of the staff within a complex process based on documentation and pedagogical reflection - a resource of the real pedagogical power of the school manager, in all aspects. The documentation and reflection contribute to the optimal exercise of the function and action of the pedagogical research and pedagogical improvement.

At the level of *pedagogical research, the documentation and pedagogical reflection* provide the necessary information for the optimal performance of all managerial functions (organization, planning, evaluation and coordination/methodological guidance, regulation-selfregulation). *The school was also analyzed as a learning organization, based on information*, primarily focused on the managerial function of the *regulation-selfregulation of the training activity* in the open context of the education process, supported, in particular, through the *managerial operation of documentation and pedagogical reflection*. It was emphasized that this function is fully engaged in the process of promoting new data that the education system and process are constantly faced with, which must be transformed pedagogically/methodologically, into *essential information integrated into the database*", in *networks and knowledge relays* (theoretical and procedural), utilized in any competent managerial decision.

In **Chapter 3 "The praxeological approach to valorizing the modern methodological management in the pre-university education institution"** it is addressed the problem of the pedagogical experiment, with the aim of clarifying how the developed training tools revitalize the training activity of master's students (teaching staff). In order to achieve the purpose of the training experiment, which aimed at implementing the *PAM Technology* for training the school metmanager focused on the training of the managerial competence to design activities in the pre-university education institution, there were used various pre-experimental, experimental and post-experimental activities. Through the findings, it was deduced the need to train the experimental subjects in tests of examination, analysis, interpretation, creation, transformation, change, valorization, etc. In the perspective of recording the efficiency of the activity of the pre-university education institution, which concerned the competence of the metmanager to design the institution's activity in various aspects, the efficiency was defined as a characteristic of an entity to produce the desired effect or of an activity to reach *useful or good results*, accepting the classic view on efficiency, according to which the emphasis is on the *registered effects*. When structuring the efficiency indicators, we relied on the philosophical concept of cause-effect, which states that anything that happens in nature can be motivated, the consequence of the action of any cause being generically called an *effect*. In view of the desired effect, the need for safety actions is imposed (verification, calculation, ordering, certainty, etc.). It involves the logical thinking of the action made effort and prepared to become an effect. The effects, as such, respect the law of entropy, being irreversible. Also, a certain role is played by the fact that the effects cannot be discovered by reason (they can only be assumed), but they can be discovered through experience, through practice. In this regard, the ***Identity Matrix*** elaborated on the basis of the philosophical principle of cause-effect, represents the *methodological tool* on the basis of which there can be analyzed the efficiency of the activity of the pre-university education institution by valorizing the modern methodological management, as an energizer of the functions of educational management and, in particular, of the managerial function of designing the institution's activity, as an initial factor (initial cause).

The obtained data indicate that at the level of the training sample, the managerial competence in the design of the institution's activity, in the valorized aspects, indicates a significant number. In order to configure this general picture of the level of the *managerial design competence* of the educational subjects as metmanagers, we started from the premise that it can be identified by analyzing *originality and strategic character* as indicators of MMM; *the gradation, intensification and complexity* characteristics of the effort made; the potential qualitative and quantitative improvement effect, which recommends the metmanager as fit to perform this managerial function. In support of this statement, we must emphasize that the managerial competence also implies a personal commitment, signifying managerial functions that require an important development of human qualities and personal leadership through complex competences.

The experimental vision followed the logic of the formative application of the developed tools, in certain determined situations, observing and valorizing the facts in themselves. The experiment was a natural one. **The hypothesis** from which it started reveals the researched subject, being generated deductively and descriptively: *If the PAM Technology for training the school metmanager is rationally implemented, then, by valorizing the methodological management, there will be formed the managerial competence of designing the methodological activity in the pre-university education institution.*

The purpose of the experiment: Development of the *metmanager* by valorizing the competence of designing the activity of the pre-university education institution.

The objectives of the pedagogical experiment: applying the developed tools: questionnaire regarding the determination of the level of the information of the managerial, didactic staff and master's students with the specifics of the methodological activity in the school unit, model projects, PAM Technology; determining the training level of the managerial competence to design methodological activities in the pre-university education institution (at the ascertainment and control stage); establishing the efficiency factors of the institution's activity.

As *independent variables* are the PAM Technology competence units: logical organization, complex vision, operational selection, analytical reflection, essentialization, pedagogical ideologization, argumentative combination, deductive-creative thinking, self-affirmation, analytical prospecting. The *dependent variable* is recorded by the training level of the metmanager: the managerial competence of methodical design.

Stages of the experiment:

Stage I. Finding the *de facto* state regarding the methodological management/methodological activity in the pre-university education unit. Obtaining the primary material for the organization of the training experiment. Establishing the current state of the independent variables, as an immanent factor.

