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**THEORY AND PRAXIOLOGY
OF THE CONTINUOUS PROFESSIONAL TRAINING
OF THE TEACHING STAFF**

531.01. General theory of education

SUMMARY

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The thesis of doctor habilitatus and the summary can be consulted at the Scientific Library of the "Ion Creangă" State Pedagogical University and on the website of National Agency for Quality Assurance in Education and Research (www.cnaa.md).

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LIST OF ABBREVIATIONS

CR – relational competence
CGS – specialized cognitive competence
CPÎ – teaching-learning competence
CM – managerial competence
CPP – design and planning competence
CEM – evaluation and monitoring competence
Ds - the basic descriptors of the teacher professionalization
CPT – continuous professional training
IPT – initial professional training
GE – experimental group
GC – control group
IȘE - Institute of Education Sciences
EU – European Union

CONCEPTUAL BENCHMARKS OF THE RESEARCH

The topicality and importance of the research theme results from the increased interest of the human community in lifelong learning and continuous professional training generated by socio-economic changes and the challenges faced by the society. The society, being in continuous evolution, advances increased demands regarding the inherent transformations, the continuous professional training of human resources becoming a vital necessity.

Lifelong learning and continuous professional training become strictly necessary activities for the employees in the field of work, and the educational context requires significant investments in the development of the professional skills of the teaching staff. In this sense, the professionalization of the teaching staff becomes an imperative of the today's society. An important problem, recognized by the actors involved in education, in general, and in the process of continuous professional training, in particular, is aimed at developing the professional skills of the teaching staff connected to the new professional standards.

The Republic of Moldova's status as a candidate country for EU accession requires going through a complex procedure of connecting national standards to international standards. At the European level, educational policies promote actions that facilitate the increase in the level of continuous professional training and the development of the mobility of the teaching staff in the context of lifelong learning. The European Commission promotes the coordinates of education in the European space, the quality of education and continuous professional training of teachers in the context of lifelong learning, being a priority [101].

In the Communication of the European Commission to the European Parliament on the creation of the European space of education until 2025, there were identified six main dimensions of education. One of these dimensions refers to the teaching staff and trainers, aiming at stimulating the attractiveness of the teaching staff's career, creating basic socio-psycho-pedagogical conditions for the teachers' continuous professional development, undertaking necessary actions so that international mobility becomes an integral part of the teachers' continuous training [98].

The *Commission's Communication on the Agenda for Skills in Europe* proposes EU actions in the field of education and training to support partnerships on the development of professional competences, qualification, requalification and empowering lifelong learning [105]. A major objective concerns the *Competences Pact* (action 1. Establishing a Pact for the development of professional competences and action 2. Consolidating information on the development of professional competences), launched during the *European Week of Professional Competences*, where it is emphasized the need to develop professional competences in the context of online learning throughout life [103].

In Romania, for example, there was launched the *Vision and Strategy* political initiative. *Educated Romania, 2018 - 2030*, structured in 12 objectives, one of which targets the teaching staff: "*teachers are mentors and facilitators, true*

professionals in education" [107]. In this context, it is mentioned that teachers have access to quality FPC programs in accordance with their needs and the needs of the educational community, and in the medium term it is absolutely necessary to design and implement a management of the teaching career, with a special emphasis on the performance of the teaching staff. Among the targeted transversal objectives, the development of the teaching career requires meeting certain standards of competences for the teaching staff, emphasizing the identification of new competence profiles, as well as the reconceptualization of the continuous professional training process, including through the implementation of a new element for monitoring the needs and results of teachers' continuous professional training, by evaluating the impact of continuous professional training on the educational process.

The key component in the continuous professional training program is the professional competences of the teaching staff, which must be continuously developed to meet the demands of the society both nationally and internationally. Another goal regarding continuous professional training refers to the implementation of a teaching career management system with a high degree of flexibility to offer the diversification of professional paths for the development of the teaching career [107].

The professionalization of the teaching staff obtains the place/role of priority action in educational policy documents at the international level, resulting from the significant socio-psycho-pedagogical conditions for achieving the established performance objectives and making important decisions in accordance with the educational policy in the field of continuous professional training of the teaching staff. In this sense, the technologies regarding the conceptualization, elaboration and implementation of the theoretical and praxeological products necessary for the organization of the continuous professional training process are becoming more and more important.

The premise that underpins an analysis of educational policies in the field is that the professional training of the teaching staff is a priority of the society, in general, and of the FPC system, in particular, approached holistically to achieve an essential mission: the professionalization of the teaching staff (the development of professional competences correlated with societal, professional and personal needs).

An important role with reference to continuous professional training is played by the epistemological values contained in the national educational policy documents, such as: *the Education Code, the Standards of teachers' continuous training in general secondary education (2007), the Regulation on adults' training continuous education (2017), the Methodology for the development of Continuous Professional Training Programs for teachers (2019), the Regulation for teachers' attestation in general, professional technical education and psycho-pedagogical assistance services (2020)*, etc.

The Education Code of the Republic of Moldova supposes the competences development from a personal perspective (art. 123), which implies the need to

adapt and update, on certain dimensions, the continuous professional training of the general education teachers to the societal challenges.

The framing of the topic in international, national concerns, in an inter- and transdisciplinary context, the succinct presentation of the results of previous researches.

Internationally, the problem of teachers' continuous professional training is the focus of several researchers: V. Blackburn [79], G. Moisan [79], R. Bolam [80], F. Piettre [86], etc. The problem of continuous professional training of the teaching staff can be found among the researches in Romania: Șt. Iosifescu [34] Gh. Dumitrescu [24], A. Manolache [24], A. Rosianu [24], S. Cristea [19, 20, 21], R. Iucu [35 - 37], I. Pânișoara [57], M. D. Bocoș [3, 66] etc., examine the specifics of the adults' training and the continuous professional training of the teaching staff. For his part, the author E. Joita researched in his works the process of teacher training based on different constructivist models [38 - 43]. A. de Peretti [59, 60, 83], Ph. Perrenaut [84], D. Beau [78], Ch. Hadji substantiated the training process of trainers [Apud 8], P. Caspar researched the process of continuous professional training in France [81]; the dimensions of the continuous professional training system for the teaching staff in different development perspectives, specific conditions, etc. were treated in the works of the authors D. Houpert [102], M. Perron [85], etc. The problem of teachers' continuous professional training was also addressed in the researches of specialists from the Russian Federation: the development of the system of continuous professional training can be found in the works of the authors Т.М. Bokova [88], С.Ю. Neuman [95], В.Н. Yakimov [97]; the modernization of the system of the continuous professional training of the teaching staff in the context of societal changes are analyzed by М.К. Gorshkov [89]; the technology of adult education is researched by the authors С.И. Змеев [90], Ю.Н. Кулюткин [93], С.Ф. Kasatkin [91], the concept of teachers' continuous professional training as a phenomenon is treated by И.А. Kolesnikova [92] etc.

In *the Republic of Moldova*, the problem of teachers' continuous professional training has been addressed on several dimensions: V. Gh. Cojocaru substantiates teachers' continuous professional training through distance learning as a change in education [13-17]; T. Callo researches the pedagogical foundations of the integrality of teachers professional development and pupils' linguistic education and permanent education as a change factor [7, 8]; Vl. Guțu analyzes the training of teachers' competences and the professionalization model of the teaching career, focused on individual and institutional needs [27-31]; D. Patrașcu examines the problem of the FPC system and the concept of educational technologies in the field of continuous professional training [51 – 55, 96]. L. Pogolșa analyzes and develops the normative and methodological framework of the organization of continuous professional training of the teaching staff [61-63], also analyzes the analytical configurations of the professionalization of the teaching staff in the context of societal challenges [70, 71]; V. Cojocaru promotes the concept of management and innovation in pedagogical research, emphasizing the evaluation of the professional

performances of the teaching staff [18, 100]; M. Cojocaru Borozan substantiates theoretically and methodologically the emotional culture of the teaching staff [8-12]. V. Andrițchi substantiates theoretically and methodologically the management of human resources in pre-university education and researches the professional satisfaction of the teaching staff [1]; N. Silistraru analyzes the concept of training the professional culture of the teaching staff [64]; L. Cuznețov researches the initial professional training of the teaching staff from the axiological perspective [22]; Vl. Pâslaru substantiates theoretically and methodologically teachers' competences in the field of literary-artistic education in the context of the evolution of the curricular paradigm [58]; S. Baciuc conceptualizes quality management in higher education [2]; N. Vicol researches the concept of professional identity of the teaching staff [69]; A. Paniș addresses managerial decision-making and its importance in teacher training [49]; E. Țap establishes the methodological framework of professional training management in the information system [67] etc.

The psychological dimension of the teachers' professional training has been addressed by several authors: N. Bucun analyzes the identification of directions for the development of human resources management as a component of the teachers' vocational training system and studies relevant aspects of the teachers' vocational training based on the standards of quality [6]; A. Bolboceanu elucidates the dimensions and components of the emotional balance of the teaching staff [4, 5]; M. Șleahțițchi analyzes the role of social cognition in the leaders' training [106], J. Racu approaches the problem of reducing the emotional burning of the teaching staff [108], etc.

However, the analysis of national and international policy documents, as well as the mentioned scientific works regarding teachers' continuous professional training, allows us to state that there is no scientific and praxiological foundation of continuous professional training from the perspective of the professionalization of the teaching staff. Therefore, we find that the specialized literature does not present a conceptual and methodological framework of FPC that would allow the scientific foundation of the FPC system from the perspective of the professionalization of the teaching staff.

In the given context, we mention that during the last decade in the education field, several educational policy documents have been developed that address the conceptual development framework for different levels of education (e.g.: for general education - Reference Framework of National Curriculum (2017); vocational education - Curriculum Reference Framework for Technical Vocational Education (2015); Higher Education - Reference Framework of University Curriculum (2015); extracurricular education - Education and Extracurricular Education Reference Framework in the Republic of Moldova (2020)). In the system of the continuous professional training of the teaching staff it is not developed a conceptual and methodological framework, which would represent a reference system for service providers in the field of professional training. Thus, we find the *need to develop a conceptual and methodological framework of professional*

training that would allow the scientific substantiation of CPT from the perspective of the professionalization of the teaching staff.

Referring to the lack of a theoretical and praxeological foundation of the continuous professional training of the teaching staff from the perspective of the professionalization of the teaching staff, we identify the following **contradiction**: between the achievement of the professional training of the teaching staff in the existing normative and regulatory framework and the lack of epistemological benchmarks of the professionalization of the teaching staff.

Following the stated analysis, we find that continuous professional training has not been sufficiently studied at the national level from the perspective of the professionalization of the teaching staff, a fact that generates the **research problem**: *What are the theoretical and praxiological foundations of continuous professional training from the perspective of the professionalization of the teaching staff? What are the mechanisms and tools for the professionalization of the teaching staff in CPT?*

The purpose of the research consists in the theoretical and praxeological substantiation of the Paradigm of the continuous professional training from the perspective of the professionalization of the teaching staff.

The object of the research is the continuous professional training process from the perspective of the professionalization of the teaching staff.

Research objectives:

1. Analytical interpretation of the concepts of teachers' professional training;
2. Analysis of teachers' continuous professional training systems at national and international level;
3. Determination of the epistemological foundations of the *Theory of the professionalization of the teaching staff*;
4. Constructive essentialization of the methodological framework of continuous professional training from the perspective of the professionalization of the teaching staff;
5. Dimensional structuring of methodological tools for continuous professional training;
6. Specificity of the criteria and indicators for positioning the continuous professional training activity;
7. Development and experimental validation of the *Paradigm of continuous professional training from the perspective of the professionalization of the teaching staff*.

Research hypothesis: the continuous professional training of the teaching staff from the perspective of the professionalization of the teaching career will be possible, if: there will be scientifically substantiated *Theory of the professionalization of the teaching staff*; the professional competences of the teaching staff will be determined based on their individual, institutional and social needs; the socio-psycho-pedagogical conditions of continuous professional training and development will be established from the perspective of the professionalization of the teaching staff; the methodological framework of the CPT

will be implemented from the perspective of the professionalization of the teaching staff, related to the demands of the labor market; the *CPT Referential will be elaborated and implemented* from the perspective of the professionalization of the teaching staff; the educational activities of the teaching staff will be determined regarding the implementation of CPT actions and indicators from the perspective of the professionalization of the teaching staff.

The epistemological benchmarks of the research are supported by concepts, paradigms, theories, conceptions, theoretical approaches, models and generated in the context of education sciences, promoted in education policy documents:

- **concepts:** adult education and permanent education D. H. Dave [114], G. Văideanu [68], A. Neculau [47], lifelong learning (Lifelong Learning)/continuous/permanent learning (Never Ending Learning) L. Șerbănescu [65, 66], M. D. Bocoș [66], I. Ioja [66], professional training, initial professional training, continuous professional training, professional self-training F. Pietre [86], S. Cristea [19, 20, 21], L. Șerbănescu [65, 66], M. D. Bocoș [66], V. Gh. Cojocaru [16, 17], Vl. Guțu [30], D. Patrascu [96], T. Callo [8], M. Cojocaru Boroza [12], L. Lefter [44], M. Huncă [33]; V. Gh. Cojocaru [16], professionalization and open professionalism Ion Al. Dumitru [25], E. Păun [56], E. Joita [43], M. D. Bocoș [66], C. Mironov [45], V. Gh. Cojocaru [14], professional skills M. Bocoș [3], V. Gh. Cojocaru [17], praxiology: T. Kotarbinski [74, 82], T. Parsons [75, 76], V. Gh. Cojocaru [17], N. Silistraru [64], L. Pogolșa [61], M. Boroza [99], N. Vicol [69];
- **learning/training paradigms, theories and models:** behaviorist characterized by behaviorist (behavioural) models (full learning or directive training; personal control learning: emphasizes the presence of feedback to modify personal behavior and develops pupils' self-management strategies involved in learning; learning through simulation; learning through affirmation emphasizes the analysis of interpersonal and group-level communication in order to avoid stressful situations arising in the educational process: social learning - A. Bandura [77], metacognition, social cognition, social needs [106]; cognitivist, presented by cognitive theories: the operational theory of learning (P. I. Galperin [Apud 50]), the theory of the psychogenesis of knowledge and intellectual operations (J. Piaget [104]), the genetic-cognitive and structural theory (J. S. Bruner [72]); constructivist, represented by E. Joita [38-43], learning/training models: the learning self-regulation model [Apud 17], situational learning [Apud 48], experiential learning D. Kolb, C. Rogers, M. Knowles [Apud 48], etc.;
- **concepts:** The concept of the teaching staff training in pre-university education (2003), The concept of integral education (T. Callo, 2015) [7], The concept of lifelong learning (T. Callo, L. Cuznețov, M. Hadârcă, A. Afanas, 2015) [32], in which the epistemological basis of research in the field was presented, each having different approaches with reference to the main problems regarding the professional development of the teaching staff.

The synthesis and justification of the research methods involved the use of the following methods:

- *bibliographic and documentary study* (method by which scientific information was extracted from several specialized sources: monographs, scientific studies, academic volumes, dictionaries, educational policy documents, normative regulations, etc.);
- *the analytical approach* (method by which the analysis of the concepts was carried out: professional training, initial professional training, continuous professional training, self-training, professionalization, career advancement, etc.);
- *the synthetic approach* (method by which the whole was reflected from the perspective of its component parts: paradigms, theories and models regarding FPC from the perspective of professionalization, career advancement, etc.);
- *induction* (method by which the analyzes and reflections were carried out from the particular to the general, for example: the analysis and interpretation of concepts in the professional training of the teaching staff);
- *deduction* (method by which analyzes and reflections were carried out from the general to the particular, for example: the meanings of the concept of praxiology for the sciences of education);
- *recourse to history* (method by which the historical evolution of concepts was researched: professional training, praxiology, behaviorism, cognitivism, constructivism);
- *the systemic approach* (method by which the facts were investigated through constructions made up of several elements, for example: constructivist models and their implementation in the CPT of the teaching staff; the professionalization reference made up of several components and its experimentation);
- *the inventory of value reflections* (technique by which the profile of the teaching staff was determined; the professional competences of the teaching staff were determined, the quality criteria of the professionalization levels of the teaching staff in the experimental sample of the research, etc.);
- *the survey by questionnaire* (method by which the questionnaires were applied at different experimental stages);
- *the interview* (method by which the teaching staff participating in the continuing professional training internships were asked for their opinions and reflections on the CPT issue);
- *the experiment method* (method by which the pedagogical experiment was carried out: diagnosis, ascertainment, training and validation);
- *observation* (simple, complex, structured, continuous within the pedagogical experiment);
- *the conversation* (method by which various verbal interactions were carried out between the trainer - trainees, trainees - trainees, interactions that contributed to

the clarification and specification of new knowledge, to their systematization and verification within the pedagogical experiment, etc.);

- *the case study* (method that encompasses learning by participating in the analysis and discussion of experimental subjects, with heuristic and applicative value within the pedagogical training experiment);
- statistical analysis (method by which the statistical-mathematical processing of the experimental data was carried out, applying the non-parametric Mann-Whitney test and the non-parametric Kolmogorov-Smirnov test);
- qualitative analysis (qualitative interpretation of experimental data).

