

CHANGING THE RELATIONSHIP BETWEEN STUDENT - TEACHER AND THE REAL SECTOR OF ACTIVITY

Andrei Popa, PhD., University Professor

Todos Irina, Associate Professor

Ludmila Roșca - Sadurschi, University Lecturer

Olesea Vulpe, University Lecturer

Slavic Gîrneț, University Lecturer

Ludmila Noni, University Lecturer

Department of Economics and Business Management and Services

Abstract: *The education, the same as other area in the context of globalization, requires a permanent adjustment to the new changes. These changes should be done at the level of teaching, the changing of teacher role and student role in teaching- learning process. Nowadays, it is becoming increasingly important the relationship between student – teacher- and the real sector of activity, relationship that offers a lot of benefits to everyone.*

Key words: *higher education, modern teaching methods, relationships: university - students - real sector of activity, Problem-based Learning, university autonomy.*

The changes that have occurred in the economic, social and political life of the Republic of Moldova imposed the necessity of the elaboration and development of a new legislative framework, a new and effective educational policy, as well as, the adaptation of these items to the new international conditions to achieve an optimal integration into the globalization process.

After the Republic of Moldova has declared its independence, a new concept of the national education has been designed and approved (1995)¹, a regulation which represents the legal basis of the reforms in the society. As the main objective of the new regulation aimed at adapting the national higher education to the requirements of higher education in the European Union, in 2005 the Law on Education was modified to create favorable premises of incorporation and adaptation of national higher education to the new principles and requirements of Bologna system. Those reforms have, ultimately, contributed to the fact that

¹ Legea învățământului nr. 547, din 21.07.1995. Publicat: 09.11.1995 în Monitorul Oficial Nr. 62-63 art Nr: 692. Data intrării în vigoare: 09.11.1995

currently in Moldova, there is a higher education system formed of/based on three levels: the first cycle - Bachelor (ISCED level 6), the second cycle - higher education master (ISCED level 7), the third cycle - doctoral higher education (ISCED level 8); the implementation of ECTS system of transferable credits and the existence of a National Qualifications Framework².

Higher education in Moldova is under the responsibility of the Ministry of Education and other central public authorities, whose responsibility is reduced to the following³:

- Development of higher education policy;
- Approval of annual plans of admission;
- Development of higher education framework;
- Determination of budget funding in higher education institutions;
- Evaluation and accreditation of higher education institutions;
- Intergovernmental cooperation in the area, etc.

In turn, according to the Education Code⁴, higher education institutions still have university autonomy which gives the university community the right to organize and to self-manage, to exercise the academic freedom without any interference of ideological, political or religious beliefs, to assume a set of competences and obligations in accordance with the national policies and strategies for the development of higher education.

The university autonomy approves the domains of management, structuring and functioning of the institution, teaching and scientific research activity, of administrating and financing and it is mainly accomplished by:

- organizing, developing and improving the educational process and scientific research;
- developing of study plans and syllabuses in accordance with the state educational standards;
- organization of students' admission;
- selection and promotion of the teaching, scientific-educational and scientific staff;
- establishing the evaluation criteria of teaching and scientific research;
- providing didactic titles;
- eligibility of all governing bodies by secret vote;

² Cadrul Național al Calificărilor din învățământul Superior, nr. 934 din 29.12.2010

³ <http://www.edu.md/>

⁴ Codul Educației al Republicii Moldova nr. 152, din 17.07.2014. Publicat: 24.10.2014 în Monitorul Oficial Nr. 319-324, art Nr: 634. Data intrării în vigoare: 23.11.2014

- solving the social problems of the students and staff;
- management of financial resources through bank accounts, including the state budget transfers;
- accumulation of own revenues from fees, provided services, works and other specific activities etc.

In the new terms of activity dictated by the social, political and economical instability, the autonomy of the university plays a decisive role in building the capacity of existence and future development of higher education institutions. As universities must have specific skills in management, structuring and functioning of the institution, teaching or scientific research, administration and financing so as to meet the new requirements of activity on *The institutional framework - real Sector (Business) - Internationalization*.

