

EVOLUTION OF PRIMARY AND SECONDARY EDUCATION IN ROMANIA IN TERMS OF EU INTEGRATION

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Abstract: Evolution of preuniversity educational institution - taking into account the preuniversity educational institution in developing the human society, the following stages are distinguished in its development since its appearance until now and namely. *The educational institution - basic unit of the national system of preuniversity education.* The definition of the preuniversity educational institution as basic unit of the national system of the preuniversity education takes into account the social function of the preuniversity educational institution in relation to the structures which it can define in time and space.

Keywords: Evolution, education, EU integration

Introduction

The social function of the preuniversity educational institution is determined by the *teaching-learning-evaluating structure* based on: general pedagogical principles and norms valuably orientating the organizing projects of the preuniversity educational institution into the future; pedagogical programs socially known, which state a certain division of the work at the level of the preuniversity educational institution; open channels of pedagogical communication ensuring the efficiency of the preuniversity educational institution at the methodological level and in the plan of the stable relations with the educative communication, territorially and locally. The approach of the preuniversity educational institution as basic unit of the preuniversity education may be done from two points of view, namely; *The preuniversity educational institution - basic cell of the national system of preuniversity education*, meaning that it can be defined as institutional factor of education, according to the pedagogical concepts based on the correlation subject-object according to; the stable pedagogical finalities at the level of school policy; the norms of pedagogical projection of the didactic activity; the requirements for accomplishing the pedagogical message and for evaluating the results based on the inverse connection. This also engages its *educational environment* which exercises various pedagogical influences resulted from the direction: of the psycho-social field surrounding it in time and space; the ambiance released from within, having as main factors the didactic personnel and the students; the managerial styles exercised by the subject of the education.

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Evolution of preuniversity educational institution

This conception shows that the preuniversity educational institution reflects, at the institutional level; the qualities and defects of the society; the ideals and aims socially determined, but pedagogically objectivized at the level of documentation; the specific functions and structures; the general criteria of donating and valuing the elements of the society; internal resources of improvement and didactic renovation. This approach must take into account the organizational culture of the preuniversity educational institution, which states a certain level of organizational health, if two psycho-social phenomena are taken into account and namely; *the adapting phenomenon of the preuniversity educational institution to its external environment and adapting its aims to the level of the social policy on a macro and micro-structural plan; the phenomenon of valuing the school climate according to the imperative norms that just belong to a closed, controlled, paternal system and orientating norms that belong to an open system independently assessable.* The organizational culture of the preuniversity educational institution also reflects the modern practices of managerial design which have an extended area at the level of material and spiritual production; *the preuniversity educational institution, a non-bureaucratic organization* meaning that by definition, it represents in principle a type of institution replacing the vertical hierarchy based on the authority of a function, with the parallelism between the managerial functions, with the cybernetic functional hierarchy centered on satisfying the imperatives of the system by adjustment and auto-adjustment, therefore by inverse connection. In this conception, the preuniversity educational institution may be reported to the possible institutional organizing types, taking into account the following criteria; the formal and informal structuring degree of the organization; the degree of organization members' primary, secondary or derived involvement; the limited or unlimited degree of relation to other organizations.

Thusly, the preuniversity educational institution may be defined thusly; as an institution with a formal organizing structure based on stable operating norm and rules; institution with a degree of primary involvement at the level of the didactic activity (direct correlation subject-object) and a degree of secondary implication at the level of some hierarchic relations (the preuniversity educational institution - ministry, preuniversity educational institution - the county school inspectorate) or of some relations with the educative community (economical, public factors etc.); the institution with limited engagement in relation to other social organizations (the preuniversity educational institution - economy, preuniversity educational institution - culture, preuniversity educational institution - politics).

