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**SOCIO-PROFESSIONAL HARMONIZATION IN THE  
INDIVIDUALIZATION OF ADULT EDUCATION MODALITIES**

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## CONCEPTUAL LANDMARKS OF RESEARCH

### **Timeliness and importance of the topic addressed**

Adult education has become a necessary condition for ensuring growth and development. In the current context, adult education is all-encompassing, as it brings changes in information, knowledge, understanding or skills, appreciation and attitude [9, p.15] It helps people to become more useful to society socially, economically, morally and politically [4, p. 25]. At the same time, it allows them to adapt to global demands, which are constantly changing, and to solve current and emerging health, environmental, social and political problems, in order to optimally integrate and avoid exclusion and marginalization [10].

The analysis of training needs is one of the central responsibilities of staff working in adult education institutions [12, p.90]. Training needs refer to "the distance between the level of knowledge, skills or attitudes held at a given time to the level of knowledge, skills and attitudes to be acquired by a person, group, organization or community that can only be achieved through training activities. The assessment of training needs can help determine the current level of performance or levels of knowledge related to a specific activity, as well as the optional level required [5]. The determination of training needs involves three main stages, as follows: the initial evaluation phase, which is based on the identification of the training and development needs of the organization, the implementation phase, which consists of the actual training within a program, with the help of learning methods, and the final evaluation phase.

The competence-based framework in adult education is an important landmark at national, european and international level. As an alternative to the traditional education system, which usually takes place inside school buildings, skills-based education can be found "anytime, anywhere, anyway and at any pace" [Apud, 11]. The skills-based education model occupies an important place within the Twenty-First Century Education Reform, in response to the new vision for change. Skills-based education is attractive to adult learners because of the benefits it presents, such as flexibility, accessibility and its potential to complete a study programme in a very short time. Di Rienzo (2020) highlights that the establishment of areas of expertise in adult education requires policies that can be effectively applied at the level of the National Skills Certification System [7, p.25]. The European Council's final report on "key competences for adult learning professionals" delineated four contexts in which adult trainers take action [6]: learning/ teaching context, programme development context, institutional management context and continuing professional leadership/ development context. 2016, Consiliul Uniunii Europene a adoptat "Upkilling Pathways: new Opportunities for Adults" [6], in which initial training and continuing

professional development of professionals are recognised as important support measures for "providing pathways for improvement". Strauch, Radtke and Lupou pointed out that projects initiated at national and international level regarding adult education had as main objective the development of a set of common qualification standards for professionals in this field [13, p.7]. As Gedvilien also notes, concerns over the development of key adult skills constitute a strategically important objective in order to respond to the challenges of economic competitiveness and social cohesion [8, p. 25].

**The aim of the paper:** valorizing the theoretical and applicative landmarks of the socio-professional harmonization in adult education from the perspective of individualization in the model of socio-professional relationship in the individualization of adult education.

**Research objectives:**

1. Theoretical essentialization of the concepts of adult education, vocational training, professionalization, training needs, individualization, special competences of adult education; relationship; harmonization relationship;
2. Analytical disclosure of the harmonization relationship in the context of adult education;
3. Structuring the theoretical and methodological tool for the formation of specific competences of adults (teachers);
4. Organization, realization and validation of experimental results in order to confirm the formative value of the RIEA methodology.

**Research hypothesis:**

Individualization of ways of adult education is a success factor, if:

- socio-professional harmonization occurs in a relational context conceptualized in the socio-professional relationship model in the individualization of adult education and the capitalization of the relationship methodology in the individualization of adult education (RIEA);
- the capitalization of the relationship methodology in the individualization of adult education (RIEA) is based on the constructive activity in learning (the application of the constructivist workshop) in a dual aspect.

**Synthesis of research methodology and research methods:**

The basis of the research were the theories of professionalization (Delamatte, R. Daron, F. Parat, R. Mathias, H.J. Jackson, Boghaty, V. Chiş, Samoilă etc.); *anthropological theory* (Haviland,W. Harald,E.L.); *theories of competence* ( Legendre, Ph. Perrenoud, Zagir, Nuissel, Sava, M. Barret, Popescu-Neveanu, L. Şoitu); conceptions of individualization of learning (C. Rogers, M. Knoweles, C. Schifirneţ) *conceptions of socialization and social learning* (K. Illeris,

A. Bandura, R. Boudon, Șt. Kallay, Goleman, Oprea Sion, A. Dan, C. Zamfir, S. Chlecea etc.); relationship conception (P. Chen); visions of defining adult education (Legendre, Obidieguru, Zenke, Dumitru, Iordache, Sava, C. Butnaru, Siebert, N. Vințanu etc.); views on adult learning needs (Mackeachie, F. Voiculescu). Various European documents in the field of adult education have also been researched, such as: *Council resolution on a renewed European agenda for adult learning 2011*, *Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults*; *Recomendación del Consejo, de 22 de mayo de 2018, relativa a las competencias clave para el aprendizaje permanente*.

**Methods of scientific research:**

- *theoretical: scientific documentation, analysis and synthesis; induction and deduction; theoretical observation; modeling;*
- *practical: questionnaires, practical evidence; analytical systematization;*
- *hermeneutics: data interpretation; scientific interpretation; comparison;*
- *experimental: the extended experiment, the basic pedagogical experiment;*
- *statistical: mathematical analysis of data (percentage average).*

## THESIS CONTENT

**Chapter 1 "Epistemological foundations of adult education"** discusses several essential aspects of research and clarifies the meaning of notions in theories and conceptions of research focused on the issue of adult education. A multilevel analysis specifies the trends that are attested in adult education, what is adult education, what are the contemporary orientations and the factors that influence adult education. Also, the field of ways and methods of adult training and training is going through a synthetic reflection.

Thus, the trends that formed the basis of adult education are multiple: increasing the learning potential in the modern world; increasing the level of school preparation; diversification of the products necessary for learning in various fields; relativization of real constructions, acceptance of multicultural perspectives, increasing emphasis on dependence on the principle of observation, etc. Adult education is a wide range of instructional offers that are consciously addressed to adults in order to broaden their spiritual horizon and to fulfill the expectations related to professional qualification, which is not subject to legal regulations, having freedom of choice in terms of content and organization; it refers to the set of educational actions, formal or non-formal, through which persons, socially defined as adults, develop their skills, enrich their knowledge and improve their technical or professional qualifications or reorientations according to their needs or that of society. This type of education illustrates the process by which any mature person, individually or in a group, in an institutionalized setting or outside it, seeks to enrich their knowledge, develop their skills and competences, acquire new actional processes and behavioral models, necessary to successfully cope with social and professional requirements, to enrich themselves spiritually and to acquire the sense of personal fulfillment [3, p.125].

