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**CONCEPTUALIZING THE DESIGN AND ORGANIZATION OF THE ACTIVITY  
IN THE INSTITUTION OF EXTRACURRICULAR EDUCATION**

**531.01. General theory of education**

Abstract  
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## SUMMARY

CONCEPTUAL BENCHMARKS OF THE STUDY .....	4
CONTENT OF THE THESIS .....	9
GENERAL CONCLUSIONS AND RECOMMENDATIONS .....	24
REFERENCES .....	28
LIST OF THE AUTHOR'S PUBLICATIONS ON THE THESIS THEME .....	31
ANNOTATION (in Romanian, Russian and English) .....	33

## CONCEPTUAL BENCHMARKS OF THE STUDY

### The research theme relevance:

The approach to the problem of designing activities was and is current one, because it still has a contradictory character, sometimes with the formal attitude manifestation in the elaboration of projective documents on the part of the teachers, who work in the general secondary education institutions, as well as the institutions of extra-curricular education. Nowadays, practitioners are discussing the need and importance of developing long-term and short-term projects, which is a contradictory opinion, as we believe that this pedagogical document is a necessary and useful tool for organizing and carrying out the educational process both in the formal, and extracurricular environment, ensuring its efficiency and quality. Designing is one of the essential stages of the educational process, and excluding of this action from the teachers' concerns is impossible in the context of systemic education, well planned and subordinated to certain normative documents.

The extracurricular education in the Republic of Moldova, as well as the other educational stages, is in the process of reforming and conforming to the European educational standard. We consider that, at present, extracurricular education is facing the following problems:

- the insufficiency of the normative framework for the functioning of the institutions of extra-curricular education;
- elaboration of educational standards and curriculum for extracurricular education;
- the insufficiency of the material and didactic basis of the institutions of extra-curricular education in order to achieve the competences and objectives of the extracurricular education;
- the lack of a theoretical model for designing and organizing activities in the institutions of extra-curricular education.

Therefore, *the conceptualization of the design and organization of activities in the institution of extracurricular education* is necessary as a basic condition for the optimization and rationalization of the extracurricular educational process at the level of the education system.

The 21st century marked an important stage in the development of the non-formal and informal education concept, which together with the formal education contribute to the formation and multilateral development of the human personality. Non-formal education completes formal education within an institutionalized framework located outside the education system, but also within it, constituting *"a bridge between knowledge adjusted to classes and information stored informally"* [55].

The Republic of Moldova is a party to the legal tools of the Council of Europe and the United Nations, concerning the child rights, the right to education, the protection and participation of children, young people in non-formal education services: *the Convention on the Rights of the Child* adopted on November 20, 1989, ratified by the Parliament of the Republic of Moldova in 1990, entered into force on 1993; *Recommendation of the Committee of Ministers on the promotion and recognition of non-formal education/learning of young*, adopted by the Committee of Ministers of the EU Member States, on April 30, 2003. At European level, the initiative to promote school and extra-curricular educational activity belongs to the Council of Europe, which by *Recommendation of April 30 2003*, the most relevant document on non-formal education, mentions the directions of action regarding the recognition of the equivalent status of the educational and extracurricular educational activity with that of the formal education from the perspective of the equal contribution to the child's personality development and social integration.

The national law framework ensures the right of children to education, including to

extracurricular education, through the following legislative and normative acts: *Constitution of the Republic of Moldova (1994)*; *The Education Code of the Republic of Moldova (2014)*; *Education development strategy for the years 2014-2020 "Education-2020" (2014)*; *The concept of extracurricular education (2003)*; *The standard regulation of the extracurricular institution (2011)*.

Thus, through the instruments of the national and international law framework, the role and importance of designing and organizing the activities in the institutions of extracurricular education is recognized, the fact contributed to the launching of the scientific research.

**Description of the situation in the research field and identification of the research problem.** The transdisciplinary field of extracurricular education allows the designing activities based on different models, each one proving advantages and disadvantages. Therefore, the investigation was directed to optimal valorizing of the problem concerning designing and organizing activities within the institution of extracurricular education in the following fields of education sciences: *general theory of education, general theory of instruction, general theory of curriculum, theory of educational management and applied pedagogy of other fields (sports, art, leisure)*.

The tackling of the concept *design* in the scientific literature has always been in the researchers' attention, both in the Republic of Moldova and abroad. The problem of conceptualizing the term *design* from a *pedagogical (didactic) perspective* has concerned the following scholars: I.S. Bruner [7], R.M. Gagne and L.J. Briggs [25], I. Cerghit and L. Vlăsceanu [14], M. Ionescu and I. Radu [29], D. Patrașcu, L. Patrașcu [39], C. Postelnicu [42], I. Achiri and A. Cara [1], etc. The explanation of the concept *design* from *the managerial perspective* was brought to the attention of the following theorists: F. Voiculescu [58], A. Gherguț [26], V. Cojocaru [18], Ș. Iosifescu [30] etc. There was a substantial contribution to the definition of *the design* from *the actional perspective*: D. P. Ausubel and F. G. Robinson [4], E. Joița [34], etc.

The praxiological necessity of designing activities is elucidated in the works of scientists: L. Vlăsceanu [14], E. Joița [34], etc.

Significant contributions to the definition of the pedagogical concept *the general forms of education* had the following scholars: I. Cerghit and L. Vlăsceanu [14], G. Văideanu [55], C. Cucuș [22], S. Cristea [21], G. Cristea [20], I. Șerdean [53], M. Ștefan [54], V. Lazăr and A. Cărășel [36], T. Repida [43], L. Cebanu [12], L. Saranciuc-Gordea [45], etc.

Aspects of *interference* establishing or *interdependence between the general forms of education* are elucidated in the works of several authors: I. Cerghit and L. Vlăsceanu [14], G. Văideanu [55], C. Cucuș [22], S. Cristea [21], I. Nicola [38], I. Jinga and E. Istrate [32], E. Macavei [37], I. Maciuc [61], T. Repida [43], L. Saranciuc-Gordea [43] etc., and the *holistic approach of education* is reflected in the scientific works of the scientists I. Cerghit and L. Vlăsceanu [14], G. Văideanu [55], etc.

Currently, in the specialized literature there are different opinions of the authors regarding the designation of activities organized in the context of non-formal education:

- "*extracurricular activities*": Marin C. Călin [11], M. Ștefan [54], V. Lazăr and A. Cărășel [36], C. M. Țîru [64] etc.; "*extradidactic activities*": I. Nicola [38], S. Cristea [21]; "*extracurricular activities*": I. Jinga [32], C. Postelnicu [42], D. Patrașcu, A. Carnauhov [10], L. Cebanu [12] etc.; "*non-formal activities*": M. Ionescu and I. Radu [29], E. Macavei [37], T. Repida [43], etc.

The presentation of *classifications* and the description of *the characteristics of the forms of education* is reflected in the works of the following authors: L. Vlăsceanu [20], G. Văideanu [55],

S. Cristea [21] and so on.

At the national level, the researches regarding the approach of *the concept of non-formal / extracurricular education* and *the classification of the general forms of education* carried out by the following scientists are particularly valuable: N. Silistraru [46], Vl. Guțu [28], L. Cuznețov [9], V. Volcov [56], T. Repida [43], L. Cebanu [12], A. Afanas [2], L. Saranciuc-Gordea [45], etc.

A special role in the explanation of the pedagogical concepts *the extracurricular circle* and *the pupil circle*, as well as the identification of the various *classifications of the circles* in the specialized literature was realized by the authors: S. Cristea [21], I. Nicola [38], V. Lazăr and A. Cărășel [36], C.M. Țîru [64], D. Patrașcu, A. Carnauhov [10, 59], T. Repida [43] etc.

Scientist *D. Patrașcu* and *A. Carnauhov* state: a circle represents a group of students, who have willingly united, with the same interests towards activities in the scientific, technological and production domain [59, p. 6].

The analysis of the bibliographic sources has shown that the problems and the specificity of the design and organization of extracurricular activities are less elucidated by the specialists in the field, and the lack of theoretical reference works on the investigated subject, highlights the relevance and importance of the researched topic.

Following the confrontation of several opinions between the researchers exposed to the phenomenon investigated in the scientific literature with the requirements and the experience gained from the professional activity, we have identified the following **contradictions**:

- lack of psycho-pedagogical foundations for conceptualization, design and organization of activities in the institution of extracurricular education and the need to change and adapt non-formal education to educational standards at the level of the extracurricular educational system and process;

- initial training of teachers and insufficient psycho-pedagogical training regarding the specificity of designing and organizing activities in the institutions of extracurricular education.

On the strength of identified contradictions, the **research problem** was stated: what are the trends, conditions and premises of the conceptualization of the design and organization of the activities in the institution of extracurricular education?

**The research object:** the process of designing and organizing the activities in the institution of extracurricular education.

**The Goal of the work** is the establishing the psycho-pedagogical foundations, the elaboration and experimental valorization of the *Pedagogical model of the design and organization of the activities in the institution of extracurricular education*.

**The research objectives were:**

1. Multi-aspectual analysis of the design concept: pedagogical (didactic), managerial (decisional), actional.

2. Establishing principles, functions and conditions of the design and organization conceptualization of the activities in the institution of extracurricular education.

3. Analysis of models and micromodels of design and organization of activities in the institution of extracurricular education.

4. Elaboration of the pedagogical model of the design and organization of the activities in the institution of extracurricular education.

5. Experimental valorification of the Pedagogical Model, through the implementation of the Program for the training of the competence of activities designing in the institution of

extracurricular education.

**The research hypothesis.** The conceptualization of the design and organization of the activities in the institution of extracurricular education on the ground of the research, will be significant if the following aspects are targeted:

- the psycho-pedagogical foundations of conceptualization, design and organization of activities in the institution of extracurricular education;
- the principles, functions and conditions in the design and organization of extracurricular activities;
- the Pedagogical model of designing and organizing activities in the institution of extracurricular education.