Stage II. The exploitation of PAM Technology at the level of subjects in the training sample (EF) in specially organized situations, which allow the identification of the necessary conditions and the development/training of new types of activity and new behavior, in order to reveal their value.

Stage III. The validation of experimental results: the level of the managerial competence in activity design. Identifying the effectiveness of the induced factors at the level of the pre-university education institution.

The experimental subjects were chosen according to the working hypothesis derived from the theoretical research, but also from their own experience and observations. These are school managers, master's students, teaching staff.

The ascertainment stage carried out included 186 subjects, of which 95 master's students, 30 managers and 61 teaching staff. At the formative stage carried out in 2021, 55 master's students from Tiraspol State University (based in Chişinău), studying for the second cycle master's degree in the Innovation Management and Educational

Entrepreneurship program and managerial and teaching staff from Bacău, Romania were involved in the training activities. The managers and teaching staff were tested only at the ascertainment stage, for the formation of a broader vision of the actual situation. The validation stage included the experimental sample of master's students (55 from the training stage and 40 from the control stage).

For example, if we refer to the question *To what extent does the manager of the unit ensure the monitoring/evaluation/control of the methodological activities in the educational unit*, we find a distribution with decreasing elements from managers to master's students, with values of 38% to a large extent for managers and 20% for master's students (Figure 2.).

From this we deduce that the master's students perceive less that the monitoring and evaluation of the methodological activities in the educational unit has a regulatory role and helps improve the future activities of all those involved in the educational act, in the sense of supporting them in the fulfillment of the work tasks provided. Based on the monitoring process, it is recommended to implement some action plans likely to lead to the efficiency of educational activities. For the effective management of the methodological activities, knowledge and record of the training process and development of didactic skills, as well as the improvement of the educational process, it is necessary for each director to draw up and use a series of monitoring tools.

The monitoring of the methodological activities represents the follow-up of the evolution of the development of the methodological aspects of the teaching staff's activity, with the recording of formed behaviors. The data obtained as a result of the monitoring helps the manager in the process of evaluating and determining the progress of the teaching staff which is the final point in a sequence of monitored events. The data collected as a result of the monitoring allows decisions to be made with reference to the improvement of the methodological activity process. Monitoring helps the pre-university education institution to track the results achieved by the teaching staff through the periodic collection of information that contributes to timely decision-making, ensures accountability and provides the basis for evaluation and processing. Consequently, a monitoring mechanism must contain a reporting structure, which analyzes all information according to a defined process and regularly transmits it to the responsible authority. Evaluation, in turn, represents, in a broad sense, the process of gathering information with the aim of making decisions.

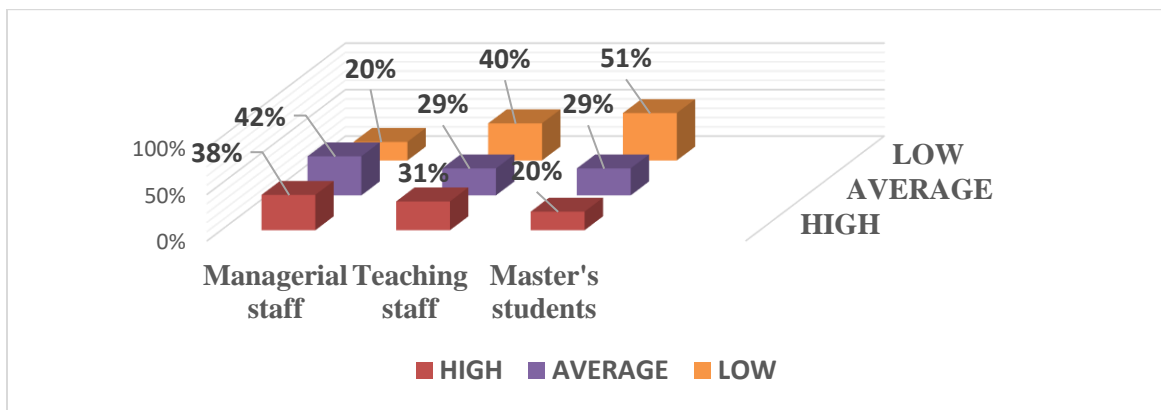


Fig. 2. Ensuring monitoring/evaluation of methodological activities (finding)

To the question *How do you contribute to the development of methodological activities* generated several answer options, the subjects basically focusing, on the presentation of reports in a ratio of 34%-51%; demonstration lessons 19%-36%; exposure of practical experiences 15%-34% and application of educational games 8%-11%. However, the subjects did not highlight the involvement of news in the field and the opening of a topic for debate. There were not valued the bibliographic summaries, methodological creativity, information technologies, methodological publications.

