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**POSTMODERN VALUES IN PRIMARY EDUCATION:
TEACHERS' PROFESSIONAL DEVELOPMENT IN RELATION TO PUPILS'
LANGUAGE EDUCATION**

Speciality 531.01. General Theory of Education

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CONCEPTUAL BENCHMARKS OF RESEARCH

The topicality and importance of the topic addressed. Currently, in various areas of life, trends towards change are increasingly evident, based, in principle, on updated entities, which are given new values, in various contexts of reality. Given the knowledge function to create, understand and evaluate change in the educational field, the approach to concepts of regenerated novelty in the postmodernism socio-cultural context is determined by the search, consecrated from a pedagogical point of view, of necessity and certainty, the reference point being value.

There are questions such as whether education is postmodern, whether teachers perceive the specificity of postmodernism in pupils' education, whether they rally to postmodern desiderata, whether postmodernity is generally assimilated in the educational space, questions to which answers are sought, but which, for now, remain open to several alternatives. Privileging the theoretical approach to postmodernism generates practical needs both for pupils and teachers, and at the same time for their professional development.

The elucidation of the problems that postmodernism has posed for pedagogical theory and practice is quite complex, diverting attention to postmodern values, which are determinants in current education, in a world in permanent change/transformation. In order to understand the role of these values, they must be contextualized relationally in a specific pedagogical framework, structured and valorized in a secure logic of results. Clarifying the sources of postmodern values in relation to teachers' professional development who carry out pupils' language education through the valorization of their pedagogical logic and clarifying the theoretical premises, which ensure their efficient exploration, becomes an important fact from the point of view of achieving the desiderata of the educational ideal in a period of values crisis.

This educational line of thought influences the pedagogical context according to a fundamental epistemology, identifying some aspects that must be discovered through reflection on them. The instantiation of postmodern values in education covers more and more ground, consolidating their specificity in the formation of the human being both at pupils' level and at teachers' level. The profoundly constructive reflexivity in relation to postmodern values in primary education identifies the idea of self-reflection, the valorization of narrative in the educational process, knowledge as power, multi-vectorial discourse, the primacy of text and interpretation, person-centeredness, etc., including the research carried out by J.-F. Lyotard in the conceptual field of postmodernism [38], I. Hassan with the idea of the superior capacity of the mind [66], S. Benhabib, who approaches the issue of knowledge as power [58], M. Cărtărescu with the perspectivist theory [11], M. Martin, with an original vision of the separation of postmodernism from modernism [80], E. Stan, who views postmodernism as a philosophical synthesis of the decline of modernism [50], etc.

An analysis of how postmodern approaches influence teacher training and professional development, especially in the context of pupils' language education, is intrinsic to the context of promoting quality in education. There are solid reasons for approaching elements of change at the level of teacher professional development from the perspective of postmodern values, as evidenced by the fact that the teacher/learner is seen as *the backbone of society*; promoting the idea of the *polysemic nature* of professional development; professional development through research and reflection; renewing professional competence; professionalization; assuming the challenges of the profession;

the positive effect of professional development on pupils, etc., in the view of a number of researchers, including Ph. Perrenoud [82], C. Day [61], H. Timperley [87], N. Brodeur and Ch. Leblanc [76], E. Joița [35, 36], Vl. Guțu [30], etc. The restoration of the teacher's effectiveness based on professional development marked by attitudinal ability becomes one of the primary tasks. Such phenomena, such as those of capacity and attitude, fundamentally influence educational practice, being phenomena of particular topicality. Their effect is not only to produce a possible change, but also an inevitable one.

The concern for language education is an essential aspect accompanying the changes at the methodological level. The level increase of awareness of the special importance of language knowledge is followed by new observations regarding the language aspects, which is perceived dynamically and contextually. Learning the Romanian language and literature in school is of inestimable importance, because its correct acquisition by pupils becomes the basic condition for achieving the fundamental objective of education, namely the formation of personality in the perspective of rapid integration into the knowledge society.

In order to express and understand the language communicative aspects, an active communicative existence is needed, according to X. Roegiers [84], J. Dubois [78], C. Simard [86], T. Slama-Cazacu [49], Vl. Pâslaru [44, 45] etc. V. Goraș-Postică carried out the first research on the integration of the linguistic and literary education process within the school subject Romanian Language and Literature [29]. V. Bâlici [4] speaks about the courage to manifest our linguistic awareness (cultural-linguistic identity), which resides in our will to speak in a beautiful and cultivated way, which is a sign of responsibility and respect for the human being. A. Ghicov [27] approaches linguistic and literary competence as an integrative result.

The categorical triple, in this case that of postmodern values, teachers' professional development and pupils' language education, is part of the new educational visions, forming a unity of the act of reflection on the changes demanded by the trends of Europeanization and internationalization, something mentioned in a series of documents in the field: the "Education 2030" Development Strategy [100], the Education Code of the Republic of Moldova [93], the European Qualifications Framework [92], Standards and Guidelines for Quality Assurance in the European Higher Education Area [99], etc. Thus, finding the reflex of this unity, both explicitly and implicitly, must be identified in an analytical argumentative relationship, in order to provide valid tools for educational practice.

