

PROLEGOMENA TO THE NEED TO REFORM THE ROMANIAN EDUCATION

FLAVIA CUT-LUPULESCU¹, GEORGETA POP¹, LIVIU SÂMBOTIN¹,
IOAN-CONSTANTIN BORLOVAN¹, ANA-MARIANA DINCU¹

¹*Banat's University of Agricultural Sciences and Veterinary Medicine Timișoara, Agricultural Management Faculty, Timisoara, Romania*

Abstract: *Education, culture, civilization - these are a triad of substance Romanian society in its current state, but especially in the future. We believe that we have specified the order of succession of the three components, such orders imposing manner of thinking macrodecisionals factors of the Romanian culture and civilization. Education is the means by which the ultimate goal of it - education, which in turn becomes the means by which the culture, and this is the foundation of the nation. Only an educated popr can become cult. Only an educated popr can create a culture able to support and represent the nation.*

Key words: *education, culture, civilization, reform, educational offer, social demand*

INTRODUCTION

A people 's culture while there. A nation is recognized in the world through culture that emanates. A nation is respected by the culture that created it. Here are just a few reasons that reflect the need for culture. But culture is not a physical entittae prepackaged, culture is an entity psychosocial extremely complex structure more than its mode of formation.

We assert that by what it is, culture is the foundation of the nation. But culture is not a starting point, but rather is the end result of a long series of psychosocial processes that nation must go through. Culture does not appear out of nowhere, but rather the social effort that each generation, each member must deposit it. Culture is the terminus of the company's efforts to start her training until today. Culture is under the influence of some determinants, which confer particular forms and content, as he liked to say Titu Maiorescu.

The determining factor of the culture is the education. We may therefore affirm the summary: "Culture is the foundation of the nation and education is the foundation of culture." As no building can not exist outside the foundation, so the nation can not exist outside of culture, and culture can not exist outside of education.

MATERIALS AND METHODS

The last attempt was made education reform in our eyes unsuccessful attempt since has considered not functional empowerment education, but some foreign interests equity performance in the training department of national consciousness . Yes, education should be reformed in the interests of the nation. Over time various attempts were driven educational reform. We could say that all have more or less failed miserably. In recent years, the EU has produced sustained progress in the actual implementation of a wider European space of education in the perspective of the knowledge-based society and economy. The current European context provides a number of reference documents with important role in rethinking, reorganization and harmonization of education systems in terms of quality assurance in education and occupational mobility and study.

European documents significant impact and implications of the changes introduced in the Romanian education system are Recommendation of the European Parliament and of the Council on key competences of lifelong learning perspective and the European

Qualifications Framework (European Qualifications Framework - EQF). They serve as landmarks major decision to substantiate the reform of university education in Romania and that are directly associated with lifelong learning strategy .

Recommendation of the European Parliament and of the Council on key competences in lifelong learning perspective foreseen for graduates of compulsory education, a "profile European training" structured in eight areas of competence. Competencies are defined as sets of knowledge, skills and attitudes to be formed by the end of compulsory schooling. Structuring these key skills occurs at the intersection of several educational paradigms and addresses areas "academic" (eg. communication and skills in mathematics, science and technology) and inter - and trans- disciplinary issues, metacognitives , achievable through the efforts of several curricular areas.

RESEARCH RESULTS

Education, especially higher education and largely secondary school level book, provides not only specialists for all economic ministries but for each of the components of the activity of the Romanian society. Success in this attempt lies in the insight that solves the leaders two fundamental issues:

- a) proper sizing demand by industry experts and economic and social fields;
- b) correct connection of the supply of education to a request by beneficiaries.

Obviously the first question is outdoor activity area of education. But the second problem is an issue that must be not only a starting point or end, but a whole way of internal organization of the educational process. Education must produce experts on the economy asks. No extra person. Of course such a claim has no chance of meeting. Then the problem should be made as follows: education should produce the necessary number of specialists Romanian economy, with a plus sized for rational allowable tolerances in this regard.