The results obtained by the research sample following the application of the instruments of the ascertainment experiment created the premises and conditions for the conduct of the training experiment.

The purpose of the training experiment consisted in the implementation of the *PAM Technology for the training of the school metmanager* focused on the training of the managerial competence of designing activities in the pre-university education institution. The training experiment had as its general objectives: *the formation of the managerial competence for designing the activity in the pre-university education institution* in order to make it more efficient; the development and application of the *Identity Matrix: indicators of the efficiency* of the activity in the pre-university education institution for the analysis and interpretation of the training results. Monitoring the efficiency of the activity of the pre-university education institution, concerned the competence of the metmanager to design the institution's activity in various fields. By efficiency we recorded the characteristic of an entity to produce the expected effect or of an activity *to reach useful or good results*, accepting the classic view on efficiency, according to which the emphasis is placed on the *recorded effects*. To better understand this concept, the example of a drug/medicine that we say is effective is eloquent. In this case, we are interested in the effects (better health) and less the efforts made to obtain the medicine. In the economic field, *the systemic view on efficiency* aims at efficiency as the ratio between the effects obtained and the resources consumed. In the social sphere, if the respective activity has large social implications, the emphasis will be placed on quantifying the effects and, possibly, the efforts and less on the ratio between them. In practice, in fact, the efficiency of any activity can be analyzed through the lens of both visions. Regardless of the chosen

approach, the main problem of the efficiency of the activity of the educational institution is related to the fact that this is not an economic activity, but a social-humanitarian one and, consequently, the effects are difficult to measure. Efficiency, too, is related to the current situation, and effectiveness views things in the longer term. Both terms, efficiency and effectiveness, are not new, having been used since Antiquity. Both words come from Latin: efficiency derives from *efficere* (*to effect*), and effectiveness from *efficax-efficax* (*having desired effects*). In this way, in a broad sense, we can appreciate **absolute efficiency** as a quality of an activity, action or entity to produce positive effects. This efficiency does not involve comparing effects (direct or related) with efforts. In the narrow sense, the effort/effect ratio is amenable to comparison. The nature of efforts and effects reflects on the character of efficiency.

Block A. Methodological management: Constructive aspects of the annual planning of activities in the pre-university education institution. *Purpose:* To develop the ability to elaborate the *annual design* of the activity in accordance with the proposed milestone. *Objectives:* designing the content components of the activities in the educational institution; valuing a responsible attitude towards professional development. *Forms and tools:* conversation, analysis, explanation, guided discussion, pedagogical modeling, documentation.

Block B. Methodological management: Methodological aspects regarding the design of activities in the educational institution. *Purpose:* Training the competence to design the activities of the pre-university education institution. Objectives - *identification of problems and difficulties in the elaboration of projective documents based on individual positions;*

- *professional managerial development by stimulating receptivity to emerging novelties and interest in continuous training;*

- *application of the fundamental pedagogical concepts in the design of the institution's activities.*

Training methods and procedures: heuristic conversation, brainstorming, analysis and synthesis, circle of interests, commented presentation, pedagogical modelling.

In the same way, there was presented and analyzed the aspect of **the creative group (CreFor)** of the educational unit through which the subjects accumulated information about the notion of the creative group, the coordination and composition of the group, the directions of the activity of the creative group, the tasks and directions of the creative group, work order, documentation and stages to be followed in the design of scientific-methodological activities, etc. A key element of the analyzes and elaborations of the experimental subjects, of the future metmanagers, was the *criterion of efficiency*, they having the task as at the end of an activity

- The creative group (CreFor) presents a structural entity of the methodological service in the school and is created for the purpose of methodologically ensuring new courses, programs and topics of managerial interest.

- CreFor carries out the scientific-methodological research activity, the scientific strategies applicable in the educational process;
- CreFor coordinates its activity with the deputy director responsible for the scientific-methodological activity and is monitored by the methodological and pedagogical council of the school.
- The composition of CreFor includes managers, teaching staff with different teaching degrees, psychologists.

Tasks and directions of the activity of the creative group (CreFor):

- Examining the new guidelines in the methodological assurance of the educational process, school subjects, didactic technologies.
- Consulting in the development of the school's activity concept and project.
- Organizing and carrying out the research activity in a certain problem.
- Discussing and interpreting various materials with reference to the activity of the educational institution presented by the members of the creative group.
- Organizing creative contests; participating in pedagogical readings, conferences, various educational activities.
- Creating informative banks regarding the innovations and perspectives of the institution's development.
- Establishing and developing creative relations with departments, institutes/centers for continuous training of staff.
- Analyzing, developing, applying methodological tools for determining the efficiency of innovations, research results, etc.