The scientific novelty and originality consists in: scientific substantiation of the *Theory of the professionalization of the teaching staff*; conceptualization of the *Paradigm of continuous professional training from the perspective of the professionalization of the teaching staff*; the elaboration of the *Referential for continuous professional training from the perspective of the professionalization of the teaching staff*, which includes *the socio-psycho-pedagogical conditions of continuous professional training, the purposes of continuous professional training, the planning of the process of continuous professional training, the program of continuous professional training, the curriculum of continuous professional training, the trainer's program*; the elaboration of criteria and indicators for the professionalization of the teaching staff, determined by the evolution of the labor market at the national and international level; definition of the concept of professionalization of the teaching staff, which represents the set of developed professional skills, focused on well-established roles in the context of the cognitive-axiological dimension, the motivational-attitudinal dimension and the action-strategic dimension.

The fundamentally new scientific results that led to the establishment of a new research direction "*Theory and methodology of the professionalization of the teaching staff*" reside in: the scientific substantiation of the *Theory of the professionalization of the teaching staff* through paradigms, behaviorist theories, cognitivist theories, constructivist theories, focused on the learning models of the teaching staff as a conceptual and praxiological benchmark of the functioning of the CPT; the theoretical and praxeological foundation of continuous professional training, structured on the basis of the methodological framework of the CPT from the perspective of the professionalization of the teaching staff; the elaboration and valorization of *the CPT Paradigm from the perspective of the professionalization of the teaching staff*, through the conceptual, methodological and managerial dimensions of the professionalization of the teaching staff; the elaboration of *the CPT Referential from the perspective of the professionalization of the teaching staff*, focused on a system of elements correlated with the individual, institutional and social needs of the teaching staff, at the institutional, local and national level; the elaboration of *the CPT Praxiological Construct from the perspective of the professionalization of the teaching staff*; the elaboration of professionalization criteria and indicators, the implementation of which contributed to the efficiency of the continuous professional training process.

The social impact of solving the research problem consists in the self-determination and self-responsibility of the teaching staff in the context of current changes through the need for training and self-training based on professional competences. The continuity of the development of professional competences contributes to meeting the individual, institutional, professional and social needs of the teaching staff in the CPT system.

The scientific values produced in the research created objective premises for the development of teachers' professional skills through new knowledge produced in the research (*Theory of the professionalization of the teaching staff, CPT Paradigm from the perspective of the professionalization of the teaching staff, CPT Referential from the perspective of the professionalization of the teaching staff, CPT Program, CPT Curriculum and Trainer's Program*), a fact that theoretically and praxiologically ensures the CPT methodology from the perspective of the professionalization of the teaching staff according to the demands of today's society.

The theoretical meaning is supported by: the constructivist interpretation of the concepts: professional training, teachers' initial and continuous professional training, teachers' self-training, professional and personal development, lifelong learning, continuous learning, permanent education, professionalization of the teaching staff, professional competences of the teaching staff, the notional delimitation of the professionalization of the teaching staff in the context of educational changes; the principles, functions of the continuous professional training system; conceptualization of the *Theory of the professionalization of the teaching staff*; the conceptualization and substantiation of the *CPT Paradigm from the perspective of the professionalization of the teaching staff, of the CPT Referential from the perspective of the professionalization of the teaching staff*; development of the Continuous Professional Training Program, the Continuous Professional Training Curriculum for the teaching staff and the Trainer Program.

The applicative value results from: the implementation and validation of the *CPT Paradigm from the perspective of the professionalization of the teaching staff, the CPT Referential from the perspective of the professionalization of the teaching staff, the Continuous Professional Training Curriculum, the Continuous Professional Training Program, the Trainer Program*; the application of diagnostic methodology and indicators, design, implementation of scientific-methodological products in teachers' vocational training in the context of the current requirements of the FPC system.

The implementation of the scientific results took place through the scientific projects within the state programs, at national and international scientific forums, in the continuous professional training of the teaching staff from the Institute of Education Sciences, at methodological seminars, round tables, workshops, etc.

The approval and validation of the scientific results is ensured by the theoretical and experiential investigations, by the comparative analysis of the experimental values carried out in the Professional Training Management Sector and at the Department of Psychopedagogy and Educational Management within

the Institute of Education Sciences, which served as the basis for the pedagogical experiment. The results of the scientific research were approved and validated through: participation in national and international scientific forums in the country and abroad: the International Symposium Public Responsibility in Education, Constanța, 2012, 2013, 2014, 2017; International Scientific Conference *Education from the perspective of values*, Alba Iulia, 2018, 2020; International Scientific Conference *Reading multiculturalism. Human and social perspectives*, Tîrgu Mureș, 2021; International Scientific Conference *Globalization, Intercultural Dialogue and National Identity*, Tîrgu Mureș, 2022; Materials of the International Scientific Conference *Optimizing education in the context of the knowledge-based society*, Chisinau, 2012; International Scientific-practical Conference *Building sustainable society*. Academy of Sciences of Moldova, UASM, 2012; International Scientific Conference *Education for Sustainable Development: Innovation, Competitiveness, Efficiency*, Institute of Education Sciences, 2013; International Scientific-practical Conference *Perspectives and problems of integration in the European Higher Education Area*, "B. P. Hașdeu", State University 2014, 2015, 2016, 2017, 2018, 2019, 2020; International Pedagogical Symposium *Moral-spiritual values of education: In memoriam Mihail Terentii*, Institute of Educational Sciences, 2015;

International Pedagogical Symposium *Modern didactic technologies*, IȘE, 2016; The National Scientific-practical Conference with international participation *Reconceptualizing the initial and continuous training of teaching staff from the perspective of the interconnection of modern general and university education*, State University of Tiraspol, 2017; International Scientific Conference *School Curriculum: Challenges and Development Opportunities*, Institute of Education Sciences, 2018; International Scientific Conference *Teaching staff - promoter of educational policies*, Institute of Education Sciences, 2019; International Scientific Conference *Educational management: achievements and development perspectives*, State University "Alecă Russo" from Balti, Faculty of Education Sciences, Psychology and Arts, Department of Education Sciences, 2020; International Scientific Conference *Education: primary factor in the society development*, Institute of Education Sciences, 2020, etc.

Publications on the topic of the thesis: The obtained results are published in more than 60 scientific works, among which: 2 monographs, 2 articles in conference proceedings included in the Web of Science Clarivate Analytics databases, 6 articles in journals from accepted databases by ANACEC (ERIC Plus, DOAJ, EBSCOhost, ULRICH'S, CEEOL, Index COPERNICUS), 14 articles in journals from the National Register of specialized journals, 7 articles in the proceedings of international scientific conferences abroad, 5 scientific papers – collective specialty books, 25 articles in the proceedings of international and national scientific conferences in the country, other papers.

The volume and structure of the thesis. The thesis includes annotations (Romanian, English), list of abbreviations, introduction, four chapters, general

conclusions and recommendations, bibliography of 368 titles, 25 appendices and 278 pages of basic text, including 28 tables and 47 figures.

Key words: continuous professional training, professional competences, professionalization, constructivism, continuous professional training paradigm, continuous professional training referential, professional development, self-training, self-responsibility, permanent education.

THESIS CONTENT

In the **INTRODUCTION**, there is argued the topicality and importance of the research topic, it is explained and substantiated the conceptual, methodological and praxeological framework of the research, it is presented the framing of the topic in international and national concerns, in an inter- and transdisciplinary context, the succinct presentation of the results of previous research in the field of the topic of research by highlighting the most significant scientific research and reference authors, there are elucidated the conditions that generate the research problem, the purpose, objectives and hypothesis of the research, the implementation and approval of the scientific results, the volume and structure of the thesis.

Chapter 1, Theoretical benchmarks of the professional training of the teaching staff, presents the researchers' vision of professional training, initial and continuing teachers' professional training, teachers' self-training, professional and personal development, lifelong learning, continuous learning, permanent education, specific approaches to the continuous teachers' professional training at the international and national level, the analysis of teachers' CPT system in the Republic of Moldova, the comparative analysis of teachers' professional competence standards at the international and national level, the concept of professional skills, which is fundamental in the professionalization of the teaching staff.

The analysis of the concept of CPT is carried out on the basis of pedagogical, psychological, andragogical and sociological theories. The research of professional training concepts, teachers' initial and continuous professional training, self-training in the context of permanent education, lifelong learning, continuous learning demonstrates that it is a multidimensional concept, involving the dimensions: horizontal, vertical and transversal, which emphasizes the presence and necessity of the processes of learning in all aspects of personal, professional and social life. The teachers' continuous professional training is analyzed as a component of the educational, andragogic, psychological, sociological and philosophical field.

The synthesis of scientific literature from the perspective of the educational field (F. Pietre [86], S. Cristea [20, 21], L. Șerbănescu [65, 66], M. D. Bocoș [66], M. Huncă [33], I. Ioja [66], Ion Al. Dumitru [25], E. Păun [56], E. Joita [38-43], C. Mironov [45], V. Gh. Cojocaru [14-17], Vl. Guțu [28, 30], D. Patrașcu [96], T. Callo [8], L. Pogolșa [61], N. Vicol [69], N. Silistraru [64], M. Cojocaru Borozan [8-12, 19], S. Baciuc [2], L. Lefter [44] etc.) deal with the concepts: initial and continuous professional training, self-training, professionalization and open

professionalism, professional competences, which allow us to find that there are a multitude of definitions and approaches of them, in a continuous and cyclical relationship in the educational system, in general, and in the FPC system, in particular.

From the *andragogic perspective* (D. H. Dave [23], G. Văideanu [68], A. Neculau [47], L. Șerbănescu [65, 66], M. D. Bocoș [66], I. Ioja [66] etc.) there are researched the concepts of adult education, permanent education, lifelong learning (Never Ending Learning), which emphasize teachers' professional training in the context of adults in all aspects of personal, professional and social life.

From the *psychological perspective* (A. Roe [Apud 73], D. E. Super [Appud 26], D. V. Tiedeman, R. P. O'Hara [Appud 26]; N. Bucun [6], A. Bolboceanu [4, 5], M. Șleahțișchi [106], J. Racu [108] et al.) there is emphasized the role of social cognition and values in the formation of the personality of the teaching staff, the reduction of emotional burning of the teaching staff, the psychological training of the teaching staff, the personal development of the teaching staff.

From the *sociological perspective* (T. Parsons [75, 76], M. Weber [87], E. Durkheim [Apud 16], V. Pareto [Apud 87], A. Neculau [47], A. Bandura [77], A. Ю. Сергиенко [94], M. Șleahțișchi [106] et al.) continuous professional training emphasizes the need for learning and training processes in all aspects of social life, which is a motivation for teachers in their professional activity, where social learning, metacognition, social cognition, social needs represent essences in the professionalization of the teaching staff.

From the *philosophical perspective* (T. Kotarbinski [74, 82], T. Parsons [75, 76], E. Durkheim [Apud 16], L. Pogolșa [61], M. Boroșan [99] etc.) it is treated the historical course of the concept of praxiology, the meanings of the notion of praxiology, the epistemological analysis and its structural components denote the correlation of several sciences: sociology, philosophy, pedagogy. In the given context, the educational sciences took over and developed pragmatism, instrumentalism, the experimental construct in educational practice.

In the context of the examination of the studies carried out at the international and national level, it is noticeable the lack of substantiation of a conceptual and methodological framework of CPT from the perspective of the professionalization of the teaching staff, which would serve as a reference frame in the CPT system.

The teachers' continuous professional training activity is carried out in a continuous professional training system that operates at different levels: central, local, regional and institutional, highlighting the variety of institutions with responsibilities in the field, at central, regional and local level, as well as the tendency to decentralize the decision-making roles regarding the design, organization, implementation, monitoring and implementation of CPT programs, a fact that represents the premise for the diversification of continuous professional training offers to the needs of the beneficiaries.

Thus, based on the analysis carried out regarding the coordination, organization, monitoring and evaluation of the CPT process, the structure of the

institutions providing CPT programs for the teaching staff and the levels (central, local, institutional), it is outlined the CPT system for the teaching staff (Figure 1.).

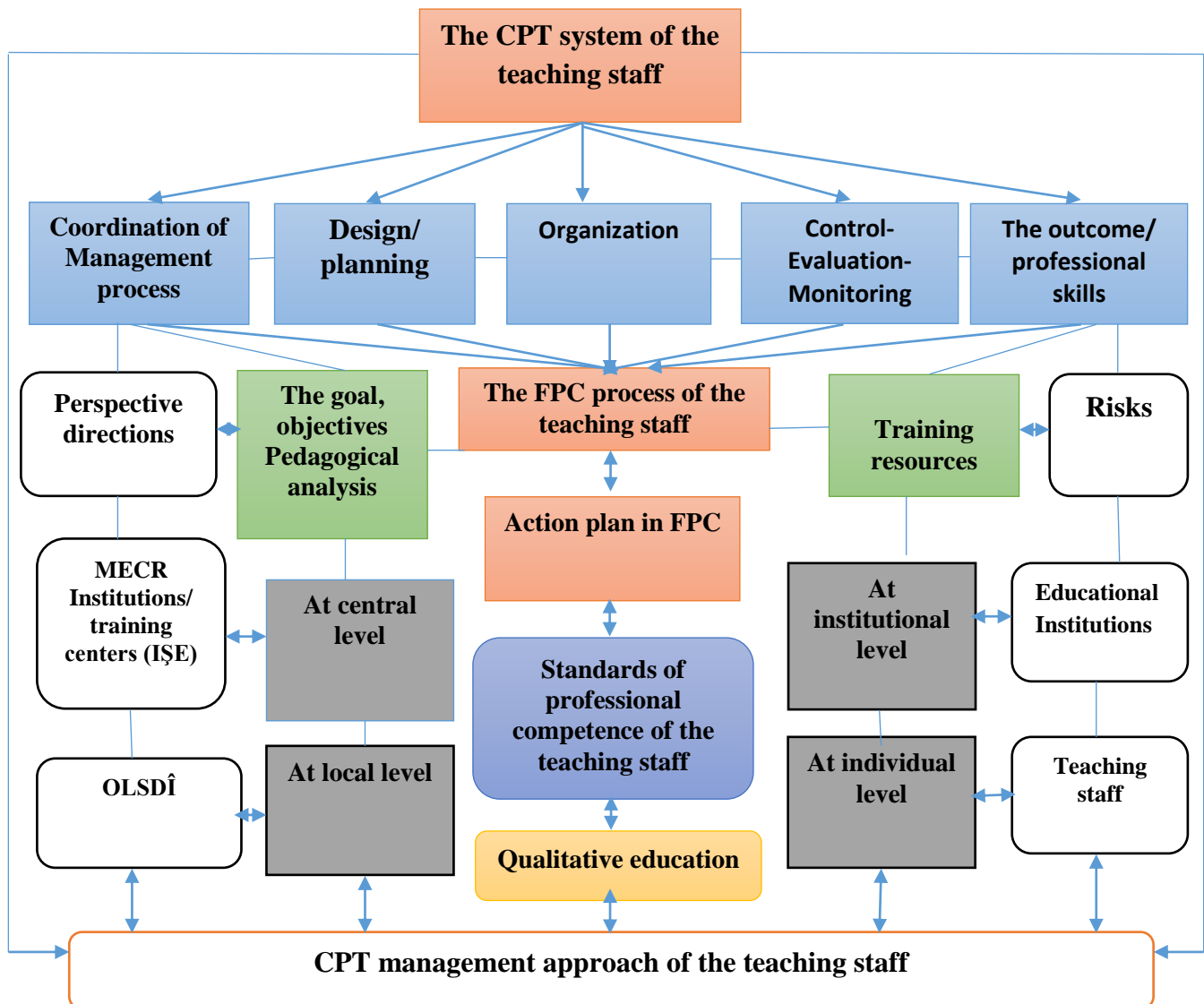


Fig. 1. System of the continuous professional training of the teaching staff

The experimental study of the conducted research generated conclusions regarding the analysis of the situation in the field of continuous professional training of the teaching staff at the level of the process and system of CPT: the foundation of the CPT system of the teaching staff is configured through the coherence of the components in CPT: coordination, design/planning, organization, control and monitoring, focused on an action plan, training resources involved at the central, local, institutional and individual level; at the same time, we mention that the analysis of the normative framework of the system of teachers' continuous professional training at the national and international level demonstrates that in the Republic of Moldova there is *no conceptual and methodological framework of the CPT system from the perspective of the teachers' professionalization*, which represents a system of reference of the CPT for all actors interested in the CPT system and to ensure the continuity of the activities carried out at the level of general, technical professional, higher education and the CPT system.