Within the general framework of pedagogical mentality and within the specific framework of primary education, there is a need to identify the phenomenon that characterizes and determines the essence of the professional development of the teaching staff from a postmodern perspective at the current stage, namely *the phenomenon of their practical wisdom* in their professional activity.

These theoretical and methodological attempts, to which are added similar ones in various plans of the education sciences, aim at highlighting what *the new educational orientation* demands in the strategic evolution of the ways of developing professional activity: reflection and correct action, a fact that contradicts the orientation of professional development based on the informative valorization of knowledge, although the postmodern context demands *an active teachers' attitude* in the perception and development of knowledge from the perspective of pupils' language education.

Scientific problem of the research. Looking for the reasons that lead to the approach to postmodern values in primary education, the problem consists in identifying at the origin of this initiative *a basic epistemic core*, which would lead to the *elimination of the achrony*

(lack of concordance) between the promotion of the idea of postmodernity in education and the modeling of adequate representations at the level of teaching staff in the following aspects: a) pedagogical conversion of the phenomenon of postmodern value; b) illustrating the importance and epistemological, philosophical and pedagogical substantiation of the phenomenon; c) identifying *the primary postmodern value in the context of the new socio-educational requirements* for promoting the idea of professional development by giving a *determining role* to attitude.

Research purpose: Substantiating and developing the conceptual and methodological benchmarks for the operationalization of postmodern values in teachers' professional development in relation to pupils' language education by actively promoting reflective practice.

Research objectives:

1. Demonstrating the specificity of primary education in light of changes at the level of dimensions, process, criteria, connections, reconfigurations, contents, integrated into the thematic reference framework.

2. Describing the epistemological, pragmatic and communicative dimension of language education, of multifunctional learning and determining the conditions for revising the educational approach.

3. Revealing the pedagogical essence of teachers' professional development and identifying the theoretical and applied premises of exploring postmodern values in the field through distinctive epistemic arguments.

4. Determining the issue of postmodernism as a factor of evolution and as one of the factors of founding postmodern values based on the fundamental aspects that differentiate between modernism and postmodernism in the form of general benchmarks.

5. Identifying the first-rate postmodern values in the process of teachers' professional development.

6. Practical objectification of the relationship postmodern values – teachers' professional development – pupils' language education in representative *phronesis levels*.

7. Developing and validating the *Model of Postmodern Values in the Relationship Teachers' Professional Development – Pupils' Language Education* based on conceptual benchmarks.

8. Carrying out an argumentative analysis of the results of the pedagogical experiment at teachers' level by valorizing the *Methodology for Developing the Teacher's Practical Wisdom and the Operational Project*.

9. Epistemological recording of the *Conception of the Phronesis Teacher*.

Research hypothesis: If the professional development activity of the teachers who carry out the language education of primary school pupils is based on the pedagogical delimitation of postmodern values as a quality condition, then the development of teachers' *practical wisdom* as a determining value of phronesis pedagogy and as a factor of professional performance will be real.

The theoretical and methodological basis of the research consists of *theories, conceptions, principles, visions, theses, guidelines, perspectives, ideas, opinions, concepts* of researchers in epistemology, philosophy of education, psychology, logic, anthropology, linguistics, pedagogy.

Theories: M. Cărtărescu's perspectivist theory [11]; transformational theory in pedagogy [P.P. Гарифуллин, 91]; J.-F. Lyotard's theory of postmodernism, which signify the conceptual domain of postmodernism from a philosophical perspective and opens up

space for contemporary knowledge [38]; L. Wittgenstein's *theory of language games* [102]; the theory of the four values (respect, autonomy, justice, solidarity) [A. Zayed, 89]; the integrative theory of linguistic competence (knowledge, capabilities, attitudes towards language) [X. Roegiers, 84]; N. Chomsky's theory of competence and performance [60]; psycholinguistic theory of communication [T. Slama-Cazacu, 49]; J. Hafsah's theory on the 21st century teacher, who must be a *competent* teacher [65].

Concepts: A. Uwamariya and J. Mukamurera's conception of the *polysemic* nature of professional development [88]; J. Hassan's postmodernist conception of *indeterminacy* [66]; G. Troc's conception of postmodernism [52]; L. Hutcheon's postmodernist conception that gives way to the idea of difference [33]; C. Ulrich's conception of conservative and progressive postmodernism and the idea of state of mind [54]; constructivist conceptions: E. Joița [35, 36]; H. Siebert [47]; person-centered conception in measuring wisdom [I. Grossmann, N. Weststrate, M. Ardel, 64]; O. Reboul's conception of values in education [83]; S. H. Schwartz's conception of basic human values [73]; C. Day's conception of professional development in relation to lifelong learning and professionalization [61];

Ph. Perrenoud's conception of priority areas of teachers' competence [81] and of professionalization with three basic components (good knowledge of the profession, assuming responsibility and the challenges of the profession) [82]; D. Salade's integrative conception of teaching competence [46]; C. Simard's conception of the components of communication competence [86]; J. Dubois's conception of the regularity of linguistic competence [78]; O. Ducrot and J.-M. Schaeffer's conception of the meaning of linguistic competence [25]; Vl. Pâslaru's conception of literary-artistic education and linguistic education [45].