Documentation of the creation group (CreFor):

- Activity regulations of the CreFor creative group.
- The work plan of the creative group (it is indicated the activity of research, experimentation, implementation of research results, the contribution and responsibilities of each member, there are formulated proposals for change, transformation, etc.).
- The analytical portfolio that includes various resulting materials.
- The minutes of the meetings of the CreFor creative group.

The steps to be followed in the design of scientific-methodological activities:

1. *The information stage* (the issue, the problem and the needs of the school).
2. *The analytical-practical stage*.
3. *The stage of material processing and appropriation*. Preparation of the report, the project, the activity program.
4. *Generalization stage*. The materials are generalized and systematized in the form of methodological recommendations of the teacher, the leader of the methodological meetings of the educational institution.
5. *Generalization of the work experience of the creative group*. Preparation of materials for the meeting of the methodological or pedagogical council, the conference.

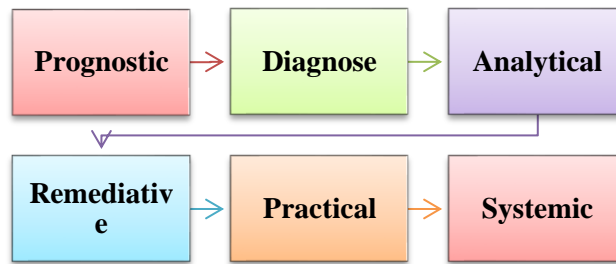


Fig. 3. Directions of the activity of the creative group (CreFor)

Within the activity of the *creative group (CreFor)* of the master's students, they participated in learning activities of the types of the creative works of the teaching staff; work experience (stages of experience): practical-experimental, scientific research; models of unfolded lesson plans - one of the forms of creative work; there were made lesson analyses from the positions of training basic key skills; there were developed models of activity programs; there were analyzed the programs of methodological meetings.

The *control stage* included two samples with the aim of validating the training activity within the pedagogical experiment: the *Questionnaire* sample (the questionnaire initially developed with some clarifying interventions) and the *Extension in design* sample. In the experiment there participated 95 master's students (55 EE and 40 EC).

For example, to the question of what leads us to determine *the level of assurance of the monitoring of methodological activities in the educational unit*, the results found are presented in Figure 4.

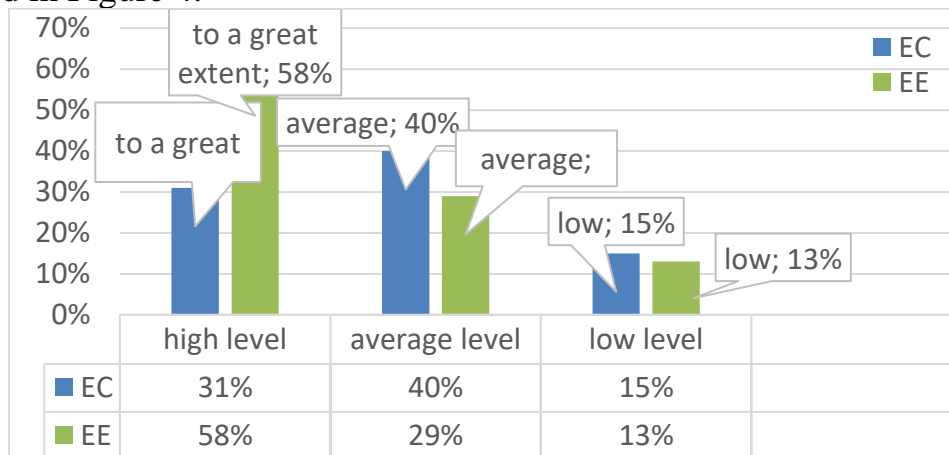


Fig. 4. Ensuring the monitoring of methodological activity (control stage)

In order to identify the effectiveness of the activity of ensuring the monitoring of methodological activities by the managers of the institution, we find the opinion of the EE subjects who support in number of 58% that the monitoring process is carried out to a great extent; average level 29% and low level 13%. The opinion of the EC subjects indicates that the monitoring process is carried out to a large extent: 31%; average 40% and low 29%.

Extension in design sample. The notion of *extension* comes from Latin and implies *the action and effect of expansion*, that is, what makes something take up more space or

rise to another level, unfolding, development. The notion can be used to denote another object that is added to the main object to facilitate its use. Thus, an extension allows the mobility of an object. Extension can also be understood as an action that consists mainly of applying the whole set of knowledge, technologies and new discoveries, the result of research, to what is to be achieved. Extension is also the set of things to which intensity (definition) applies. For example: my book, my colleague's book, etc.