Regarding contemporary guidelines, it is highlighted that in adult education there is a great emphasis on prospecting development needs, be it personal or professional [1, p.66-70]. Among the characteristics of learning in adulthood, we highlight: the focus on the task and the problem, autonomy, the ability to forecast the effects of learning in the cognitive and behavioral plan, the tendency to use life experience and to select contents in accordance with the requirements of own development. In this context, M. Knowles proposes the use of the term "self-directed learning" ("self-directed learning", "self-directed learning"), since it represents a process in which the initiative is owned by individuals, with or without the help of others. Emphasis is placed on "diagnosing one's own learning needs, formulating learning goals, identifying the human and material resources of learning, choosing and implementing appropriate learning strategies, evaluating learning outcomes".

It is established that professionalization is a social process by which any occupation turns into a true profession of the highest integrity and competence. Professionalization, as the dominant way of socialization, refers to the explicit and rational component of actions specific to a field of human activity and implies rigor, seriousness, competence, overcoming the status of amateur or artisan. The success of education in adults is influenced by a number of factors, as follows: learning is significant when the studied subject responds to the personal interests of the adult; learning that poses a threat to oneself (new attitudes or perspectives) is assimilated more easily when external threats are minimized; learning is achieved faster when the degree of threat to oneself is reduced; self-initiated learning is the most durable and convincing.

In principle, it was pointed out that for adults training is voluntary and free, and motivation is fundamental. An adult shows balance, maturity in interaction, communication with peers. But his involvement is influenced by how his expectations are confirmed.

The theoretical diversity of adult education is essential to addressing the multiple educational possibilities. Or, personality formation is the result of a complex process of socialization, in which personal, environmental and cultural factors interact. Through socialization, society reproduces itself in the attitudinal and behavioral configuration of its members.

In this way it was found that in the conditions of the massive rise of Labor fecundity, due to the successful combination of Information Technology (IT) and established manufacturing techniques, in the conditions in which the world economy today no longer resembles the one of yesterday, a modern educational infrastructure is needed, necessary for a specific workforce, able to face the new set of challenges. The ability to adapt becomes the new measure of efficiency. Addressing the issue of adult training becomes, in these conditions, a necessary but also mandatory concern. We appreciate that adult learning today is an undeniable reality, of real importance for those who manage different organizational structures, since the challenge of this beginning of the Millennium is to have the necessary skills, skills and techniques to succeed.

Analyzing the three meanings of the term professionalization: applying specific knowledge and capacities in a process of individual and/or collective professional development; putting into practice collective strategies and rhetoric based on the process of professionalization of trades; individual adherence to rhetoric and collective norms appealing to a process of professional and individual socialization, it is taken into account in choosing the profession as an object of study and the list of essential attributes, the Constitution of an ideal model. *Professionalization brings together, therefore, the following characteristics: the practice of a profession that involves an intellectual activity that engages individual responsibility; it is a scholarly activity and not of a*



*routine, mechanical or repetitive nature; it is nevertheless practical, since it is defined as the exercise from a rather purely theoretical and speculative area.*

Through analytical approach, it was found that the agents of socialization are the people, groups and institutions that play an important role in the process of socialization. They influence the formation and development of people's attitudes, beliefs, their own image and behavior. The agents of socialization may or may not have as their primary purpose the realization of the process of socialization, but their action always has such an effect. In these conditions, it is necessary to emphasize that professionalization emphasizes the control and supervision by persons with the same training, respectively the same status; implies a capacity for collective self-organization of continuous training; requires a capacity to rebuild and negotiate the division of Labor; knowledge of teamwork; placing knowledge and skills on the basis of a self-assessment, reinstating the problem of accumulating experience; provides the means of a; build a clear professional identity, fueled by a common intellectual culture.

The need to know the basic elements of adult education, the concern for the pedagogical training specific to adult vocational training, the application of special methods and techniques for their training constitute mandatory foundations on the basis of which a modern training model can be restructured, with increased efficiency, subordinated to the principle "ability to adapt - the new measure of efficiency" and which can determine a performing educational system.

**Chapter 2. "Adult education from the perspective of socio-professional harmonization"** is an analysis that aims to illustrate the idea that socio-professional harmonization is a main factor in solving the problems of individualization of adult education. The notions of harmonization, harmonization mechanisms are identified and analytically dissected, the theoretical perspectives of the social context are clarified. A special place is occupied by the analytical technologization of adult training needs, the formation of specific adult skills and the individualization of this process.

From the point of view of significance, harmonization in vocational training implies the orientation, training and professional training of human resources taking into account the ways of efficient capitalization of human resources. Open, transparent, flexible subsystems should be created to complement each other. There is a lack of harmonization between education and the labor market, between the volume and quality of professional training of the labor force necessary for the labor market.

Vocational training has been defined as being represented by instructive, directed and concordant actions, which have as objectives (a) to provide a volume of knowledge and practical experience and (B) to develop a set of skills and an attitudinal pattern, all necessary for achieving

effectively the requirements of a profession /post. The vocational training system must be accessible, attractive, competitive and relevant to the requirements of the labour market.

This chapter examines the development of the vocational education and training system around four key dimensions: relevance, access and participation, quality, innovation and cooperation.

Some categories of theoretical analysis were extracted: symbolic interactionism and functionalism. Symbolic interactionism argues that no social condition/situation, as disruptive/unbearable as it may be, can be considered inherently or objectively as a social problem until a significant number of people who hold political power in that community/ society agree that it is contrary to the public interest. The perspective of symbolic interactionism emphasizes that social problems do not exist independently of how people define their society, the world in which they live, they are socially constructed according to people's debates, the meanings that the problem has for all those affected. According to functionalism, most social norms/ rules and arrangements can be explained in good measure in terms of their usefulness to society, so they perform a function. Functionalists argue that if a certain type of behavior or an institution persists (continues to exist/ manifest), then it means that it meets a need present within the respective society [2].

The diversity of the needs problem is examined through the prism of E. Voiculescu, who states that this means answering the question "for what and for whom we organize a certain process or educational system and why we organize it this way and not otherwise". In other words, the identification of education needs is the approach by which we establish what are the requirements, needs, needs that require and justify the design and support of a process, program, structure or educational institution.