Principles: principles of professional development [R. Niculescu, 40]; principles of the constructivist model [N. Globu, 28]; the principle of "plural" knowledge of A. Uwamariya and J. Mukamurera [88]; principles of constructivism of M. Bocoș [6].

Visions: H. Timperley's vision with reference to the positive effect of professional development on students [87]; views of S. Connor [16], S. Benhabib [58], R. Usher [75], A. Panovski [98] regarding the *knowledge-power* relationship; views of K. M. Nielsen on *phronesis* [71]; O. F. Kirkeby [68]; K. Kristjansson [69]; the vision of *growth mindset* as an effect of professional development and as a basis for *phronesis* [101]; H. Mitchell's vision, according to which the purpose of teachers' professional development is to focus on students' needs [101]; D.-A. Schon's vision that associates the professional with a reflective practitioner [72]; E. Joița's [35,36] and Larisa Cuznetov's [20, 21] visions related to defining teachers' identity and professional self-actualization and harmonizing personality dimensions; O. Dandara's vision regarding the elements of teaching competence [23].

Ideas and opinions: ideas on the guiding desiderata of professional development by N. Brodeur and Ch. Leblanc [76]; ideas by V. Gh. Cojocaru on the evolution of the teaching staff [13, 14]; ideas by I. Jude on the intellectual system at early school age [37]; ideas by E. Noveanu on learning as understanding, as an active process, as a construction of knowledge systems [97]; ideas on the assimilation of knowledge in primary education by V. Panico [41]; ideas by Vl. Guțu on communication competence [31]; opinions by T. Cartaleanu, O. Cosovan on communication competence as a contextualization in the sphere of interrelation [10]; opinion by V. Goraș-Postică on communication competence as an interpretation of thoughts, facts, etc. [29]; typology of competences [E. Joița, 36]; T. Callo [8].

In the Republic of Moldova, areas related to *professional development* have been investigated by: T. Callo [9], who researches the pedagogical foundations of teachers' integral professional development and pupils' language education and lifelong education as a factor of change; V. Gh. Cojocaru [14] approaches teaching professionalization as a redefinition of the nature of the competences that underlie effective pedagogical practices; Vl. Guțu [30] addresses the teacher's problem in the period of postmodernity, of radical changes in society and in education systems and emphasizes the establishment of types of teachers, the identification of professional competences and teachers' specific functions; M. Cojocaru-Borozan [12] developed the concept of pedagogy of emotional culture, highlighting its essential role in the axiological development of personality; A. Afanas [1] conceptualized the paradigm of continuing professional training; Vl. Pâslaru [44] mentions the ethical value of communication and highlights initial and continuing professional training; O. Dandara [23] conceptualizes career guidance in the context of lifelong education; V. Andrițchi [2] addresses the issue of values as a reference system in the activity and teachers' professional development, highlighting as a general principle that of teachers' professional satisfaction; S. Baciuc speaks about the quality of education as an indispensable condition for the development of human resources; E. Țărnă [53] scientifically substantiated the three-dimensional functionality of pedagogical values in the development of pupils' non-conflict attitude from the perspective of their professional integration.

Concepts: the concept of *logical-verbal thinking* by L. Vygotsky [90]; the concept of *ideological marker* by J. F. Lyotard [38]; the concept of *phronesis* [P. Slattery, 74]; the concept of *free quality* [Ph. B. Crosby, 95]; the concept of *existence* [M. Cărtărescu, 11]; the concepts of *objective creativity and subjective creativity* [R.R. Гарифуллин, 91]; the concept of *indeterminacy* [I. Hassan, 66], etc.

The concept of *value* in various aspects was researched by D. Antoci [3], who substantiates the theory and methodology of the formation of value orientations, which is reflected in the theoretical and methodological conceptualization of value impact on the axiological education; I. Gagim [26] describes the values of artistic education from a philosophical perspective, emphasizing the fundamental role they have in the development of personality; Vl. Pâslaru [45] emphasizes the significance of values in the context of literary-artistic education, highlighting their role in the integral development of students' personalities; D. Patrașcu [42] analyzes how the fundamental values of managerial culture influence the leaders and employees' behaviors and attitudes; Larisa Cuznețov [20, 21], described the dialectical relationship between science, education and axiology, mentioning the importance of postmodern values in the professionalization of teachers, including the family as an eternal value; N. Silistraru [48] explores the ethnopedagogical values that contribute to building cultural identity and the role of traditional education in forming the value system of young generations; V. Cojocaru [15] developed the scientific foundations of innovation transfer in education; V. Panico [41] addresses the principles of the formation and development of moral attitudes.