**The research methodology.** In order to carry out the investigation, the following research methods were applied: *theoretical methods*: scientific documentation (specialized literature referring to activities design), context analysis (educational policy documents at national and European level in the field of extracurricular education), scientific analysis of the text, comparative study (classifications and characteristics of general forms of education), theoretical modeling, exemplification (the researchers' opinions, notions, models and micromodels of activity design), systematization and generalization (concepts, theories, ideas, principles); *experimental methods*: the pedagogical experiment, the questionnaire-based survey (used at the stage of the findings and validation experiment), the method of analyzing the activity products, the praxiological modeling; *statistical methods*: quantitative and qualitative analysis of data, processing of experimental data, interpretation of results got from the pedagogical experiment.

**Scientific originality and novelty of the research** lie in: the theoretical synthesis of conceptual approaches of the design from several perspectives: pedagogical (didactic), managerial (decisional) and actional; conceptual foundation of the design and organization of extracurricular educational activities; determining the theoretical (psycho-pedagogical) and methodological (organization of pedagogical resources) foundations of *the Pedagogical model of designing and organizing activities in the institution of extra-curricular education*; elaboration of *the Pedagogical model of the design and organization of the activities in the institution of extracurricular education*.

**The scientific problem solved in the research** is one of epistemological nature, by valorizing the conceptual framework, which constituted the theoretical and applicative basis of the functionality of the *Pedagogical Model of the design and organization of the activities in the institution of extracurricular education*, implemented through the *Program for training the competence of designing the activities*. Based on the implementation of the *Pedagogical Model*, the increasing the level of formation of the competence of designing the activities in the extracurricular education institution was succeeded.

**The theoretical significance of the research is marked by:** updating the scientific concepts: pedagogical (didactic) design, the didactic model of the pedagogical design, the curricular model of the pedagogical design, the curricular-constructivist model of the pedagogical design, such as theoretical and methodological benchmarks in the elaboration of the psycho-pedagogical foundations of conceptualization and organization of activities in the institution of extracurricular education; determining the theoretical and methodological foundations of the conceptualization of the design and organization of extracurricular educational activities; theoretical foundation of the *Pedagogical model of the design and organization of the activities in the institution of extracurricular education*.

**The applicative value of the research** lie in the elaboration and experimental validation of the *Pedagogical model of the design and organization of the activities in the institution of extracurricular education*, implemented through the *Program of training of the competence of designing the activities* is necessary and useful from the perspective of the formation and development of the competences (design of activities) of teaching staff.

**Basic scientific statements offered for defense:**

1. Theoretical analysis of the concept of design from the several perspectives: *pedagogical (didactic)*, *managerial (decisional)*, *actional perspective*; the essentialization of the aspects regarding the classification and highlighting of the characteristics of the forms of education as psycho-pedagogical models and micro-methods of conceptualizing, design and organizing the activities in the institution of extracurricular education.

2. The theoretical and methodological foundation of the *Pedagogical model of the design and organization of the activities in the institution of extracurricular education*, implemented through the *Training Program* offers the possibility of training the competence of designing the activities.

3. The valorisation of the *Pedagogical model of the design and organization of the activities in the institution of extracurricular education*, through the training activities finds applicability at the level of the extracurricular educational system and process in the Republic of Moldova.

**Implementation of the research results** was achieved through the participation with communications at the national scientific conferences with international participation in the higher education institutions of the Republic of Moldova, the publication of the research results in the conference materials and in the specialized scientific journals.

**Approbation and implementation of the research results.** The results of the research were discussed and approved at the sessions of the Pedagogy and General Psychology Department of the Tiraspol State University (located in Chisinau), through the training activities organized and carried out at the Center for Aesthetic Education "Lăstărel". The fundamental theses of the investigation, the framed results and the conclusions are reflected in scientific articles and backed at the scientific conferences: The International Scientific Conference "*Higher education: valences and educational opportunities, of research and innovation transfer*", State University of Moldova, Chisinau, September 28-29, 2016; The international scientific-practical conference "*Educational management: achievements and development perspectives*", 1st Edition, State University "Alecu Russo", Balti, April 27<sup>th</sup>, 2017; National scientific-practical conference with international participation "*Reconceptualizing the initial and continuous training of teachers from the perspective of the interconnection of modern general and university education*", Tiraspol State University, Chisinau, October 27-28, 2017; Scientific conference with international participation "*Linguistic and literary education in the context of general-human values development*", Tiraspol State University, Chisinau, November 24-25, 2017; International Symposium "*Public Responsibility in Education*", 9th Edition, Constanța (Romania), December 9-10, 2017; Scientific conference with international participation "*Higher education: traditions, values, perspectives*", Tiraspol State University, Chisinau, September 28-29, 2018; Scientific-practical conference with international participation "*Pedagogical innovations in the digital age*", Institute of Continuing Education, Chisinau, June 28-29, 2019.

**Publications on the topic of the thesis:** 14 scientific papers: 3 articles in specialized journals and 11 articles (of which 7 with communications) at national and international conferences.



**Work structure and volume.** The content of the doctoral thesis includes: annotation (in Romanian, Russian, English), list of abbreviations, introduction, three chapters, general conclusions and recommendations, basic text - 152 pages, bibliography (186 titles), 45 tables, 15 figures, 11 annexes.

**Keywords:** pedagogical design, traditional (didacticist) design model, curricular design model, cognitive-constructivist curricular design model, general forms of education, circle, formal education, non-formal education, informal education.

## CONTENT OF THE THESIS

**Introduction** exposes the actuality and the importance of the research subject, a description of the situation regarding the domain of research and formulates the problem of research, its goals and objectives, describing the theoretical meaning and the applicable value of the work, the solved scientific problem in research, it's discovered the approval of the scientific results and the summary of the thesis compartments.

In **CHAPTER 1. PSYCHO-PEDAGOGICAL FOUNDATIONS OF CONCEPTUALIZATION, DESIGN AND ORGANIZATION OF THE ACTIVITIES IN THE INSTITUTION OF EXTRACURRICULAR EDUCATION**, the most relevant theoretical interpretations stated by researchers are analyzed and systematized in approaching the concept of design, realization of some terminological differentiations of the design activity through the prism of several perspectives: *pedagogical (didactic)*, *managerial (decisional)* and *actional*.

Of great interest from the point of view of the approached problem is the explanation of the design and organization concepts by the researcher N. Silistraru, in whose opinion both actions are didactic processes, which are mutually conditioned. In the author's view, "the design represents the complex action of anticipated conception in a systematic vision, of the models, the didactic activities according to which the components of the educational process, objectives, contents, didactic strategies, evaluation and in particular the forms of didactic activity will be fulfilled at a high level of competence and efficiency" [47, p. 107]. The *organization* is a didactic process, which cannot be viewed separately from the *design* and the *realization*, and in N. Silistraru's view "the organization represents the complex activity of orderly, disciplined, rational coherent and efficient assurance of the didactic activities, human forces and means and materials, necessary to put into service the components of the educational process - the objectives, the contents, the teaching strategies, the evaluation and especially, the forms of didactic activity" [Ibidem].

Designing, in L. Pogolșa's approach, involves to think and to structure rationally the solutions established by consensus in the previous phase, which implies the organization and evaluation in time of the actual training activities [40, p. 38].

The analysis of the specialized literature shows that the concern of some scholars who view the *design* term in a broader meaning, from the *managerial perspective*, both from a scientific and praxiological point of view, can ensure the adoption of optimal didactic decisions and regulate the educational microprocesses (N. Silistraru), or the managerial design takes advantage of the new characteristics of change management (Ș. Iosifescu). According to the author's opinion Ș. Iosifescu managerial planning / planning represents "establishing the hypothetical path(s) from "what it is" - the current state of the (sub)system or the organizational process – to "what must be" - the desirable state of the respective (sub)system or process [30, p. 40].

V. Cojocaru argues that designing / planning means "one of the managerial key functions and sets in motion the entire managerial cycle, which stipulates the specifying the mission -

defining the institution's policy - setting objectives - choosing strategies - setting sub-objectives - identifying tactics – planning - organizing resources - ensuring communications - creating motivation - conducting control, evolving and feedback - making appropriate corrections" [18, p. 28].

Another approach to this concept can be presented by the researcher *V. Goraş-Postică*, who attaches a much broader meaning to the term *design*, due to the process of social and economic development of the whole world, underlining the following finding "imposed its managerial connotations and financially, by its basic meaning it conquers multiple areas of current life: didactic project, school development project, personal development project, professional development project, project as a set of actions proposed to solve concrete problems in terms of a financial application, etc." [27, p. 140].

As for the concept *the general forms of education*, it is a priority research field by several authors from Romania and the Republic of Moldova. Among the Romanian researchers who were concerned with the problem of conceptualizing *the forms of education*, approaching the theoretical and methodological aspects concerning the design and organization of formal and non-formal activities, can be mentioned: *I. Cerghit and L. Vlăsceanu [14]*, *G. Văideanu [55]*, *C. Cucuş [22]*, *S. Cristea [21]*, *G. Cristea [20]*, *I. Şerdean [53]*, *M. Ştefan [54]*, *V. Lazăr and A. Cărăşel [36]*, etc.

The opinions of scientists from the Republic of Moldova are valuable for our investigation too. They touched in their specialized works the problem of conceptualization, classification and determination of some defining characteristics of the general forms of education: *Vl. Guţu [28]*, *L. Cuzneţov [9]*, *V. Volcov [56]*, *T. Repida [43]*, *L. Cebanu [12]*, *A. Afanas [2]*, *L. Saranciuc-Gordea [45]*, etc.

*Vl. Guţu* in his work "*Pedagogy*", presented the conceptual delimitations of the forms of education: *formal education; non-formal education; informal education*. Referring to the concept of non-formal education, *Vl. Guţu* considers that this form fits in the concept of education throughout the life, presenting the following defining characteristics, which place this type of education outside the formal education: flexibility and greater openness in relation to the formal education; non-formalized pedagogical design, open to interdisciplinarity and lifelong learning, to innovation and experiment; optional evaluation, not formalized with accents on stimulation; lower costs than those of formal education [28, pages 101-102].

The analysis of *the general forms of education* on the structural and functional dimension, carried out by *L. Cuzneţov*, allowed to highlight some common characteristics of formal and non-formal education. The researcher considers that the characteristics of non-formal education are determined by the mobile position of the initiated actions and activities (of the didactic and extradidactic type) and can interfere inside and outside the system, including the education process based on two distinct positions [9, p. 85- 86]: activities carried out inside the school, but outside the compulsory teaching program; out-of-school activities.