As a result of the scientific analysis of concepts in professional training, we outline the concept of continuous professional training as an anchor of the teachers' professionalization dimensions, which aims at planning, organizing and achieving the development of professional and personal competences throughout life.

The highlighting of the training essences of the teachers' professional competences, focused on theoretical benchmarks, connected to the requirements of the educational system, both at the national and international level, confirmed the importance of continuous professional training in order to increase the quality of education. There are many competence sets that can make up the desirable profile of the modern teacher. Based on the analysis of the concept of competence, there was proposed a definition of the *professional competences of the teaching staff*, which represents a result/effect of CPT and aims at a complex approach to knowledge, capacities, skills, values and attitudes in the educational process.

Chapter 2, Epistemological foundations of the theory of continuous professional training from the perspective of the professionalization of the teaching staff, reflects the epistemological approaches of teachers' continuous professional training through learning/training paradigms; behaviorist theories; cognitivist theories; constructivist theories; pedagogical models as a product of theoretical reflection and the result of practical syntheses; *Theory of the professionalization of the teaching staff*; principles and functions of continuous professional training; professionalization process of the teaching staff; components of professionalization for the teaching career; professionalization path of the teaching staff; *CPT paradigm from the perspective of the professionalization of the teaching staff*, realized through the conceptual, methodological, managerial dimensions. The effort of the analyzes to determine the theoretical specificity of the system and the process of the continuous professional training of the teaching staff led us notably towards the elucidation of a series of theories, which represent the scientific foundations and constitute the basic benchmark in the modeling of a construct of relevance, contributing to the scientific foundation of the *Theory of the professionalization of the teaching staff*.

In the given context, the *Theory of the professionalization of the teaching staff* consists of the key concepts: continuous professional training, professional competences of the teaching staff, professionalization, represented by the behaviorist, cognitivist, constructivist, action paradigms, focused on theories and models, action-strategic principles and functions of CPT, development of the professional identity and the dimensions of the professionalization of the teaching staff. The epistemological foundations of the *Theory of the professionalization of the teaching staff* is based on cognitive development, which represents a synthesis of the interactions between cognition, metacognition and social cognition, between thinking, intelligence and the other complex initial cognitive processes (perception, representation, memory, imagination). The professionalization of the teaching staff represents one of the essential dimensions of the professional and personal development of the teaching staff, ensuring the functionality of the epistemological

foundations of CPT. The valorization of the concepts interpreted in chapter I Theree were epistemologically founded the conceptual premises, which became the starting point *in the establishment of the new research direction in the Education Sciences: The theory and methodology of the professionalization of the teaching staff*, where the initial training is a premise in the CPT of the teaching staff, having an open, continuous character in the development of the professional skills of the teaching staff, emphasizing *the creation of the motivational framework for the teaching staff* in the educational system.

The theoretical models regarding the *Theory of the professionalization of the teaching staff* are: *the models generated by the psychological theories of learning, the models centered on the person, the models centered on the social dimension.*

In the given context, for the CPT of the teaching staff, there are sufficient the *models generated by the psychological theories of learning* (adapted to the teaching staff), among which we mention the following: *models that are based on constructive schemes*, derived from: associationist theories, theories of learning through conditioning; semiotic (verbal) theories of learning; operational theories of learning; psychological approach models of the teacher training process (adapted to the field of continuous professional training): the logocentric model, based on notional, logical learning; the formative model, centered on the idea of personality formation; the modular model, centered on the directions of a holistic and holodynamic approach to learning; the informational model, based on cognitivist, cybernetic ideas and modern technologies; the model of didactic action, based on the formation of sets of action, learning, on structuring the content and on the orientation of the learning process, according to current theories, etc. *The models centered on the social dimension* are models specific to cooperative learning and represent a complex category of teaching models; *person-centered models*, which believe that the teaching success is conditioned by the personal involvement of the subject in the educational act, have as the basis of the act of learning the *self-determination and self-responsibility* of the participating subjects. The process of the professionalization of the teaching staff has a continuous character and is carried out based on a system of action-strategic principles, which represents another component of the *Theory of the professionalization of the teaching staff*, reinvigorating the CPT policy of the teaching staff, both at the national level and in the academic plan and constitute the basis for the development of action models of the continuous professional training. Also, there were analyzed *the specific functions of continuous professional training: the professionalization function; professional adaptation function; the professional employment function; the function of socioprofessional organization.*

As a result of the analysis and synthesis of paradigms, theories and models, we present the epistemological benchmarks regarding the professionalization of the teaching staff in Table 1. The analysis of learning/training paradigms, theories and models demonstrates that they are interdependent and not mutually exclusive. At the same time, we mention that in different training contexts it is predominantly one theory or another, the others correlating in the given context.

Table 1. Epistemology of the professionalization of the teaching staff

Paradigms	Theories and models	Conceptual significances
The behaviorist paradigm	<i>theory of learning through conditioning</i> (E. L. Thorndike)	"learning is essentially subordinated to the action of the following laws: readiness, exercise and effect" [35, p. 42];
	<i>classical conditioning theory</i> (I. Pavlov)	"the presence of the unconditioned stimulus for an activity through the repeated combination of a neutral original stimulus..., which lead to the satisfaction of primary needs" [35, p. 43];
	<i>the theory of learning by association</i> (E. R. Guthrie)	"learning essentially depends on interests and inclinations" [35, p. 44];
	<i>probabilistic theories of learning</i> (B.F. Skinner's operant conditioning)	it emphasizes the role of feedback and its importance for the teaching-learning-evaluation process;
	systems theory of behavior (C. L. Hull)	"there are two elements that must be transferred: equivalence of stimuli (explained on the basis of generalization) and equivalence of responses (depends on their oscillation)" [35, p. 46];
	<i>learning orientation theory</i> (E. C. Tolman)	"learning processes arise as a result of specific orderings of impulse objectives that are repeatedly presented to the body" [35, p. 47];
	behaviorist (behavioral) models	<i>full learning</i> (Bloom, Caroll) or <i>directed instruction</i> (Glaser and Becker, 1981, 1992): the basis of the act of learning is self-determination and self-responsibility;
	<i>learning personal control</i> : (Rimm and Masters, 1974, 1986; Thoresen and Mahoney, 1974, 1996);	it emphasizes the presence of feedback for changing personal behavior and develops self-management strategies for the pupils involved in learning;
	<i>assertion learning</i> (Alberti and Emmons, 1978, 1989)	it emphasizes the analysis of interpersonal and group communication in order to avoid stressful situations arising in the educational process;
	<i>learning by imitation</i> (A. Bandura)	It analyzes social behavioral mechanisms and distinguishes the following operations present in imitation processes.
The cognitivist paradigm	<i>cognitive theories</i> :	<i>the operational theory of learning</i> (P. I. Galperin), <i>the theory of psychogenesis of knowledge and intellectual operations</i> (J. Piaget), <i>the genetic-cognitive and structural theory</i> (J. S. Bruner), <i>the theory of cumulative-hierarchical learning</i> (R. Gagné), <i>the theory of cognitive organizers and anticipatory progress</i> (D. P. Ausbel), <i>holodynamic theory of learning</i> .
	<i>operational theory of learning</i> (P. I. Galperin)	it focuses on the operational structure of human activities and on the orientation of cognitive-reflexive and action types of activity;

	<i>the theory of psychogenesis of knowledge and intellectual operations</i> (J. Piaget)	knowledge of the external world begins with the immediate use of things;
	<i>genetic-cognitive and structural theory</i> (J. S. Bruner)	in the learning process, the emphasis must be on discovery, placing the child in a situation to solve problems;
	<i>cumulative-hierarchical learning theory</i> (R. Gagné)	knowledge is ordered in a systematized series, ranked according to the criterion from simple to complex (first a simple ability is learned, then a complex one);
	<i>theory of cognitive and anticipatory progress organizers</i> (D. P. Ausbel)	learning is seen from two perspectives: from the product of knowledge (receptive learning and discovery learning) and from the mechanism of understanding the meaning of learning (conscious learning and mechanical learning);
	<i>holodynamic theory of learning</i> (R. Titone)	six new types of learning: learning attitudes, dispositions, motivations; opinions and beliefs; intellectual and/or volitional self-control; capabilities; social; organizational capabilities;
	<i>cognitive development</i> (I. Neacșu)	it represents a synthesis of the interactions between cognition, metacognition and social cognition, between thinking, intelligence and the other initial complex cognitive processes (perception, representation, memory, imagination);
	<i>metacognition</i> (I. Neacșu)	the cognitive processing of information, by developing the self-regulation capacities of learning;
	<i>social cognition</i> (M. Șleahțișchi)	at the basis there are interpersonal relationships, which strengthen the professional and social community;
Constructivist paradigm	<i>the psychological theories of learning</i> (adapted to the teaching staff): a) <i>models based on constructivist schemes:</i>	<ul style="list-style-type: none"> - derived from <i>associationist theories</i>, as a process of accumulation and processing of sensory experience; - derived from <i>theories of learning through conditioning</i>; - based on semiotic (verbal) theories of learning; - based on <i>the operational theories of learning</i>;
	a) <i>models of psychological approach to the teaching staff training process</i> (adapted to the field of continuous professional training):	<ul style="list-style-type: none"> - <i>the logocentric model</i>, based on notional, logical learning; - <i>the empiriocentric model</i>, built on the valorization of the trainee's varied experiences in the action of independent knowledge; - <i>the technocentric model</i>, centered on efficiency and performance in education, as

		<p>well as on the rationalization of the teaching-learning process, in the sense of decomposing learning into component operations [35, p. 69];</p> <ul style="list-style-type: none"> - <i>the sociocentric model</i>, emphasizes the social organization of learning [35, p. 69]; - <i>the psychocentric model</i>, in which the focus falls on the learning subject: the theory of formal stages of intellectual knowledge, centers of interest, the model of full learning, the model of cumulative sequences [25, 121]. - <i>the formative model</i>, centered on the idea of personality formation; (the essential components represent the epistemology of constructivism and the skills needed in the initial training of the teaching staff, mentions V. Gh. Cojocaru; - <i>the modular model</i>, centered on the holistic and holodynamic approach to learning; - <i>the informational model</i>, based on cognitivist, cybernetic ideas and modern technologies; - <i>the model of the didactic action</i>, based on the formation of sets of action, learning, on the structuring of the content and on the orientation of the learning process, according to current theories;
Socio-constructivist paradigm	<i>Constructivist, sociological and interactive dimensions.</i>	<ul style="list-style-type: none"> - the construction of meanings by the members of some social groups; the activities and products made within a group as a whole help to shape the members' behavior within the group;
Action paradigm	<i>action theories (J. Piaget)</i>	<ul style="list-style-type: none"> - it emphasizes behavior, conduct from the general perspective of development; learning is based on the processes of assimilation and accommodation, considered parts of a unitary and qualitatively balanced process. That's why according to these theories, in the event of discord between the objectives and the subject or situation, the continuous professional training process will be oriented to produce a rebalancing between assimilation and accommodation.

In the context of the analysis of paradigms, theories and models regarding the scientific foundation of the *Theory of the professionalization of the teaching staff*, we mention two aspects: metacognition and social cognition. Metacognition has an essential role by guiding the learner in the cognitive processing of information, by developing the self-regulation capabilities of learning. **Social cognition** is processually and temporally identified with the period of entry and

situation of the person in the immediate social, in and through which the person learns things about himself, about others, about the immediate environment and from which he learns, becoming a subject with a recognized and valued status [46, p. 92]. In the given context, the author M. Şleahţîchi researched social cognition, based on interpersonal relationships, which strengthen the professional, social community of the subjects involved [106]. The production of changes in the behaviors of the subjects involved in the learning process requires professional training for teachers focused on cognition and metacognition, through pupils' personal and career projects in the educational process.

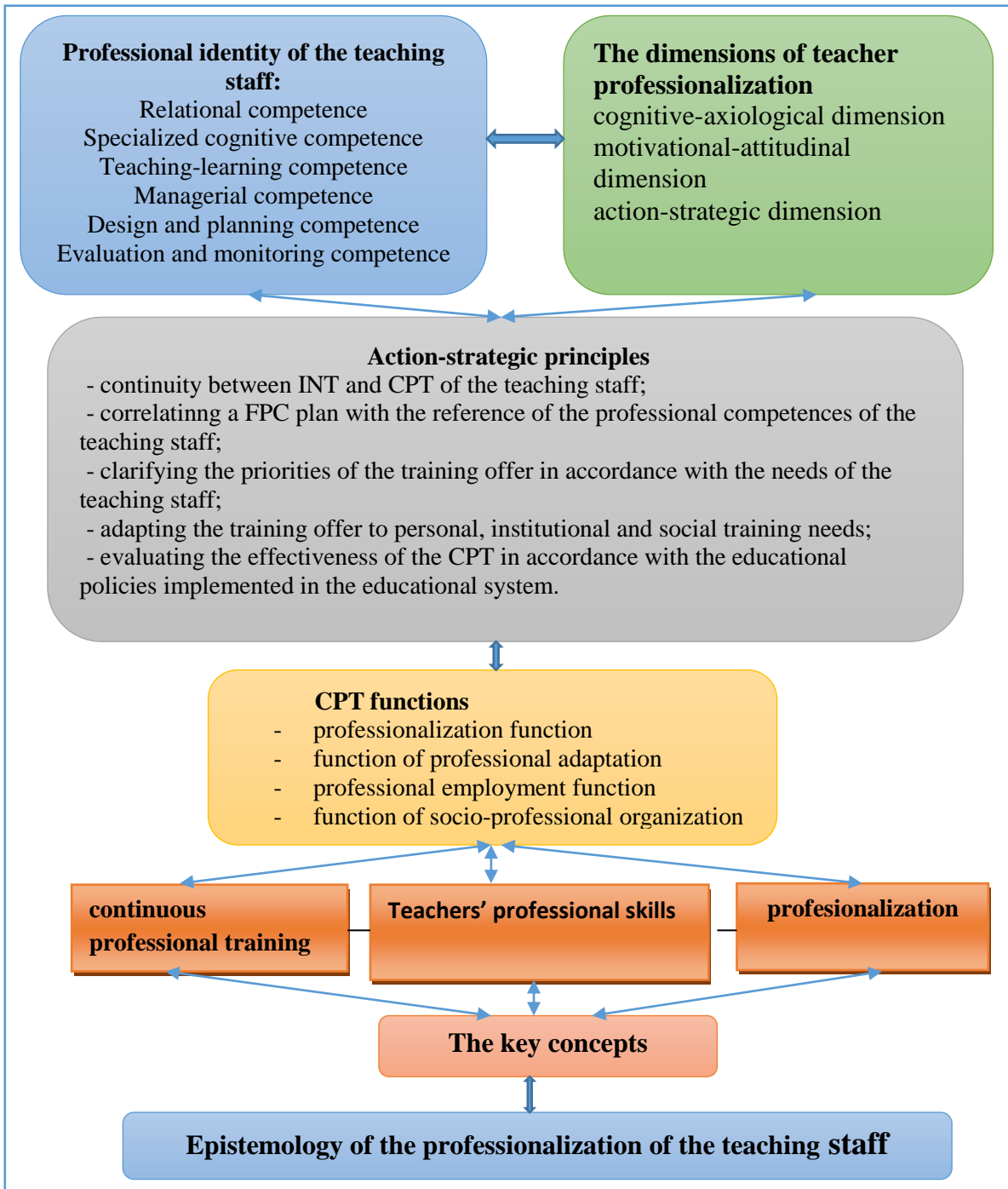


Fig. 2. Theory of the professionalization of the teaching staff

Thus, from the perspective of research needs, the *Theory of the professionalization of the teaching staff* is the result of theoretical analyzes and syntheses, scientific reflections on the development of systemic-holistic and action-strategic approaches to the process of FPC of the teaching staff (Figure 2.).

Another component in the *Theory of the professionalization of the teaching staff* is the teachers' learning models, adapted from the learning models of adults. In the context of the professionalization of the teaching staff, an important role in the continuous professional training of the teaching staff is represented by the operational model of reflexive-operational learning, analyzed by the researcher Ioan Neacșu [46, p. 95]. This model is considered an academic learning model, it is a functional model and based on cognitive processing, having the following structure: *experience, conceptualization, application and creative personal integration*.

Another model of learning for adults, in general, and for teachers, in particular, is *the model of self-regulation of learning*, presented in Figure 3. [Apud 18, p. 51], which consists of *three phases*: the *planning phase*, the *performance phase* and the phase of *self-reflections*, the components of which are interdependent with each other. Thus, we observe that the planning phase has an algorithm that represents the anticipation and teachers' self-motivation in the learning process. The performance phase aims at two other components: self-control and self-observation essential in the continuous professional training of the teaching staff. The self-reflection phase represents a self-analysis of the activity carried out and, at the same time, a direction of the activities in the context of the established objectives.