In the context of today's changes, the metmanager is in a position to change the design configuration, to address a greater number of transformations, modernizations, innovations, in order to maximize efficiency. Such an approach involves the use of known actions, but in new and creative forms through extensions. Thus, we can talk about horizontal extensions, vertical extensions or co-design.

Further, we propose to analyze the *design extensions* that the EE experimental subjects made based on the task of proposing 2-3 elements (another structure, another title, another content, etc.), which would change the configuration of the project sequences selected by working groups, made up of 5-6 subjects.

Example 1: Design sequence of methodological activities.

Before presenting a concrete result of the changes introduced by *Working A Group*, for example, we must mention the fact that the experimental subjects highlighted a number of important aspects in the activity of design activity, among which there are the actions of essentialization, prioritization, creativity, in the respective projects. Commenting on what they achieved, they emphasized that essentialization indicates the specific determinations of activity design, contained in the very nature of design.

Therefore, essentialization is the foundation of *what really is*, in contrast to what is accidental, which does not constitute the nature of design. Starting from the idea that determination is essential if and only if it is necessary for the thing to possess it (in the given case the design of the activity), the experimental subjects insisted on the contribution of essentialization in the designs of some activities, of whatever nature they may be. With reference to *prioritization*, which is established through a comparison, it was mentioned that a priority is something important compared to other things, and thus there are obtained multiple role entities. Prioritization helps to identify the aspects in the activity that occupy the first place in importance, in value, it take precedence.

Thus, at the level of the ***managerial competence of designing the activities of the pre-university education institution***, the situation has changed with the introduction of the activities provided in the PAM Technology in the dynamic evolution of training, when managerial training begins to cope with the rapid development of the school and the real requirements of the workplace. The idea was that the formation of managerial design competence should be measured based on the *efficiency indicators* from the *Identity Matrix*. The correspondence of these indicators allows the subjects as ***metmanagers*** to deal with work situations in the professional activity. The managerial design competence of the metmanager influences the performance of the educational institution and the educational process as a whole.

Obviously, we share the opinion that we should not categorically state that it is possible for teachers/master's students to become managers after a management training course. Here we are talking about the result of a process of professional transformation by broadening the perspective. But getting a result based on a training course (pedagogical experiment) broadens this perspective, broadens motivations and creates premises to become a capable person in management, first of all, personally and professionally.

The obtained data indicate that at the level of the training sample, managerial competence in the design of the institution's activity, in the valorized aspects, indicates a number of 81% high level and 19% average level; in the control sample, there were attested: high level 70%, average level 20% and low 10%.

To configure this general picture of the IE₃ managerial competence level of design of the educational subjects as metmanagers, we started from the premise that it can be identified by analyzing *the originality and IE₂ strategic character* as indicators of MMM; the IE₂, IE₃, IE₄ *gradation, intensification and complexity* characteristics of the effort made; the potential *qualitative and quantitative improvement* effect IE₂, IE₃, which recommends the metmanager as fit to perform this managerial function. In support of this statement, we must emphasize that the competence of a manager also implies a personal commitment, signifying managerial functions that require an important development of human qualities and personal leadership through complex competences.

In this regard we consider it useful to mention that in order to record the efficiency of the activity of the pre-university education institution, which aimed at the competence of the metmanager to design the institution's activity in various aspects, when structuring the efficiency indicators we relied on the philosophical concept of cause-effect, through which it is stated that anything that happens in nature can be motivated, the consequence of the action of any cause being generically called *an effect*. In view of the desired effect, the need for safety actions is imposed (verification, calculation, ordering, certainty, etc.). It involves the logical thinking of action made effort and prepared to become an effect.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

In the investigative context carried out, the modern management in education was approached from the point of view of the most significant theorizations that mark its essence. This implied, implicitly, the concern for the problems posed by the management in its various aspects, from which also derives a pedagogical potential, not negligible: the practice of the thinking that emphasizes countless arguments and has certain hermeneutic valences. In the educational field, where modernization inevitably entails a certain manifestation of transformations, recording a representational vision of management becomes a performance condition. The applied vision recovers a part of the real complexity of the phenomenon of modern methodological management, since the phenomena we have in mind can be considered as representations of deepening in the field. In this sense, we conclude the following.

1. *By approaching the concept of management from a pedagogical perspective*, based on complementary analysis and operation models, which valorize the social and pedagogical meanings of management as an effective management activity, *there was revealed* the specifics of management at the current stage in various sectors of education. On the one hand, the concept of educational management was compared to the *general meanings of management*, recorded in other social fields, in the economy, in the global social system, in social psychology; on the other hand, a clearer identification of the concept of *pedagogical management (in pedagogy) or educational management* (stated as pedagogical science or education science) was achieved from other types of management: economic, sociological, psychosocial, etc. This approach shed light on the very foundations of management education thinking.