The researcher *L. Cuzneţov* bounds the following common characteristics of the formal and non-formal education: the pedagogical design carried out by the same teachers from the educational institutions; educational organization and management achieved at structural and functional level optimal decoration with the formal / compulsory program, with the actions of the social agents involved in the educational partnership; The educator-educated interaction is present in both forms of education [Ibidem, p. 86].

*T. Repida* considers that the attribute of *non-formal* means a lower and less restrictive

official regulation regarding the objectives, the contents, the way of organization [43, p. 16]. In this context of reference, the author comes with the following finding: this does not mean that non-formal education is carried out spontaneously, occasionally or randomly. On the contrary, it continues to have an organized and relatively systemic character, but it is no longer imposed and standardized, but rather resulted from an organizational process involving both teachers and students, family or other persons interested or involved in educational activities [Ibidem].

In this chapter, a special place is assigned to the pedagogical normativity as an important landmark in the construction of the *Pedagogical model of the design and organization of the activities in the institution of extracurricular education*. The significance of the principles in designing and organizing activities in the institution of extracurricular education is essential, because it refers to the educational process as an organized system, for the training and development of the learner's competences. By classifying the general principles of education, we determined the following principles of the design:

- *The pedagogical principles of designing activities in the context of extracurricular education* (adaptation after S. Cristea): the principle of pedagogical knowledge, the principle of communication, the principle of pedagogical creativity;

- *The specific principles of the organization of extracurricular education* (adaptation after I. Șerdean): the principle of integration (correlation, coordination), the principle of the specific character, the principle of the attractive character of the extracurricular activities, the principle of variety, the principle of combining adult leadership with self-management, the principle of formal - non-formal interdependence - informal.

In this research, we identified *the functions of the pedagogical design*, which were adapted by the researcher *M. Stoica* [51]: *the anticipation function, the orientation function, the organizing function, the management function, the regulation - self-regulation function, the decision function*.

Therefore, *the principles, functions and conditions* established an integrated part of the pedagogical normativity, which interact with each other in the action of designing, organizing and carrying out the activities in the institution of extracurricular education.

In **CHAPTER 2. THE METHODOLOGY OF DESIGNING AND ORGANIZING THE ACTIVITIES CARRIED OUT IN THE INSTITUTION OF EXTRACURRICULAR EDUCATION**, the models and micromodels for designing and organizing the activities presented by the authors in the scientific literature are described.

The analysis of the specialized literature made it possible to ascertain the fact that, nowadays, there is no unique model of pedagogical design, and the different models and micro-models presented by the researchers can be established in action examples for the teachers, whose role consists in choosing the best model - as a means of designing and organization of activities. In this frame of reference, we will highlight that there are presented two models in the literature in the field, which in the researchers' view are in opposition: *the traditional design model; the curricular design model*.

*The model of curricular or modern design* institutes the fundamental paradigm of the pedagogical design in the Republic of Moldova, in the context of the formative education at all levels. In the mid-1990s, in the western scientific papers, a new approach of didactic design is observed, namely from *the cognitivist and constructivist perspective*. Thus, according to the relationship between the two approaches to knowledge and learning, *cognitivism and constructivism*, at the level of designing extracurricular activities is highlighted by the following

specific characteristics [35, p.12]:

- from the *cognitivist perspective*, the activity design is based on the cognitive analysis of the learning task, on the processing conditions, on mental procedures, research tools, on action and methodological variants, on focusing on training objectives;

- from the *constructivist perspective*, the design emphasizes the organization of the mental resolution conditions of the real situations or of the cognitive conflicts, on the independent search for their own understanding and then in a group for conceptualization, on the teacher's roles (facilitation, guidance, stimulation, support, guidance) affirmation, on the use of constructivist methods and procedural tools.

From the constructivist paradigm perspective, but also of the holistic approach to education, it is important to present in the current research the relation between the constructivist design - the non-formal education (see Table 2.1) coined by the researcher *E. Joița (2007)*:

Constructivist design	Non-formal education
<ul style="list-style-type: none"> <li>- expands the experimental base.</li> <li>- gives time for reflection.</li> <li>- expands sources of information.</li> <li>- offers a longer contact with the variety of real situations, with the possibility to check some hypotheses outlined in the classroom.</li> <li>- exercises self-motivation to emphasize search and concentration.</li> <li>- allows the intensive use of new information technologies in information, communication and own construction.</li> <li>- suggests new openings.</li> <li>- allows verification of scientific knowledge skills.</li> </ul>	<ul style="list-style-type: none"> <li>- is centered on the learner, on the learning process.</li> <li>- differently emphasises participants.</li> <li>- has a curriculum on choice, flexible and varied, depending on their interests, special aptitudes and aspirations.</li> <li>- the contents are the expression of the students' searches, options, inventions.</li> <li>- students have the opportunity to participate in their own education.</li> <li>- emphasizes the immediate applicability of knowledge.</li> <li>- trains new information technologies.</li> <li>- uses strategies of formative, stimulating, continuous appreciation.</li> </ul>

Next, we will present *models of pedagogical design* elaborated and structured by researchers, which can be adapted and used as theoretical, methodological benchmarks in designing activities in the institution of extra-curricular education:

- *The model of pedagogical design* proposed by *I. Cerghit* is based on two principles: the orientation of the activity and its permanent stimulation; operative control and continuous adjustment of the operations accomplished through the reverse connection and evaluation [13, pages 128-139];

- *The model of pedagogical design* proposed by *I. Jinga* and *I. Negreț* is based on the principles of full learning transposed at the level of effective training that can be organized in the classroom by observing the following stages of lesson design, carried out horizontally [33, pp. 148-150];

- *The model of the lesson pedagogical design* proposed by *V. Bunescu* applies the principles of full learning, transposed as "theory and practice" [8, pages 84-86];

- *The model of pedagogical design* proposed by *M. Ionescu* includes "the methodical approach of organizing, guiding and conducting the lesson" accomplished in a systemic vision [29, p. 198].

The researcher *Maria I. Carcea* identifies the following actions of designing non-formal educational activities [60, p. 16]:

1. Defining the targeted purpose (in an essentialized form of expression to answer at least the following questions: Who takes the action? For whom? For what?).

2. Derivation of objectives - Establishing intermediate objectives (intermediate objectives are established that lead to the achievement of the targeted purpose).

3. Operationalization of objectives - estimation of probable (expected) results: description of the behavioral (observable) signs of achieving the objectives, on different layouts: sensory-motor, cognitive, affective, attitudinal, voluntary-actional.

4. Specifying the actions to be taken to achieve the objectives (concretizing the steps taken for each derived objective and / or on systems of objectives). The answer to the question is sought *What is being done to achieve the objective or particular objectives?*

5. The strategy of carrying out the educational actions (the spatiotemporal landmarks of the actions, as well as the methods and means necessary for their accomplishment are specified). It seeks answers to questions such as: Where? When? How? With what?

The teacher from the extracurricular institution can use in his/her practical activity any model that he/she considers functional and useful, only that it has to be elaborated correctly from the theoretical and methodological point of view.

The contemporary researchers (*I. Cerghit, L. Vlăsceanu, G. Văideanu etc.*) have backed *the holistic approach* to education, and in *G. Văideanu's* view “the concentric representation of the three forms highlights the role of formal education from the central core that provides the basis for optimal valorization of the non-formal and informal training resources that are constantly expanding quantitatively and qualitatively ” [55, p. 228]. Therefore, under the current conditions, in order to respond to complex educational situations, the general forms of education cannot be approached separately and individually, as the tendency to open one in relation to the other and vice versa is observed [24, p. 240].

In our opinion, the form of organizing the educational activity represents the context in which the educational action is carried out, with all the structural components: (general / specific) competences - operational objectives - educational technologies - educational means - evaluation, which are carried out around the relationship educator - learner. Thus, in the context of extracurricular education, a series of interrelations between teacher and learner can be highlighted, which conditioned the appearance of various forms such as levels of the design of educational activities.

For our research field, the classification of non-formal or extra-curricular activities, proposed by *S. Cristea* and accomplished in terms of the differentiation of pedagogical resources is of interest [21, p. 121]:

1. *Perischool activities*, organized for the educational use of free time. They are classified according to the nature of the pedagogical resources employed:

a) non-formal / extra-curricular activities carried out with traditional resources: trips, visits to different historical, cultural, economic objectives, etc.; camps, clubs, popular universities, watching shows (theater, cinema, etc.) and exhibitions, etc.;

b) non-formal / extra-curricular activities carried out with modern (post) resources - specific activities organized at the level of: library, videolibrary, discotheque, school / university medialibrary; printed press, radio, television, school / university computer-assisted training.

2. *Extracurricular activities*, organized in the socio-professional environment, as alternative solutions for improvement, recycling, continuous training, recurrent education; these activities can

be carried out at the level of pedagogical press, school / university radio-television; courses, thematic conferences, etc., with programs specially oriented towards the permanent education and self-education, etc.

The circle is the laboratory of the diverse activities of the learners, responding to multiple directions in which their cognitive interests are pursued; a training and instruction ground in which the learner can check his/her possibilities, reveal his/her qualities, decide his/her interests, develop his/her skills, refine his/her skills, etc.) [44, p. 180].

According to *I. Nicola's* opinion, the most important extradidactic activities are the student circles, which “are organized in order to deepen the training of the learners in a certain field of skills development and creativity manifestation. Their profile differs depending on the nature of the educational objects, the students' aptitudes and interests, the type of school, the geographical conditions in which the school functions. They are constituted at the level of the class or by group of classes, the attendance being optional, and the theme of the circle is proposed by the teacher after the consultation of the circle members” [38, p. 536].

In our opinion, *the extracurricular circle* represents a group of children, pupils or young people, who are united by the same common ideas, interests and options, formed voluntarily by the initiative of the teacher and the members, whose aim is to achieve educational objectives in different areas of activity: scientific, technical, cultural, sports, etc., which contribute to the formation and development of the human personality.