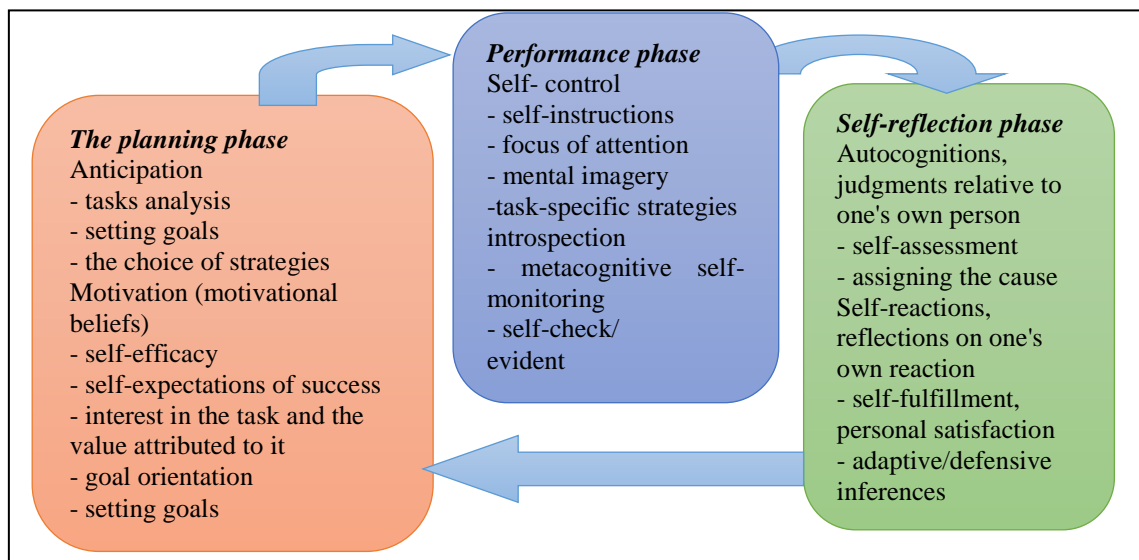


Fig. 3. The model of learning self-regulation [Apud 18, p. 51]

J. Mezirow analyzes the gradual transformations as a process of development, of emancipation, the new perspectives being progressively more inclusive, more discriminatory and more integrative in the context of transformative/transformational learning. Subsequently, J. Mezirow further develops the idea of transformative learning as a social construct of reality, differentiating

several levels of reflection: *frame of reference, critical reflection, action and transformation from his sociocultural experience* [Appud 48, p. 52].

In the context of those analyzed, we conclude that the analyzed types of learning focus on transformative/transformativo learning, which contributes to the the teachers' professional development, correlating three components: instrumental learning, communicative learning and critical/self-reflective thinking.

Carl Rogers describes experiential learning (or learning based on experience) as the result of personal, intellectual and affective involvement, as a self-initiation, the teacher being only its facilitator [48, p. 50].

Malcom Knowles analyzes the concepts of *self (self) and self-directed learning*, where he explains the difference between adult learning features and child learning [48, p. 51], etc.

The analysis of the concept of teachers' professionalization leads to the conclusion that it represents a condition of CPT of the teaching staff from two perspectives: *the creation of the motivational framework for the teaching staff* regarding: professional growth, participation in various seminars, trainings, training activities, obtaining teaching degrees, status increase and the possibility of being a national/local trainer, mentor in professional activity; *implementation of theoretical-praxiological products and methodological tools* at the national, district/local, institutional and individual level.

In this sense, we note that the professionalization of the teaching career aims at several areas of competence of the teaching staff, which influence the progress and pupils' results, the permanent improvement of the pedagogical strategies in the professional activity: *the relationship with the pupils, the teaching-learning activity, the classroom management, design and planning, evaluation - monitoring, specialized knowledge of the discipline taught, communication/cooperation with the members of the educational community, partnerships with the local community.*

As a result of the researches carried out, it was established that the professionalization of the teaching staff focuses on the triad [40]: *the cognitive-axiological dimension*, which is determined by fundamental biophysical capacities and cognitive-intellectual capacities; *the motivational-attitudinal dimension* characterized by the regulatory capacities related to: the affective, motivational, volitional, value-attitudinal field of orientation in CPT; *the action-strategic dimension* focused on normative-general skills and action-methodological ones (Figure 4.).

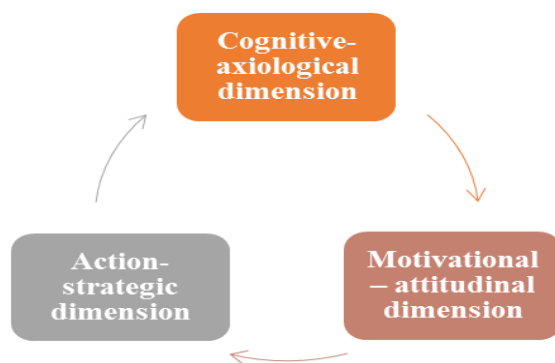


Fig. 4. Dimensions of the professionalization of the teaching staff [40]

In the given context, the **professionalization of the teaching staff** represents the set of developed professional competences, focused on well-established roles in the context of the cognitive-axiological dimension, the motivational-attitudinal dimension and the action-strategic dimension.

The author C. Mironov analyzes several models of professionalism and identifies two of them that are at the opposite pole [45, p. 46]: Model A - *regulated by professionalism* and Model B – *free of professionalism*. The axis defined in these models, regulation, standardization, which offers freedom, openness, non-standardization, directs us to the question: *what kind of paradigm would the teaching staff need in their professional activity, what model would they need for continuous professional training?* The teacher professionalization pathway should focus on a combination of CPT standards and CPT programs of the teachers' choice to achieve them. Access for the development of the professionalization path should be open and flexible, based on performance levels, on criteria for each stage of career development. In the given context, is is needed ***a new paradigm of CPT from the perspective of the professionalization of the teaching staff*** in the continuous professional training system.

In the view of our research, the concept of open professionalism represents the totality of socio-psycho-pedagogical conditions, which define the presence of a rigorous system of selection and recruitment of the teaching staff, drawing a conceptual and methodological framework for the professionalization of the teaching staff, based on the development of a continuous professional training system of the teaching staff. Thus, an important step in the development of the professional competences of the teaching staff is *the rethinking of the set of professional competences required by them and the entire CPT program and CPT curriculum*, which requires systemic changes, targeting aspects of the educational policy in the CPT field, the general conception and the CPT contents, the institutional structures and their way of functioning, according to *the new CPT model*, which assumes new purposes in the professional development of the teaching staff.

In the context of societal changes and challenges (globalization, internationalization, professional mobility, professionalization of the teaching career, etc.) it is necessary to review and reconceptualize the CPT of the teaching staff by developing ***the Methodological Framework of CPT from the perspective of the professionalization of the teaching staff***, which would contain the conceptual components and methodological tools, the mechanisms and ways of professionalizing teachers in the context of the new social realities, focused on normative documents and approved educational policies (Education Code, 2014; Regulation of continuous training of adults, 2017; Reference Framework of the National Curriculum, 2017; Standards of professional competence of general education teachers, 2018; Disciplinary curriculum, 2018-2019; Teacher certification regulation, 2020, etc.). In the given context, the professionalization of the teaching staff is the key component of the *Paradigm*, based on the principles of: *the priority of mental construction, autonomy and individualization*,

collaborative learning, contextual learning, the priority of formative assessment; and the specific legalities: the law on the motivation of the teaching staff; the law of inverse connection and the law of innovative transfer to the class of pupils, which aims at the following elements (Figure 5.): The Methodological Framework of CPT from the perspective of the professionalization of the teaching staff, the Referential of the CPT from the perspective of the professionalization of the teaching staff, Quality Education, achieved from the perspective of conceptual, methodological, managerial dimensions. The conceptual dimension refers to the theories analyzed in the specialized literature, taken up and analyzed in the context of the research topic: personological theories, behavioral theories, primary situational, contingency and cognitive theories. The CPT process in the context of the professionalization of the teaching staff can be achieved through various learning/training models: the model of learning self-regulation, the model of situational learning, the model of generative learning, the model of experiential learning, approached by researchers in the field at national and international level. The principles underlying the teachers' continuous professional training: principles of educational policies, curricular principles within the CPT, action principles within the CPT. The specific functions of the CPT are: the function of professionalization, the function of professional adaptation, the function of professional employment, the function of socio-professional organization. The methodological dimension of the teachers' professionalization in CPT aims at: the praxiological construct of the teachers' professionalization made through the CPT Referential from the perspective of the professionalization of the teaching staff, which contains: the socio-psycho-pedagogical conditions, the outcomes of CPT/professional competences, the planning of the CPT process, the CPT program, the CPT curriculum, the trainer's program and the tools for identifying the teachers' professionalization needs, etc., all constituting units of the CPT Paradigm from the perspective of the professionalization of the teaching staff.

The conceptual and methodological dimension is carried out in the *managerial* context focused on real requirements and contexts for the professionalization of the teaching staff in the CPT system. Within the teachers' professional training, it is essential the organizational component regarding adult learning in the context of new orientations and new changes in society.

The managerial dimension of the CPT of the teaching staff represents the correlation of the components of the CPT system: design/planning, organization, control, evaluation and monitoring integrated into a whole, carried out within the educational institution, in concrete contexts of valorizing the approved curricular contents, resulted with the professionalization of the teaching staff.

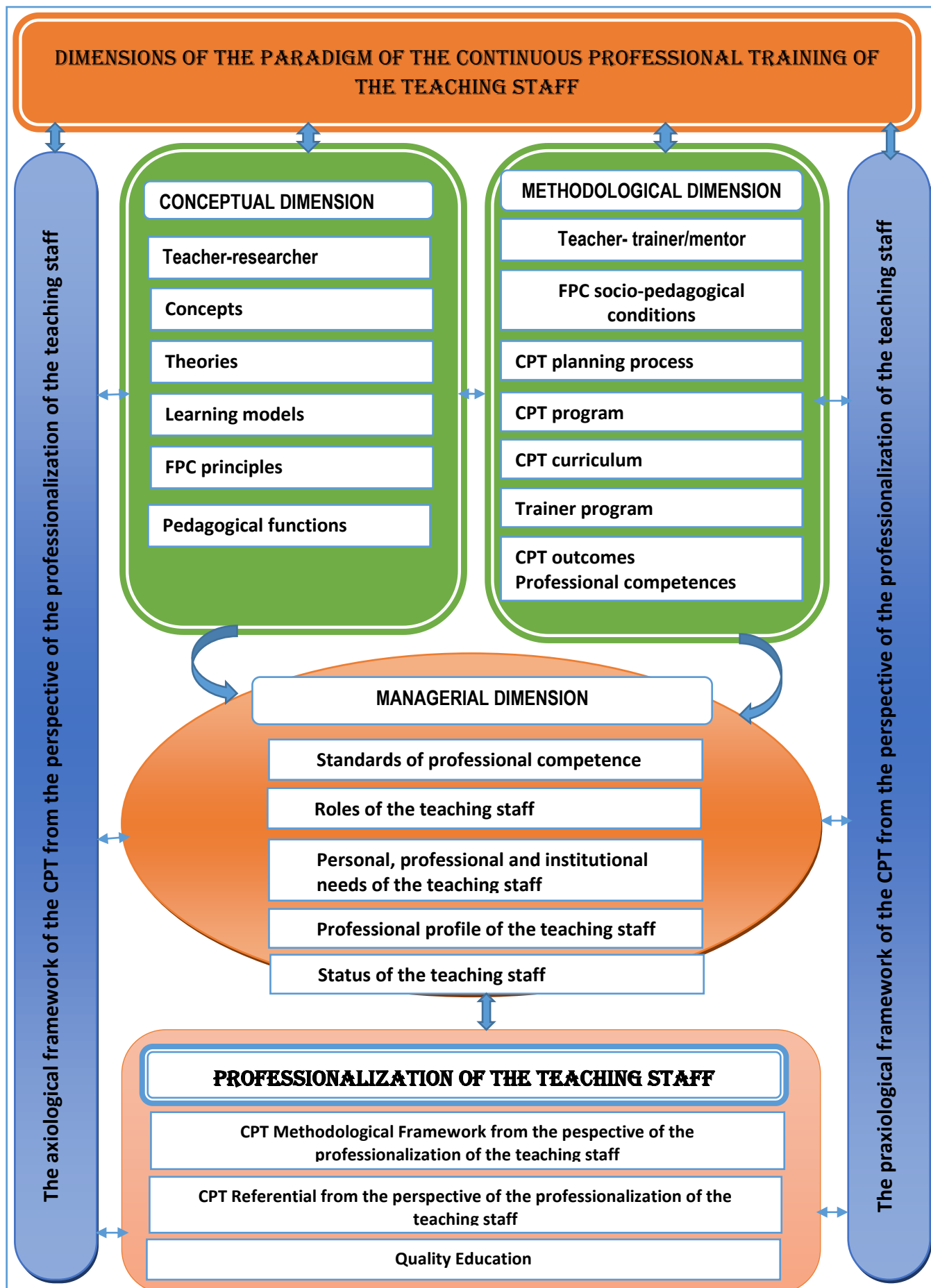


Fig. 5. Paradigm of continuous professional training from the perspective of the professionalization of the teaching staff

The analysis of paradigms, theories, models, principles and functions of CPT allow us to scientifically substantiate the *Theory of the professionalization of the teaching staff*, as a basis for the elaboration of the methodological framework of teachers' CPT, consisting of the concepts: CPT, self-training, lifelong learning, continuous/permanent learning, permanent education, professional development, personal development, paradigms, theories and models of the professionalization of the teaching staff, principles and functions of CPT, valued through the dimensions of CPT from the perspective of the professionalization of the teaching staff: cognitive-axiological, motivational-attitudinal, actional-strategic, based on professional competences of the teaching staff: relational competence, specialized cognitive competence, teaching-learning competences, managerial competence, design and planning competence, evaluation and monitoring competence.

The scientific foundation of the *Theory of the professionalization of the teaching staff* and the conceptualization of the *Paradigm of the Continuous Professional Training from the perspective of the professionalization of the teaching staff* generated and identified the elaboration of CPT **Methodological Framework from the perspective of the professionalization of the teaching staff**, focused on *CPT Program*, *CPT Curriculum* and *CPT Referencial from the perspective of the professionalization of the teaching staff*, where career advancement is a defining condition in the professionalization of the teaching staff.

In **chapter 3, Methodological Framework of Continuous Professional Training from the Perspective of the Professionalization of the Teaching Staff**, there are presented the methodological benchmarks for the implementation of CPT *Paradigm from the perspective of the professionalization of the teaching staff* through the methodological tools necessary in CPT process from the perspective of the professionalization of the teaching staff: *CPT Program*; *CPT Curriculum*; *CPT Referential*. Thus, there are analyzed fundamental concepts related to the curriculum: curriculum as *a paradigm* and as a pedagogical project of a curricular type; the fundamentals of the curriculum: *general, specific-pedagogical*; curriculum areas; curriculum products; the process of elaborating the curriculum in order to regulate the activity and its social validation, at the level of the educational system and process. Also, there are specified the aims of *CPT Programs* (goals, objectives, contents), *CPT Programs* for teachers as a tool for developing professional competences, *CPT Referential*, where career advancement is a condition for the professionalization of the teaching staff.

In the given context, there were elaborated indicators for the professionalization of the teaching staff from the perspective of career advancement through quality educational activities, which emphasize the development of the professional competences of the teaching staff as trainers, mentors, researchers.

The valorization of *CPT Paradigm from the perspective of the professionalization of the teaching staff* is achieved through various activities of the teaching staff in functional, structural and operational terms.