All those presented in relation to the relationship between social and professional aspects in adult education, in the context of skills training, led to the idea that a special competence in adult education could be defined in the following variant: specific competences in adult education represent a set of knowledge, capacities, attitudes adapted to the professional context, circumscribed to the actional solving of problems in specific situations, in useful, correct, efficient aspect.

Also in this chapter was reviewed the dynamic cutout of the socio-professional relationship in adult education, in the aspect of its individualization, which, beyond a theoretical diversity, also aims at a direct knowledge of the elements and their classification according to certain particularities and analogies, in the form of deductive rationalism, which in turn seeks an essential knowledge of the respective phenomenon, approaching it through a pedagogical model. The main goal of this type of approach is to harness the abilities and individual characteristics of adults, promote the formation of independence and responsibility in the formative process. It provides for a specific approach in understanding the priorities, needs, goals of training; creation of

conditions for the disclosure of natural deposits of adults; implementation of assistance and support for the self-realization of subjects.

Another important moment is the conceptual elaboration of the theoretical-applicative tool at the level of individualization of adult education modalities by structuring the model of socio-professional relationship in the individualization of adult education and of the RIEA methodology – methodology of relationship in the individualization of adult education. Based on the specifics of the harmonization relationship, several basic components were integrated into a notional-applicative unit. **Also, the constructivist Workshop is defined as a way of learning that starts from the idea of construct from the constructivist theory of training (E. joita), in which it is a result of a mental action of knowledge construction and a premise for another conscious experience, for another Applied Research. Or, it implies a composition, a structure, a composition carried out on the basis of a specific study, a way of examining different elements in a whole with a certain configuration, form, with certain sketched attributes. The adult who participates in this construction is a " builder", a person with the necessary training in achieving it.**

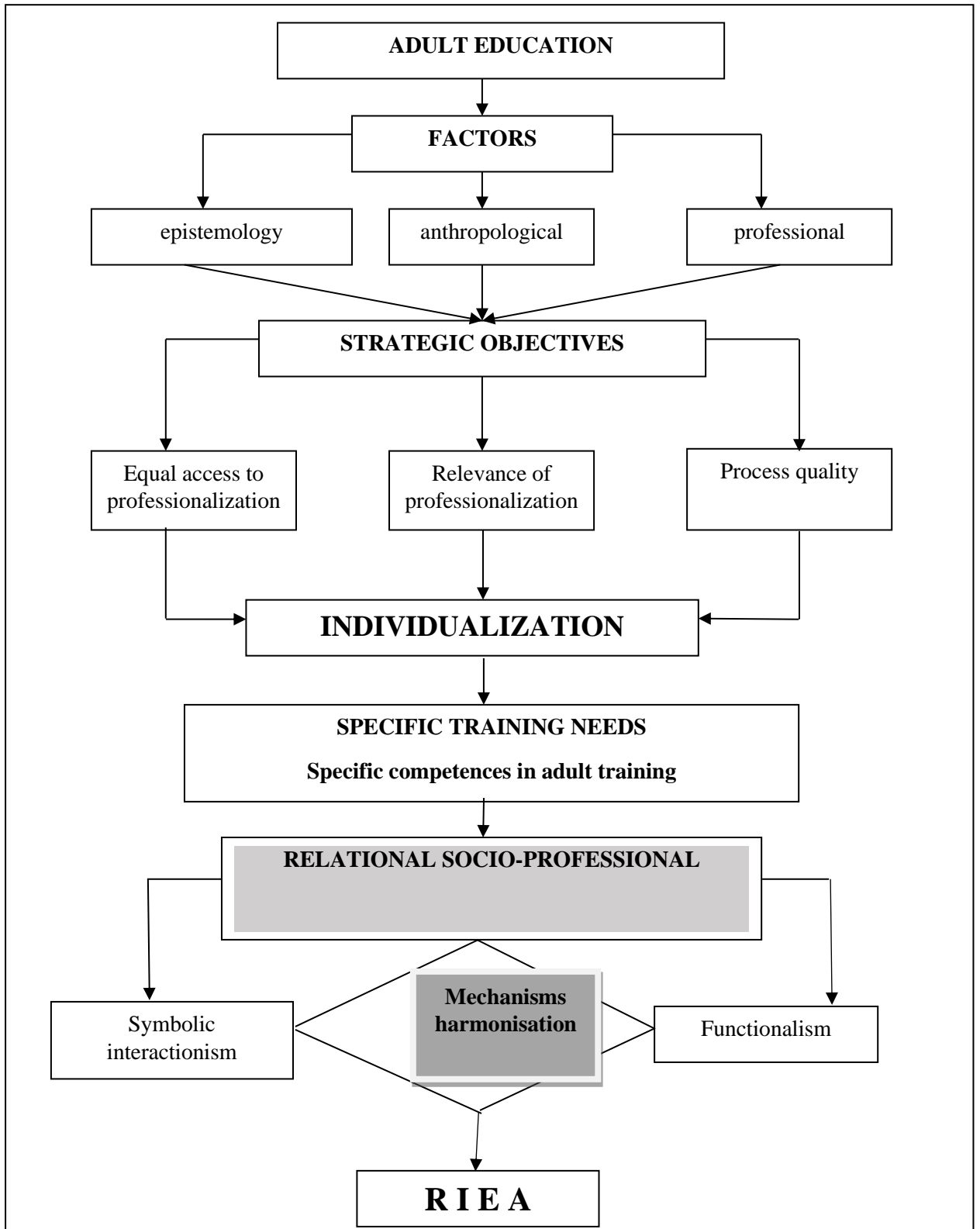
The following table summarizes the RIEA methodology.

**Table 1. RIEA methodology**

Specific needs	Categories of skills	Competence units	Complexes of individualization	Share values
The need to know Self-concept Previous experience Willingness to learn Orientation to learn Motivation to learn	Communication	8 competence units	Reflective capabilities Disclosure of natural" deposits" Highlighting strengths Possibility of adjustments Utility condition Positive self-perception	purchase interaction valorization reflection opening flexibility perspectivity innovation creativity gratification settlement relationship anticipation initiative
	Intercultural	5 competence units		
	Digital	5 competence units		
	Entrepreneurial	7 competence units		
	Scientific	6 competence units		
	Social	10 competence units		
<b>MODALITIES OF ACTIVITY: constructivist workshop</b> discussion workshop, case workshop, deduction workshop, negotiation workshop, exploration workshop, interpretation workshop, argumentation workshop				

The Information Society promotes methodological changes in conditions in which people have to adapt to new technologies, to new methods of work, to execute new tasks, to fulfill new roles, new functions, and especially to accumulate new knowledge. A permanent update of the information is required. The field of education is influenced by technological, social and cultural changes and is dominated by lifelong learning.