The circle of learners can be approached with two essential aspects: *pedagogical* and *psychosocial*:

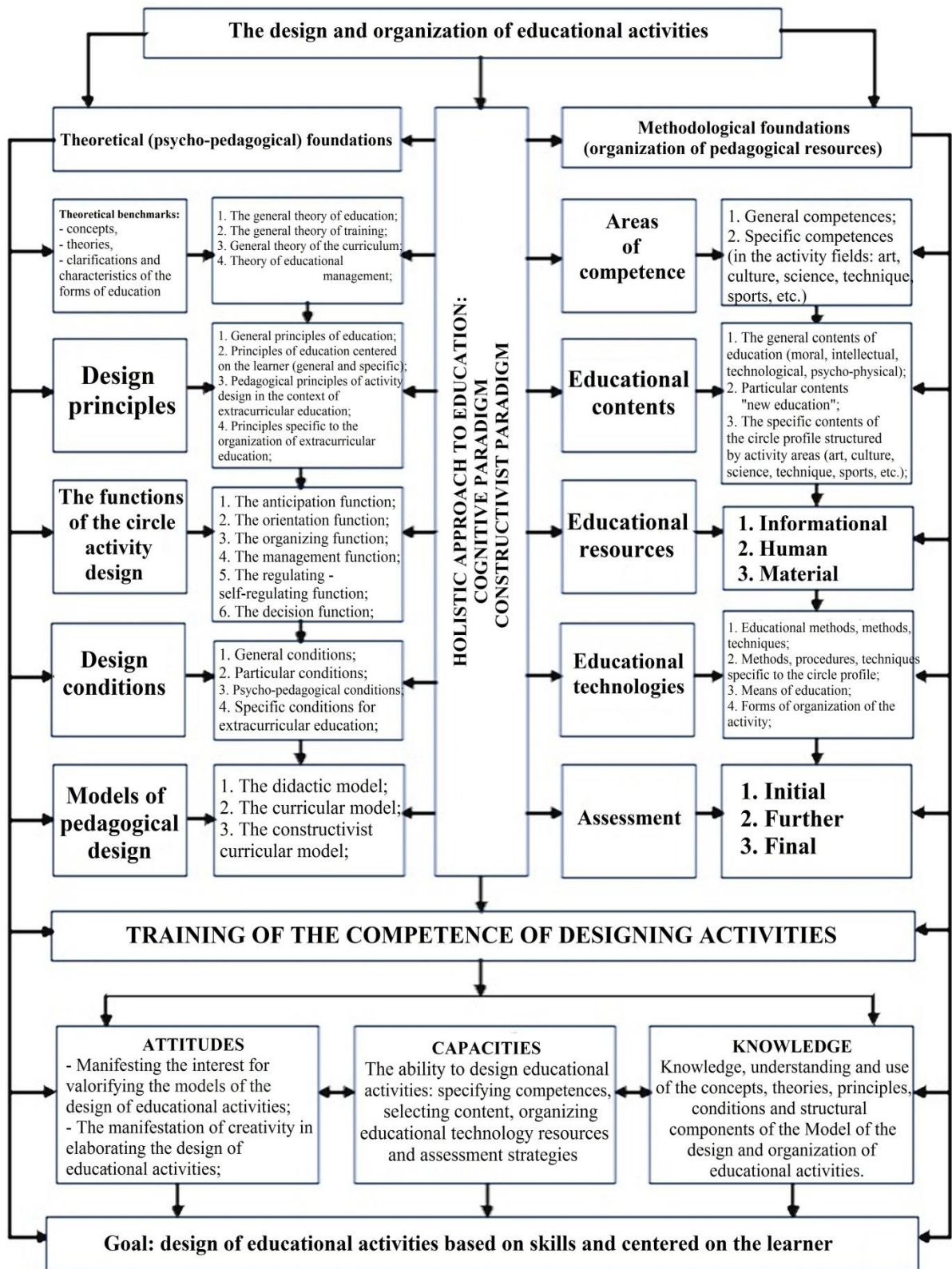
- from a *pedagogical point of view*, the student circle constitutes an educational environment in which skills and abilities are formed, skills are developed in different fields of art, culture, science, technique, sport, etc., which provide learners with the transfer of knowledge from the formal environment to the extracurricular environment;

- from a *psychosocial point of view*, the circle of students presents a dynamic field, which allows the educated various opportunities for self-affirmation and the competences got in the context of non-formal learning.

Therefore, it is important for the researched subject is the highlighting of the most significant characteristics of the extracurricular circle: a circle can be formed both on the teachers' initiative or specialists' one in various fields of art, science, sport etc., as well as on the students' / young people' initiative who share common interests; a circle can be organized as a group of children of the same age category or of different age categories;

In the institutions of extracurricular education in the Republic of Moldova the educational process is a complex, systemic and continuous one, which is planned, organized and carried out through the educational activities. Therefore, at the level of the educational system and process, both a theoretical foundation and a methodological assurance are required, through the elaboration and implementation of *Pedagogical model of the design and organization of the activities in the institution of extracurricular education*.

As a result of the documentation, analysis and systematization of conceptual approaches, theories, models, theoretical and methodological landmarks in the specialized literature, the *Pedagogical model of the design and organization of the activities in the institution of extracurricular education* was elaborated (Figure 2.1).



**Fig. 2.1 Pedagogical model of the design and organization of the activities in the institution of extracurricular education**

The *theoretical (psycho-pedagogical)* and *methodological foundations (organization of pedagogical resources)* of designing and organizing activities are at the base of the *Pedagogical model*:

I. *Theoretical (psycho-pedagogical) foundations* consist of the following structural components:

1. *Theoretical benchmarks*. The Pedagogical model was elaborated on the theoretical (psycho-pedagogical) foundations of *the General theory of education, the General theory of instruction, the General theory of the curriculum* and *the Theory of educational management*.

2. *Principles of the design*. The pedagogical model is built on the following system of principles of designing and organizing educational activities: general principles of education; the (general and specific) principles of education centered on the learner, the pedagogical principles of the design and the specific principles of the organization of the extracurricular education.

3. *Pedagogical design functions*: anticipation function; orientation function; organizational function; the management function; self-regulating function; decision function.

4. *Design conditions*, derive from the *initial design conditions* [31, p. 195]: *complexity* (must include all components of educational activity (procedural); *continuity* (permanence); *reference frames* (previous educational activity; present situation; possible predictions). Thus, the researchers *Romiță B. Iucu* [31], *E. Voiculescu* [57], *V.M. Cojocariu* [17] demonstrated the need to respect the conditions of the activities design, to ensure the quality and efficiency of the educational process, both in the formal and in extracurricular environment. This requirement of a psycho-pedagogical nature, allowed us to determine the conditions of the activities design: general, private, psycho-pedagogical and the specific conditions of the extracurricular education.

5. *Models of pedagogical design*. The next structural element of the theoretical foundation of the *Pedagogical Model* was the analysis of the micromodels and the pedagogical design models promoted in the specialized literature. We opted for the *Curricular model of pedagogical design* and some structural elements of the *Cognitive-constructivist curricular model of pedagogical design*, because both models are promoted by *Postmodern Didactics* and can be functional at the level of extracurricular education [50, pp. 271-272]:

- priority is given to the objectives (open in the direction of all the resources of the personality of the preschool / student / young person: moral, intellectual, technological, aesthetic, psychophysical);

- emphasis is placed on formal, but also non-formal, and informal education. It is necessary to ensure the interdependence between the general forms of education, because, as important as formal education, it does not depletes the sphere of formative influences, drilled on the child through extracurricular activities;

- the opening for self-instruction by the teacher and the child (pupil) for self-education and self-affirmation is highlighted as a continuous and permanent process, valorizing the specialized and psycho-pedagogical and methodical training;

- the correlation of objectives-contents-methodology-evaluation is consolidated, which ensures a permanent process of highlighting some performances, results obtained by children and young people.

II. *The methodological foundations (the organization of the pedagogical resources)* are instituted of the following structural components:

1. Areas of competences: general competences; specific competences (*on activity fields as:*



art, culture, science, technique, sport, etc.).