As a result, we present the methodology of the valorization of *CPT Paradigm from the perspective of the professionalization of the teaching staff* in functional, structural and operational terms, which involves three stages (Table 2.):

Table 2. The methodology of the valorization of CPT Paradigm from the perspective of the professionalization of the teaching staff

Stages in the professionalization of the teaching staff	Teachers' actions
<p><i>Stage I: training/self-training of the teaching staff consists of informing the teaching staff regarding:</i></p> <ul style="list-style-type: none"> - the concept of professionalization within the CPT process of the teaching staff; - the particularities of the professionalization of the teaching staff; - the Referential for the professionalization of the teaching staff; - the selection of contents and strategies for practical activities in the context of teachers' professionalization. 	<p>Teachers:</p> <ul style="list-style-type: none"> - analyze the concept of professionalization within the CPT process of the teaching staff, the particularities of the professionalization of the teaching staff and the Referential for the professionalization of the teaching staff. - propose activities within the professionalization process of the teaching staff; - propose the way of organizing practical activities.
<p><i>Stage II: planning and carrying out activities regarding the implementation of the Paradigm based on CPT Referential from the perspective of the professionalization of the teaching staff:</i></p> <ul style="list-style-type: none"> - motivating the teaching staff to get involved in carrying out the proposed activities; - designing and carrying out various group activities (conceptual seminar, methodological seminar, training, etc.) and individually regarding the professionalization process of the teaching staff within the CPT; - determining the goals in the professionalization of the teaching staff, the development of professional competences; - selecting thematic materials for organizing activities with teachers. 	<p>Teachers:</p> <ul style="list-style-type: none"> - get involved in the activities proposed by the trainer; - respect the training algorithm proposed by the trainer; - perform various proposed tasks and activities; - develop their professional competences.
<p><i>Stage III: monitoring the implementation of CPT Paradigm from the perspective of the professionalization of the teaching staff:</i></p> <ul style="list-style-type: none"> - identification of the trainees' professional competences through the organized activities; - analysis of teachers' opinions and visions; - organization of round tables, workshops, conferences; - the valorization of the elaborated products. 	<p>Teachers:</p> <ul style="list-style-type: none"> - participate in the activities organized by the trainer; - express their opinions regarding the CPT program and the activities organized within it; - present the elaborated products; - disseminate the results obtained at the level of the educational institution.

As a result of the previous analytical framework, the need to develop methodological tools at the level of the continuous professional training system for teachers was determined: *the CPT Program*, which represents the totality of design, organization, management and evaluation activities, which ensures training in an occupational and academic field, in accordance with the normative framework in force, is a tool for developing professional competences; *CPT Curriculum* – the tool that ensures the CPT process, based on the formation of general and specific competences, based on FPC contents; it carries out training and education to help trainees in their professional activity; *the CPT Referential from the perspective of the professionalization of the teaching staff*, which includes: CPT conditions, CPT purposes, CPT planning, CPT program, CPT curriculum, *trainer's program*. The analysis of the methodological tools contributed to the determination of their **implementation mechanisms** in the context of the professionalization of the teaching staff for continuous professional training.

The analysis of the behaviorist, cognitivist and constructivist paradigms, the elaboration and foundation of the *CPT Paradigm from the perspective of the professionalization of the teaching staff* allowed the elaboration of the *CPT Referential* as a methodological tool for the teachers' professionalization, which includes the following components: *CPT socio-psycho-pedagogical conditions*, *the CPT purposes*, *CPT planning process*, *CPT program* and the strategies used in the implementation of *CPT program*, *CPT curriculum*, *trainer's program*.

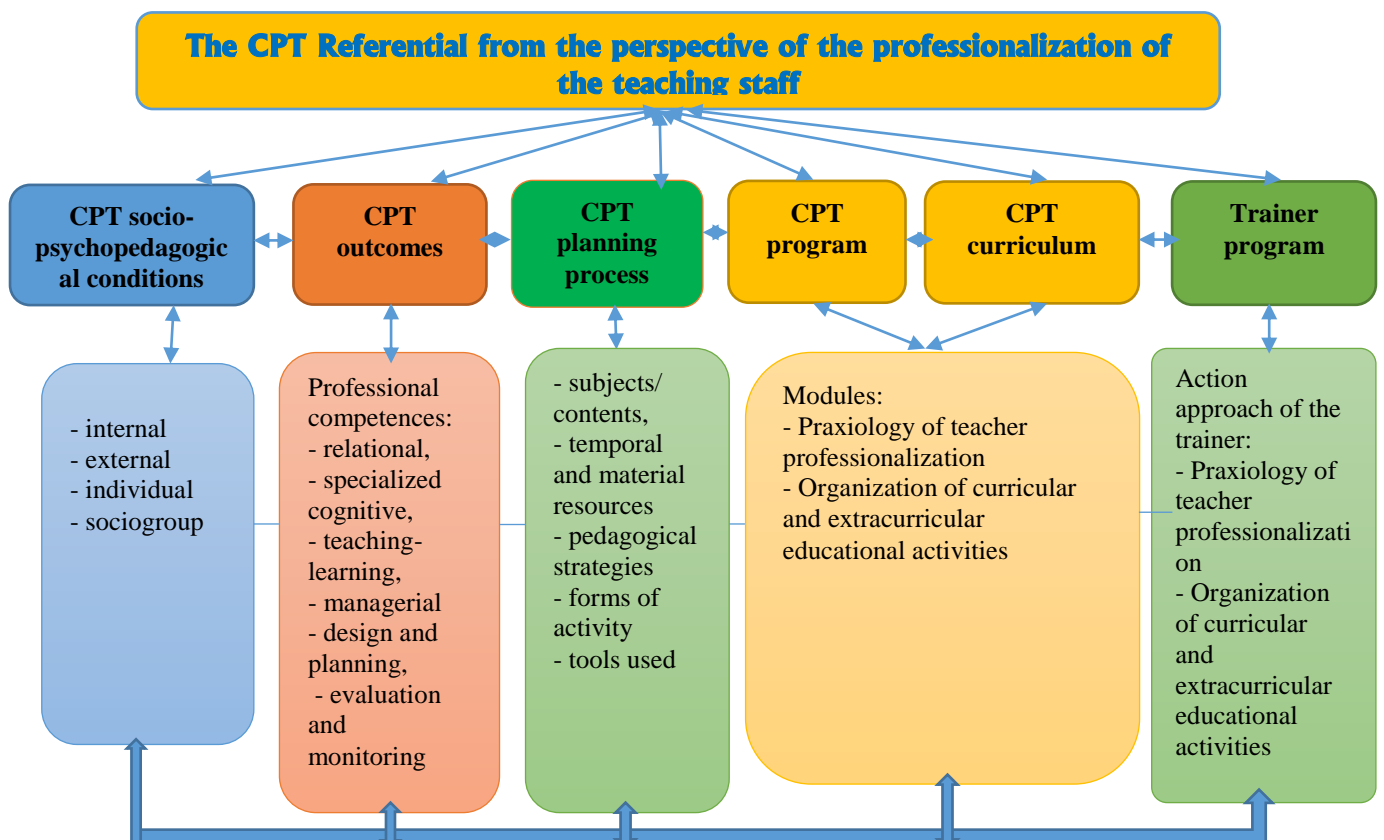


Fig. 6. The CPT Referential from the perspective of the professionalization of the teaching staff

Thus, through the implementation of *CPT Referential from the perspective of the professionalization of the teaching staff*, there was valorized the *CPT Paradigm from the perspective of the professionalization of the teaching staff* (Figure 6).

The analytical modeling of the *CPT Referential from the perspective of the professionalization of the teaching staff* represents an applied approach with a real formative impact. The implementation of the *CPT Referential from the perspective of the professionalization of the teaching staff* is a way of career advancement of the teaching staff in the Republic of Moldova and can be achieved on several dimensions: obtaining a teaching degree, teacher trainer training, mentor teacher training, research teacher training, professional retraining, teacher manager training and professional marketing development, teacher leader training.

The critical interpretation of the concepts of paradigm and professionalism, of the roles of teachers and the set of professional skills, determined the development of indicators of the professionalization of the teaching staff from the perspective of career advancement through quality educational activities (Table 3.).

Table 3. Indicators of the professionalization of the teaching staff

Nr. d/o	Actions	Educational activities
1.	Curriculum design of didactic activity (CGS, CPP)	<ul style="list-style-type: none"> - the elaboration of the curriculum and revision of the didactic design in the educational process; - the design and revision of the topics/contents taught; -the design/update of curricular products in accordance with personal, professional, institutional and social needs; -the design of learning units by: identifying and selecting objectives, skills, contents, methods, resources, tools and training procedures; - the design of training activities in accordance with the established objectives, with the competences to be developed, with the pupils' needs, shifting the focus from teaching to learning and training;
2.	Organization and management of the teachers' teaching process (CM, CPI)	<ul style="list-style-type: none"> - the structure and organization of the teaching activity of the teaching staff; - the effective use of student-centered training strategies in real and virtual contexts; - the innovation of methods, teaching resources and their use; - the use of information technologies and different educational platforms;
3.	Organization and management of the training process of trainees in everyday contexts (CM, CPI)	<ul style="list-style-type: none"> - the creation of different authentic, real training contexts; - the promotion of an authentic, real, everyday training appropriate to the actions undertaken in the training process; - the emphasize of the motivational elements for facilitating the FPC of the teaching staff;
4.	Organization and management of the monitoring and evaluation process (EMC, EMC)	<ul style="list-style-type: none"> - the effective use of student-centered assessment strategies in real, authentic and virtual contexts; - the innovation of evaluation methods and resources, the manner of their use; - the compliance with evaluation ethics and professional integrity; - the monitorization of the post-training process at the educational

		institution level;
5.	Management of the pupils class (CR, CM)	<ul style="list-style-type: none"> - creating and ensuring a favorable learning climate in the pupils' class; - managing and solving critical and difficult situations in the pupils' class; - differentiated psycho-pedagogical counseling of the teaching staff; - specialized counseling of teaching staff in the development of professional development projects/plans, emphasizing the research component; - monitoring various activities organized by the teaching staff during the post-training period in the class;
6.	Innovating the professionalization process of the teaching staff and achieving technological transfer (CGS, CPI)	<ul style="list-style-type: none"> - the introduction of new fields of training; - the promotion of innovations in the field of the teachers' professionalization methodology (new systems of training and evaluation of teachers' professional competences, contexts and contents of inter- and transdisciplinary training); - the organization and coordination of new modular training programs, at the request of the beneficiaries (for example, the evaluation/self-evaluation and accreditation of the educational institution, the development and presentation of the products within the educational projects, etc.); - the organization and coordination of new fields of training in the context of the professionalization of the teaching career: the training of teacher trainers, the training of mentor teachers, the training of research teachers;
7.	Self-assessment, control, regulation of one's own FPC activity (CEM)	<ul style="list-style-type: none"> - the analysis and permanent reflection on the professional and personal activity, the actions taken and their correlation with the action approach of the trainings; - the periodic and continuous self-evaluation of the trainees' professional activity; - the promotion of the trainees results by exploiting and disseminating them;
8.	Management of the continuous professional training/professional self-training process (CM, CPP)	<ul style="list-style-type: none"> - the diagnosis and identification of professional activity needs; - the planning, coordination and organization of training activities in collaboration with colleagues from the institution/other institutions; - the involvement in specific training activities in the psycho-pedagogical and specialized field at institutional, local and national level; - the involvement in specific professional development activities as a trainer, mentor, researcher;
9.	Participation in institutional development (CR, CEM)	<ul style="list-style-type: none"> - the involvement in the professional activity of promoting the educational institution (participation in charity activities, exhibition fairs, etc.); - the participation in the development and implementation of educational institution development strategies; - the promotion of the image of the educational institution through different methods at the local, national, international level, as well as in other organizations; - the development of educational partnership relations with NGOs, economic agents, etc.

As a result of the analysis of the actions and indicators of the professionalization of the teaching staff from the perspective of career advancement through quality educational activities, we conclude that career advancement targets both the teacher, the trainer, the mentor, the researcher through the training-development of professional competences, correlated with the socio-psycho-pedagogical conditions and factors such as: compatibility of the teaching staff for the selected profession, its advantages and prestige.

Chapter 4, The praxiological construct of continuous professional training from the perspective of the professionalization of the teaching staff presents the experimental design, the tools used in the pedagogical experiment, which provide the opportunity to identify existing problems and to train teachers, classified according to the *listed professional competences*, *proliferating an image of the identity professional development of the teaching staff*, *the basic descriptors of CPT from the perspective of teacher professionalization*, *the Referential for evaluating the level of CPT from the perspective of teacher professionalization*, *the CPT Program*, *the CPT Methodology* from the perspective of teacher professionalization, *the experimental sample* within the diagnosis of the situation and the identification of the problems in the field of the CPT from the perspective of the professionalization of the teaching career, *the experimental sample in the stages of ascertainment, training and validation*, *the CPT Curriculum of the teaching staff* implemented through different *training activities*, *constructivist models and Trainer Program models*, utilized in the training experiment.

The purpose of the pedagogical experiment is to determine, train and validate the continuous professional training of the teaching staff based on the *CPT Referential from the perspective of the professionalization of the teaching staff*, by valorizing the *CPT Paradigm from the perspective of the professionalization of the teaching staff*, having the basic criterion *professional competences*, analyzed by solving different situations in the process of continuous professional training.

The purpose of the diagnostic experiment was to analyze the situation in the FPC field of the teaching staff from the perspective of the professionalization of the teaching staff in the context of educational reforms and societal challenges. The diagnostic experiment was anticipated by a pre-experiment [62], the results of which determined the need for the theoretical-praxiological foundation of the FPC from the perspective of the professionalization of the teaching staff (participants 828 subjects, 2017).

In accordance with *the purpose of the research*, there were established the objectives of the pedagogical experiment: the diagnosis of the situation in the field of CPT in relation to the areas of competence of general education teachers; the identification of the professional competences of the teaching staff by formulating different items aimed at these fields; determining the level of knowledge of the concepts: CPT, adult education, lifelong learning, continuous education, professionalization, professional development, personal development; identification of the problems in planning and carrying out the CPT of the teaching

staff; the design of theoretical and practical activities within the CPT of the teaching staff; motivation of the teachers' participation/involvement in CPT at the institutional and personal level; promotion of positive values, attitudes and behaviors towards pupils/teachers/other actors involved in the educational system; educational and normative policy documents in the CPT of the teaching staff; the elaboration of *the Referential for the evaluation of the CPT level from the perspective of the professionalization of the teaching staff* at the stage of ascertainment and control (Table 4.); the implementation of the *CPT Referencial from the perspective of the professionalization of the teaching staff* at the training stage; the application of pedagogical strategies regarding the implementation of the *CPT Praxiological Construct from the perspective of the professionalization of the teaching staff*; synthesis of experimental data. The continuous professional training from the perspective of the professionalization of the teaching staff focused on the following **quality criteria**: *the relevance of professionalization, the effectiveness of professionalization, the efficiency of professionalization, the sustainability of professionalization, the impact of professionalization* in the context of educational reforms. The quality of the obtained product analyzed through the performance levels represents *the success indicators* for each competence analyzed through the experimental approach: *excellent, very good, good, poor and unsatisfactory*. The basic descriptors of CPT from the perspective of the professionalization of the teaching staff (*Ds*): *logic of the answer (Ds1), meaning of the answer (Ds2), relevance of the answer (Ds3), depth of the answer (Ds4), originality of the answer/ideas (Ds5)*. The pedagogical experiment was carried out during 2019 – 2020 (888), which included the stages: ascertainment, training and validation, *ascertainment sample*: 2019 – 2020 (888 surveyed subjects), *training sample*: 2019 – 2020 (441 subjects), *the control/validation experiment* 2019 – 2020 (441 subjects (GE), 447 persons (GC)), in total 888 subjects (teachers of different disciplines), assigned to the experimental group (GE) – 441 subjects; control/control group (GC) - 447 subjects) within the FPC courses through the mixed system: face-to-face, online and distance.

The diagnostic experiment included 696 general education teachers/managers (2019). The applied questionnaires (3) were intended for managers (1), teaching staff (2), questionnaire for teachers regarding the attestation/evaluation process in general education (3). The experimental study carried out on a representative sample (696 subjects) allowed us to highlight the needs, problems, opinions and representations of teachers regarding the CPT system, CPT directions in the national and international context.