Given the fact that the education and training system must adapt and update its education offer Permanently, in order to respond effectively to the needs of society, the specificity of symbolic interactionism was revealed, as a theoretical perspective that highlights how and who defines a social problem.



**Fig. 1 The model of socio-professional relationship in the individualization of adult education**

The perspective of symbolic interactionism emphasizes that social problems do not exist independently of how people define their society, the world in which they live, they are socially constructed according to the meanings that the problem has for all those affected. It has also been established that, according to the perspective of functionalism, most social norms/rules and arrangements can be explained in good measure in terms of their usefulness to society, so they perform a function.

The six types of specific needs that are involved in the learning process in adult education were analyzed: the need to know, the self-concept, the previous experience, the willingness to learn, the orientation towards learning and the motivation to learn. The richest resource for learning in adult education is our own experience, which can be harnessed through various experiential techniques. Adults' willingness to learn is determined by their ability to discover things they want to know and achieve in order to deal with real-life situations effectively. Learning orientation indicates that adults are centered on solving problems they face in everyday situations. The basic need of adults is to perform various tasks in the context of application in real life. In terms of motivation towards learning, adults are receptive to certain external factors, such as a better job, higher wages, but the strongest motivators are internal, which are visible through the desire to increase job satisfaction, improve self-esteem. A special role is played by the needs expressed in the existential, methodological, managerial plan. The need for education as a social need is only that which is expressed by someone, that is, a need that exists real or potential in individuals, groups, concrete communities and that manifests itself through options, aspirations and possibilities. In this analytical context, individual needs in adult education are manifested in the form of motives (needs, interests, aspirations) that orient the activity of adults involved in the educational process.

The concept of competence is one as challenged as it is diverse in the definitions given to it from different perspectives by different authors. From a broad perspective, at a general level, the term competence describes the ability of an individual to carry out an activity according to the prescriptions. Specifically, competence in the field of adult education refers to a set of knowledge, skills, skills, attitudes necessary for learners and facilitators to carry out training activities.

Through analytical reflection, the special competence in adult education was defined in the following variant: the specific competences in adult education represent a set of knowledge, capacities, attitudes adapted to the professional context, circumscribed to the actional solving of problems in specific situations, in useful, correct, efficient aspect.

Starting from the considerations presented in the chapter and adhering to the critical points of view on the notion of adult education, an overview of individualization in adult education has

been set up, which has the following characteristics: allows taking into account the reflective capacities of adults; designs individual educational trajectories for each adult individually; accelerates the process of informing adults. Individualization involves taking into account the personal characteristics of adults in all ways of Education. It also includes an aspect of organizing the educational process with taking into account the opportunities and interests of adults. It allows to reveal the strengths of adults, the development of unique personal qualities. The process of individualization involves the creation of sets of tasks of varying volume and complexity. The main goal of this type of approach is to harness the abilities and individual characteristics of adults, promote the formation of independence and responsibility in the formative process.

It highlights the fact that the harmonization relationship is characterized by degree and cardinality. The degree of a relationship represents the number of entities that participate in that relationship. There are binary relations (between two entities) and N relations (between several entities). The cardinality of a binary relation represents the number of instances of the two entities that are associated by that relation. Through analytical synthesis, the structural components arranged in a logical sequence have outlined the model of socio-professional relationship in the individualization of adult education the proposed model stages the component units at the level of factors (epistemological, anthropological, professional), at the level of strategic objectives, of individualization within the training needs of adults in the professional context. A special place is occupied by the socio-professional landmarks that record the mechanisms of harmonization, as a conceptual interweaving relationship between the socio-professional and the individual field. This concept designates the name of a rather eclectic link within the Adult Education Activity, which, broadly speaking, aims to develop the current approach of capitalizing on individualization and to create units of the type described by the principles of intelligent development: the integration of different sectors, multiple ways of action, the creation of an identity that favors the interaction between the elements of the relationship.

Another important moment in the conceptual elaboration of the theoretical-applicative tool at the level of individualization of adult education modalities is the structuring of the RIEA methodology – the methodology of relationship in the individualization of adult education. Based on the specifics of the harmonization relationship, several basic components were integrated into a notional-applicative unit: specific needs in adult education are manifested in the form of motives (needs ,interests, aspirations) that orient the activity of adults involved in the educational process; categories of competences; units of competences that specify each category of competence; complexes of individualization; actional values and ways of individualization. In this way, an original way of activity is structured – the constructivist workshop, which aims to provide an

adequate framework of interaction and individualized support in order to perceive and understand the specifics of adult education from the socio-professional perspective.

**In Chapter 3. "Applicative investigation of the socio-professional relationship in adult education"** is presented the experimental approach: purpose, objectives, hypothesis, structures, stages, representations, etc. a pedagogical experiment of formative-developmental type was designed. This type of experiment involves intervention in the experimental group in order to determine certain changes by introducing the progress factor. Stage 1. a pedagogical experiment included the extended finding experiment, the extended term assuming that the diagnosis was combined with the finding, being included in the experiment both the experimental subjects as such, in number of 138 Teachers (Training Group and control group) and other subjects, in order to ascertain certain aspects regarding the option of several categories (students, master students, teachers) in relation to the specific competences of adults, in number of 87. A competency questionnaire was developed to identify the subjects' choice in relation to adult education specific competencies. This is also an opinion questionnaire, with the help of which the attitudes, motivation, interests of the subjects are studied (by the content of the information collected). The technique of constructing the questionnaire was based on the components of the RIEA methodology, through the proper operationalization of the researched dimension, the construction of items describing observable behaviors or concrete aspects of the researched dimension. The 2nd stage of the pedagogical experiment included the implementation of the RIEA methodology, which was based on 7 formative activities through the constructivist workshop technology. The workshop alternates the stages of individual work based on the formulated thematic topic with the stages of discussion and clarification of the specific questions of the subjects. Constructivist workshop is an innovative technology at the level of adult education, designed based on the needs of Applied Research. Here the specifics of the workshop-based activity are combined in consonance with the specifics of Constructivism in education.

Stage 3 of the pedagogical experiment represents the realization by the subjects of a pedagogical project. Those who participated in the constructivist workshop made a project in which to demonstrate what they had learned. Those who did not participate realized the project as an entrance exam for the course.