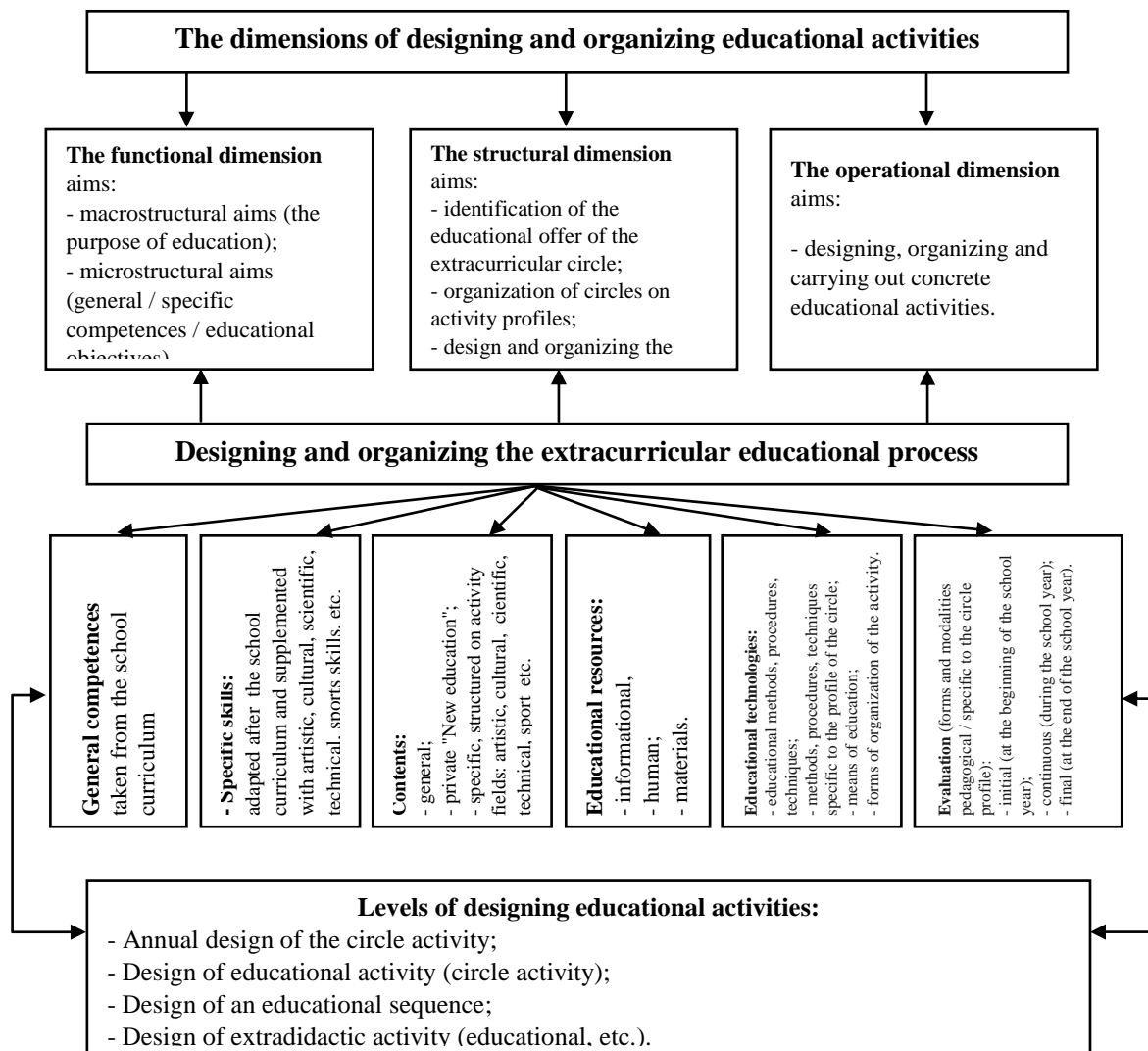
2. Educational contents: the general educational contents (*moral, intellectual, technological, aesthetic, psychophysical*); the particular contents "New education"; the specific contents of the circle profile structured by activity fields: *art, culture, science, technique, sport, etc.* The centering of educational content can be achieved according to the following activity profiles [12, pages 12-13]: *artistic and aesthetic profile; scientific and technological profile; social-pedagogical profile; social-economic and financial profile; technical profile, intercultural and ethnocultural profile, historical-patriotic profile; ecological-biological profile; the profile of tourism and regional ethnography; sports and leisure profile;*

3. Educational resources: *informational, human, material.*

4. Educational technologies: *methods, procedures, educational techniques; methods, techniques specific to the circle profile; educational resources; forms of organization of activities.*

5. Evaluation: *initial; on-going; final.*

The *Pedagogical model* acts at the praxiological level by valorifying the dimensions of design and organizing the activities in the institution of extra-curricular education (Figure 2.2):



**Fig. 2.2 The dimensions of designing and organizing extracurricular educational activities**

Therefore, the *Pedagogical Model* is functional, through the *dimensions of designing and organizing the activities in the institution of extracurricular education*. In the design and organizing

educational activities action, the teachers must take into account:

- *The functional dimension aims:* macrostructural aims (the purpose of education); microstructural goals (*general / specific competences / educational objectives*).
- *The structural dimension aims:* identifying the educational offer of the circle; organization of circles on activity profiles; designing and organizing the activity of the circle during the school year (semesters, school holidays, assessments).
- *The operational dimension aims:* designing, organizing and carrying out concrete educational activities.

*The Pedagogical model of the design and organization of the activities in the institution of extracurricular education* becomes a functional model, by applying it at the level of the staggered design that is realized by elaborating the following projective documents: the annual design of the circle activity; designing the educational activity (circle activity); designing an educational sequence; designing the extradidactic activity (educational activity, etc.).

The structural components of the *Pedagogical model of the design and organization of the activities in the institution of extracurricular education* reflect theoretically, methodologically and praxiologically the pedagogical approach to forming the competency of designing the activities in the institution of extracurricular education.

**CHAPTER 3. THE PRAXIOLOGICAL APPROACH OF THE DESIGN AND ORGANIZATION OF THE ACTIVITIES IN THE INSTITUTION OF EXTRACURRICULAR EDUCATION**, includes the experimental part of the investigation, through analyzing, comparing and evaluating the data got from organizing and conducting the pedagogical experiment. Within the ascertainment stage, the purpose of the pedagogical experiment consisted in highlighting the necessity and the opportunity of design and organization of the activities in the institution of extracurricular education, in order to implement and valorify the *Pedagogical model of the design and organization of the activities in the institution of extracurricular education*.

*The objectives of the ascertaining experiment:* the analysis of the official legal and normative documents, to identify the necessity to design educational activities in the institution of extracurricular education; elaboration and application of the questionnaire "Necessity and opportunity of design and organization of activities in the institution of extracurricular education"; identifying the problems faced by the teachers regarding the problem of design and organization of activities in extracurricular education; evaluation of the training level of the teachers' design competence.

The experimental research was grounded on the data of the theoretical investigation and was carried out during the years 2016-2018 grounded on the following extra-curricular educational institutions in the Chisinau municipality: Center for Aesthetic Education "Lăstărel"; Community Center for Children "Luceafărul"; Technical Creativity Center in Buiucani city district; Technical Creativity Center "Politehnic".

The experimental sample comprised 103 teachers, including: 46 teachers involved in the formative experiment and 57 teachers (the control sample).

In the first stage of the ascertaining experiment that was carried out at the beginning of 2016, we performed the ascertaining study, using the method of researching the official legislative and normative documents, which regulates the activity of the extracurricular education institutions in the Republic of Moldova. At this stage of the experiment we studied the stipulations of the

legislative and normative documents of the Republic of Moldova: *the Education Code of the Republic of Moldova (2014)*, *the Conception of the extracurricular education (2003)*, *the Standards of teachers' professional competence in the general education (2016)*, *the Framework regulation of the extracurricular institution (2011)*. As a result of analyzing the regulatory documents, we identified the need to design educational activities, on the following components of teacher competence formation: *attitudes, skills, knowledge*.

The next tool used in the ascertaining experiment is the questionnaire "Necessity and opportunity of design and organization of activities in the institution of extracurricular education". The questionnaire was designed by us and applied in May 2017 on a sample of 103 people, in order to identify the teachers' opinions regarding the necessity and opportunities of design and organization of activities in the extracurricular institution and to gather information about the participants' perception of their needs, their formation of the competence of activities design. And, by analyzing and comparing the answers offered by the respondents, we will be able to elaborate and implement the *Program of training of the competence of designing the activities in the institution of extracurricular education*, for the experimental validation of the *Pedagogical Model of design and organization of the activities in the institution of extracurricular education*.

As for the answers to the questions, the comparative analysis and the interpretation of the results from the questionnaire, we found that most of the participants in the experiment felt in the questionnaire reliably. From the analysis of the answers presented by the teachers we can outline a series of common answers on the items in the questionnaire.

Below we present some sequences from the ascertaining experiment, by which we will highlight the most significant findings of the researched subject.

Therefore, *the question no.1 "What does the pedagogical / didactic design mean for you?"*, implies the explanation of the pedagogical / didactic design concept.

**Table 3.1. The ascertaining results of the people's opinion in experiment on the item "What does the pedagogical / didactic design mean for you?"**

Institution	Number of people	Answer option					
		Full answer		Partial answer		Lack of answer	
		no.	%	no.	%	no.	%
CAE "Lăstărel"	46	27	58,70	15	32,61	4	8,70
CCC „Lucafařul”	20	11	55,00	9	45,00	0	0,00
TCC Buiucani district	17	12	70,59	5	29,41	0	0,00
TCC „Politehnic”	20	9	45,00	7	35,00	4	20,00
Total	103	59	57,28	36	34,95	8	7,77

Analyzing the participants' answers and the distribution of the results presented in Table 3.1, we find a high percentage of 57.28% in the number of 59 people that fall into the "full answer" category and a decrease to 34.95% or 36 people who fall into the "partial answer" category. The lowest level is observed for the "lack of answer" category, being identified only 8 answers with a percentage of 7.77%.

On the *question with no. 5 "Specify some advantages of using the annual design of the circle activity in the didactic activity"*, we will highlight the perception of the teachers regarding the advantages of using the annual design of the circle activity in the didactic activity".

**Table 3.2. The ascertaining results of the people's opinion in experiment on the item "Specify some advantages of using the annual design of the circle activity in the didactic activity"**

Institution	Number of people	Answer option					
		Full answer		Partial answer		Lack of answer	
		no.	%	no.	%	no.	%
CAE "Lăstărel"	46	23	50,00	19	41,30	4	8,70
CCC „Lucaefărul”	20	9	45,00	10	50,00	1	5,00
TCC Buiucani district	17	13	76,47	4	23,53	0	0,00
TCC „Politehnic”	20	10	50,00	6	30,00	4	20,00
Total	103	55	53,40	39	37,86	9	8,74

Table 3.2 presents the teachers' opinion on *the fifth question*, proving a bigger number of answers regarding the advantages of using the annual design of the circle activity in the didactic activity. Respondents' attitude towards the proposed item was evaluated with the following ascertainings: of 55 (53.40%) for the "full answer" option, of 39 (37.86%) for the "partial answer" option; of 9 (8.74%) for the "lack of answer" option.

*The question with no. 7 "Identify the structural elements of the annual design of the circle activity"* requires the identification of the structural elements of the annual design of the circle activity.

**Table 3.3. The ascertaining results of the people's opinion in experiment on the item "Identify the structural elements of the annual design of the circle activity"**

Institution	Number of people	Answer option					
		Full answer		Partial answer		Lack of answer	
		no.	%	no.	%	no.	%
CAE "Lăstărel"	46	14	30,43	27	58,70	5	10,87
CCC „Lucaefărul”	20	10	50,00	10	50,00	0	0,00
TCC Buiucani district	17	11	64,71	5	29,41	1	5,88
TCC „Politehnic”	20	5	25,00	7	35,00	8	40,00
Total	103	40	38,83	49	47,57	14	13,59

Regarding the experimental data presented above and the answers offered by the participants (see Table 3.3) a lower level of involvement for the "ful answer" option (40 people) is observed, compared to the "partial answer" option (49 people) and "lack of answer" (14 people). This fact demonstrates that the questioned subjects have difficulties in the elaboration of the annual design of the circle activity, keeping in mind the specific activities organized in the institutions of extra-curricular education.