Table 4. The Referential for evaluating the level of the professionalization of the teaching staff (ascertainment and control)

Evaluation criteria	Performance levels	Success indicators	Evaluation grade	Descriptors
<p>1. Development of constructive relationships based on fairness with colleagues;</p> <p>2. Valorization of curricular and extracurricular learning opportunities in the educational process;</p> <p>3. Planning, organization, implementation and monitorization of educational policy and normative documents in the educational institution;</p> <p>4. Formulation of learning objectives for the taught discipline and extracurricular and extracurricular activities;</p> <p>5. Design, planning and implementation of the curriculum in the educational</p>	<p><i>excellent</i></p> <p>(I)</p>	<p><i>excellent:</i> (I)</p> <ul style="list-style-type: none"> • Pupils present excellent answers, with relevant arguments for the educational institution in relation to the items formulated in the questionnaire, through involvement in various professional activities/projects, with perspectives of development and implementation of the practices promoted at the institution level; 	100% - 90 %	<p>Answer logic</p> <p>Answer meaning</p>
	<p><i>very good</i></p> <p>(II)</p>	<p><i>Very good</i> (II)</p> <p>Strong points:</p> <ul style="list-style-type: none"> • Subjects present correct, logical, deep, original, relevant answers, understand the meaning of notions that require definition in relation to the items formulated, evidence of answers through concrete examples from professional activity, present successful practices in the educational institution; 	89 % - 70%	<p>Answer relevance</p> <p>Answer depth</p>
	<p><i>good</i></p> <p>(III)</p>	<p><i>good</i> (III)</p> <p>Aspects that could be improved:</p> <ul style="list-style-type: none"> • Pupils present correct, logical, deep, relevant answers more difficult, present some gaps in the meaning of notions that require definition in relation to the formulated items, imprecise evidence of the answers through concrete 	69 % - 51 %	<p>Answer originality</p>

process; 6. Establishment of the specific evaluation criteria used within the taught discipline/ planned activities and their implementation in the educational process.		examples from professional activity, successful practices in the educational institution with difficulty;	
	<i>poor</i> (IV)	<i>poor</i> (IV) week points: <ul style="list-style-type: none"> • Pupils present weak, irrelevant answers, without having a logic in the formulation of the answers, which reduces the quality of the answers; they are not so deep, original, they present some gaps in the meaning of the notions that require definition in relation to the formulated items, they partially present evidence of the answers through concrete examples from the professional activity, which constrains the general quality of the experiences presented; 	50 % - 25 %
	unsatisfactory (V)	unsatisfactory (V) Major weak points: <ul style="list-style-type: none"> • Pupils present very poor answers, without having a logic in the formulation of the answers, the answers lack depth, originality and relevance, present significant gaps in relation to the formulated items, do not present evidence of the answers through concrete examples from the professional activity, insufficiently demonstrate the implementation of the requested documents and do not present successful practices in the educational institution; refuse to answer the formulated items. 	less than 25 %

In the framework of the pedagogical experiment, there were diagnosed, formed and validated the educational goals, determining the following *professional competences of the teaching staff* affirmed as an *essential element in the pedagogical research*:

C1. Relational competence (CR): development of constructive relationships based on fairness: promotion of positive values, attitudes and behaviors towards teachers/pupils; creating a climate favorable to learning; the recognition, appreciation and valorization of the social, religious, ethnic and linguistic diversity of the class, for the benefit of the teaching staff; offering consultations to colleagues in situations related to equality, inclusion and diversity in order to respond to the needs of the teaching staff.

C2. Specialized cognitive competence (CGS): design, planning and implementation of the curriculum in the educational process: valorization of the methodological benchmarks in the competences formation in the discipline taught; active promotion of the interactive didactic methodology specific to the discipline taught; consultation of specialized materials, collaboration within professional organizations; knowledge and understanding of the contribution of the discipline taught in interdisciplinary and transdisciplinary learning activities; the implementation of a varied range of information sources regarding the latest developments in the field; presentation of recent information in the subject area taught in a clear and appropriate form.

C3. Teaching-learning competence (CPÎ): *valorization of curricular, extracurricular and extraschool learning opportunities*: reflecting on the effectiveness of one's own teaching activity and analyzing its impact on the progress and results of trainees; periodic development of approaches used in professional activity, when necessary; analysis of the impact of the feedback I offer to the teaching staff and the trainees' coordination in improving professional performance; the creative and constructive approach to the pedagogical strategies used in the educational process; presenting the content of the educational activities in a varied way and stimulating the trainees interest; providing teachers with positive and constructive feedback to improve the learning experience; effective communication of lesson objectives.

C4. Managerial competence (CM): *planning, organizing, implementing and monitoring educational and normative policy documents*: motivating the teaching staff for learning and achieving results at the highest possible standards; establishing and maintaining an effective control of the classroom, the activities and the behavior of the group of trainees; managing crisis situations arising in classroom activity; organizing a pleasant and motivating learning environment for trainees by arranging the classroom; promoting and encouraging collaboration, teamwork in the classroom and cooperative learning.

C5. Design and planning competence (CPP): formulation of learning objectives for the taught subject, extracurricular and extracurricular activities: knowledge of changes to the curriculum; establishing priorities, planning and developing long and short-term projects for the discipline taught; the development of

didactic materials for the discipline taught, and extracurricular activities, depending on the needs; developing learning materials related to their learning objectives; the use of teaching and learning strategies to respond to the trainees' needs; offering the teaching staff the opportunities to develop their thinking and learning capacity; the use of didactic approaches and resources correlated with the learning objectives.

C6. Evaluation and monitoring competence (CEM): *establishing the specific evaluation criteria used within the taught discipline/planned activities and their implementation in the educational process:* selecting the appropriate evaluation tool to verify the trainees' competencies; carrying out the activity of evaluation and interpretation of the results; offering the trainees constructive and positive feedback to motivate them in learning; receiving and accepting feedback regarding the own teaching performance; improving the effectiveness of classroom assessment.

The pedagogical experiment was carried out in the period 2019 – 2020, which included the stages: ascertainment, training and validation, the ascertainment sample: 2019 – 2020 (888 surveyed subjects), the training sample: 2019 – 2020 (441 subjects), the control experiment/validation 2019 – 2020 (441 subjects (GE), 447 subjects (GC)), a total of 888 subjects (teachers of different disciplines), distributed in the experimental group (GE) – 441 subjects; control group (GC) - 447 subjects) within the FPC courses through the mixed system: face-to-face, online and distance.

The purpose of the ascertainment experiment was to determine the teachers' professionalization needs based on the professional competences of general education teachers.

GE: Relational competence 60.77% (268 subjects), specialized cognitive competence 63.26% (279 subjects), teaching-learning competence 64.39% (284 subjects), managerial competence 24.48% (108 subjects), design and planning competence 60.77% (268 subjects), evaluation and monitoring competence 43.31% (191 subjects) (Figure 7.). On the basis of the experimental analysis, we deduce that the performance level of the diagnosed competences targets the qualification *good* the following competences: relational competence, design and planning competence, specialized knowledge competence, teaching-learning competence (it falls between 69% - 51%); the *weak* level concerns the evaluation and monitoring competence (50% - 25%); *unsatisfactory* level – managerial competence (less than 25%).

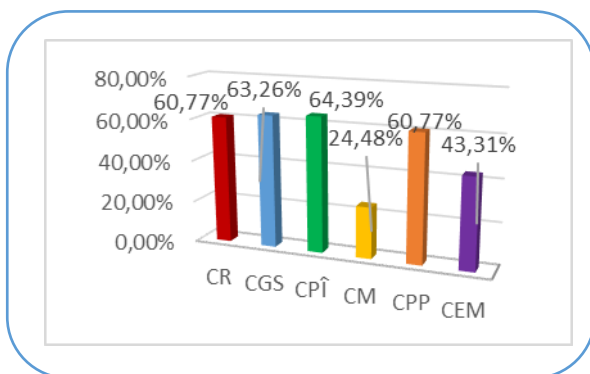


Fig. 7. The level of the professional competences of the teaching staff at assessment (GE)

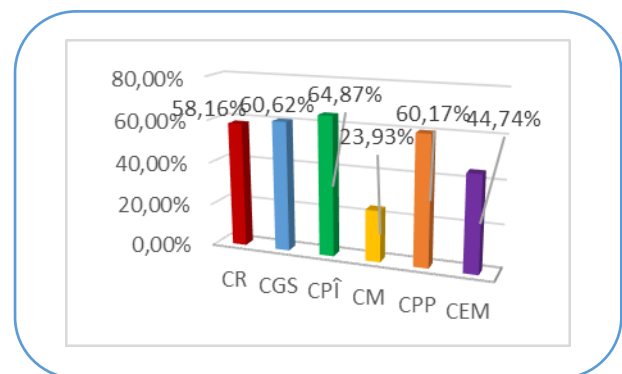


Fig. 8. The level of the professional competences of the teaching staff at assessment (GC)

GC: Relational competence 58.16% (260 subjects), specialized cognitive competence 60.62% (271 subjects), teaching-learning competence 64.87% (290 subjects), managerial competence 23.93% (107 subjects), design and planning competence 60.17% (269 subjects), evaluation and monitoring competence 44.74% (200 subjects) (Figure 8.).

Based on the experimental analysis, we deduced that the performance level of the diagnosed competences covers the qualification *good* the following competences: relational competence, design and planning competence, specialist knowledge competence, teaching-learning competence (it falls between 69% - 51%); the *weak* level concerns the evaluation and monitoring competence (50% - 25%); *unsatisfactory* level – managerial competence (less than 25%).

Thus, the control group, in general terms, is approximately homogeneous with the experimental group. The synthetic results of the detection experiment for GE and GC are shown in Figure 9 .

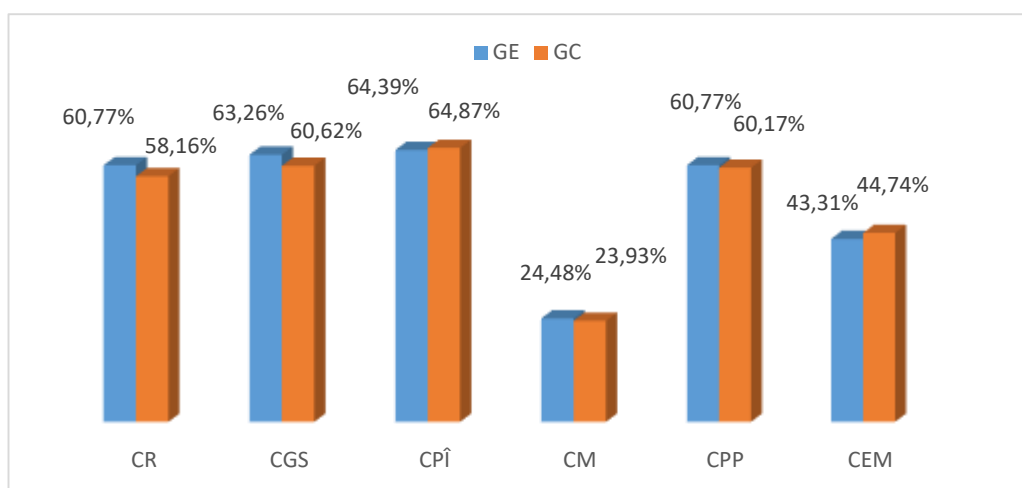


Fig. 9. Synthetic results of the ascertainment experiment: GE and GC

The pedagogical training experiment was carried out in the period 2019-2020 within the continuous professional training stages at the Institute of Education Sciences. 441 persons, teaching staff (teachers from different school subjects) participated in the training experiment.

The purpose of the training experiment was aimed at the professionalization of the teaching staff based on professional competences in the continuous professional training process.

The objectives of the training experiment: the elaboration of *the Referential for the professionalization of the teaching staff*; the implementation of *the Referential for the professionalization of the teaching staff* within the continuous professional training process.

As part of the pedagogical training experiment, there was elaborated the *CPT Program for the teaching staff* to valorize the *Paradigm of the professionalization of the teaching staff*. *The CPT Program for the teaching staff* was carried out through seminars, trainings, individual activities, discussions at scientific

conferences, round tables, etc. The application of the *CPT Program* on modules (*Praxiology of the teachers' professionalization and Organization of curricular and extraschool educational activities*) and current themes (Modern trends in teachers' professionalization; School curriculum; Pedagogical strategies and learning styles, etc.) generated a constant interest of the teaching staff in relation to the activities carried out.

The activity within the training experiment, carried out through operations, techniques, samples, products, goals achieved, etc. it assumed the possibility of orienting the professionalization route towards the rationalization of changes, offering a concrete production mechanism: training conditions, the curriculum, planning the continuous professional training process of the teaching staff.

Within the module *Praxiology of the professionalization of the teaching staff* from the CPT Program, we mention the content unit *Professional advancement of the teaching staff*, expressed through the *attestation of the teaching staff*, which contains the following stages:

- the evaluation based on the *Case Study evidence* (for the teaching staff from educational institutions requesting the conferment/confirmation of the second teaching degree);

- the elaboration of the task for the *Professional Competence Assessment Interview* test based on the established indicators (for the teaching staff who request the conferment/confirmation of the first and higher teaching degree: teaching task);

- the evaluation of candidates for the *Professional Competence Assessment Interview* and *the taking of the practical test - the presentation of the product/project from educational practice* based on the established evaluation criteria (for the teaching staff who request the conferment/confirmation of the first and higher teaching degree).

In this way, the implementation of the *Paradigm for the professionalization of the teaching staff* within the CPT Program allowed the experimental exploitation of the theoretical premises.

The development of the professional competences of the teaching staff is carried out at a theoretical, applied, integrative level and aims at: training/developing the professional competences of the teaching staff in the context of societal challenges; developing constructive relationships based on correctness; valorizing curricular and extraschool learning opportunities; planning, organizing, implementing and monitoring educational and normative policy documents; formulating learning objectives for the taught subject, curricular and extraschool activities; designing, planning and implementing the curriculum in the educational process; establishing the specific evaluation criteria used within the taught discipline/planned activities and their implementation in the educational process. Several types of inductive, deductive, mixed strategies, teaching-learning-evaluation strategies, etc. are used in professional training courses.

The implementation of the curricular products (CPT Program, CPT Curriculum and Trainer's Program) was ensured by the course supports elaborated on the basis

of the monographs *Continuous professional training of the teaching staff: conceptual and methodological benchmarks and Management of educational activity in the pupils class: theoretical and methodological aspects*.

The purpose of the control experiment: validation of the *Paradigm for the professionalization of the teaching staff* on the professional competences of the teaching staff.

The objectives of the control experiment: validation of the Referential for the professionalization of the teaching staff in the CPT process; validating the *Paradigm for the professionalization of the teaching staff*, determining the level of the professionalization of the teaching staff based on professional competences.

At the 3rd stage of the pedagogical experiment, *the control stage*, there were applied the same methods and the same evaluation Referential as in the ascertainment experiment. We present experimental evidence in relation to the performance indicators, valorized within the pedagogical experiment.

Control experimental data for the trained/developed competences GE (441 persons): relational competence 77.55%, specialized cognitive competence 73.46%, teaching-learning competence 71.42%, managerial competence 74.60%, design and planning competence 74.60%, evaluation and monitoring competence 69.61%. Based on the experimental analysis, we deduce that the level of performance of the formed competences, the detection and control stage, allows us to dynamically determine the level of the development of the professional competences targeted in the experiment (Figure 10.).

Control experimental data for GC (447 persons): relational competence 61.50%, specialized cognitive competence 62.23%, teaching-learning competence 65.32%, managerial competence 26.83%, design and planning competence 62.41 %, evaluation and monitoring competence 45.21%. Based on the experimental analysis, we deduce that the performance level of the formed competences, the ascertainment and control stage, have a relative (light) dynamic for all the competences targeted in the experiment (Figure 11.).

(GE, 441 persons) at *the ascertainment- control* stage, highlighted significant progress during the experimental period regarding the professionalization of the teaching staff the comparative analysis of the experimental data of the experimental group.

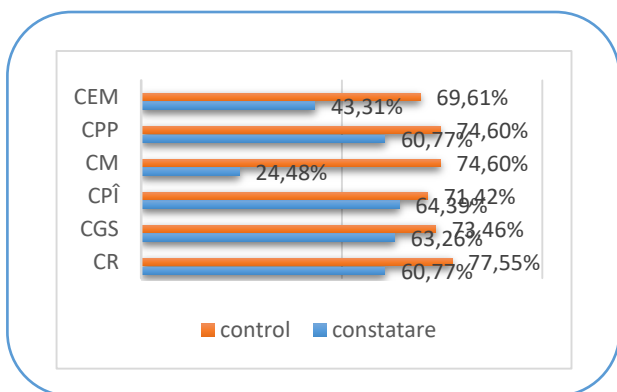


Fig. 10. Synthetic results of the ascertainment and control experiment results: GE

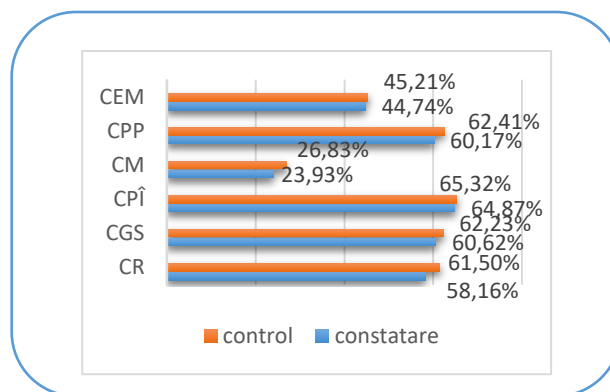


Fig. 11. Synthetic results of the ascertainment and control experiment results: GC

In the statistical data analysis, there was tested the normality of the distribution of the dependent variables using the Shapiro-Wilk and Kolmogorov-Smirnov tests. The statistics of the Mann-Whitney Test indicate the values of the Mann-Whitney U, Wilcoxon W tests, the transformation of the U value into a Z score and the associated significance threshold (Asymp. Sig.). Since $Z = -5.991$, and $p = 0.0 \leq 0.05$, then there are significant differences between the two groups regarding the level of relational competence at the control stage (C1). The grades obtained for the level of each competence, in general, and for the relational competence, in particular, were quantified in the SPSS application with 1 - "excellent", 2 - "very good", 3 - "good", 4 - "poor", and 5 - "unsatisfactory", respectively, and to calculate the sum and average of the ranks of each sample, the list of subjects from both samples was sorted in ascending order. Therefore, the subjects placed in the first places have the highest qualifications, and the sum and average of the ranks is lower, which is attested in the case of the experimental group. And in the case of specialized cognitive competence (C2) there are significant differences between the level of its training at the control stage, because $Z = -11.504$, with $p = 0.0 \leq 0.05$ – for the Mann-Whitney test and $Z = 7.376$, with $p = 0.0 \leq 0.05$ – for the Kolmogorov-Smirnov test. Regarding the level of teaching-learning competence (C3) at the control stage, there are significant differences between the two groups, as $Z = -2.275$, with the significance threshold $p = 0.023 \leq 0.05$, for the Mann-Whitney test and $Z = 0.876$, with significance threshold $p = 0.041 \leq 0.05$, for the Kolmogorov-Smirnov test. And in the case of the level of managerial competence (C4) at the control stage, there are significant differences between the two groups, as demonstrated by both the Mann-Whitney test, which provided the results $Z = -14.044$ and $p = 0.0 \leq 0.05$, as well as the Kolmogorov-Smirnov test, where we obtained that $Z = 7.116$ and $p = 0.0 \leq 0.05$. For the design and planning competence (C5) it was also found that there are significant differences between these levels at the control stage for the experimental and control groups, because $Z = -4.597$, and $p = 0.0 \leq 0.05$, results obtained with the Mann-Whitney test and confirmed with the Kolmogorov-Smirnov test ($Z = 1.816$, and $p = 0.003 \leq 0.05$). And in this case there are significant differences between the two groups in terms of the level of evaluation and monitoring competence at the control stage (C6), because $Z = -7.700$, and $p = 0.0 \leq 0.05$, results obtained using the Mann-Whitney test and confirmed by means of the Kolmogorov-Smirnov test ($Z = 3.639$, and $p = 0.0 \leq 0.05$).