The evolution of the non-bureaucratic preuniversity education marks the tendency of return to autonomy and local decentralization, takes into account the risk of the local heterogeneousness, by complying with the objective needs of passing the preuniversity educational institution towards the national totalization. The management of such a preuniversity educational institution implies: the adaptation of the preuniversity educational institution to the social environment by special

structures of the activity performed; accomplishing the aims of the preuniversity educational institution by organizing structures related to the requirements of its external environment; the integration of the preuniversity educational institution in relation to the requirements of the social system by the methodological orientation of the teaching-learning-evaluating activity; the continuity of the preuniversity educational institution by simulating the cultural pattern based on improving the innovating the activity performed.

The preuniversity educational institution analyzed in terms of the normative and interpretative theory

The analysis of the preuniversity educational institution based on the normative theory is placed in the specialized literature on the objective position especially highlighting its interaction with its internal and external environment and relations of input-output type. Thusly, the preuniversity educational institution represents a situation where the student must adapt with a maximum of profit, and this shall be organized according to one's natural requirements, Under these conditions, the analysis of the *preuniversity educational institution based on the normative theory become current* and starts from the organizational health, which it arguments widely by highlighting the forms of its pedagogical social capacity, relating it to the requirements of an open system connected to its environment based on inverse connections. It thusly results an organizational structure of the preuniversity educational institution called the *organizational map* which highlights the micro and macro-structural relations of the educational management under the conditions of organizing it as a system described in table 1.

The management of the preuniversity educational institution shall be based on integrally complying with the norms that ensure the accomplishment of a functional education. This management responds to the administrative and pedagogical managing requirements of the activity of forming the child's, pre-teenager's and teenager's personality. Thusly, the coordinating manager and deputy managers represent the administrative authority under the conditions of considering the preuniversity educational institution as an open system, which integrally modifies the relations with the external environment, by complying with the structure of the internal resources and taking into account the quality of the teaching-learning-evaluating activity, projected, directed and improved in that respective preuniversity educational institution.

Table 1. The preuniversity educational institution - organizational map

The educational community School (parents, social agents etc.)	Manager of the preuniversity educational institution (coordinating the activity of the school organization) Deputy manager (methodological orientation of the didactic activity; problems of managing the activity; didactic improvement and research)	The representatives of the local power
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COUNCIL BOARD		
Consultative council	Consultative council	Consultative council
Coordinators, methodical offices of: - Information-documentation (school library) - Psycho-pedagogical assistance - Computer informatization - Didactic design	Coordinators - Levels, steps, cycles, year of studies - methodical commissions - departments	Coordinators (administrative personnel) - plan services - organised services - administrative services

The management of the preuniversity educational institution shall be also based on integrally complying with the norms that ensure the accomplishment of a functional education. This management responds to the administrative and pedagogical managing requirements of the activity of forming the child's, pre-teenager's and teenager's personality. Thusly, the coordinating manager and deputy managers represent the administrative authority under the conditions of considering the preuniversity educational institution as an open system, which integrally modifies the relations with the external environment, by complying with the structure of the internal resources and taking into account the quality of the teaching-learning-evaluating activity, projected, directed and improved in that respective preuniversity educational institution.

In order to accomplish managerial activities, the managerial staff of the preuniversity educational institution is formed by: *the coordinating manager* applying in practice the educational policy line elaborated at the central level (M.E.C.T.) and territorially (the County School Inspectorate), by taking into account the requirements of the social and pedagogical operation that are specific to that respective preuniversity educational institution and local educative community which he/she represents; *the deputy manager* responsible with the activity of didactic improvement and research, also called the engine, due to generalizing the experience orientated especially for the reformation of education, which lead the activity of reconsidering the new programs integrated within a community development; *the deputy manager responsible with the activity of methodological orientation of the educational process* is deemed a pedagogical supporter of the action of continuous formation of the teachers; *the deputy manager responsible with administrative issues* has a theoretical and practical adequate preparation in the domain of economical and financial management. The analysis of the preuniversity educational institution by using the interpretative

theory is placed in the specialized literature on the subjectivist position highlighting especially the internal implications of the environment, teachers' and students' personal and interpersonal engagement into the management of the national system of preuniversity education, as well as the educational process. It represents a possible and necessary solution in relation to the current conditions of technicalness of management.