**Table 2. The approach of the pedagogical experiment**

Period/ Experimental subjects	Pretesting phase Finding experiment (enlarged)	Test phase Training experiment	Post-test phase Validation experiment
	<i>Investigative tools</i>	<i>Intervention actions</i>	<i>Investigative actions</i>
Experimental sample finding (255 subjects) August 2021	<ul style="list-style-type: none"> <li>• Skills questionnaire (255 subjects: 138 +87)</li> <li>• Multiple choice Test (138 subjects)</li> <li>• Analysis and interpretation of results</li> </ul>		
Training group (68 subjects) September 2021-May 2022		<ul style="list-style-type: none"> <li>• Valorization of the RIEA methodology</li> </ul> Constructivist workshop Discussion module Case module Exploration Module Interpretation module Argumentation module	
Experimental validation sample Training group (GF: 68 subjects) Control group (GC: 70 subjects) May 2022			Project development individual Interpretation and comparison of the results of subjects (effectiveness of the methodology, its impact)

The trainer had the role of analyzing the projects and evaluating them. As a result of the statistical analysis, there was a significant difference between the scores obtained when evaluating the projects of the subjects who participated in the constructivist workshop and the scores obtained by those who did not participate in the course.

Subjects who participated in the constructivist workshop learned to use their own experience in performing tasks. Also, being an interactive learning mode, they were able to observe and use the experience of the other participants in the course. The trainer has the only role of guiding and coordinating the educational activity.



## **Efficiency of the RIEA methodology**

### ***RIEA methodology-relationship methodology in the individualization of adult education***

Adult education is influenced by epistemological, anthropological and professional factors. Every adult comes with a baggage of their own experiences and knowledge. It affects the educational process. The Riea methodology represents the building of new experiences from old ones, not a passive acceptance of new information. Individualization involves the use of one's own knowledge to which the concepts discovered in the course will be added to solve the tasks assigned by the trainer. Solving them causes the formation of new experiences, the accumulation of new knowledge and the improvement of skills. In adulthood, education is mostly carried out through practical applications, by highlighting the usefulness and applicability of information. The Riea methodology emphasizes subject guidance rather than teaching – learning. Subjects are encouraged to participate in educational activity by expressing their own opinions, formulating assumptions, assumptions. The subject-centered teaching approach involves taking maximum consideration of the individualization of the subject. Each is unique and individual and teaching a subject is no longer an end in itself, but a means of developing the skills and inclinations of the subjects. The process of cognition is based on their awareness of the purpose of the educational act.

The information and knowledge gained through the Riea methodology is better fixed in the memory of the subjects and helps them to apply them in everyday life. In constructivist workshops they improved their social skills, to help each other and to appreciate each other's opinion.

In constructivist workshops the feeling of boredom no longer arises. Learning is interactive, full of challenges. Solving practical exercises stimulates thinking and interaction between subjects. Each has the opportunity to learn from the other's experience. The trainer does not have an attitude of superiority, but of coordinator. It helps subjects make correlations between information already held, new information and the processes involved in learning (case studies, discussions, explorations, argumentation, interpretations). Thus the educational process is a matter of sharing and negotiating the knowledge accumulated by each. The same lesson can have a different impact on subjects because their interpretations are subjective and different.

The RIEA methodology gives subjects the opportunity to use their own knowledge to solve real problems compared to primary or general school when students solve hypothetical problems of Mathematics, Physics or chemistry, and biology is a string of information about animals and birds that the child sees only on television. The problems solved in the constructivist workshop are realistic, encountered in everyday life, each subject being challenged to share their own experience with other colleagues.

The quantitative questionnaire-based research resulted in conclusive results regarding the opinion of the experimental subjects in relation to the specific adult learning competences. Depending on the country to which the subjects belong, the data indicated that there are significant differences in the six skill categories. Regarding communication skills, it was found that the participants from Romania obtained significantly higher scores, compared to those from the Republic of Moldova at the level of two categories: the ability to conduct a discussion in any situation, even if there is a conflict or the interlocutor has a different opinion, expressing their own opinions easily. On the other hand, participants from the Republic of Moldova obtained significantly higher scores, compared to those from Romania, referring to the category of understanding the interlocutor. Regarding the competences related to the multilingualism and multiculturalism component, the research data show that participants from the Republic of Moldova scored significantly higher, compared to those from Romania, referring to the category of involvement in cooperation with colleagues from other cultures. Regarding digital skills, data indicate that participants from the Republic Of Moldova scored significantly higher, compared to those from Romania, at the level of three categories: the ability to use new technologies for more efficient communication, the ability to easily use various devices (PC, smartphone, laptop, tablet, etc.), the ability to create, edit and improve content in different formats (photo, video, texts) to express themselves creatively with the help of technology. At the level of entrepreneurial skills, the research data show that participants from the Republic Of Moldova obtained significantly higher scores, compared to those from Romania, from the perspective of the following categories: the ability to develop a clear and unambiguous plan for effective action, the development of strategies to influence others, the collection of information in the situation of starting a new project, the ability to work long hours and make personal sacrifices in order to complete the work on time. Regarding the competences aimed at openness to science and culture, the research results show that the participants from the Republic of Moldova obtained significantly higher scores, compared to those from Romania, for the categories: interest in deepening knowledge on the study of grammar and literature, confidence in the possibilities to fulfill their ideas, valorization of contemporary culture. In terms of social and professional skills, the data show that participants from the Republic Of Moldova achieved significantly higher scores, compared to those from Romania, for the following categories: the ability to influence people around, the ability to pay attention to the needs of others, motivating other people to achieve common goals, constantly updating knowledge and developing new professional skills, as a result of rapid changes in science. On the other hand, participants from Romania scored significantly higher, compared to

those from the Republic of Moldova, with reference to the categories: ability to easily relate to other people, involvement in solving social problems that are important.

Based on the results obtained from the application of the skills questionnaire, we conducted a training experiment. A total of 68 subjects participated in the courses of the constructivist workshop. The course was divided into 5 modules: discussion module, case study module, Exploration Module, interpretation module and argumentation module. The constructivist workshop comes with a different type of approach to the learning process. The trainer of the program is a coordinator who directs learning, but it occurs individually and quickly. The subject is guided to discover, apply, try through exercises and practical applications to solve and self-evaluate at the end of each activity. Each module was divided in turn into 5 parts: discursive attack; adjacent information; relating; video discussion; personal development actions. This can no longer be about just presenting and appropriating information. After each stage the subjects were given tasks. On the basis of previous individual experience and on the basis of information received in the course they solved the practical exercises. There are no predefined, standard answers. Each responds according to their own experience and the way of receiving/understanding the information received. Subjects are responsible for their own activity, support their own opinions, learn from the responses of others. Interaction is not only in one sense trainer – subject, but there is also interaction between subjects, and the trainer can also learn from the subjects' life experience.