Research methods. At the *theoretical* level: documentation, analytical-synthetic method, induction and deduction, theoretical reasoning, heuristic method, theoretical combination method, critical method, theoretical transfer method, theoretical modeling, conceptualization; at the *praxiological* level: hermeneutic method, explanation, argumentation, factual research, graphic representation; at the *experimental* level: test, practical samples, data collection, comparison, observation of behavior, questionnaire,

analysis of the products of experimental subjects, mathematical and statistical analysis of data.

Scientific novelty and originality emerge from the argumentation of the *Neo-Aristotelian Perspective in Phronesis Pedagogy based on the Reperative Block*, consisting of: (a) the specificity of *indeterminacy* (indeterminacy plus immanence); (b) the role of postmodernist *textexistence* (the connection between text and life); (c) the use of narrative as a tool for reflection; (d) the valorization of *joint venture* – the association relationship between postmodern values, teachers' professional development and pupils' language education; (e) the signification of *language games* with the idea that speaking means "fighting" or "playing"; (f) the particularization of polytheism (belief in several gods-relatives) to postmodern values.

The scientific results that determined the creation of a new research direction are co-signed by the following entities:

- Development of the *Neo-Aristotelian Perspective in Phronesis Pedagogy* and elaboration of the ***Phronesis Teacher Concept***, which identifies the educational approach of the teacher who adopts a constructive attitude in his professional development through a wise cognitive practice. *The ideological framework* of the Phronesis Teacher Concept represents a set of ideas that target practical wisdom (model of acting thoughtfully); wisdom in action (making the right decision in an action, "thinking" action; situated action; spontaneous action); the involvement of values in judgment; intellectual virtue (the right way to do something); empirical wisdom, heuristic relationship with oneself, correct reason, acquired wisdom. ***The internal organization*** of the Phronesis Teacher Concept is based on the novel ideas of the joint venture relationship postmodern values – teachers' professional development – pupils' language education; relational benchmarks of the relationship; open lists of postmodern values; the benchmark image; the formula of practical wisdom;

- Structuring the benchmark image of the phronesis teacher, with a set of indicators that subsume the defining elements of the teacher's quality of having this practical wisdom;

- Elaboration of the ***Formula of the teacher's practical wisdom*** (qualities, intuitive action, result);

- Formulation of ***open lists of postmodern values***, organized in an internal coherence, which synthesize various aspects targeting the field (of notions, attributes, various problematic, positive aspects);

- Structuring of ***synthetic tables*** targeting the epistemological and philosophical field of postmodernism, the nature and meanings of phronesis, language education in a postmodern context, quality coordinates;

- Configuration of ***relational benchmarks in the joint venture***, in order to valorize the strengths of each party involved and to minimize the risks existing in the reference field;

- Design of the ***Methodology for the Development of the Teacher's Practical Wisdom*** with the following basic components: relational criteria, postmodern alternatives, postmodern values, methodological premises, action markers;

- Theoretical and methodological substantiation of the ***Postmodern Values Model in the relationship between teacher professional development and student linguistic education***, consisting of six reference levels;

- Development and validation of the ***Operational Project***: developing ***the teacher's practical wisdom***, consisting of action markers, objectives, action components (indicators and values), samples and performance indicators.

The new research direction: Phronesis Pedagogy as a new entity, valorizing the previous process and producing new connections from which multiple internal norms of development are derived, of developing *practical wisdom* as an element of *attitudinal capacity* in the context of postmodern values both at teachers' level and pupils' level at different levels of primary education. The respective direction raises the *attitudinal field* to a higher level and, in connection with this, generates a new vision in the treatment and explanation of phronesis as one of the postmodern values. By its essence, *phronesis pedagogy* is "expected" in education, because it starts from the competences approach and is a basic component of reality, as a totality of postmodern values, as an action of ordering and signifying the countless situations that arise in the learning-teaching-evaluation activity. The learning activity is the way of being of the human nature, the expression of his being and consists, on a cognitive level, mainly in *obtaining, verifying, processing, transmitting, correctly valorizing knowledge*, a fact that can be ensured by the precepts of *Phronesis Pedagogy*. The applicative strategy that triggers phronesis is the need that has become intellectually an action necessity, specifically oriented towards formulating a generic goal of obtaining better results.

The purpose of Phronesis Pedagogy is to valorize specific knowledge in the field of postmodern values, which ensures the training of phronesis teachers. The purpose essence is a complex one, helping the teacher or pupil to identify situations in which postmodern values are recommended and how to valorize them, to develop principles and rules of wise cognitive-attitudinal conduct in various educational situations of learning-teaching-evaluation, to model practical reflection.

The essence of Phronesis Pedagogy: Reconstruction of teachers' professional development based on scientization and ensuring conscious and efficient monitoring of the process of training and professional development of school teachers from the perspective of approaching postmodern values.

Field of action: Phronesis Pedagogy is an applicative pedagogy, open to the current reality of changing education, adaptable to phronesis pedagogical approaches, based on the desiderata of postmodernism.

Study specific object: technology and specific strategies that value-model the phronesis teacher.

Outcome: Educational value exploration of the attitudinal component in the triad of competence formation in the process of affirming the active personality of the human being.