The quantitative and qualitative analysis of the results got after applying the questionnaire "Necessity and opportunity of designing and organizing activities in the institution of extracurricular education" highlighted the necessity and the opportunity of design and organization of the activities in the institution of extracurricular education, and the need to train the competence of design of activities in the institution of extracurricular education.

The organization and carrying out of the training experiment was also conditioned by the stipulations of the normative and legislative acts approved by the Ministry of Education, Culture and Research of the Republic of Moldova. Thus, in accordance with art. 14 (1) of *the Education Code* "the education process is carried out on the basis of state educational standards, approved by the Ministry of Education, regardless of the type of property and the legal form of organization of

the educational institution", among which we list (art.39):

- the development of the professional competences of the teaching staff;
- providing the necessary conditions and material resources for an efficient educational process.

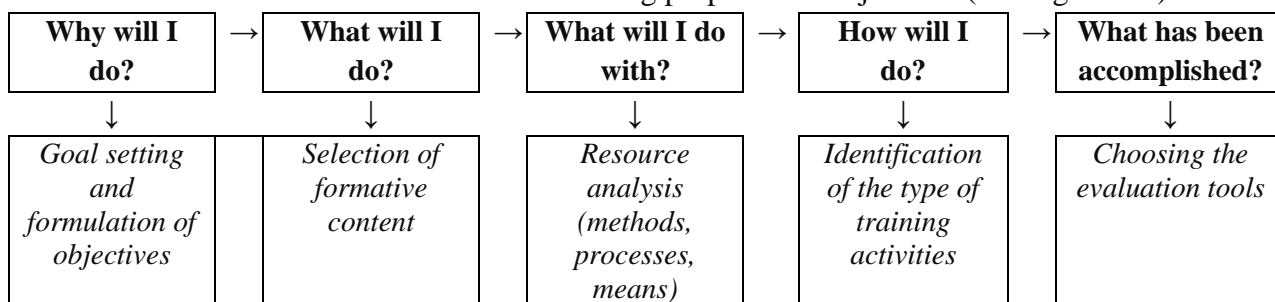
The concept of competence is very complex in terms of definition, development and evaluation. And, approaching the concept of competence and the methodology of training the professional teachers' competences was a concern from the following researchers: *D. Potolea* [41], *E. Joița* [35], *M. Bocoș* [5], *I. Jinga*, *E. Istrate* [32], *V. Guțu* [28], *N. Silistraru*, *S. Golubițchi* [46], *V. Andrițchi* [3], *V. Botnari* [6] etc. In the opinion of the authors *N. Silistraru* and *S. Golubițchi*, the professional competence is based on an ensemble of cognitive, affective and motivational capacities, which interact with its personality traits, giving it the qualities necessary to carry out a didactic performance that will ensure the fulfillment by the the vast majority of learners, of the expected objectives, and the acquired performances are close to the maximum level of the intellectual potential of each one [46, p. 76].

*The purpose* of the formative experiment comprised the implementation and valorification of *the Pedagogical model of the design and organization of activities in the extracurricular institution*, through the implementation of *the Training program*, focused on the formation of the design competence of the activities in the extracurricular institution.

The formative experiment had the following objectives: to valorify *the Pedagogical model of design and organization of activities in the institution of extracurricular education*; elaboration and implementation of *the Program of training of the competence of designing the activities in the institution of extracurricular education*; training the design competence of the teaching staff in the experimental sample; elaboration and application of the *Analysis worksheet of the annual design of the circle activity* to validate the training results.

The formative activities were organized and carried out during the first semester of the 2018-2019 school year, based on the experimental sample of 46 teachers at CAE "Lăstărel". In order to carry out the experiment, *the Program of training of the competence of designing the activities in the institution of extracurricular education* was developed and implemented.

Thus, based on the procedural algorithm of the design, we developed *the Training Program*, which will ensure the achievement of the training purpose and objectives (*see* Figure 3.1):



**Figure 3.1 The procedural algorithm of the training program**

During the experiment the following activities were carried out: *instructive - formative seminar, workshop, methodical - instructional seminar, round table*.

The experimental training program lasted for 5 months, during which the teachers from the experimental group showed initiative and involvement, they showed motivation and openness in the implementation of *the Pedagogical model of design and organization of activities in the institution of extracurricular education*. The activities achieved from *the Training Program* have proved to be

efficient and useful, contributing to the training competence of the teaching staff (see Table 3.4).

**Table 3.4. Competences (attitudes, capacities, knowledge) for design of educational activities**

Attitudes	Capacities	Knowledge
<ul style="list-style-type: none"> <li>- manifestation of some creative behaviors in the implementation of the Pedagogical model of the design and organization of the activities in the institution of extracurricular education;</li> <li>- manifestation of a creative behaviour in the elaboration of the annual design of the circle activity;</li> <li>- manifestation of the responsibility for forming the competence of designing the activities;</li> <li>- manifestation of the interest for valorifying the design models of educational activities;</li> <li>- manifestation of a responsible attitude towards personal and professional development</li> </ul>	<ul style="list-style-type: none"> <li>- ability to use pedagogical concepts in projective documents;</li> <li>- the ability to valorify different models and micromodels of design and organization of the activities in the institution of extracurricular education;</li> <li>- the ability to apply the Pedagogical Model of design and organization of activities in the extracurricular institution;</li> <li>- the capacity to organize the pedagogical resources in the design of the educational activities;</li> <li>- the ability to elaborate the annual design of the circle activity;</li> <li>- ability to design educational activities specific to the circle profile;</li> <li>- the ability to integrate different pedagogical resources in designing educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>- knowledge and understanding of the basic concepts in the scientific literature with reference to the design of the extra-curricular educational approach;</li> <li>- knowledge of models and micromodels for design and organization of educational activities;</li> <li>- the knowledge of the pedagogical model of the design and organization of the activities in the institution of extracurricular education;</li> <li>- the use of the fundamental pedagogical concepts in the elaboration of the design of the educational activities;</li> <li>- knowledge of the structural elements of the annual design model of the circle activity.</li> </ul>

Therefore, through the implementation of *the Training Program*, we valorified *the Pedagogical model of design and organization of activities in the extracurricular institution*, a fact achieved by organizing and carrying out training activities, which combined the theoretical and practical aspects, the personal and professional experience of the participants.

The purpose of the control experiment was to validate *the Pedagogical model of design and organization of activities in the extracurricular institution*, by carrying out the planned activities in *the Program of training of the competence of designing the activities in the institution of extracurricular education*.

*The objectives of the validation experiment:* evaluation of the training level of the competence of designing the activities in the extracurricular institution, by implementing *the Training Program*; evaluation, comparison and generalization of the results achieved by the experiment.

The control experiment was conducted at February-March 2019, on a sample of 103 teachers (trained in the ascertaining experiment).

In this context, to compare the results obtained in the control experiment, we used the questionnaire *"Necessity and opportunity of design and organization of activities in the institution of extracurricular education"*, also applied at the ascertaining stage.

Following the questionnaire application in the validation experiment and the evaluation of the participants' answers, the following results were highlighted (see Table 3.5):

**Table 3.5. Comparative results of the answers evaluation (ES and CS) of the item "What does pedagogical / didactic design mean for you?"**

Sample type	All participants	Answer option					
		Full answer		Partial answer		Lack of answer	
		no.	%	no.	%	no.	%
<i>Ascertaining experiment</i>							
experimental sample	46	27	58,7	15	32,6	4	8,7
control sample	57	32	56,1	21	36,8	4	7,0
<i>Validation experiment</i>							
experimental sample	46	39	84,8	6	13,0	1	2,2
control sample	57	33	57,9	33	38,6	2	3,5

At the question 1 "What does pedagogical / didactic design mean for you?", the distribution of the obtained results and presented in Table 3.5, demonstrates an increase in the level of competence formation of designing activities: 84.8% or 39 people for the experimental group in comparison with the data obtained at the ascertaining experiment stage: 58.7% or 27 people of ES. There is a decrease in the number of answers offered by ES people, for the "partial answer" option: 13.0% (6) at the validation experiment stage compared to 32.6% (15) at the ascertaining experiment stage and for the "lack of answer" option: 2.2% (1) at the validation experiment stage compared to 8.7% (4) at the ascertaining experiment stage. For ES subjects there is an increase in the number of offered answers, for the "partial response" option: 38.6% (33) at the validation experiment stage compared with 36.8% (21) at the ascertaining experiment stage. And, for the "lack of answer" option, there is a decrease in the number of answers, the following distribution of results being represented: 3.5% (2) at the validation experiment stage compared to 7.0% (4) at the ascertaining experiment stage.

**Table 3.6. The comparative results of the answers evaluation (ES and CS) to the item "Specify some advantages of using the annual design of the circle activity in the didactic activity"**

Sample type	All participants	Answer option					
		Full answer		Partial answer		Lack of answer	
		no.	%	no.	%	no.	%
<i>Ascertaining experiment</i>							
experimental sample	46	23	50,0	19	41,3	4	8,7
control sample	57	32	56,1	20	35,1	5	8,8
<i>Validation experiment</i>							
experimental sample	46	42	91,3	3	6,5	1	2,2
control sample	57	32	56,1	21	36,8	4	7,0

Analyzing the question 5 (*Specify some advantages of using the annual design of the circle activity in the didactic activity*), by which we planed on to highlight the advantages of using the annual design of the circle activity in the didactic activity, we observe significant differences of the experimental values obtained by ES, after the implementation of *the Program of training of the competence of designing the activities in the institution of extracurricular education*. Thus, the distribution of the results in question 5 (Table 3.6) is reported for the following answer options: "full answer" - with a percentage of 91.3% (42) for ES and a lower percentage of 56.1% (32) for CS people at the validation stage, compared with a percentage of 50.0% (23) for ES and 56.1% (32) for CS at the ascertaining stage; "Partial answer" - with a percentage of 6.5% (3) for ES and 36.8% (21)

for CS at the validation stage, compared with 41.3% (19) for ES and 35.1% (20) for CS at the ascertaining stage; "lack of answer" - with a percentage of 2.2% (1) for ES and 7.0% (4) for CS at the validation stage, compared with a percentage of 8.7% (4) for ES and 8.8% (5) for CS at the ascertaining stage.