At the end of the course, both those in the control group (70 subjects) and those in the training group (68 subjects) developed an individual project. The theme of the project was chosen by each individual from a list of topics. Following the analysis of the projects and the comparison of the results of the subjects it was found that:

*1. There are significant differences between the use of reflexive capacity (CR) in the project implementation between the subjects who attended the constructivist workshop and the subjects who did not attend the course, in the sense that the people who attended the course obtained higher values in evaluating the projects compared to those who did not attend the course.*

*2. There are significant differences between the capacity to analyze the case studies in the project implementation between the subjects who attended the constructivist workshop and the subjects who did not attend the course, in the sense that the people who attended the course obtained higher values in evaluating the projects compared to those who did not attend the course.*

*3. There are significant differences between the ability to deduce in project realization between the subjects who attended the constructivist workshop and the subjects who did not attend the*

*course, in the sense that the people who attended the course obtained higher values in project evaluation compared to those who did not attend the course.*

*4. There are significant differences between the ability to interpret the research results between the subjects who attended the constructivist workshop and the subjects who did not attend the course, in the sense that the people who attended the course obtained higher values in evaluating the projects compared to those who did not attend the course.*

*5. There are significant differences between the ability to argue ideas between the subjects who attended the constructivist workshop and the subjects who did not attend the course, in the sense that the people who attended the course obtained higher values in evaluating the projects compared to those who did not attend the course.*

In this way, the numerical results illustrate a 46% increase in the level of training of specific competences of adults (if the arithmetic average of 2.54 units at the finding stage constitutes 100%, then the arithmetic average of 3.72 from the control is 46% higher).

It can be seen that the role of the trainer is not to teach information but to guide the subjects to achieve their proposed objectives. Especially in adult education it can be seen that to achieve the objectives it is not enough for trainers, teachers to make only a mechanical presentation of information, and subjects to learn by heart. We can also observe the influence of personal experience, each subject solving the tasks in a personal, unique touch. It is not essential to accumulate certain information, but to reflect on it, to find utility and to take advantage of each experience. It is important to ask questions and to ask ourselves questions, to research, to dare to express ourselves. In the constructivist workshop it is noticed that the subjects are bolder, not afraid to respond, and the fear of making a mistake is significantly reduced.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. Based on current approaches to adult education and professionalization pedagogy, adult learning has been found to be a part of lifelong learning. Contemporary guidelines in adult education place great emphasis on prospecting development needs, whether personal or professional. Professionalization is a social process by which any occupation turns into a true profession of the highest integrity and competence and involves the development of associated skills, identities, norms and values in order to become part of a professional category. Analyzing the three meanings of the term professionalization: applying specific knowledge and capacities in a process of individual and/or collective professional development; putting into practice collective strategies and rhetoric based on the process of professionalization of occupations; individual adherence to rhetoric and collective norms, appealing to a process of professional and individual socialization, is considered in choosing the profession as an object of study and the list of essential attributes, constituting an ideal model. *Professionalization therefore brings together the following characteristics: practicing a profession that involves an intellectual activity that engages individual responsibility (Subchapter 1.1 and 1.2)*

2. Through an integrative analytical journey, it was established that in the adult learning means deepening, restructured and even creation, originality. The organization and conduct of the educational process is based on different principles in adult education, compared to the education of children, due to the fact that in the case of the adult the educator is no longer essentially a person (teacher, teacher), but represents the activity, the work that the adult carries out together with the group to which he belongs. Precisely because of this, adult education is identified with the need for socialization, for the development of a cultural world, which is also a way of communicating with the members of the group to which the adult belongs. A consequence of this is that adults develop differently, depending on the cohesion, organization and orientation of the group to which they belong. *The principle of a global and individualized approach is an essential aspect in adult education. Individualization involves taking into account the personal characteristics of adults in all ways of Education.* It also includes an aspect of organizing the educational process with taking into account the opportunities and interests of adults, allows revealing the strengths of adults, developing unique personal qualities. It provides for a specific approach in understanding the priorities, needs, goals of training; creation of conditions for the disclosure of natural deposits of adults; implementation of assistance and support for the self-realization of subjects. The essence of this approach is to adjust the professional development of

the adult, taking into account real conditions, specific parameters of his personality. (Subchapters 1.2 and 2.3)

3. Six types of specific needs that are involved in the learning process in adult education have been analyzed and substantiated: the need to know, self-concept, previous experience, willingness to learn, learning orientation and motivation to learn. Adults' willingness to learn is determined by their ability to discover things they want to know and achieve in order to deal with real-life situations effectively. Learning orientation indicates that adults are centered on solving problems they face in everyday situations. The basic need of adults is to perform various tasks in the context of application in real life. In terms of motivation towards learning, adults are receptive to certain external factors, such as a better job, higher wages, but the strongest motivators are internal, which are visible through the desire to increase job satisfaction, improve self-esteem. It was also specified that, specifically, competence in the field of adult education refers to a set of knowledge, skills, skills, attitudes necessary for learners and facilitators to carry out training activities. Through analytical reflection, the special competence in adult education was defined in the following variant: the specific competences in adult education represent a set of knowledge, capacities, attitudes adapted to the professional context, circumscribed to the actional solving of problems in specific situations, in useful, correct, efficient aspect. (Subchapter 2.2. and 2.3.)

4. Starting from the above considerations, it was revealed that the harmonization relationship is characterized by degree and cardinality. The degree of a relationship represents the number of entities that participate in that relationship. There are binary relations (between two entities) and N relations (between several entities). The cardinality of a binary relation represents the number of instances of the two entities that are associated by that relation. Through analytical synthesis, structural components arranged in a logical sequence have outlined the model of socio-professional relationship in the individualization of adult education. The proposed model stages the component units: at the level of factors (epistemological, anthropological, professional), at the level of strategic objectives, of individualization within the training needs of adults in the professional context. A special place is occupied by the social-professional landmarks that record the mechanisms of harmonization, as a conceptual interweaving relationship between the socio-professional and the individual field. Arguments were formulated for the idea of social harmonization in vocational training, which involves the orientation, training and professional training of human resources, taking into account the ways of efficient capitalization of human resources. Open, transparent, flexible subsystems should be created to complement each other. (Subchapter 2.3. and 2.4)

5. Through synthetic interpretations, the theoretical-applicative tool was conceptually developed at the level of individualization of adult education modalities in the form of the RIEA methodology-the methodology of relationship in the individualization of adult education. Based on the specifics of the harmonization relationship, several basic components were integrated into a notional-applicative unit: specific needs in adult education are manifested in the form of motives (needs ,interests, aspirations), which orient the activity of adults involved in the educational process;; units of competencies, which specify each category of competence; complexes of individualization; actional values and ways of individualizationIn this way, an original way of activity is structured – the constructivist workshop, which aims to provide an adequate framework of interaction and individualized support in order to perceive and understand the specifics of adult education from the socio-professional perspective. (Subchapter 2.3.)