Optimizing binomial education-economy must undergo several stages, differentiated by specific activities that could be grouped in the following way:

I. The Reform

This step must not refer to the quantitative aspects of the final product - the mass of specialists. This phase should include activities that converge to increase the quality of education and consequently to increase the competitiveness of the national staff of specialists, especially in Europe. This issue appears to be particularly important if we consider the more obvious deepening of the pan european integration process.

Regardless of how many specialists will produce education is necessary for all high schools and universities leaving the majestic sound of the hymn "Gaudeamus" to receive a solid education that will make them competitive in the real way, not the way of a falling patriotism patriotic that in no way represents the interests of the Romanian nation.

Here we consider that needs some clarification of conceptual and procedural. Romanian education like any other form of activity, must be seen in systemic vision. Education is a system composed of several subsystems. The systemic vision each subsystem, as the system's overall has inputs - outputs $X_i - Y_j$. Within the system or subsystem that occur processing of inputs X_i, Y_j resulting in the final output. In the Fig. 1 we present the scheme of the Romanian "Education".

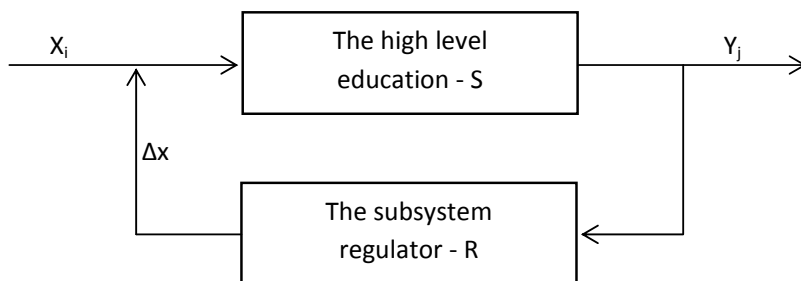


Fig. 1. Scheme of education in systemic vision

Education, regardless of the degree to which we refer, receive inputs X_i very different and complex at the same time, such as going above subsystem, curricula, teaching staff, various information, educational materials, etc.. X_i inputs are processed within the system or subsystem, resulting outputs Y_j , resulting in mass resulting specialists at the end of the educational process.

Outputs Y_j face next subsystem request for inputs or labor market highly qualified if it is the last link in the education system, namely higher education.

If outputs Y_j correspond with the needs of the subsystem or system input subjacent relation correlation function then is optimal. But if not then there is a consistent best results be a shortage of staff or a surplus. Neither of the two options above is not satisfactory economically. First - staff shortages mean that there will be economic zones framed, covered with the necessary specialists. A second option - surplus or excess of specialists is even more damaging than the first. The economy generally means an unnecessary expense, money thrown to the wind preparing frameworks that nobody needs and will be provided with all necessary means of subsistence by the overall effort of the company. It is about the mass of unemployed diploma, very present in the national economy today.

Such issues can be avoided by rational sizing of each subsystem of education. Such an objective can be achieved by addressing the systemic vision of Romanian education.

II. Determining the number of specialists Romanian economy needs

The year 1990 marked the explosion in thinking that has become a day to day even more free. It was natural that the chains be broken previous handcuffed and design our future new model of organization, after which we will operate in the future. One caveat is necessary. Considered normal, natural and necessary structure of higher education in the three cycles: Bachelor three years (3.5 years), Master 2 years (1.5 years) and PhD three years. (Fig. 2)