The preuniversity educational Institutions analyzed in terms of the future evolution

As an organization, the preuniversity educational institution may be analyzed from a psycho-sociologic perspective centered on highlighting the organizational man and organizational behavior, specific to the pedagogic environment (open, perfectible, auto-adjustable). In order to highlight the future developing tendencies of the preuniversity educational institution, this must be defined in a wide perspective, by taking into account a series of specific traits, such as: in the preuniversity educational institution, there develops a socio-human activity with a high degree of formal organization and pedagogical institutionalization; the professional activity in the preuniversity educational institution has relatively precise coordinates of the division of work, by being materialized into specialized actions based on pedagogical interaction; the activity in the preuniversity educational institution is legislatively supported by regulations determined internally and externally, centrally, territorially and locally; the activity in the preuniversity educational institution has an auto-adjusting feature and is based on pedagogical well-defined resources, having an educational finality at the level of social policy,

If the specific knowledge as well as the experience gathered in the practice of organizing the preuniversity educational institution are taken into account, the following tendencies can be set forth: *classical tendencies*, encouraging the design and accomplishment of the preuniversity educational institution as formal organization centered on the priority-administrative management of the existing resources. This tendency is based on the classical theory of the organizations, according to which the preuniversity educational institution is analyzed by relating it to the traditional current, also called "*magistro-centrist*", according to which the preuniversity educational institution is: an organization *centered on the teacher which* aims an exclusivist and unidirectional circuit towards the transmission of information; an organization based on unbalanced pedagogical relations favorable to the teacher deemed as subject and unfavorable to the student deemed as object of education; an organization centered onto the action of communication realized only by means of a language generating censored images in the students mind; an organization methodologically orientated towards the primary expositive techniques in comparison with the heuristic pedagogical strategies; an organization planned only in the "magistro-centrist" perspective extended to the level of non-formal educational norms; *the neoclassic tendencies* reflect a new central pattern

aiming to bureaucratically rationalize the preuniversity educational institution, which is balanced by the revolution of the socio-human sciences, by the progresses accomplished in psycho-sociology. This theory offers a primary role to man, to one's problems, psychological traits and especially to the primary-social phenomena that occur between the members of the formal and informal groups. The non-classic theory stimulates the conception of the preuniversity educational institution as an organization of the inter-human relations, based on fully valuing the psycho-socialization tendencies of the pedagogical discourse at the structural and functional level. In the context of this theory, the preuniversity educational institution has: psycho-centrist traits stated by focusing on the student, on the students activity and his/her dynamics, on the global observation orientated towards the student and on students study, on the interest directing the students conduit, on favoring the originality of each student; socio-centrist traits stated by centering on sociologizing ideologies, on experimentally exploring the relations individual-environment, on building an institution that is auto-managed, on restructuring students' activity in autonomous and reforming direction, on the oppositions solvable within the micro-group of the class and collective of students; *the modern tendencies* reflect the evolution of the preuniversity educational institution realized from the perspective of the system of interdependencies, decisions with the aim of correction, amelioration, adjustment and restructure of the educational process to the types of social interaction promoted in a reformatory direction. Thusly, the social organization of the preuniversity educational institution aims the efficient decision connected to its normal functionality, which blends the *technological orientation* (based on the rigorous hierarchy, exact rules, parties' involvement etc.) with the *psychological orientation* (based on activating the human resources) and with *psycho-technological orientation* (based on improving the coordination between the technical peak elements and human elements of social relevance). The preuniversity educational institution thusly created is considered to be a central model of the post-industrial society, which presumes a complex preuniversity educational institution progressing in the contemporary modern society to the superior level of the informatized culture.

As a complex social organization, the preuniversity educational institution must exceed the bureaucratic, impersonal and standardized reflexes of the *'smoke-chimney generation*, according to Alvin Toffler's opinion *at the school of the industrial era* organized according to the following principles: as a mass preuniversity educational institution keeping some elements of the pre-industrial society; as an administrative hierarchy that follows the model of the industrial bureaucracy, with a linear structured contents on continuous disciplines; as an educational machine orientating the student more to the past then to the present and future.