Theoretical significance: analytical essentialization of a series of *theories and concepts* in the field of professional development, values, linguistic education; foundation and *pedagogical valorization* of concepts from logic, philosophy, psychology, linguistics: *postmodern theory of perspective, language games, polysemic conception of professional development, humanistic conception of values, constructivism, knowledge-power relationship, learning as understanding, etc.*; theory of postmodernism: *phronesis, ideological marker, living text, objective creativity and subjective creativity, language games, joint venture, narrativity, phronesis teacher, indeterminacy, textistence; establishing the Methodology for Developing the Teacher's Practical Wisdom and developing the Model of Postmodern Values in the Relationship Between Teachers' Professional Development - Pupils' Linguistic Education* as a basic theoretical and methodological foundation, developing the *Concept of the Teacher Phronesis*.

The applied value of the research is given by the experimental validation of the *Operational Project: developing the teacher's practical wisdom*, through which a series of

postmodern values were dynamized in order to develop the phronesis of the teacher who carries out pupils' language education (re-creation, reflection, discovery, narrative, pragmatism, independence, etc.). The implementation of the activities (tests, tests, case studies, problematic situations) *justified* the approach to valorizing teachers' practical wisdom as a first-rate value in the process of their professional development: opening up the contents, active learning, supporting collaboration and diversity, creating opportunities for reflection, reconciling pluralism, self-reflexivity. *The performance indicators* have an open character and can be valorized in formative approaches at other levels of education both at the level of the teaching staff and at the level of pupils, with some adjustments.

The implementation of the scientific results was carried out at the level of primary education teachers with 557 subjects: 302 subjects in the diagnostic experiment and 255 in the pedagogical experiment (125 subjects in the training (development) experiment) from educational institutions in the Republic of Moldova and Romania, in a process of professional development (continuing training courses, methodological meetings, various methodological activities).

The approval and validation of the scientific results is ensured by the theoretical and experiential investigations, by the comparative analysis of the experimental values carried out within "Ion Creangă" State Pedagogical University, which served as the basis for the implementation of the pedagogical experiment. The results of the scientific research were approved and validated by: *participation in national and international scientific forums in the country and abroad*: Characteristics of the communicative competences of the modern teaching staff. In: *International Symposium on Successful Didactic and Psychopedagogical Experiences*. Constanța, 2011; Formation of school competence in primary school students. In: *International Symposium on Public Responsibility in Education*. Constanța, 2013; Communication competence – the goal of modern education. In: *International Symposium on Public Responsibility in Education*. Constanta, 2014; The constructivist model – paradigm of postmodernity. In: *International Symposium on Public Responsibility in Education*. Constanta, 2015; The particularities of literary text in primary grades. In: *International Symposium on Public Responsibility in Education*. Constanta, 2017. Trends in the modernization of private teaching in primary school. In: *National Symposium with international participation KREATIKON: Creativity–Formation–Performance*. Iași, 2013; Characteristics of specialty teaching in primary school. In: *International Conference Education from a Values Perspective. Ideas, concept, models*. Chisinau – Cluj-Napoca, 2013; Отношение к обучению в начальных классах: Теоретические аспекты. В: *International Scientific-Practical Conference High School: Experience, Problems, Prospects*. Moscow, 2018; Methodological approach to epic text in primary classes. В: *International scientific-practical conference High school: Experience, problems, perspectives*. Moscow, 2019; Theoretical aspects of reading in primary grades. In: *International Scientific Conference Creative Orientations in Romanian Education and Research. An Intra-, Pluri- and Transdisciplinary Perspective*, Bacău, 2019; Reading Competence: Components and Characteristics. In: *International Scientific Symposium of PhD, Master and Teaching Students*. Bacău, 2020; Interpretation of Literary Text as a Means of Developing Critical Thinking in Students. In: *International Scientific and Practical Conference: Higher School: Experience, Problems, Perspectives*. Moscow, 2020; Education and development of emotional intelligence. In: *International Conference Paradigms of intelligence in contemporary psychology*. Chisinau, 2012; Professional culture of the teaching staff. In: *International Symposium. Professional culture of the*