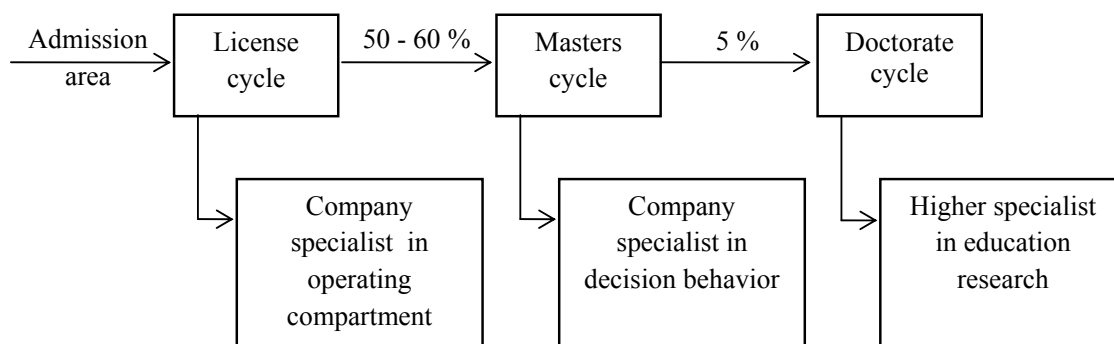


Fig. 2. Structure of higher education

Romanian education organization in the three cycles is absolutely necessary, not because this solution coincides with the Europeans circulated during this time, but because this scheme best meets the current needs of the Romanian economy. Share a cycle graduates, seeking admission in the next cycle may undergo some adjustments caused by momentary needs of the Romanian economy.

The first issue that we believe should be addressed to bring into agreement Romanian economy needs, demand and supply specialists that makes Romanian higher education. Here we discuss only the qualitative aspect of the problem: what are the specialties of the Romanian economy needs in the current stage of development?

Thereafter the matter will be resolved and quantitatively, that the number of specialists with higher education required each sector, each economic zones differentiated by their profile.

In our opinion, students should be admitted to a field, so that in the first three quarters of basic training to crystallize their desires for future training, ie the desire for specialization. After the first three semesters students have the tools and sufficient tools to decide what each specialization will make over the next three semesters license.

Number of places to be determined by the university majors - faculties, so that after the information referred in this regard to prevent wishes come students to achieve harmonization between their wishes and educational potential of higher education structures. The number of places on the differential specialization options students could create some dysfunction, which may create some animosity .

Seats initially set specialization options could be harmonized with students through a tool Convention held in Bologna on credit transfer system. In each subject undergraduate borrower that is assigned a number of credits in relation to certain criteria. Credits represent the workload for student success consuming preparation of steps provided in the license cycle. Loans are obtained provided the promotion examination. The ratio of the number of credits awarded, the mark obtained and other criteria determined jointly with the students calculate the score, which is determined by ranking and place of each student in the rankings.

Admission to the next cycle - Master's will in relation to undergraduate and graduate option previously calculated score. To the extent that it does not violate the options students can pursue other avenues. To date the student enrolls in one of the faculties, thereby opting for a particular professional field. Then in the faculty chose a specialization or program of study faculty offer. Therefore, the student chooses from a range of specializations standard imposed by the respective faculty. In our student should be able to set its own specialization by choosing a number of optional subjects which configures best specialization that he would like to follow. In fact, such a concept has led to the European Credit Transfer System - ECTS. In this system, loans are there to express the effort the student makes for attending and promoting discipline, its quantitative evaluation. Credit Transfer System was born and the need for compatibility of European universities and to create opportunities for a student to transfer to another university study end, or only for covering a subject that will take the exam. Specifically, there will be the possibility for a student to attend only during a famous professor from another university, then returns to his own institution .

Essentially ECTS creates three large groups of subjects: mandatory and optional. Compulsory or imposed are designed to provide basic training for any specialization possible in the field, resulting in the student mode option. Optional subjects to choose the route creates the organizational specialization.

The question and specialization that the student chooses meet the need of the economy? The answer is definitely yes. The student has set the main parameters of relative

specialization of commercial farm peculiarities of parents or other farmers it requires a certain discipline or in relation to other factors that might occur. One thing is certain: these students, future professionals need to respond to certain specialized needs. The problem that arises is that the student find the optional block subjects that she wants to follow them.