**Table 3.7. Compared results of the answers evaluation (ES and CS) to the item "Identify the structural elements of the annual design of the circle activity"**

Sample type	All participants	Answer option					
		Full answer		Partial answer		Lack of answer	
		Nr.	%	Nr.	%	Nr.	%
<i>Ascertaining experiment</i>							
experimental sample	46	14	30,4	27	58,7	5	10,9
experimental sample	57	26	45,6	30	52,6	1	1,8
<i>Validation experiment</i>							
experimental sample	46	32	69,6	12	26,1	2	4,3
experimental sample	57	19	33,3	32	56,1	6	10,5

Analysis and comparison of the answers to question 7 "Identify the structural elements of the annual design of the circle activity", shows an increase of the percentage weight of the experimental values (see Table 3.7), for the following answer options: "full answer" - with a percentage of 69.6% (32) for ES and with a lower percentage of 33.3% (19) for CS people at the validation stage, compared with 30.4% (14) for ES and 45.6% (26) for the CS at the ascertaining stage; "Partial answer" - with a percentage of 26.1% (12) for ES and 56.1% (32) for CS at the validation stage, compared with 58.7% (27) for ES and 52.6% (30) for CS at the ascertaining stage; "lack on answer" - with a percentage of 4.3% (2) for ES and 10.5% (6) for CS at the validation stage, compared with a percentage of 10.9% (5) for ES and 1.8% (1) for CS at the ascertaining stage.

Thus, analyzing the results obtained from the ascertaining experiment and the recorded results at the validation stage, we observe an increase in the level of training of design competence of the teaching staff in the experimental sample, compared with the people in the control sample. This fact is largely due to the efficiency of the activities planned and achieved within *the Training Program*, which facilitated the acquisition of *attitudes, capacities, knowledge* in the issue and the specificity of design and organization of the activities in the institution of extracurricular education.

And, as a result of questionnaire applying at the final stage of the praxiological approach of the investigation, namely the validation experiment, the research hypothesis was confirmed so as we assumed that the design and organization conceptualization of the activities in the institution of extracurricular education will be influential if it is elaborated on the basis of psycho-pedagogical foundations, principles, functions and pedagogical conditions specific to extracurricular education according to the modern visions of the general theory of education, the general theory of instruction and the general theory of the curriculum.

### **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

The achieved research on the *Conceptualization of the design and organization of the activities in the institution of extracurricular education* has reached the general purpose and set of objectives, solving *the scientific problem in the research*, which constitutes the theoretical and applicative foundation of the functionality of *the Pedagogical model of design and organization of*



*activities in the extracurricular institution*, implemented through *the Program of training of the competence of designing the activities*. The obtained results confirmed the hypothesis, the theoretical significance and the applicative value of the research, which was demonstrated by validating the theses submitted for defense.

The scientific approach led to the following conclusions:

1. The conceptual approaches of the *design* analyzed in the specialized literature from several perspectives: *pedagogical (didactic)*; *managerial (decisional)*; *the actional perspective* ensured the actuality and relevance of the investigated problem. The design of educational activities comes out of the organized, planned and systemic character of extracurricular education. Design and organization are open, constantly changing educational processes that require flexibility, creativity, psycho-pedagogical and professional skills, which will ensure the success of activities in extracurricular educational institutions [48, p. 148].

2. The content of the extracurricular education has a formative character, is staggered on profiles and levels, and requires the design and organization of the educational activities. In order to carry out the optimal activities, it is necessary to anticipate the actions that present their content, that is, the design of the extracurricular educational process. Therefore, when "a project of educational activity is conceived and realized from the perspective of the foundations and psycho-pedagogical requirements, it acquires the characteristics of an operational and useful working instrument in the teacher's practical activity" [50, pp. 275-276].

3. The system of principles was established through the analysis of the specialized literature: general principles of education, principles of education centered on learner, pedagogical principles of designing activities in the context of extracurricular education, the specific principles of organizing extracurricular education, *the functions of the circle activity design* and *the design conditions*, which are the normative landmarks in the process of designing and organizing activities in the extracurricular institution.

4. From the perspective of valorification of the models and micromodels of pedagogical design presented by researchers in the scientific literature, the theoretical (psycho-pedagogical) and methodological foundations (organization of pedagogical resources) of *the Pedagogical model of design and organization of activities in the extracurricular institution* were determined.

5. The pedagogical approach of the diversity of the non-formal education forms as the levels of the design of the educational activities presented in the specialized literature, has led to the identification of the classification of the activities organized and achieved within the institution of extracurricular education, based on the following criteria [23, pp. 173-175]:

- according to the degree of institutionalization;
- according to pedagogical forms and modalities of organizing extracurricular activities;
- according to the content of the organized activities;
- according to the number of participants involved in the circle activity;
- according to the place of organization of extracurricular activities.

6. By presenting the classification of the circles - as a main form of education in the extracurricular institution and highlighting the differences between the school lesson and the circle activity, it was found that: "although the methods of design and organization of the circle sessions are very close to the school lesson, which concerns the weight of human and educational resources, however, in the context of extra-curricular education, a series of specific features are characteristic, and the teacher can intervene with new modalities in the action of designing the educational

approach to achieve the tracked objectives” [49, p 13].

7. *The Pedagogical model of design and organization of activities in the extracurricular institution*, was developed based on the theoretical (psycho-pedagogical) and methodological (organization of pedagogical resources) foundations of the general theory of education, the general theory of training and the general theory of the curriculum, included *curricular conception* and some structural elements of *the curricular-constructivist conception*. The structural components of *the Pedagogical Model* are functional both through the system of principles, functions and conditions of the design, as well as through the fields of competence, the educational contents and technologies specific to the extracurricular education from the perspective of the holistic approach to education.

8. The praxiological approach of the research went through the three stages of the pedagogical experiment:

➤ *the ascertaining phase*, focused on highlighting the necessity and opportunity of designing activities in the institution of extracurricular education;

➤ *the formative phase*, which aimed at the experimental valorification of *the Pedagogical model of design and organization of activities in the institution of extracurricular education*. The elaboration and implementation of *the Program of training of the competence of designing the activities in the institution of extracurricular education* has demonstrated its applicability and has contributed to the formation of the competence of designing the teachers’ activities.

➤ *the control phase*, which consisted in the verification and validation of the experimental results obtained from the implementation of *the Program of training of the competence of designing the activities in the institution of extracurricular education*. The results registered after the organization of the pedagogical training experiment, proves a significant difference of the experimental values of training of the competence of designing the activities in the institution of extracurricular education achieved at the control stage, compared with the ascertaining stage, which confirms the effectiveness of *the Program of training of the competence of designing the activities in the institution of extracurricular education*.

Thus, **the scientific problem solved in research** which constituted the theoretical and applicative foundation of the functionality of *the Program of training of the competence of designing the activities in the institution of extracurricular education*, implemented through *the Program of training of the competence of designing the activities* led to the level increase of the training of the competence of designing the activities.

#### **PRACTICAL RECOMMENDATIONS:**

Based on the conclusions and results of scientific research, we consider the following **practical recommendations** as appropriate:

*For educational policy designers:*

➤ The results of the investigation regarding the conceptualization of the design and organization of the activities in the institution of extracurricular education, can reinforce the reconceptualization and updating of the legislative and normative framework of the non-formal education at the level of the education system: The conception of the extracurricular education (2003), The regulation framework of the extracurricular institution (2011), etc.

*For the institutions of initial and continuous professional training of the teachers:*

➤ The use of the materials included in the paper as theoretical and methodological benchmarks in the elaboration of a module from the program of the initial and continuous training course in the

issue and design specific and the activities organization in the institution of extra-curricular education.

*For researchers in the field of education sciences:*

➤ Elaboration and editing of methodological guides regarding the design and organization of activities in the institution of extracurricular education, by extending the research topic of the targeted topic.

*For curriculum designers:*

➤ The conceptualization of the psycho-pedagogical foundations of design and activities organization in the institution of extracurricular education presented in the thesis can be used in the curriculum elaboration for extracurricular education.

➤ The experimental valorification of *the Pedagogical model of design and organization of activities in the institution of extracurricular education* and its implementation through *the Program of training of the competence of designing the activities* can constitute theoretical and methodological benchmarks in the elaboration of the curriculum for the extracurricular education.

*For the managers and teachers in the institutions of extracurricular education:*

➤ Implementation of *the Pedagogical model of design and organization of activities in the institution of extracurricular education* through various training activities, will facilitate the competence formation at the teaching staff.

➤ The use of *the Pedagogical model of design and organization of activities in the institution of extracurricular education* in the process of elaborating the projective documents of the teachers, will contribute to the efficiency of the extracurricular educational process.

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## ADNOTARE

Florea Viorica

### *Conceptualizarea proiectării și organizării activităților în instituția de învățământ extrașcolar*

Teză de doctor în științe pedagogice, Universitatea de Stat din Tiraspol, Chișinău, 2020

**Volumul și structura tezei.** Teza include: introducere, trei capitole, concluzii generale și recomandări, text de bază – 152 pagini, bibliografie – 186 surse, 45 tabele, 15 figuri și 11 anexe.

**Publicații la tema tezei:** rezultatele obținute sunt publicate în 14 lucrări științifice.

**Cuvinte-cheie:** proiectare pedagogică, modelul de proiectare tradițională (didacticist), modelul de proiectare curriculară, modelul de proiectare curriculară cognitiv-constructivist, formele generale ale educației, cerc extrașcolar, educația formală, educația nonformală, educația informală.

**Domeniul de cercetare:** Teoria generală a educației.

**Obiectul cercetării:** procesul proiectării și organizării activităților educaționale în instituția de învățământ extrașcolar.

**Scopul cercetării** constă în stabilirea fundamentelor psihopedagogice, elaborarea și valorificarea experimentală a *Modelului pedagogic de proiectare și organizare a activităților în instituția de învățământ extrașcolar*.