During the experimental analysis, it was found that the subjects from the experimental group (GE, 441 subjects) demonstrate: very good answers, with logical arguments and relevant for the educational institution in relation to the formulated items; evidence at international and national level of involvement in various professional activities/projects; the implementation of educational and normative policy documents with an emphasis on improving the legislative framework, with prospects for the development and implementation of the practices promoted in the institution. The strong points are highlighted: the subjects present correct, logical, deep, original, relevant answers, they understand

the meaning of the notions that require definition in relation to the formulated items; the subjects present evidence of the answers through concrete examples from the professional activity; the subjects demonstrate the implementation of the required documents and present successful practices in the educational institution. In the control group (GC, 447 subjects), the subjects were not trained in the training based on the elaborated Referential, but participated in continuous professional training, where we observe that the results are approximately at the same level (it is a rather modest progress compared to GE, 441 subjects). In GC there is a regular development of competence areas, the explanation being the approach to topics proposed tangentially within other subjects in the FPC program.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The investigative approach aimed at the theoretical and praxeological substantiation of the Paradigm of the continuous professional training from the perspective of the professionalization of the teaching staff. The internal and external logic of the investigative process leads us to the following conclusions:

1. There were analysed and synthetically interpreted, in the complexity of the investigated problem, which remains a theoretical-praxeological desideratum, as a reaction to the reforming changes in the educational system, the concepts of professional training, initial and continuous professional training of the teaching staff, self-training in the context of permanent education, lifelong learning, continuous learning, presented in the view of researchers at international and national level. The evolutionary aspects of the concept of praxiology, its meanings, epistemological analysis and its structural components denote the correlation of several sciences: sociology, philosophy, pedagogy, noting the reference values of the continuous professional training of the teaching staff (Chap. 1); [142, 151, 159, 160, 161, 165].
2. Based on the conceptualization of the FPC system of the teaching staff, there was configured a distributive coherence of the FPC components: coordination, design/planning, organization, control and monitoring, focused on an action plan, training resources involved at system and process level. The analysis of the system and the process of CPT of the teaching staff demonstrated that there are certain risks, which influence the CPT of the teaching staff, a fact that requires a change in the managerial approach to the CPT process. Within the CPT from the perspective of the professionalization of the teaching staff, there were identified risks at the central level due to the lack of the Reference Framework regarding the CPT; at the local level - the lack of monitoring of the implementation of the results following the CPT trainings/stages of the teaching staff; at the institutional level - insufficient management of the development of the CPT process of the teaching staff in educational institutions, insufficient motivation of the teaching staff regarding CPT, insufficient promotion of the teaching staff with achievements in professional activity; at the individual level – insufficient number of beginning teaching staff who carry out the continuity of the professional development process (Chap. 1); [124, 158].

3. In a complex inductive-deductive turn, the epistemological foundations of the *Theory of the professionalization of the teaching staff* were determined through *behaviorist, cognitivist and constructivist paradigms, theories and models of learning/training, through reflections and theoretical syntheses*. In the framework of the research, there were analyzed various dimensions of CPT through the concepts of professionalization, professional development and lifelong learning, by determining the principles and organizational CPT functions, through the development of **professional competences**, reflected at a conceptual, methodological and praxiological level, valued in the framework of the pedagogical experiment, through various methodological tools elaborated and experimentally validated (Chap. 2); [111, 113, 117, 122, 123, 143, 163, 167].
4. The scientific foundation of the *Theory of the professionalization of the teaching staff* allowed the conceptualization of the *CPT Paradigm from the perspective of the professionalization of the teaching staff* based on the conceptual, methodological and managerial dimensions of the CPT of the teaching staff (Chap. 2). *The Paradigm of CPT from the perspective of the professionalization of the teaching staff* represents the axiological framework and the praxiological framework of CPT, the change of theoretical and practical aspects as a more effective solution in CPT, the professionalization path in search of a new balance between societal challenges and CPT requirements of the teaching staff, is a new model of the approach and interpretation of the educational reality through its components. *The Paradigm of CPT from the perspective of the professionalization of the teaching staff* identified the elaboration of the *CPT Methodological Framework from the perspective of the professionalization of the teaching staff*, which can serve as a basis for the theoretical and praxiological foundation of the CPT of the teaching staff from the perspective of the professionalization of the teaching staff (Chap. 3); [113, 138, 142, 155, 160].
5. The research summarizes the curricular principles in the CPT process and the principles of pedagogical design that value the relational aspect of the curricular components. The curriculum design Model centered on professional competences is presented from the perspectives: *pedagogical, psychological, curriculum design*. The main stages of the curricular approach mean the design of the continuous professional training curriculum for the teaching staff, the application or implementation of the curriculum, the evaluation of the CPT curriculum, which ensures the functionality of the CPT methodological framework from the perspective of the professionalization of the teaching staff (Chap. 3); [110, 132, 138, 155].
6. In the framework of the training experiment, there was implemented *the CPT Referential from the perspective of the professionalization of the teaching staff*, made up of the following components: *the CPT socio-psycho-pedagogical conditions, the CPT outcomes, the planning of the CPT process, the CPT program, the trainer's program, the CPT curriculum*, contributing substantially

to the development of the six teachers' professional competences. The implementation of the *CPT Referential from the perspective of the professionalization of the teaching staff* within the continuous professional training stages provided sufficient evidence of the validation of professional competences in order to ensure the efficiency of the continuous professional training process (Chapter 4); [116, 139, 140, 141].

7. The analysis of the experimental data highlighted the need to pay special attention to CPT from the perspective of the professionalization of the teaching staff based on professional competences. The experimental results demonstrated the need for a complex approach to the *professionalization of the teaching staff*, focused on *professional competences* at the level of the educational system and process. The efficiency of the *CPT Referential from the perspective of the professionalization of the teaching staff* was demonstrated in the validation experiment and revealed significant statistical data for the experimental group (GE) compared to the control group (GC) (Chap. 4); [117, 119, 144, 165].
8. There was provided evidence for the fact that the curricular products from the research can be used within the CPT stages. In this context, we mention the functionality of the actions and activities carried out in the pedagogical experiment through the development of professional competences. The objectives of the investigated research were achieved, and the comparative analysis of the experimental data shows significant differences in the two samples: GE and GC, which demonstrate the effectiveness of the *CPT Paradigm from the perspective of the professionalization of the teaching staff*. The comparative analysis of the experimental data of the experimental group (GE, 441 subjects) at the ascertainment-control stage, highlighted significant progress in the experimental period regarding the professionalization of the teaching staff: *relational competence* 60.77% (ascertainment) and *relational competence* 77.55% (control); *specialized cognitive competence* 63.26% (ascertainment) and *specialized cognitive competence* 73.46% (control); *teaching-learning competence* 64.39% (ascertainment) and *teaching-learning competence* 71.42% (control); *managerial competence* 24.48% (ascertainment) and *managerial competence* 74.60% (control); *design and planning competence* 60.77% (ascertainment) and *design and planning competence* 74.60% (control); *evaluation and monitoring competence* 43.31% (finding) and *evaluation and monitoring competence* 69.61% (control) (Chapter 4); [114, 132, 165].
9. Based on the theoretical and praxeological values produced as a result of the research, *the important scientific problem solved* resides in the theoretical and praxeological foundation of the CPT, through the scientific substantiation of the *Theory of the professionalization of the teaching staff*, through the elaboration of the continuous professional training from the perspective of the professionalization of the teaching staff, valorized through *the CPT Paradigm from the perspective of the professionalization of the teaching staff*, a fact that determined the elaboration of the *CPT Referential from the perspective of the professionalization of the teaching staff*, the implementation of which

contributed to the professional development of the teaching staff in the context of quality education. (Chapter 4); [113, 118].

The research carried out defines **its scientific identity** by:

- *Conceptual approaches* derived from the analysis of approaches regarding the *concepts of professional training, teachers' initial and continuous professional training, teachers' self-training, teachers' professionalization, professional competences; the concept of praxiology, behaviourist, cognitivist and constructivist theories and paradigms;*
- The scientific foundation of the *Theory of the professionalization of the teaching staff;*
 - *The CPT Methodological Framework from the perspective of the professionalization of the teaching staff;*
 - *The CPT Paradigm from the perspective of the professionalization of the teaching staff;*
 - *The CPT Praxiological construct from the perspective of the professionalization of the teaching staff;*
 - *The CPT methodological tools from the perspective of the professionalization of the teaching staff;*
 - *The CPT Methodology from the perspective of the professionalization of the teaching staff;*
 - *The teaching staff evaluation tool;*
 - *The CPT Referential from the perspective of the professionalization of the teaching staff;*
 - *The Operational Algorithm of conceptual approaches in the context of teachers' professionalization.*

The obtained research results certify the establishment of a new research direction, supported by the ***CPT Methodological Framework from the perspective of the professionalization of the teaching staff*** based on the ***Theory of the professionalization of the teaching staff***, namely: ***Theory and methodology of the professionalization of the teaching staff***.

The present research also presents certain **investigative limits**, such as: the selection of the experimental sample in the period 2019-2020: the diagnostic stage - 696 subjects; ascertainment and validation stage - 888 subjects, divided into: experimental group 441 subjects and control group 447 subjects; at the training stage: 441 subjects (it is a representative sample, but the pandemic situation did not allow the sample to be extended to a larger number of subjects). In connection with the pandemic situation, the questionnaires were applied through Google Forms and the trainings in the pedagogical experiment took place online through the Moodle and Google Meet platforms, which caused some impediments in the organization and conduct of training activities. Any study carried out on a certain experimental sample also implies a certain error. Errors may occur due to the selection of the experimental group, errors related to the wording of the items in the questionnaire, their number and order in the questionnaire, etc. Also, the research carried out refers to the FPC for a duration of three weeks; the research carried out does not

include professional retraining, the issue of mentoring, only tangentially there were identified certain researches in the respective topic.

Recommendations:

For decision factors:

- The Ministry of Education and Research should permanently update the normative and legislative regulations in the training of the teaching staff, which can produce a benefit, namely a quality education for all actors in the educational system, starting from the standards of the CPT for the teaching staff, which will provide for the areas of the CPT, criteria, indicators, descriptors in the CPT of the trainer teacher, the mentor teacher, the researcher/innovator teacher, the manager teacher, etc.
- Institutions/centers specialized in continuous professional training should carry out the qualitative implementation of the normative and legislative framework that would lead to better cooperation between educational institutions.
- Elaboration/development of normative acts regarding the accreditation of the CPT programs based on areas of professional competences.
- Update of the Continuous Education Standards (2007) in the context of national and international educational policy documents regarding the teachers' career advancement, focused on the teachers' professionalization.
- Elaboration of a the CPT concept from the perspective of the professionalization of the teaching staff as a condition for improving the situation in the educational system, in general, and the CPT system, in particular.

For providers of continuous professional education programs:

- Update of the CPT programs based on teachers' professional competences.
- Implementation of the *CPT Curriculum, the CPT Program and the Trainer's Programs*, curricular products developed in the framework of the research, which constitute didactic and methodological material supports regarding the organization of the continuous professional training process from the perspective of the professionalization of the teaching staff.
 - The implementation of the theoretical, methodological and practical results in the development of the CPT programs will benefit at the level of institutional programs (CPT institutions/centers) regarding the implementation of the *CPT Paradigm from the perspective of the professionalization of the teaching staff* and the *CPT Referential from the perspective of the professionalization of the teaching staff*.

For research activities:

- The investigative carried out approach projects new problems and directions, among which we mention:
 - *Theory and praxeology of the career advancement of teaching staff in the educational institution;*
 - *Theory and praxeology of teacher performance evaluation in the context of societal challenges;*

- *Developing the relational competence of the teaching staff in general education;*
- *Pedagogical foundations of training the managerial competence of the teaching staff;*
- *Pedagogical benchmarks of the management of educational activity in general education;*
- *The methodology of the continuous professional training of mentoring in general education;*
- *Professionalization of the teaching staff through mentoring activities in general education;*
- *Ways to integrate novice teaching staff at the institution level through mentoring activities.*
- *Theoretical and praxiological benchmarks of the trainers' training in the CPT of the teaching staff;*
- *Theoretical and praxeological benchmarks of the research teacher training in the educational system;*
- *Valorizing the pedagogical innovations of the teaching staff through technological transfer in general education.*

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List of the author's publications on the topic of the thesis

1. Cărți de specialitate (recomandate spre editare de consiliul științific al IȘE):

1.1. cărți de specialitate monoautor:

109. AFANAS, A. *Formarea profesională continuă a cadrelor didactice: repere conceptuale și metodologice*. Chișinău: Tipogr. „Print Caro”, 2021. 236 p. ISBN 978-9975-56-878-4.