teaching staff. *Current requirements*. Chisinau, 2013; Trends in modernization of primary education didactics. In: *International Scientific Conference Postmodern education: efficiency and functionality*. Chisinau, 2013; Teacher's didactic competence in the context of modern education. In: *International Scientific Conference Youth and globalization. Problems and opportunities*. Chisinau, 2014; Methodology of forming grammatical concepts in primary grades. In: *International Conference Perspectives and Problems of Integration into the European Research and Education Area*. Cahul, 2015; Didactic aspects of studying literary text in primary grades. In: *International Scientific Conference dedicated to the anniversary of 75 years of activity. Institute of Educational Sciences: History, Performances, Personalities*. Chisinau, 2016. Reading versus reading literary texts in primary grades. In: *International Scientific Conference Perspectives and Problems of Integration into the European Space of Research and Education*. 2017, Cahul; Types of dictations in primary grades. In: *International Conference Polish-Moldovan Intercultural Dialogue*. Chisinau, 2018; Characteristics and perspectives of didactic communication. In: *International Conference Tradition and Innovation in Education. General Education: Tradition and Innovation*. Chisinau, 2019; Specifics of reading in primary grades. In: *International Conference Tradition and Innovation in Education. General Education: Tradition and Innovation*. Chisinau, 2019; Ways to valorize the reading experience in primary grades. In: *International Conference Culture of Pedagogical Research: Contemporary Challenges and Trends*. Chisinau, 2021; Theoretical aspects of the literary text in primary grades. In: *International Conference Culture of pedagogical research: contemporary challenges and trends*. Chisinau, 2021; Peculiarities of criterion-based evaluation through descriptors in primary grades. In: *Higher education: traditions, values, perspectives*. Chisinau, 2021; Assessment of primary school students' ability through the portfolio method. In: *International Symposium Polish-Moldovan Intercultural Dialogue*. Chisinau, 2022; Producing oral messages - a way to achieve oral communication in primary schools. In: *Science and education: new approaches and perspectives*. Chisinau, 2023; Evaluative aspects of written communication competence in primary schools. In: *International Conference Higher Education: traditions, values, perspectives*. Chisinau, 2023; The role of interactive teaching strategies in the Romanian language and teaching methodology in primary school. In: *Scientific conference with international participation Increasing the impact of research and developing innovation capacity. Dimensions of learner-centered education*. Chisinau, 2011; Methodology for studying the verb in primary schools. In: *National scientific-practical conference with international participation Monitoring knowledge focused on achieving performance*. Chisinau, 2016; The paradigm of constructivism in modern education. In: *National scientific-practical conference with international participation Reconceptualizing the initial and teachers' continuing training from the perspective of the interconnection of modern general and university education*. Chisinau, 2017; Types of reading in primary grades. In: *National scientific-practical conference with international participation Higher education: traditions, values, perspectives Didactics of Primary and Preschool Education*. Chisinau, 2018. Communication competence in the context of didactic communication. In: *Scientific-practical conference with international participation. Axiological orientations of constructivism in modern education*. Chisinau, 2020; Methodological aspects of evaluating essays in primary grades. In: *Scientific-practical conference with international participation. Higher education: traditions, values, perspectives*. Chisinau, 2020; Aspects

of intercultural education in primary grades. In: *Materials of the Republican Conference of Didactic Staff Psychopedagogy and School Inclusion*. Chisinau, 2022 etc.

Publications on the topic of the thesis: The results obtained are published in 70 scientific papers, including: a monograph, 5 articles in journals from databases accepted by ANACEC, 7 articles in journals from the National Register of specialized journals, 7 articles in the proceedings of international scientific conferences abroad, 50 articles in the proceedings of international and national scientific conferences in the country, other papers.

Thesis volume and structure. The thesis includes annotation (Romanian, English), list of abbreviations, introduction, five chapters, general conclusions and recommendations, bibliography of 375 titles, 9 annexes and is completed on 284 pages of basic text, including 19 tables and 21 figures.

Keywords: professional development, linguistic education, postmodernism, postmodern values, phronesis, practical wisdom, attitude, phronesis teacher, joint venture relationship, right action.

THESIS CONTENT

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

In chapter I "*Theoretical and methodological benchmarks of primary education in the present day*" some theories, conceptions, visions, theoretical and methodological ideas are analyzed, which identify primary education at the current stage. The selection of these ideas that lead to postmodern values presupposed a breakdown in a fairly extensive context. This breakdown is justified for several reasons. Based on the opinions of X. Roegiers, O. Ducrot, J. Dubois, C. Simard, J. Jude, T. Slama-Cazacu, Vl. Guțu, Vl. Pâslaru, V. Panico, V. Goraș-Postică etc. an analytical picture of primary education from the perspective of identifying postmodern values is highlighted, elucidating aspects that target organization, factors, purposes, desiderata, curricular contributions, indicators of relevance of contents, disciplinary connections etc.

From a *postmodern perspective*, the National Curriculum can be designed/resized based on the interconnection of different curricular concepts (student-centered curriculum, competence-centered curriculum, curriculum centered on learning contexts/situations, etc.) and different learning theories (behaviorism, cognitivism, constructivism, etc.) [32, p. 15], giving a priority role to the purposes that also become criteria for selecting and organizing content, choosing instructional and evaluation strategies.

A dimension of primary education is the fact that it aims at structuring specific competences through the prism of: *knowledge formation, capacity formation, attitude formation*. In primary grades (I-IV), pupils are trained in intellectual activity skills, premises are created for self-regulation in the learning process, sustainable reading, writing, arithmetic skills, communication with classmates and schoolmates, with teachers and members of society, with nature and art. Familiarization with nature continues, physical qualities are developed, work skills, hygiene and conduct are formed.