2. Through the prism of these considerations, it has been illustrated that *educational management* defines the activity of the effective management of education and training within the education system, school organization, committees and methodological chairs, the class of pupils, the lesson, etc. Such a delimitation led us to adopt the generic formulation of the *educational management* that fulfills *general formative functions* within the education system. This special, superior type of leadership is confirmed at the leadership level: efficient, global, optimal, strategic, innovative. It has been determined that, in its essence, managerial leadership is effective through the *global, optimal, strategic, innovative valorization of existing or available pedagogical resources* at the level of the *school* as an organization.

3. In order to identify the analysis of these phenomena, which constitute the true essence of management, an important element of the theoretical base was education management applied especially at the level of methodological management, strategically involved in the *efficiency of pedagogical activities* (educational, instructive, methodical) within the institution of pre-university education, *the managerial function of design* being approached at the level of its complementarity relations with the *managerial function of organization*. Such a managerial functional association creates the *objective framework necessary* to answer the design/planning questions of a teleological and prospective nature, which are at the basis of the construction of the general purpose of the activity of the pre-university education institution.

4. Based on the analysis of the *design/planning factors* of the activity in the context of pre-university education, it was determined that they can be pedagogically controlled through the methodological activity. They pursue *complex planning*, achieved through *simple/essential plan models*, which have the quality of being very clear, transparent, useful for all those involved in the planned activity. Referring to the notion of *modern*, the idea was circulated that this is a referential notion that is meant to mark the distinction of novelty, change, detachment from the past by invoking a criterion associated with those values that signify a note of superiority, but neutral. All this relatively different analytical configuration obviously changes as well the position from which modern methodological management is analyzed.

5. Observing all the manifestations of the educational management and synthesizing a series of visions and ideas of researchers in the field, there was defined ***the modern methodological management (MMM)*** as a methodological (action) management activity of the development process of the teaching staff in the pre-university education institution, in order to obtain results that produce performance effects, with referential values anchored in a present of knowledge. In this way, the management was assigned a specific field, looking at it from the perspective of a complex problem, being formulated as a problem with its countless variations. In the process of determining the notion of *methodological activity* in pre-university education institutions, there were used epistemological criteria, which allow its definition at the level of *operational pedagogical concept*, related to the fundamental pedagogical concept of education/training activity, designed and implemented curricularly at all levels of the education system and process: the sphere of reference; general functions; the basic structure. From a managerial point of view, the *methodological activity* tends to become a strategic tool for the *efficiency* approach, which ensures the performance of the functions of evaluation and methodological guidance of the educational activities and their regulation through various methodological actions of research and pedagogical improvement.

6. The investigative actions allowed the definition of MMM at the level of operational pedagogical concept, which aims at *the basic structure of the methodological activity, institutionalized* in relation to the general functions, presented, highlighted and analyzed globally, which are fulfilled, objectively, at various levels of the educational process. The *organizational base of the methodological management* is built and developed within the educational system and process, in accordance with the normative requirements promoted by the educational management. There was considered the *principle of the managerial leadership of the educational process* at the level of optimizing the relations between the general function and the basic structure of the methodological activity. *The quality* of MMM in permanent evolution within the learning *school institution* is dependent on the process of moving towards the paradigm of postmodern pedagogy, which tends towards a complex, integrated education, argued by the research undertaken in curriculum theory and in educational management. Analyzing the *social conditioning of modern methodical management*, the fundamental characteristics of the organization of the future were determined (great flexibility, commitment to people, strong core competencies, diversity, etc.). Emerging from the idea of *infomanager*, there was conceptualized the idea of ***metmanager*** for the manager in a methodological aspect (from all levels). As a result of the documentation, analysis and systematization of conceptual approaches, theories, visions, theoretical and methodological benchmarks from the specialized literature, as well as related norms, there was developed the ***Modern Methodological Management Model (MMM) in the pre-university education institution***, and starting from metmanager values and design managerial competence, there was developed the basic training tool – ***PAM Technology for Training the School Metmanager***.