**Obiectivele cercetării:** vizează: analiza multiaspectuală a conceptului de *proiectare*: pedagogică (didactică), managerială (decizională), acțională; stabilirea principiilor, funcțiilor și condițiilor ale conceptualizării proiectării și organizării activităților în instituția de învățământ extrașcolar; analiza micromodelor de proiectare și organizare a activităților în instituția de învățământ extrașcolar; elaborarea *Modelului pedagogic de proiectare și organizare a activităților în instituția de învățământ extrașcolar*; valorificarea experimentală a Modelului pedagogic, prin implementarea *Programului de formare a competenței de proiectare a activităților educaționale în instituția de învățământ extrașcolar*.

**Noutatea și originalitatea științifică** constă în: sinteza teoretică a abordărilor conceptuale ale proiectării din mai multe perspective: pedagogică (didactică), managerială (decizională) și acțională; fundamentarea conceptuală a proiectării și organizării activităților educaționale extrașcolare; determinarea fundamentelor teoretice (psihopedagogice) și metodologice (organizarea resurselor pedagogice) a *Modelului pedagogic de proiectare și organizare a activităților în instituția de învățământ extrașcolar*; elaborarea *Modelului pedagogic de proiectare și organizare a activităților în instituția de învățământ extrașcolar*.

**Problema științifică soluționată în cercetare** este de natură epistemologică, prin valorificarea cadrului conceptual, care a constituit fundamentarea teoretică și aplicativă a funcționalității *Modelului pedagogic de proiectare și organizare a activităților în instituția de învățământ extrașcolar*, implementat prin *Programul de formare a competenței de proiectare a activităților educaționale*. În baza implementării *Modelului pedagogic*, s-a reușit sporirea nivelului de formare a competenței de proiectare a activităților educaționale în instituția de învățământ extrașcolar.

**Semnificația teoretică a cercetării** este susținută de actualizarea conceptelor științifice: proiectare pedagogică (didactică), modelul didacticist al proiectării pedagogice, modelul curricular al proiectării pedagogice, modelul curricular-constructivist al proiectării pedagogice, ca repere teoretice și metodologice în elaborarea fundamentelor psihopedagogice de conceptualizare, proiectare și organizare a activităților în instituția de învățământ extrașcolar; determinarea fundamentelor teoretice și metodologice ale conceptualizării proiectării și organizării activităților educaționale extrașcolare; fundamentarea teoretică a *Modelului pedagogic de proiectare și organizare a activităților în instituția de învățământ extrașcolar*.

**Valoarea aplicativă a lucrării** constă elaborarea și validarea pe cale experimentală a *Modelului pedagogic de proiectare și organizare a activităților în instituția de învățământ extrașcolar*, implementat prin *Programul de formare a competenței de proiectare a activităților educaționale* este utilă din perspectiva formării și dezvoltării competențelor (de proiectare a activităților educaționale) ale cadrelor didactice.

**Implementarea rezultatelor științifice.** Rezultatele cercetării au fost reflectate prin intermediul conferințelor naționale și internaționale, și în cadrul activităților de formare la Centrul Educației Estetice „Lăstărel”.

## АННОТАЦИЯ

Флоря Виорика

### Концептуализация проектирования и организации деятельности в учреждениях внешкольного образования

Диссертация на соискание учёной степени доктора педагогических наук,  
Тираспольский государственный университет, Кишинэу, 2020

**Объем и структура диссертации.** Диссертация состоит из: введения, трех глав, общих выводов и рекомендаций, основной текст – 152 страниц, библиография – 186 источника, 45 таблицы, 15 рисунков и 11 приложений.

**Публикации на тему диссертации:** полученные результаты опубликованы в 14 научных работах.

**Ключевые слова:** педагогическое проектирование, традиционная модель проектирования, курикулярная модель проектирования, модель курикулярного познавательного-конструктивистского проектирования, общие формы образования, кружок внешкольного образования, формальное образование, неформальное образование, информальное образование.

**Область исследования:** Общая теория воспитания.

**Объект исследования:** процесс проектирования и организации деятельности в учреждениях внешкольного образования.

**Цель исследования** состоит в установлении психопедагогических основ, разработка и экспериментальная проверка Педагогической модели концептуализации проектирования и организации деятельности в учреждениях внешкольного образования.

**Задачи исследования:** предполагают всесторонний анализ концепции проектирования, с точки зрения педагогической (дидактической), менеджерской (решения), действенной; установление принципов, функций и условий концептуализации проектирования и организации деятельности в учреждениях внешкольного образования, анализ микромоделей проектирования и организации деятельности в учреждениях внешкольного образования, разработка Педагогической модели концептуализации проектирования и организации деятельности в учреждениях внешкольного образования; валидация на базе эксперимента Педагогической модели посредством Программы формирования компетенции проектирования деятельности во внешкольном учреждении.

**Научная новизна и оригинальность** заключается в теоретическом синтезе научных исследований проектирования с точки зрения педагогических (дидактических), менеджерских (решений) и действенных перспектив; обоснование концептуализации проектирования и организации внешкольной деятельности; определение теоретических (психопедагогических) и методологических (организация педагогических ресурсов) основ Педагогической модели концептуализации проектирования и организации деятельности в учреждениях внешкольного образования; разработка Педагогической модели концептуализации проектирования и организации деятельности в учреждениях внешкольного образования.

**Научная проблема, решаемая в исследовании** носит по сути познавательный характер и состоит в теоретико-прикладном обосновании функциональности Педагогической модели концептуализации проектирования и организации деятельности в учреждениях внешкольного образования, внедрённая через Программу формирования компетенций проектирования деятельности. Внедрение Педагогической модели способствовало повышению уровня компетенций проектирования деятельности у педагогов внешкольных учреждений.

**Теоретическая значимость исследования** состоит в актуализации научных терминов: педагогическое проектирование, традиционная модель проектирования, курикулярная модель проектирования, модель познавательного-конструктивистского проектирования, которые являются теоретическим и методологическим ориентиром в разработке психопедагогических основ концептуализации проектирования и организации деятельности во внешкольном учреждении; определение теоретических и методологических основ концептуализации проектирования и организации деятельности в учреждениях внешкольного образования а также является теоретическим обоснованием Педагогической модели концептуализации проектирования и организации деятельности в учреждениях внешкольного образования.

**Практическая значимость исследования** состоит в разработке и валидации на основе эксперимента Педагогической модели концептуализации проектирования и организации деятельности в учреждениях внешкольного образования, внедрённой посредством Программы формирования компетенций проектирования деятельности, которая является необходимой и полезной с точки зрения перспективы формирования и развития психопедагогических компетенций у педагогических кадров.

**Внедрение научных результатов.** Результаты научного исследования были представлены в рамках национальных и международных конференций и в учебных мероприятия Центра эстетического Воспитания «Лэстэрел».

## ANNOTATION

Florea Viorica

### Conceptualizing the design and organization of the activity in the institution of extracurricular education

PhD thesis in Education Sciences, Tiraspol State University, Chisinau, 2020

**Structure of the thesis.** The thesis includes: introduction, three chapters, general conclusions and recommendations, basic text - 152 pages, bibliography - 186 sources, 45 tables, 15 figures and 11 annexes.

**Publications on the thesis topic:** the obtained results are published in 14 scientific publications.

**Keywords:** pedagogical design, the traditional design model (didacticist), the curricular design model, the cognitive-constructivist curricular design model, the general forms of education, the extracurricular course.

**Field of study:** General theory of education.

**Object of research:** the process of designing and organizing activities in the extracurricular institution.

**The purpose of the research** consists in establishing the psycho-pedagogical foundations, the elaboration and experimental valorization of the Pedagogical Model of the design and organization activities in the institution of extracurricular education.

**Research objectives:** aims: multi-aspect analysis of the design concept: pedagogical (didactic), managerial (decisional), actionable; establishing the principles, functions and conditions of the conceptualization of the design and organization of activities in the institution of extracurricular education; the analysis of the micromodels of design and organization of the activities in the institution of extracurricular education; elaboration of the pedagogical model of the design and organization of the activities in the extracurricular education institution; the experimental use of the Pedagogical Model, through the implementation of the Program for training the competence of designing the activities in the institution of extracurricular education.

**The innovation and originality of the research** consists of: the theoretical synthesis of the conceptual approaches of the design from several perspectives: pedagogical (didactic), managerial (decisional) and actional; conceptual foundation of the design and organization of extracurricular educational activities; determining the theoretical (psycho-pedagogical) and methodological foundations of the pedagogical model of designing and organizing activities in the extracurricular education institution; elaboration of the pedagogical model of the design and organization of the activities in the institution of extracurricular education.

**The scientific problem solved** in the research is one of epistemological nature, by capitalizing on the conceptual framework, which constituted the theoretical and applicative foundation of the functionality of the Pedagogical Model of the design and organization of the activities in the extracurricular education institution, implemented through the Program of the competence of designing the activity. Based on the implementation of the Pedagogical Model, we have succeeded in increasing the level of formation of the competence of designing activities in the extracurricular education institution.

**The theoretical importance of the research** is highlighted by the results of the research regarding the conceptualization of the design and organization of the activities in the extracurricular educational institution; elaboration and implementation of the pedagogical model of conceptualization, design and organization of the activities in the institution of extracurricular education; the experimental validation of the pedagogical model elaborated, based on the program of training the design competence and the competence of organizing the activities in the extracurricular education institution. theoretical foundation of the Pedagogical Model of the design and organization of the activities in the institution of extracurricular education.

**The practical value of the research** consists of the elaboration and experimental validation of the pedagogical model of the design and organization of the activities in the institution of extracurricular education, implemented through the Program of training of the competence of designing the activities is necessary and useful from the perspective of the formation and development of the competences (of designing the competences) for teachers.

**The implementation of scientific results.** The results of the research were reflected in national and international conferences; within the training activities at the "Lăstărel" Center for Art Education.

**FLOREA VIORICA**

**CONCEPTUALIZING THE DESIGN AND ORGANIZATION OF THE ACTIVITY  
IN THE INSTITUTION OF EXTRACURRICULAR EDUCATION**

**531.01. General theory of education**

Abstract  
of the thesis in pedagogical sciences

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