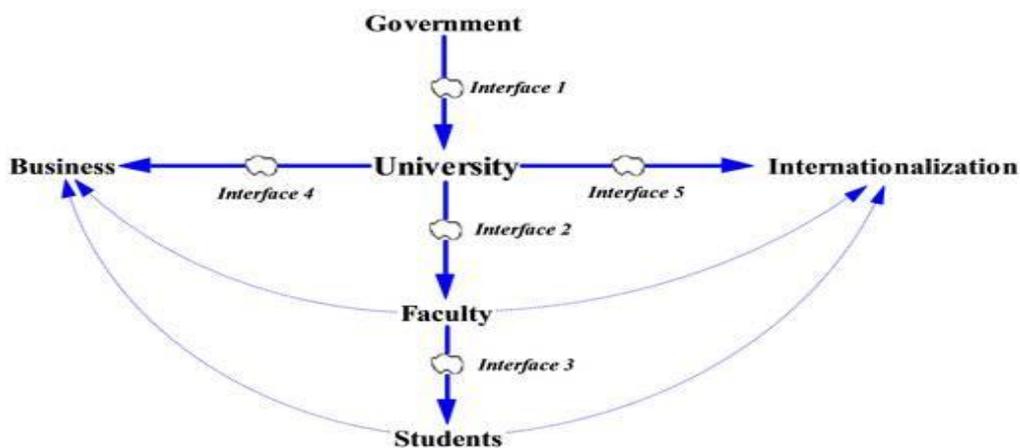


Fig 1.The university institutional autonomy

Source: <http://www.euniam.aau.dk/>

These conditions obligate the educational institutions in Moldova to accept, implement and promote a new vision of the organization, development of teaching – learning, a vision that ultimately leads to changes of the university (*professors*) - *students* - *real sector of activity* relationships. These are highlighted in the figure below.