6. In relation to adult education, the idea was set up that the educational action centered on the formation of specific competences implies both the presentation of theoretical notions, as well as the cultivation and consolidation based on concrete activity, motivation and attitudes, norms and practical principles of addressing and solving various problems. In order to carry out the pedagogical experiment, it was considered appropriate to select and train the following categories of competences: openness to science, multilingualism and Interculturality. Therefore, the starting point was built in the dialectic of the harmonization relationship, trying to identify, within the general framework of the formation of specific competences, those units of competences that constitute, characterize and determine the individualization of adult education modalities.(Chapter 3)

7. The process of implementing the RIEA methodology, which was based on several complexes of formative activities, through the technology of the constructivist workshop, illustrated the fact that the workshop alternates the stages of individual work based on the formulated thematic topic with the stages of discussion and clarification of the specific questions of the subjects. In this reference context, the following definition was formulated: constructivist Workshop is an educational technology that involves exploring the natural ability of the brain to process a certain volume of information through a personal management of the time dedicated to learning, reaching the essence by building personal, from within, knowledge in a dynamic and participatory process. In order to verify the hypothesis formulated, a pedagogical validation experiment was conducted. The results obtained in the final tests in the two groups (GF and GC) were reported to each other and assessments were made regarding the differences found (46% increase in the level of specific competences). The information and knowledge gained through the Riea methodology is better fixed in the memory of the subjects and helps them to apply them in

everyday life. In constructivist workshops they improved their social skills, learned to help each other and appreciate each other's opinion.(Subchapter 2.3.)

### **RECOMMENDATIONS**

1. Based on the fact that the level of awareness of the importance of adult education increases and an increasing demand for vocational training and retraining activities is observed, the evolution of technology, the free movement of information and the desire for a better life, motivates adults to return to the school benches. In this frame of reference, it is advisable to research and develop a theoretical-applicative paper with the title "adults learn the new".

2. The result of the research experiments highlight the usefulness of the applied pedagogical model. Configuring the constructivist workshop so that it is accessible to large categories of adults, not just those in education, is an opportunity for the adult education process. In this context, the capitalization of the constructivist workshop in the continuous training of the various categories of beneficiaries should be based on a strategic formative Program.

3. In order to ensure the quality of the continuous training process, it is necessary to review the training of trainers from the perspective of socio-professional harmonization, through the broader research of individualization as a success factor, possibly in a paper entitled "individualization of adult education-professional success factor".

4. Pedagogy should be approached as a science that deals with the education of the individual throughout his life, permanent education. Education should be seen as a process of transformation, involvement, interaction and action. Life and response to everyday situations is an assessment in the case of adult education. Therefore, the need arises to schedule a lifelong learning path so that it is clear to the person that he must include his new acquisitions in order for them to have a beneficial impact on his professional career.



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## ADNOTARE

Bertea Iulian-Ciprian

### Armonizarea socio-profesională în individualizarea modalităților de educație a adulților, teză de doctor în științe ale educației, Chișinău, 2022

**Structura tezei:** Introducere, trei capitole, concluzii generale și recomandări, bibliografie din 178 titluri, 11 anexe, 137 de pagini de text de bază, 7 figuri, 17 tabele. Rezultatele obținute sunt publicate în 12 lucrări științifice.

**Cuvinte-cheie:** strategii de educație a adulților, armonizare, relaționare, relație de armonizare, educația adulților, individualizare, profesionalizare, formare profesională, nevoi de formare, competențe specifice, atelier constructivist.

**Scopul lucrării:** valorizarea reperelor teoretico-aplicative ale armonizării socio-profesionale în educația adulților din perspectiva individualizării în *Modelul relaționării socio-profesionale în individualizarea educației adulților*.

**Obiectivele cercetării:** Esențializarea teoretică a noțiunilor de *educație a adulților, formare profesională, profesionalizare, nevoi de formare, individualizare, competențe speciale ale educației adulților; relaționare; relație de armonizare*; analiza reflexivă a abordărilor actuale în educația adulților (tendențe, factori, specific, orientări, obiective strategice, modalități de formare, metode de instruire); dezvăluirea analitică a relației de armonizare în contextul educației adulților; structurarea instrumentarului teoretico-metodologic de formare a competențelor specifice ale adulților (cadre didactice); organizarea, realizarea și validarea rezultatelor experimentale în vederea confirmării valorii formative a Metodologiei RIEA.

**Noutatea și originalitatea științifică** se constituie din valorizarea relaționării în procesul de formare profesională la nivelul educației adulților, prin teoretizarea *relației de armonizare* și fundamentarea teoretico-praxiologică a *Modelului relaționării socioprofesionale în individualizarea educației adulților*; s-a reactualizat în prim-planul analizei metodologia formativă a individualizării, necesitând și un nou reper aplicativ, cel al *atelierului constructivist*.

**Rezultatele obținute care au contribuit la soluționarea unei probleme științifice importante:** *Fundamentarea* teoretico-aplicativă a *Modelului relaționării socio-profesionale în individualizarea educației adulților* și aplicarea Metodologiei RIEA în procesul educației adulților *a avut ca efect* confirmarea valabilității acestora, *direcționând* demersul formativ spre abordarea relației de armonizare în individualizarea procesului de formare a competențelor specifice adulților.

**Semnificația teoretică:** Cercetarea a pus în evidență definirea noțiunilor de educație a adulților, profesionalizare, formare profesională, nevoi de formare, relație de armonizare, competențe specifice ale adulților; au fost investigate epistemologic tendințe, factori, orientări, obiective strategice, modalități de formare în cadrul educației adulților.

**Valoarea aplicativă:** Metodologia RIEA este un construct praxiologic, axat pe categorii și unități de competențe, pe valori acționale și complexe ale individualizării, care, aplicat la nivelul educației adulților, poate genera rezultate relevante și eficiente.