The organization of the preuniversity educational institution under the conditions of the post-industrial society aims the *personality of the future* that pedagogically and socially engages a way of upbringing the young generation based on the

following methodological hypothesis: it will shall be studied more than now outside classes; the education shall overlap work and be more equally divided during the individual's life; tomorrow's performers shall be matured faster thanks to the responsibilities taken care of earlier.

Thusly, the modern preuniversity educational institution shall be centered on the individual and social service assumed that may stimulate the population's civil protection by means of quality of the basic education, occurring the premise of balancing students' chances of success, students who come from all environments and social categories, According to this theory, it may be a matter of a pedagogic model that is based on refining the behavioral relations which have stimulated the occurrence of management by *objectives*, which have aimed the students' control depending on an informative and formative *network of progressions*, having as consequence the institutionalization into the preuniversity educational institution of the curricular-type projects, focused on the dynamics of its general, intermediary and actual objectives.

The technical-scientific revolution of the educational means transforms the preuniversity educational institution into an institution capable to actually apply the principles of the cybernetic pedagogy and namely: complete improvement of the information, nature of the information, quality of the information channel, orientating the transmission of the information, realizing the requirements of auto-adjustment based on inverse connection, improving the circuits of auto-adjustment by means of the inverse internal connection system

The preuniversity educational institution - innovatory organization

This approach is determined by the dynamics of the evolution of social rationality methods that reflect the logics of the pedagogical relations existing between the participants to the system and process of education, relations based on a creativity characteristic to the educational environment at micro and macro- structural level. In compliance with this conception, it may be a matter of innovation In the school environment which ensures the quality of services according to the actions specific to the domain of education and based on optimizing the human resources, innovation in the school environment has a specific feature which consists in the need of organizing the preuniversity educational institution as an institution permanently open to discovery and rediscovery.

The innovation in the school environment engages all elements of the system and educational process and aims for: the quality of the educational projects; teacher's personality and his/her culture; experience of the didactic community and knowledge acquired by the community; the technical competence of the didactic and extra-didactic structures; the responsibility of all managers in the national educational system.

The evolution of the preuniversity educational institution depends on the quality of the innovation that values the tendencies of the technological development; obvious in the pedagogical plan from institutionalizing the curricular projection of

the education's democratization; balancing the success chances within a quality education.

The analysis of the innovative evolution of the preuniversity educational institution implies going through several stages, such as: its pedagogical diagnosis; the pedagogical forecast of the preuniversity educational institution on medium and short term; the study of the pedagogical environment necessary to nationalizing the projects of improving the preuniversity education; setting forth its development coordinates (internal creativity of the preuniversity institution, collaboration and partnership with other educational factors, deductive, fundamental and applicative research).

The process of innovating the preuniversity educational institution is positively influenced by simulative factors (the quality of the school management, scientific and moral quality of the didactic community, quality of the pedagogical objectives specially operationalized for innovation activities) and negatively by blocking factors (excessive concentration of the current and tactic problems against the strategic ones; the excessive concentration onto the material and external resources against the informational and internal ones; the excessive concentration onto the punctual problems that do not represent a risk but which do not represent a source of necessary innovating change either).

Under the strategic aspect, the preuniversity educational institution subject to the innovation process has the following features: the behavior of the avant-garde community continuously situated upfront; the efficiency of the activity is supported by initiatives typical to improving the didactic research, the managerial activity is continuously opened to new, the management is of participative type, which allows the overrun of the bureaucratic and technocratic model.

The optimization of the pedagogical innovation in the preuniversity educational institution becomes an objective phenomenon which integrally exploits the logic analysis of the situation of that respective preuniversity educational institution, socially engaging the original ideas processed at the level of that respective preuniversity educational institution.