The chapter presents a summary of the purpose and objectives of language education, especially the formation of linguistic and communicative skills, starting from the fact that the Romanian language and literature contribute to the development of all aspects of pupils' consciousness and to the cultivation of their willingness to collaborate with their peers, to maintain effective interpersonal relationships on various levels of activity, essential imperatives of the development of postmodern life. The acquisition of knowledge, embodied in the formation of representations about objects, phenomena, processes, but also about the relationships between them, has the role of shaping the pupil's practical and intellectual activity in primary education. It is advisable to mention here that the linguistic dimension integrates the categories listed in the curricular chapter *Elements of communication construction*, or, more precisely, problems specific to *lexicon, phonetics, morphology and syntax*.

In a postmodern context, language education is no longer based on traditional conceptions of language as a neutral and transparent instrument for transmitting knowledge and information. Instead, it is recognized that language is a complex construct, influenced by social and cultural context.

At this age, knowledge is accumulated and basic mental capacities are formed, which are particularly significant for the following stages, even for the whole life. School learning becomes the main organizer of the pupil's development process: more objective relationships with the world are established, the school attracting him to the area of the intelligible, the rational, the rigors of knowledge; basic intellectual skills are formed regarding oral speech, reading, writing, operating with mathematical symbols, primary processing of learning contents, etc.; new roles are acquired and interest in school success and achievement increases [17].

The issue of the specifics of pupils' learning is also addressed from the perspective of understanding, school restructuring and knowledge processes. In a postmodern society, knowledge must be functional, useful; you learn not just to "know" and store a series of information, to demonstrate how "educated you are", but you learn to "do", to "use" what you know, to "apply" what you have accumulated, for your own benefit and that of others. If we refer directly to learning, then we must mention that the general indicator of learning is *change*.

However, the learning standards in the Republic of Moldova are determined by the valorization of competences and the pupil's profile. The general profile of the primary school graduate is characterized by transversal competencies that include knowledge, skills and aptitudes. Pupils' characteristics, typical of primary school graduates, are the following: *confident in their abilities, active, proactive, productive, creative, who promote innovation and demonstrate civic position and responsibility*. Primary school pupils learn each in their own way, and learning determines *understanding*.

Chapter II "Conceptual orientations in teachers' professional development" begins with an analytical excursion into the permanence of school teacher training from the perspective of several researchers (Ph. Perrenoud, M. Huberman, D. Salade, E. Joita, R. Iucu, V. Cojocaru, O. Dandara, etc.). Teachers' training depends equally on the quality of the education system and on the personal contribution it makes, thus developing on an individual level.

Referring to the *new trends* in teacher training, we must mention a series of theoretical and praxiological requirements, which they acquire through close contact with the world of the profession:

✓ careful and concrete analysis of training contents and development activities, the ways of carrying out and evaluating training, which should help them acquire professional skills and autonomy in work, engage and activate pupils in training;

✓ development of adequate training tools for the construction of a teachers' flexible professional identity;

✓ integration and articulation of training, in the most natural way, in the individual professional path of the teaching staff, depending on individual projects, but also on the pedagogical project of the institution;

✓ training in the spirit of developing disciplinary reflection on scientific content, transversal pedagogical reflection on the act of learning and on the optimal ways of articulating the factors that influence it;

✓ training and development modules in terms of interactive pedagogy, etc. [51, p. 29].

The need for *teachers' professionalization* is felt in the educational space through the evidence of new dimensions and demands of contemporary society. Teachers' initial and continuing training must be carried out in accordance with current challenges. This phenomenon has shown, in recent decades, an increased interest at the national and international levels through the variety of developed paradigms and proposed solutions.

Among the desiderata of professional development are a set of current principles of it, the effects and benefits, the logic of professional development, typologies of valorized knowledge, models of professional development (J. Hafsah, N. Brodeur, Ch. Leblanc, D.-A. Schon, C. Day, H. Mitchell, A. Uwamariya, J. Muamurera, R. M. Niculescu, E. Joița).

Consequently, we must note that it is precisely in professional development, which is a sustainable process, that the teacher insists on learning new things in his field, on improving the skills that he frequently uses in his activity. Here are the following aspects, identified by A. A. Zayed [89]:

✓ *The importance of updating knowledge*: In a constantly changing world, information evolves rapidly. Teachers must be up to date with the latest scientific discoveries, pedagogical methods and educational technologies. This allows them to provide pupils with relevant and accurate information, promoting a learning environment based on best practices.

✓ *Efficiency in activities*: Professional development provides teachers with the tools they need to better manage their time and resources. By learning effective strategies and techniques, they can organize more structured lessons and reduce the time needed for preparation and assessment, which allows them to focus more on interacting with pupils.

✓ *Networking and collaboration*: Participating in courses and seminars provides the opportunity to interact with other teachers and specialists in the field. This exchange of experiences and ideas can lead to the development of fruitful partnerships, collaborations on common projects, and the creation of a sense of belonging in a professional community.

✓ *Autonomy and authority*: In-depth knowledge of the subject and teaching methodologies generates confidence. Teachers who feel competent and prepared are better able to manage the classroom, communicate effectively with students, and approach challenging situations without anxiety.

✓ *Personal and professional development*: Continuing education allows teachers to explore new areas of interest and expand their skills. This not only enhances their careers, but also provides them with personal satisfaction, contributing to a more fulfilling work experience.