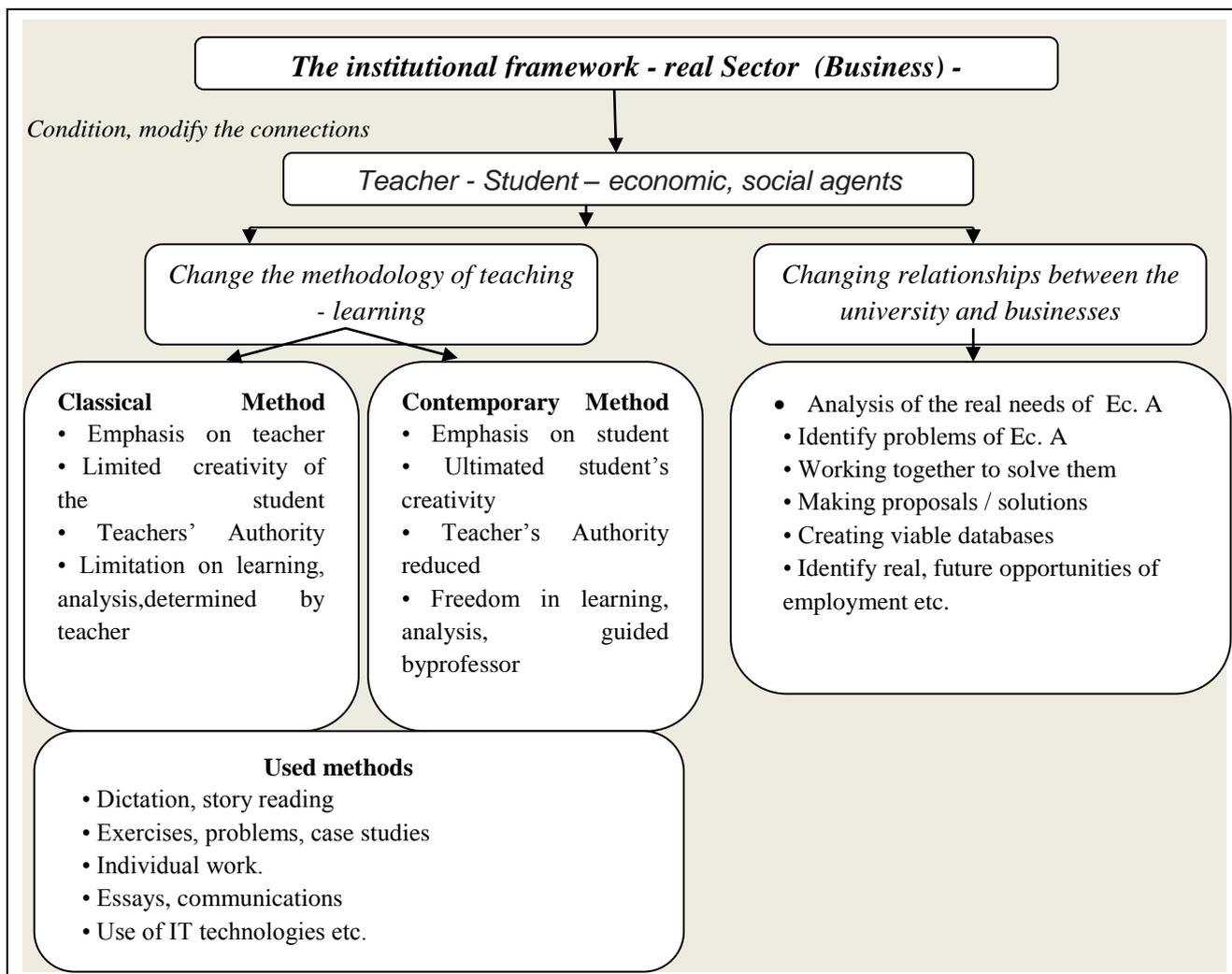


Fig 2. The teacher – student – economical agents relationships.

Source: Developed by authors

The experience taken from universities of the EU will contribute substantially to the implementation of new and modern teaching methods, centered on students. These methods mean that all students are taught how to apply theoretical knowledge in practice, solving a problem. At the same time, this model encourages students to develop communication skills, working in group and analytical vision on solving the problem. Some of the student- focused methods, used in a number of universities in the EU are: *Problem-based Learning – PBL* and learning based on questions EBL, in which the emphasis is less on curriculum memorization or theory, and it mainly approaches specific problems through projects. This type of educational approach includes research that promotes individual initiative and individual characteristics of a student's creative thinking. Students learn strategies for thinking and knowledge in the area. PBL aims are to help students to develop flexible knowledge, efficient problem-solving skills, self-directed learning, effective team working skills and intrinsic motivation.

PBL is a methodology for studying pedagogy, it is focused on the student, encouraging students to work independently and constructively, requesting the academic staff as mentors and observers. It is a philosophy of study, according to which the process of study is organized in such a way, that students participate actively and independently in identifying problems and searching for answers. Generically, PBL consists of the following five elements:

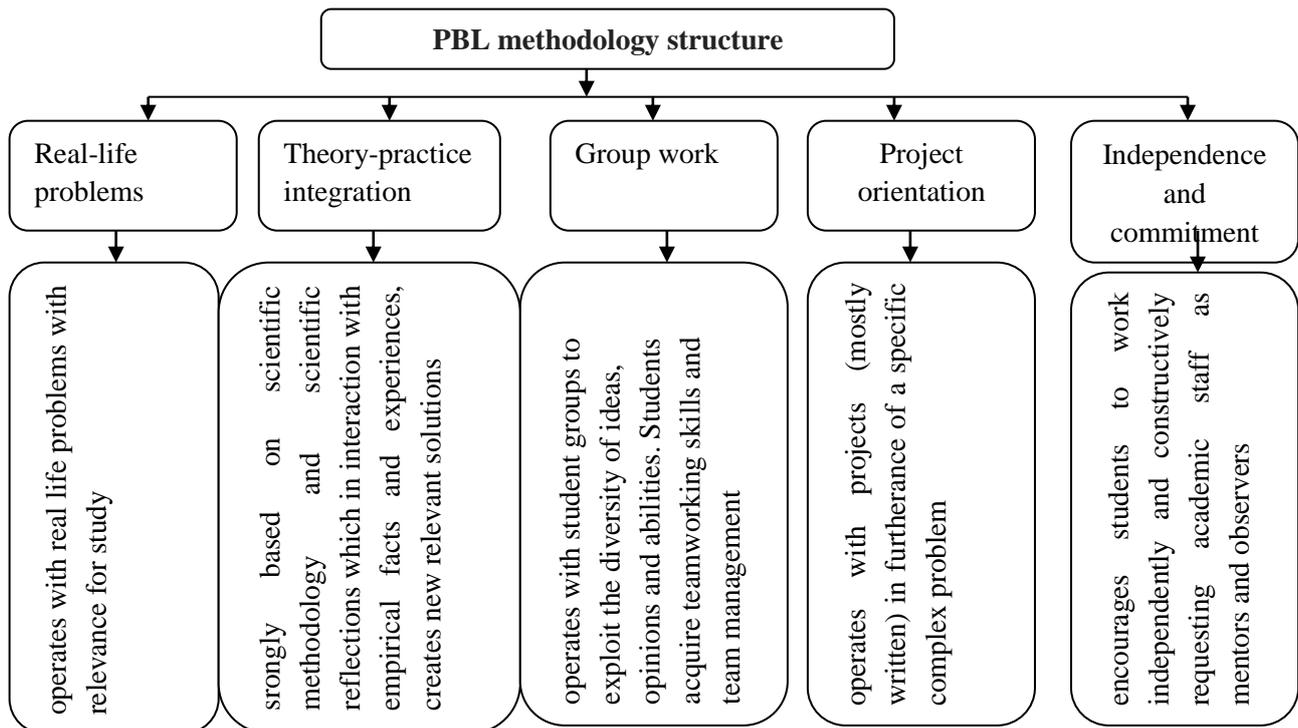


Fig 2.Own PBL methodology of study.

Source: <http://www.euniam.aau.dk/library/university-autonomy/>

Pedagogy focused on student, as PBL, significantly helps students to increase their competitiveness and employability. It also contributes to the dissemination of the research results, which allows the academic staff to get engaged in the research-based teaching, offering directly to students the latest scientific and business elaborations.

Using PBL methodology in teaching-learning:

- Allows students to take the lead and to be responsible for their own studies;
- Creates a strong relationship between students and teachers;
- Encourages competitiveness and possibilities of increased employability of students;
- Integrates and supports the socially disadvantaged students.

The success of the implementation of new teaching-learning methods depends a lot on the physical environment of the educational institution, because it supports *the problem-based teaching*. Optimal arrangement of the classrooms (*large rooms for courses and small ones for teamwork*) and providing them with proper equipment. Modern equipped libraries to have access to Wi-Fi on campus. Extensive use of Moodle platform, social networks and Skype especially for group work. This is basically one of the key conditions to perform a qualitative study process because the material-technical equipment which is appropriate and compatible with the educational process creates direct access to information, to various possibilities of calculation and analysis, evaluation of various socio-economic indicators and features the possibility of implementing the PBL methodology within the university.

The experience of universities from the EU, that concerns the new teaching- learning methods use, opens for us a new vision on the relationship between ***professor - student - real sector of activity***:

- 1) Increase of the proportion of practical activities and research in the curriculum.
- 2) The interdisciplinary character of the projects carried out, which increases their value.
- 3) Students' group work to carry out projects.
- 4) Permanent cooperation with economical agents to meet the needs and real problems facing the economic activities.

These directions create a number of advantages in the learning process both for the student and for the teacher:

- 1) Transformation of teachers from "*a professor into a mentor and facilitator*" of the course;
- 2) Diversification of teaching skills regarding: - *knowledge, comprehension, application, analysis, synthesis, evaluation*;
- 3) Creation of practical application skills of the theory in solving of various problems, as most of the curriculum is devoted to individual work, projects and case studies;
- 4) Obtaining a cumulative final project results as students of various specialties are involved;
- 5) Creation of teamwork skills, increasing the responsibility for performing the individual tasks in order to achieve the best possible outcome of the group, etc.
- 6) Developing of individual skills to identify the research problem and finding the necessary solutions;

7) Creating of individual skills in researching additional information necessary to solve the problem which is investigated;

8) Development of complex, viable and lasting relationships between the university – the real sector of activity - students.

The implementation of new teaching – learning methodologies, combined with the classic study makes the whole study process to be more attractive, and students more prepared for market requirements. At the moment, the collaboration of the University with business environment is one inevitable and interrelated, thus each of them having a significant role in the training of students.

Bibliography:

1. Legea învățământului nr. 547, din 21.07.1995. Publicat: 09.11.1995 în Monitorul Oficial Nr. 62-63 art Nr: 692. Data intrării în vigoare: 09.11.1995
<http://lex.justice.md/index.php?action=view&view=doc&id=311684>
2. Cadrul Național al Calificărilor din învățământul Superior, nr. 934 din 29.12.2010
http://edu.gov.md/sites/default/files/cnc_22_31_32.pdf
3. Codul Educației al Republicii Moldova nr. 152, din 17.07.2014. Publicat: 24.10.2014 în Monitorul Oficial Nr. 319-324, art Nr: 634. Data intrării în vigoare: 23.11.2014
<http://lex.justice.md/md/355156/>
4. Enhancing the University Autonomy in the Republic of Moldova (Project)
<http://www.euniam.aau.dk/>
5. Ministry of Education of the Republic of Moldova <http://www.edu.md/>
6. Enhancing the University Autonomy in the Republic of Moldova (Project)
<http://www.euniam.aau.dk/library/university-autonomy/>