The innovation within the educational process aims the curricular norms of the education, focused on the efficiency of the human resources, orientated to the pedagogical objectives primarily formative, such as: cognitive strategies (the capacity of guaranteeing time to education, of reading better, of conforming more, of analyzing the real problems, of taking adequate decisions); cognitive attitudes (the capacity of having new ideas, of being a creative personality, of knowing oneself, of understanding oneself in relation to the self and others, of acknowledging the limits of the real language and the limits of the specialized language).

The innovation of the educational process is done by an innovative preuniversity educational institution responding to the historical periods generated by the social, political, economical and cultural transformations which have taken place, where the following pedagogical activities of the educational management are developed:

the orientation of the preuniversity educational institution towards the qualitatively assessable global objectives; organizing the educational process so that it would ensure the full exploitation of the existing resources in compliance with the requirements of curricular pedagogical design; methodological guidance of the didactic personnel in compliance with the functional exigencies of the educational management.

The operation of the innovative education implies: understanding the innovation from the conceptual and methodological and conceptual point of view; reconstruction of the educative process according to the pedagogical, political, social and pedagogical objectives; essentializing the common body of general culture which would allow the domination of the basic knowledge, gaining the basic knowledge, specializing the targets at the professional peak levels etc.; institutionalizing a pedagogy of trust, participation and success; highlighting the potential of each student within a complex system of psycho-pedagogical assistance; valuing the technologies specific to some educational alternatives, confirmed at a social and pedagogical scale; setting forth the methodology of continuous formation and improving teachers within an adequate curriculum (specialized main and secondary pedagogical preparation, preparation in general pedagogy, general psychology, method, educational management etc.)

The innovation at the level of the preuniversity educational institution takes into account the pedagogical and social environment resources, as well as the creative motivation of the didactic community engaged in the curricular re/designing opera, of the teaching-learning-evaluating activity within that preuniversity educational institution, which must become efficient.

This innovation is based on a *Managerial project for innovating school activity* which consists in data about: students of the preuniversity educational institution, didactic personnel, designing the education process, organizing problems, scientific research activity, services within the preuniversity educational institution, conclusions, recommendations.

Summary

The course of the educational process and sequential and final accomplishment of its objectives implies the establishment of some *functional relations* between the participants to this process (educator-educated) which may be: of communication (verbal and affective), cooperation, subordination direction [3]. The adjustment and optimization of this educational process needs the educator to know the results of the activity of the preuniversity educational institution and quality of the teaching and learning processes, which are practically accomplished by means of the *activity evaluating* the school efficiency.

The systemic approach of the educational process needs: its analysis and interpretation as a system, which means underlining its composing elements (its components) and relations between them; *the analysis* and interpretation of the educational process as a subsystem of the social macro-system of the society,

where it is integrated into and highlighting its functional and/or structural relations to its other subsystems (the educational process being one of its subsystems).

The educational process may be deemed as a system of the social macro-system, *due to the relations of the educational system with the overly ordered (the society) system it belongs to. Having this feature, its components can be grouped into flows* (variables) of entering the system (input) and flows of exiting the system (output).

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EWOLUCJA SZKOLNICTWA PODSTAWOWEGO I ŚREDNIEGO W RUMUNII W ZAKRESIE INTEGRACJI UE

Streszczenie: Ewolucja przed-universyteckich instytucji edukacyjnych, biorąc pod uwagę instytucje odkrywające społeczeństwo ludzkie, różnią się następujące etapy w rozwoju, ponieważ jego wygląd do tej pory, a mianowicie, instytucja edukacyjna – podstawowa jednostka krajowego systemu edukacji. Definicja przed-universyteckiej instytucji edukacyjnej jako podstawowej jednostki krajowego systemu edukacji, uwzględnia społeczną funkcję tych instytucji edukacyjnych w odniesieniu do struktur, które można określić w czasie i przestrzeni.

欧盟一体化进程中的罗马尼亚基础教育改革

摘要：大学预科教育机构改革-考虑到大学预科教育是人类社会，从发展之初到现在，我们将它分为了一下几个阶段。教育机构-大学预科教育是国家教育系统的基本单元。作为国家教育系统的基本单元的大学预科教育的定义考虑到大学预科机构的社会功能。