7. In the conclusion of those presented, it was determined that the achievement of the purpose of the training experiment, which aimed at implementing the PAM Technology for training the school manager, focused on the training of the managerial competence to design activities in the pre-university education institution, it was reflected in various pre-experimental activities, experimental and post-experimental. In order to record the efficiency of the activity of the pre-university education institution, efficiency was defined as a characteristic of an entity to produce the expected effect or of an activity to reach good results, accepting the classical view on efficiency, according to which the emphasis is placed on *the recorded effects*. When structuring the efficiency indicators, we relied on the philosophical concept of cause-effect, which states that anything that happens in nature can be motivated, the consequence of the action of any cause being generically called *an effect*. The effects, as such, respect the law of entropy, being irreversible. In this reference context, the *Identity Matrix* elaborated on the basis of the philosophical principle of cause-effect, represents *the methodological tool* on the basis of which the efficiency of the activity of the pre-university education institution can be analyzed by valorizing the modern methodological management.

The obtained data indicate that at the level of the training sample, the managerial competence in the design of the institution's activity, in the valorizing aspects, indicates a percentage increase in the training sample by about 20% at the high level, but the difference between the training sample and the control is made up of about 12% at the high reference level. In order to configure this general picture of the level of *the managerial design competence* of the educational subjects as metmanagers, we started from the premise that it can be identified by analyzing *originality and strategic character* as indicators of MMM; *the gradation, intensification and complexity characteristics* of the effort made; the potential qualitative and quantitative improvement effect, which recommends the metmanager as capable to perform this managerial function.

As a result of the experimental activities, it was established that the efficiency of the activity depends on the real training of the *metmanager* based on the requirements of *the modern methodological management*, in the design of the activity of the educational institution, recorded in the *MMM Model*. The training of the managerial competence of activity design was effectively based on the *PAM Technology*. Efficiency correlates directly with creativity, a fact demonstrated by the *Creative Group (CreFor)*. An essential factual support is the *Identity Matrix*, with the efficiency indicators.

Recommendations for future research

1. Based on the *Identity Matrix*, it is appropriate to develop a *Reference for the efficiency of the educational activity as a whole*, which would include concrete descriptions and interpretations, based on which its efficiency could be identified. In this context, the fundamental premises provided by research latently contain possibilities for adequate description.
2. Having defined the notion of MMM, the topicality of this field generates the establishment of a *broader vision* on it, being fulfilled in a certain socio-pedagogical

context, especially within a general model, which depends on the interaction between managerial forms and those of modernity, which is defined in current pedagogy as a true gradual essentialization of formative discourse, rigorously formulated.

3. Through the idea developed in the research, which aims at training the metmanager and the managerial competence to design the activity of the educational institution, taking, finally, a transformative attitude, certain original adhesions can be projected between the respective phenomena, which, in fact, translate the specifics of a **Formative instrumental ensemble**, focused on the advanced representation of the orientations in the current and perspective educational process.

4. Examining the results of the applied research, in which an important role belongs to the design of the activity, there can be structured several **synthetic brand models**, which would particularize the diversity of these designs and give them referentiality at the level of the methodological management in the postmodern pedagogical paradigm.

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ADNOTARE
Istrate-Ștefănescu Adriana
Managementul metodic modern în eficientizarea activității instituției de învățământ
preuniversitar,
teza de doctor în științe ale educației, Chișinău, 2023

Structura tezei: teza include introducerea, trei capitole de bază, concluziile generale și recomandări, bibliografie 147 de titluri, 9 anexe, 143 pagini text de bază, 18 figuri, 10 tabele.

Publicații la tema tezei. Rezultatele obținute sunt publicate în 9 lucrări științifice (.monografii, articole în reviste de profil, 4 comunicări la conferințe internaționale).

Cuvinte cheie: management, management educațional, management metodic modern, funcții manageriale, principiul regularității, proiectarea activității, competență managerială de proiectare, metmanager, eficientizare.

Scopul cercetării: constă în identificarea bazelor teoretico-praxiologice, elaborarea și validarea *Modelului managementului metodic modern în instituția de învățământ preuniversitar* în vederea eficientizării activității.

Obiectivele cercetării: Dezvăluirea semnificației conceptuale a noțiunilor de *management, management educațional, management metodic modern, funcții manageriale, modernizare, eficientizare* în context analitic; specificarea atributelor managementului metodic în instituția de învățământ preuniversitar și esențializarea competenței manageriale a cadrelor didactice din perspectiva proiectării; determinarea deductivă a condiționărilor sociale ale managementului metodic modern, a condițiilor și strategiilor de eficientizare a activității științifico-metodice; elaborarea *Matricei de identitate* cu indicatorii eficientizării activității; valorificarea și validarea *Tehnologiei de proiectare a activității metodice (PAM)* în formarea metmanagerului școlar.

Noutatea și originalitatea științifică constă în: Conceptualizarea *Modelului managementului metodic modern (MMM)* în instituția de învățământ preuniversitar din perspectiva eficientizării activității și a noțiunii de *metmanager*; elaborarea și valorificarea praxiologică a *Tehnologiei PAM de formare a metmanagerului școlar*; structurarea *Matricei de identitate: indicatori de eficientizare* în baza conceptului filosofic de *cauză-efect*; esențializarea *ideii de CreFor* (Grupa de creație – formare creativă).