**Implementarea rezultatelor științifice.** Rezultatele științifice ale cercetării au fost valorificate la nivelul a 138 subiecți experimentali din următoarele instituții de învățământ Colegiul „NV Karpen Bacău”, Universitatea “Vasile Alecsandri” din Bacău și Colegiul Mondostud-Art din Chișinău.

## АННОТАЦИЯ

Bertea Iulian-Ciprian

### **Социально-профессиональная гармонизация в индивидуализации способов воспитания взрослых, Диссертация доктора педагогических наук, Кишинев, 2022**

**Структура диссертации:** введение, три главы, общие выводы и рекомендации, библиография 178 названия, 11 приложения, 80 основные текстовые страницы, 7 фигурки 17 таблицы. Полученные результаты опубликованы в 12 научные работы.

**Ключевые слова:** стратегии образования взрослых, гармонизация, отношения, гармонизирующие отношения, образование взрослых, индивидуализация, профессионализация, профессиональное обучение, потребности в обучении, конкретные навыки, конструктивистский семинар.

**Цель работы:** структурирование теоретико-прикладных вех социально-профессиональной гармонизации в образовании взрослых с точки зрения индивидуализации в модели социально-профессиональных отношений в индивидуализации образования взрослых.

**Цели исследования:** теоретическая Эссенциализация понятий воспитания взрослых, профессиональной подготовки, профессионализации, потребностей в обучении, индивидуализации, специальных компетенций воспитания взрослых; взаимосвязь; гармонизирующие отношения; рефлексивный анализ актуальных подходов в воспитании взрослых (тенденции, факторы, специфика, ориентиры, стратегические цели, способы обучения, методы обучения); аналитическое раскрытие взаимосвязи гармонизации в контексте воспитания взрослых; структурирование теоретико-методологического инструмента формирования специфических компетенций взрослых (педагогических кадров); организация, реализация и валидация экспериментальных результатов с целью подтверждения формирующего значения методологии рия.

**Научная новизна и оригинальность** заключается в оценке взаимосвязи в процессе профессиональной подготовки на уровне образования взрослых путем теоретизации взаимосвязи гармонизации и теоретико-праксиологического обоснования модели социопрофессиональных отношений в индивидуализации образования взрослых; на переднем плане анализа была обновлена формирующая методология индивидуализации, требующая и нового прикладного ориентира, конструктивистского семинара.

**Полученные результаты, способствовавшие решению важной научной проблемы:** теоретическое обоснование модели социально-профессиональных отношений в индивидуализации образования взрослых и применение методологии рия в процессе воспитания взрослых, привели к подтверждению их обоснованности, направив формирующее стремление к подходу к гармонизирующим отношениям в индивидуализации процесса формирования специфических для взрослых компетенций.

**Теоретическая значимость:** в исследовании четко изложены понятия образования взрослых, профессионализации, профессионального обучения, потребностей в обучении, гармонизирующих отношений, специфических навыков взрослых; эпистемологически исследованы тенденции, факторы, ориентации, стратегические цели, способы обучения в рамках образования взрослых.

**Прикладная ценность:** методология RIEA-это праксиологическая конструкция, ориентированная на категории и единицы компетенций, на действительные и сложные ценности индивидуализации, которые, применительно к уровню образования взрослых, могут дать разумные и эффективные результаты.

**Реализация научных результатов.** Научные результаты исследования были использованы на уровне 138 экспериментальных субъектов в следующих учебных заведениях Колледж "Н. в. Карпен Бакэу", университет "Василе Александри" в Бакэу и Колледж Мондостуд-арт в Кишиневе.

## ANNOTATION

**Bertea Iulian-Ciprian**

**Socio-professional harmonization in individualization of adult education modalities,  
thesis of doctor of Education Sciences, Chisinau, 2022**

**Thesis structure:** introduction, three chapters, general conclusions and recommendations, bibliography from 178 titles, 11 appendices, 80 of basic text pages, 7 figures. 17 tables. The results are published in 12 scientific papers.

**Keywords:** strategies of adult education, harmonization, relationship, harmonization relationship, adult education, individualization, professionalization, professional training, training needs, specific competencies, constructivist workshop.

**Purpose of the paper:** structuring the theoretical-applicative landmarks of socio-professional harmonization in adult education from the perspective of individualization in the socio-professional relationship model in the individualization of adult education.

**Research objectives:** theoretical essentialization of the notions of adult education, vocational training, professionalization, training needs, individualization, special competences of adult education; relationship; harmonization relationship; reflexive analysis of current approaches in adult education (trends, factors, specifics, guidelines, strategic objectives, training modalities, training methods); analytical disclosure of the harmonization relationship in the context of adult education; structuring the theoretical-methodological tool for the formation of specific competences of adults (teachers); organization, realization and validation of experimental results in order to confirm the formative value of the RIEA methodology.

**The scientific novelty and originality** is formed from the valorization of the relationship in the process of professional training at the level of adult education, by theorizing the harmonization relationship and the theoretical-praxiological substantiation of the socioprofessional relationship model in the individualization of adult education; the formative methodology of individualization was updated at the forefront of the analysis, requiring a new applicative landmark, that of the constructivist workshop.

**The results obtained that contributed to the solution of an important scientific problem:** the theoretical substantiation of the socio-professional relationship model in the individualization of adult education and the application of the RIEA methodology in the process of adult education had the effect of confirming their validity, directing the formative approach towards the approach of the harmonization relationship in the individualization of the process of training adult-specific competencies.

**Theoretical significance:** the research has definitively highlighted the notions of adult education, professionalization, vocational training, training needs, harmonization relationship, specific competences of adults; epistemological trends, factors, orientations, strategic objectives, training modalities within adult education have been investigated.

**Applicative value:** the Riea methodology is a praxiological construct, focused on categories and units of competencies, on actional and complex values of individualization, which, applied at the level of adult education can generate reasonable and effective results.

Implementation of scientific results. The scientific results of the research were capitalized at the level of 138 experimental subjects from the following educational institutions College "NV Karpen Bacau", University "Vasile Alecsandri" from Bacau and Mondostud-Art College of Chisinau.

**BERTEA IULIAN-CIPRIAN**

**SOCIO-PROFESSIONAL HARMONIZATION IN THE  
INDIVIDUALIZATION OF ADULT EDUCATION MODALITIES**

**Summary of the doctoral thesis in education sciences**

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