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1.2. cărți de specialitate colective (cu specificarea contribuției personale):

111. AFANAS, A. Abordarea constructivistă a învățării. În: *Educația integrală: fundamentări teoretico - paradigmatică și aplicative*. Ch.: Institutul de Științe ale Educației, 2015, pp. 110 – 137. ISBN 978-9975-48-093-3.
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115. AFANAS, A. Aspecte praxiologice privind traseul de profesionalizare a cadrelor didactice. În: *Dimensiunea societală și psiho-pedagogică în*

referențierea traseului de profesionalizare a cadrelor didactice în procesul formării continue. Coord. N. Vicol, L. Pogolșa. Chișinău: Institutul de Științe ale Educației (Print Caro SRL), 2021. pp. 111-127. ISBN 978-9975-48-194-6. http://ise.md/uploads/files/1640846477_vicol_dimensionareacop.pdf

2. Articole în reviste științifice:

2.2. în reviste științifice în ediții internaționale, inclusiv în baze de date acceptate de către ANACEC (cu indicarea bazei de date):

116. **AFANAS, A.** The case study - evaluation test the professional competences of teachers. În: *Reading multiculturalism. Human and social perspectives*. Conferință științifică internațională. Secțiunea Communication, Journalism, Education sciences, Psychology and Sociology. Tîrgu Mureș, România, 11 – 12 decembrie 2021. Editura: Arhipelag XXI Press, 2021. Edited by: The Alpha Institute for Multicultural Studies, pp. 43 – 51. ISBN: 978-606-93691-9-7. <http://asociatia-alpha.ro/ldmd/09-2021/LDMD-09%20Comm-d.pdf> (Conference Proceedings Citation Index (CPCI) - Web of Science /Clarivate Analytics).
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- 2.3. în reviste din Registrul Național al revistelor de profil (cu indicarea categoriei):**
- **categoria B:**
124. AFANAS, A. Formarea profesională continuă a cadrelor didactice la nivel național: reglementări normative. În: *Revista Univers Pedagogic*, 2020, nr. 1 (65), pp. 40 – 45. ISSN 18115470. DOI:10.5281/zenodo.3716177 <https://up.ise.md/wpcontent/uploads/2020/05/Revista-UP-Nr.-1-65-2020.pdf>
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126. AFANAS, A. Analiza comparativă a standardelor de competență profesională ale cadrelor didactice la nivel național și internațional. În: *Studia Universitatis Moldaviae*, Seria Științe ale Educației, 2020, nr. 9 (139), pp. 36 – 41. ISSN 1857-2103. ISSN online 2345-1025. DOI:<http://doi.org/10.5281/zenodo.4277335> <http://studiamsu.eu/wp-content/uploads/5.-p-36-41.pdf>
- **categoria C:**
127. AFANAS, A. O viziune asupra sistemului de valori. În: *Univesitatis Moldaviae, Seria Științe ale Educației*, 2010, nr. 5 (35), pp. 152-156. ISSN 1857-2103. ISSN online 2345-1025.
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132. AFANAS, A. Rolul stilurilor de învățare în activitatea educativă. În: *Studia Universitatis Moldaviae*, Seria Științe ale Educației, 2014, nr. 9 (79), pp. 25 – 30. ISSN 1857-2103. ISSN online 2345-1025. https://ibn.idsi.md/sites/default/files/imag_file/25-30%20Rolul%20stilurilor%20de%20invatare%20in%20activitatea%20educati%20va.pdf
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134. AFANAS, A. et al. Formarea profesională continuă: constatări și perspective. În: *Univers Pedagogic*, 2016, nr. 1(49), pp. 3-14. ISSN 1811 – 5470. http://ise.md/uploads/files/1511429060_revista-up-1-49.pdf
135. POGOLȘA, L., AFANAS, A. ș.a. Ralierea sistemului educațional la cerințele integrării europene: conceptualizări și realizări. În: *Univers Pedagogic*, 2017, nr. 1 (53), pp. 3 – 8. ISSN 1811-5470. http://ise.md/uploads/files/1518702805_revista-up-1-53.pdf
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137. POGOLȘA, L., AFANAS, A. ș.a. Formarea profesională continuă a cadrelor didactice din perspectiva documentelor normative. În: *Revista Univers Pedagogic*, 2018, nr. 1 (57), pp. 10 – 14. ISSN 1811-5470.
- 3. Articole în lucrările conferințelor și altor manifestări științifice:**
- 3.1. în lucrările manifestărilor științifice internaționale recunoscute drept științifice de către autoritățile naționale ale țărilor respective:**
138. AFANAS, A. Importanța orientării în carieră pentru formarea personalității integrale a elevului. În: *Responsabilitate publică în educație. Simpozion Internațional, 19-20 mai 2012*. Constanța: Editura CRIZON, 2012, pp. 9 - 14. ISSN 2066-3358. Organizatori: Ministerul Educației, Cercetării, Tineretului și Sportului, Institutul de Științe ale Educației din București ș.a.
139. AFANAS, A. Modalități de proiectare a activităților perișcolare/parașcolare. În: *Responsabilitate publică în educație. Simpozion Internațional, 15-16 iunie 2013*. Constanța: Editura CRIZON, 2013, pp. 155-160. ISSN 2066-3358. Organizatori: Ministerul Educației Naționale, Institutul de Științe ale Educației din București ș.a.
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144. **AFANAS, A.** Formarea profesională continuă - componentă esențială în activitatea cadrelor didactice. În: *Educația din perspectiva valorilor, tom XVIII: Summa Paedagogica, Conferință științifică internațională. ediția a XII-a, Alba Iulia, 28-29 septembrie 2020*. București: EIKON, 2020, pp. 79 – 86. ISBN 978-606-49-0373-0. Editura EIKON este acreditată de Consiliul Național al Cercetării Științifice din Învățământul Superior (CNCSIS).
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145. **AFANAS, A.** Educația nonformală: un răspuns la provocările societății bazate pe cunoaștere. În: *Optimizarea învățământului în contextul societății bazate pe cunoaștere. Conferință științifică internațională, 2-3 noiembrie 2012*, Chișinău: IȘE, pp. 464 – 467. ISBN 978-9975-56-072-6.
146. **AFANAS, A.** Aspecte teoretico-metodologice pentru un stagiu de formare a diriginților din perspectiva educației integrale. În: *Educația pentru o dezvoltare durabilă: inovație, competitivitate, eficiență. Conferință științifică internațională, 18-19 octombrie*. Chișinău: IȘE, 2013, pp. 785-790. ISBN 978-9975-48-056-7.
147. **AFANAS, A.** Importanța competenței de a învăța să înveți în cadrul activităților educative. În: *Educația pentru o dezvoltare durabilă: inovație, competitivitate, eficiență. Conferință științifică internațională, 18-19 octombrie 2013*, Chișinău: IȘE, 2013, pp. 584-589. ISBN 978-9975-48-056-7.
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165. AFANAS, A. Domenii de competențe ale cadrului didactic. În: *Educația: factor primordial în dezvoltarea societății. Conferință științifică internațională, 09 – 10 octombrie 2020. Chișinău: Institutul de Științe ale Educației, 2020, pp. 449 – 456. ISBN 978-9975-48-178-6.*
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168. AFANAS, A. Atestarea cadrelor didactice: viziuni și perspective. În: *Învățământ Superior: Tradiții, Valori, Perspective. Conferința științifică națională cu participare internațională*. UST, 27 – 28 septembrie 2019, vol.2, pp. 6 – 10. ISBN 978-9975-76-285-4.
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170. AFANAS, A. Opinii ale cadrelor didactice privind procesul de formare profesională continuă. În: *Cercetarea în științele educației și în psihologie: provocări, perspective*. In memoriam Nicolae Bucun. Conferința Științifică Națională. Chișinău: Institutul de Științe ale Educației (Print-Caro SRL), 16 septembrie 2021, pp. 111 - 115. ISBN 978-9975-56-934-7.

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171. AFANAS, A. ș.a. Praxiologia activității de dirigjenție. În: *Educația centrată pe elev. Ghid metodologic*. CALLO, T.; PANIȘ, A. (coord.). Chișinău: Print-Caro SRL, 2010, pp. 130 – 143. ISBN 978-9975-4125-9-3.

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172. POGOLȘA, L., AFANAS, A., VICOL, N. ș.a. *Formarea profesională continuă. Acte normative și de reglementare. Compendiu*. Chișinău: Lyceum (F.E.-P „Tipografia Centrală”). Institutul de Științe ale Educației, 2018. 104 p. ISBN 978-9975-3263-9-1.

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ADNOTARE

Afanas Aliona

Teoria și praxiologia formării profesionale continue a cadrelor didactice.

Teză de doctor habilitat în științe ale educației, Chișinău, 2022

Structura tezei: adnotare (română, engleză), lista abrevierilor, introducere, patru capitole, concluzii generale și recomandări, bibliografie din 368 de titluri, 25 anexe și este perfectată pe 278 pagini de text de bază, inclusiv 28 de tabele și 48 de figuri. Rezultatele obținute sunt publicate în peste 60 de lucrări științifice.

Cuvinte cheie: formare profesională continuă, competențe profesionale, profesionalizare, constructivism, paradigma de formare profesională continuă, referențial de formare profesională continuă, dezvoltare profesională, autoformare, autoresponsabilizare, educație permanentă.

Domeniul de studiu: Teoria generală a educației. Formarea profesională a cadrelor didactice.

Scopul cercetării: fundamentarea teoretică și praxiologică a Paradigmei de formare profesională continuă din perspectiva profesionalizării cadrelor didactice.

Obiectivele cercetării: 1. Interpretarea analitică a conceptelor de formare profesională a cadrelor didactice; 2. Analiza sistemelor de formare profesională continuă a cadrelor didactice la nivel național și internațional; 3. Determinarea fundamentelor epistemologice ale *Teoriei profesionalizării cadrelor didactice*; 4. Esențializarea constructivă a cadrului metodologic al formării profesionale continue din perspectiva profesionalizării cadrelor didactice; 5. Structurarea dimensională a instrumentelor metodologice de formare profesională continuă; 6. Specificarea criteriilor și indicatorilor de poziționare a activității de formare profesională continuă; 7. Elaborarea și validarea experimentală a *Paradigmei de formare profesională continuă din perspectiva profesionalizării cadrelor didactice*.

Noutatea și originalitatea științifică constă în: fundamentarea științifică a *Teoriei profesionalizării cadrelor didactice*; conceptualizarea *Paradigmei de formare profesională continuă din perspectiva profesionalizării cadrelor didactice*; elaborarea *Referențialului de formare profesională continuă din perspectiva profesionalizării cadrelor didactice*, care include *condițiile socio-psihipedagogice de formare profesională continuă*, *finalitățile de formare profesională continuă*, *planificarea procesului de formare profesională continuă*, *programul de formare profesională continuă*, *curriculumul de formare profesională continuă*, *programul formatorului*; elaborarea criteriilor și indicatorilor de formare profesională a cadrelor didactice, determinate de evoluția pieței muncii la nivel național și internațional; definirea conceptului de formare profesională a cadrelor didactice, care reprezintă setul de competențe profesionale dezvoltate, axate pe roluri bine stabilite în contextul dimensiunii cognitive-axiologice, dimensiunii motivațional-atitudinale și dimensiunii acțional-strategice.

Noua direcție de cercetare: Teoria și metodologia profesionalizării cadrelor didactice.

Rezultatele științifice principial noi care au condus la instituirea unei noi direcții de cercetare „Teoria și metodologia profesionalizării cadrelor didactice” rezidă în: fundamentarea științifică a *Teoriei profesionalizării cadrelor didactice* prin paradigme, teorii behavioriste, teorii cognitiviste, teorii constructiviste, axate pe modelele de învățare ale cadrelor didactice ca reper conceptual și praxiologic al funcționării FPC; fundamentarea teoretică și praxiologică a formării profesionale continue, structurată în baza cadrului metodologic al FPC din perspectiva profesionalizării cadrelor didactice; elaborarea și valorificarea *Paradigmei de FPC din perspectiva profesionalizării cadrelor didactice*, prin dimensiunile conceptuală, metodologică și managerială ale profesionalizării cadrelor didactice; elaborarea *Referențialului de FPC din perspectiva profesionalizării cadrelor didactice*, axat pe un sistem de elemente corelate cu nevoile individuale, instituționale și sociale ale cadrelor didactice, la nivel instituțional, local și național; elaborarea *Constructului praxiologic de FPC din perspectiva profesionalizării cadrelor didactice*; elaborarea criteriilor și indicatorilor de formare profesională a cadrelor didactice, a căror implementare a contribuit la eficientizarea procesului de formare profesională continuă.

Semnificația teoretică este susținută de: interpretarea constructivistă a conceptelor: *formare profesională*, *formare profesională inițială și continuă a cadrelor didactice*, *autoformarea cadrelor didactice*, *dezvoltare profesională și personală*, *învățare pe tot parcursul vieții*, *învățare continuă*, *educație permanentă*, *profesionalizarea cadrelor didactice*, *competențele profesionale* ale cadrelor didactice, delimitarea noțională a profesionalizării cadrelor didactice în contextul schimbărilor educaționale; principiile, funcțiile formării profesionale continue; conceptualizarea *Teoriei profesionalizării cadrelor didactice*; conceptualizarea și fundamentarea *Paradigmei de FPC din perspectiva profesionalizării cadrelor didactice*, a *Referențialului de FPC din perspectiva profesionalizării cadrelor didactice*; elaborarea Programului de formare profesională continuă, a Curriculumului de formare profesională continuă a cadrelor didactice și a Programului formatorului.

Valoarea aplicativă rezultă din: implementarea și validarea *Paradigmei de FPC din perspectiva profesionalizării cadrelor didactice*, a *Referențialului de FPC din perspectiva profesionalizării cadrelor didactice*, a *Curriculumului de formare profesională continuă*, a *Programului de formare profesională continuă*, a *Programului formatorului*; aplicarea metodologiei și indicatorilor de diagnosticare, proiectare, implementarea produselor științifico-metodologice în FPC a cadrelor didactice în contextul exigențelor actuale ale sistemului de FPC a cadrelor didactice.

Implementarea rezultatelor științifice s-a produs prin intermediul proiectelor științifice din cadrul programelor de stat, la foruri științifice naționale și internaționale, în formarea profesională continuă a cadrelor didactice din Institutul de Științe ale Educației, la seminare metodologice, mese rotunde, ateliere etc.

ANNOTATION

Afnas Aliona

Theory and praxeology of the continuous professional training of the teaching staff.

Doctor Habilitatus Thesis in Education Sciences, Chisinau, 2022

Structure of the thesis: annotation (Romanian, English), list of abbreviations, introduction, four chapters, general conclusions and recommendations, bibliography of 368 titles, 25 appendices and it is completed on 278 pages of basic text, including 28 tables and 48 figures. The obtained results are published in more than 60 scientific works.

Key words: continuous professional training, professional competence, professionalization, constructivism, continuous professional training paradigm, continuous professional training, referential, professional development, self-training, self-responsibility, permanent education.

Field of study: General theory of education. Professional training of the teaching staff.

The purpose of the research: the theoretical and praxeological substantiation of the Paradigm of continuous professional training from the perspective of the professionalization of the teaching staff.

Research objectives: 1. Analytical interpretation of the concepts of teachers' professional training; 2. Analysis of teachers' continuous professional training systems at national and international level; 3. Determining the epistemological foundations of the Theory of the professionalization of the teaching staff; 4. Constructive essentialization of the methodological framework of continuous professional training from the perspective of the professionalization of the teaching staff; 5. Dimensional structuring of methodological tools for continuous professional training; 6. Specificity of the criteria and indicators for positioning the continuous professional training activity; 7. Development and experimental validation of the *Paradigm of continuous professional training from the perspective of the professionalization of the teaching staff*.

The new research direction: Theory and methodology of the professionalization of the teaching staff.

The scientific novelty and originality consists in: scientific substantiation of the Theory of the professionalization of the teaching staff; the conceptualization of the Paradigm of the continuous professional training from the perspective of the professionalization of the teaching staff; the elaboration of the *Referential for continuous professional training from the perspective of the professionalization of the teaching staff*, which includes *the socio-psycho-pedagogical conditions of continuous professional training, the purposes of continuous professional training, the planning of the process of continuous professional training, the program of continuous professional training, the curriculum of continuous professional training, the trainer's program*; the elaboration of criteria and indicators for the professionalization of the teaching staff, determined by the evolution of the labor market at the national and international level; definition of the concept of professionalization of the teaching staff, which represents the set of developed professional skills, focused on well-established roles in the context of the cognitive-axiological dimension, the motivational-attitudinal dimension and the action-strategic dimension.

The fundamentally new scientific results that led to the establishment of a new research direction "Theory and methodology of the professionalization of the teaching staff" reside in: the scientific substantiation of the *Theory of the professionalization of the teaching staff* through paradigms, behaviorist theories, cognitivist theories, constructivist theories, focused on the learning models of the teaching staff as a conceptual and praxiological benchmark of the functioning of the CPT; the theoretical and praxeological foundation of continuous professional training, structured on the basis of the methodological framework of the CPT from the perspective of the professionalization of the teaching staff; the elaboration and valorization of the *CPT Paradigm from the perspective of the professionalization of the teaching staff*, through the conceptual, methodological and managerial dimensions of the professionalization of the teaching staff; the elaboration of the *CPT Referential from the perspective of the professionalization of the teaching staff*, focused on a system of elements correlated with the individual, institutional and social needs of the teaching staff; the elaboration of the *CPT Praxiological Construct from the perspective of the professionalization of the teaching staff*; the elaboration of professionalization criteria and indicators, the implementation of which contributed to the efficiency of the continuous professional training process.

The theoretical meaning is supported by: the constructivist interpretation of the concepts: professional training, teachers' initial and continuous professional training, teachers' self-training, professional and personal development, lifelong learning, continuous learning, permanent education, professionalization of the teaching staff, professional competences of the teaching staff, the notional delimitation of the professionalization in the context of educational changes; the principles, functions of the continuous professional training system; conceptualization of the *Theory of the professionalization of the teaching staff*; the conceptualization and substantiation of the *CPT Paradigm from the perspective of the professionalization of the teaching staff*, of the *CPT Referential from the perspective of the professionalization of the teaching staff*; development of the Continuous Professional Training Program, the Continuous Professional Training Curriculum for the teaching staff and the Trainer Program.

The applicative value results from: the implementation and validation of the *CPT Paradigm from the perspective of the professionalization of the teaching staff*, the *CPT Referential from the perspective of the professionalization of the teaching staff*, the *Continuous Professional Training Curriculum*, the *Continuous Professional Training Program*, the *Trainer Program*; the application of diagnostic methodology and indicators, design, implementation of scientific-methodological products in teachers' vocational training in the context of the current requirements of the CPT system.

The implementation of the scientific results took place through the scientific projects within the state programs, at national and international scientific forums, in the continuous professional training of the teaching staff from the Institute of Education Sciences, at methodological seminars, round tables, workshops, etc.