Rezultatele obținute care au contribuit la soluționarea problemei științifice: identificarea bazelor teoretico-praxiologice, elaborarea și validarea *Modelului managementului metodic modern în instituția de învățământ preuniversitar*, fapt care reperat valorificarea *Tehnologiei PAM de formare a metmanagerului școlar*, în vederea eficientizării activității instituției, direcționând procesul de formare a competenței manageriale de proiectare a cadrelor didactice.

Semnificația teoretică rezidă în conceptualizarea noțiunilor de *metmanager, CreFor, efort-efect; principiul regularității* în identificarea aspectelor teoretice ale reperelor conceptuale ale cercetării; în analiza teoretică a opiniilor, viziunilor, concepțiilor în domeniul managementului, managementului educațional, managementului metodic, funcțiilor manageriale; consemnarea epistemologică și hermeneutică a abordărilor investigaționale în domeniu.

Valoarea aplicativă este dată de valorificarea și validarea praxiologică a *Tehnologiei PAM de formare a metmanagerului școlar*; de consemnarea procesului de formare a *competenței manageriale de proiectare* a subiecților experimentali; de aplicarea *indicatorilor de eficientizare* în analiza rezultatelor.

Implementarea rezultatelor științifice s-a realizat în cadrul Universității de Stat din Tiraspol (cu sediul la Chișinău), la nivel de masteranzi aflați la studiile de master, manageri și cadre didactice din Bacău, România.

ANNOTATION

Istrate-Ștefănescu Adriana

Modern methodical management in optimizing the activity of the pre-university educational institution,

PhD thesis in education sciences, Chișinău, 2023

Thesis structure: the thesis includes the introduction, three main chapters, general conclusions and recommendations, bibliography 147 of titles, 9 appendices, 143 pages of basic text, 18 figures, 10 tables.

Publications on the topic of the thesis. The obtained results are published in 9 scientific works (monographs, articles in specialized magazines, 4 communications at international conferences).

Key words: management, educational management, modern methodological management, managerial functions, principle of regularity, activity design, managerial design competence, metmanager, efficiency.

The purpose of the research: it consists in identifying the theoretical-praxiological bases, developing and validating the model of the modern methodological management in the pre-university education institution in order to make the activity more efficient.

Research objectives: Revealing the conceptual significance of the notions of *management, educational management, modern methodological management, managerial functions, modernization, efficiency* in an analytical context; specifying the attributes of the methodological management in the pre-university education institution and essentializing the managerial competence of the teaching staff from the design perspective; determining the social conditions of the modern methodological management, of the conditions and strategies for the efficiency of the scientific-methodological activity; developing the Identity Matrix with the indicators of the efficiency of the activity; valorizing and validating (PAM) Technology for designing the methodological activity in school metmanager training

The scientific novelty and originality consists in: conceptualizing the Model of the Modern Methodological Management (MMM) in the pre-university education institution from the perspective of the efficiency of the activity and the notion of metmanager; elaborating and praxeologically valorizing the PAM Technology for training the school manager; structuring the Identity Matrix: efficiency indicators based on the philosophical concept of cause-effect; essentializing the idea of CreFor (Creative group – creative training).

The results obtained that contributed to the solution of the scientific problem: the identification of the theoretical-praxeological bases, the development and validation of the Model of Modern Methodological Management in the pre-university education institution, a fact that identified the valorization of the PAM Technology for training school metmanagers, in order to make the institution's activity more efficient, directing the process of training of the managerial design competence of teaching staff.

The theoretical significance resides in the conceptualization of the notions of metmanager, CreFor, effort-effect; the principle of regularity in identifying the theoretical aspects of the conceptual benchmarks of the research; in the theoretical analysis of opinions, visions, conceptions in the field of management, educational management, methodological management, managerial functions; the epistemological and hermeneutic recording of investigative approaches in the field.

The applicative value is given by the valorization and praxeological validation of the PAM Technology for training the school manager; recording the process of training the managerial competence of designing experimental subjects; of the application of efficiency indicators in the analysis of the results.

The implementation of the scientific results was carried out within Tiraspol State University (based in Chisinau), at the level of master's students, managers and teaching staff from Bacău, Romania.

ISTRATE-ȘTEFANESCU ADRIANA

**MODERN METHODOLOGICAL MANAGEMENT IN THE OPTIMIZATION
OF THE ACTIVITY OF THE PRE-UNIVERSITY EDUCATION INSTITUTION**

531.01. - General Theory of Education

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