The problem can be solved in two ways:

- Optionally block or enter college student subjects required and thus benefit from the related budgetary allowance or tuition;

- Or university student looking for another location to his request will be granted.

In summary, compulsory should sum up about 50 % of all credits (30 per semester, 60 per year) provides fundamental training for all specialization possible in the field, and electives provides specialized training .

Optional subjects must complete the number of credits to the previously stated. Each student receives a diploma at the end of studies that provide equal rights to everyone else. If qualifications are equal in rights and duties then, that the efforts of the students must be equal. Evaluation of disciplines in order to create an equal efforts of students is through loans. Just this requirement imposed introduction of the credit system. Outside there electives credits as a non sense.

The new system whereby subjects were grouped into mandatory and optional leads to a maximum degree of flexibility in higher education. The student specifies one path specialization, giving standard specializations system imposed by the current system of higher education.

Optional subjects have full function of preparing students in the specialization chosen. This is a student extra effort made aware. Therefore not be credited optional subjects.

Still going to give a concrete example for calculating transferable credits. Transferable credits are not established but is calculated in relation to the share of the working time discipline has affected the structure of half- time work of a student. In order to calculate loans must be specified pattern of student work, which should appear:

- a) Time Direct teaching: lecture, practical work, seminars, projects, labs, etc. .

- b) individual study - student time required for documentation to draft essays and exam preparation .

This last component patterns of student work - individual study time has been neglected lately. However, this, in our opinion, is the major component of student work time. Students need to learn to learn. You must awaken to the students appetite for reading. By reading it comes to culture. The Internet provides only the information without the student's work on the intellect, which the reading of a book he performs, be it strictly professional or fiction.

We can say with certainty that most students have not read a novel in their lives. What is worse is that there are even teachers in this unenviable position. The teacher works with the word. How can he convince students of the need to learn, when they themselves are taught. The causes of this condition are numerous totally unpleasant, but no individual study time in the pattern of work the student is playing her age. I believe that all forms of ARACIS reflecting educational programs should include column indicating the student's individual study time to each subject.

CONCLUSIONS

1. Transferable credits that the student creates opportunity to clarify their own path of specialization, in relation to certain needs that would cover after graduating;

2. Electives block must be large enough that the student should be able to specify the path of specialization that wants it;

3. Dies specialization must have continuity from year to year of study;
4. Compulsory education program must provide basic preparation for any potential specialization through electives;
5. Ratio between compulsory and optional to be 1:1;
6. Optional subjects chosen by the students and not be imposed by policy makers in the educational program outside interest students;
7. Transferable credits students can create personal reasons to attend an educational program provided discipline in other universities, provided that it contains the full syllabus of discipline provided in the plan of education;
8. Activities of the student must be within 8 working hours per day, provided the labor code;
9. Should be directed to the use of student self-study time in preparation for examinations and preparation of reports that could be the topic of analysis and discussion in the interactive courses. Individual student mentoring activity should be laid in the pattern of employment of teachers;
10. Bologna Programme on European Credit Transfer System - ECTS must be applied in its entirety. Hybrid solutions are not likely to lead to the desired results, on the contrary;
11. Disciplines are not credited.

REFERENCES

1. **MATHIS, R. L., NICA. P. C., RUSU, C.** – Managementul resurselor umane. Ed. Econ, București, 1995.
2. **MAYNARD, H. B.** – Conducerea activităților economice. Ed. Tehnică, București, 1971.
3. **MORAR, I.** – Introducere în psihologia managerială. Ed. Didactică și pedagogică, București, 1995.
4. *** – OMEC 3617/2005 privind aplicarea generalizată a Sistemului European de Credite Transferabile.
5. *** – Convenția de la Bologna privind Sistemului European de Credite Transferabile.
6. *** – Rădulescu Constantin Motru – Conferințe susținute la Universitatea București, 1995.