✓ *Contribution to the quality of education:* Well-trained teachers have a direct impact on student performance. A quality education is reflected in better results, which, in turn, enhances the reputation of the institution.

A broader idea, based primarily on experimental changes, suggests that professional development corresponds to the way in which teachers develop in the current social conditions of their lives and experiences, existing educational contexts. In other cases, professional development is taken as a component of continuous training and development. Finally, professional development is associated with research, reflection and any natural learning experience. The authors emphasize the research carried out by the teacher as part of a professional development approach. On the one hand, the teacher's commitment is essential. This is in line with the vision of D.-A. Schön, who associates the professional with a *reflective practitioner*. On the other hand, the teacher should be the one who knows best the weaknesses and strengths of his practice. Thus, specific needs related to practice should naturally be identified by the teacher himself. These aspects constitute, in short, the main sources of knowledge renewal.

Also, the renovation of the specialized competence occurs in several reference plans. Thus, the theoretical plan includes the *assimilation of scientific content*, the operational plan refers to the competence of *structuring the assimilation of contents*. The creative plan involves the *contents adaptation*.

The *essential principles* in teachers' professional development are fundamental for ensuring quality education and for continuous adaptation to the needs and challenges of the educational system (the principles of reflection, coherence and continuity, individualization, free choice, creativity and success, trust and support). The logic of the reasoning presented led to the idea that the implementation of these principles in teachers' training and professional development is important for an efficient, adaptable and success-oriented educational system for all participants.

The new trends in teacher training are also described, highlighting the *constructivist teacher*, who also needs knowledge from different fields, but also cognitive capacities, applicative abilities, along with specific attitudes and skills. It also elucidates the components of professional competence linked to changes in society.

Starting from the benchmarks elucidated in the previous chapters, in **chapter III**, "*Postmodern values - defining premises in the realization of primary education*", a specific theme of the postmodern repertoire is treated by analyzing research in the field. Here, an attempt was made to outline a picture of postmodern values in the process of professional development, the meaning of this chapter being to present the data/information/ideas from which it will later emerge how they can be fully utilized in the process of professional development. The chapter begins with an approach to some concepts of postmodernism, which indicate an evolutionary trend, when a certain entity enters a process of fragmentation and deconstruction, encouraging multiple perspectives. The notional identification of postmodernism by revealing its essences starting from the process of knowledge, the reform of knowledge as a return to the traditional, the denial of absolute truths, cultural indeterminacy, the critical attitude towards the modern phenomenon, the connection with reality that is a conceptual construction, a phenomenon of self-reflection, are ideas of J.F. Lyotard, I. Hassan, L. Hutcheon, S. Connor, S. Benhabib, K. Nielsen, O. Kirkeby, G. Troc, E. Stan, M. Cărtărescu, C. Ulrich, etc. Thus, I. Hassan calls a major trend of postmodernism *immanence*, a concept that he uses to designate the mind's capacity to generalize in symbols, to intervene more and more in nature, to act through its own

reflections, an important fact for educational activity. The effort of postmodernist analyses is notable in several aspects, and especially in the discovery of meaning both in *praesentia* and *in absentia*, but also *a contrario*.

We can notice a massive irradiation of the idea that aims at reality, an important fact for the educational process, which is currently fully oriented towards the connection of learning with reality. In the researchers' opinion, the *meaning of postmodernism* is inextricably linked to the changing conditions of knowledge and technology, which are forms of social organization that undermine the old customs, ties and social practices of modernity. According to J.-F. Lyotard, technical, scientific and artistic innovations create a world in which individuals must create their own modality, without the benefit of referents. Postmodernism appears as *an ideological marker* for referring to a world without stability, a world in which knowledge is constantly changing. J.-F. Lyotard, for example, wants to convince that the destruction of the episteme of representation allows only one option, namely the recognition that *to speak is to fight*, in the sense of *playing*, and discourses fall within the domain of a general agonistic. This cognitive option produces a "*polytheism*" (belief in several god-kin) of values. The dominance of the classical episteme over contemporary consciousness tends to channel cognition as well as practical imagination in the direction of society conceived as a functional whole, and the condition of adequate knowledge is judged as "performativity".

We can therefore state that what is important to note in the process of analyzing postmodernism is its relationship with the field of pedagogy and education. In this analytical framework, C. Ulrich refers to *values*, stating that in epistemology the transition from the cultural paradigm of modernism to the postmodern paradigm brings with it radical changes in *value systems*, implicitly within those related to scientific knowledge.

It is very important that C. Ulrich, addressing the issue of postmodernism, refers to attempts to *reconceptualize professional knowledge*. This reconceptualization is based on the assertion that *knowledge useful to educators* can be discovered and expressed narratively *through a detailed examination of individual experience in a specific, concrete context*; it does not mean that narrative investigation necessarily advocates a position of absolute relativity and subjectivity or that it always amplifies personal experience at the level of the social (Table 3.1.).

Table 3.1. Epistemological and philosophical field of postmodernism

What is postmodernism	Characteristics	Essential aspects	Concepts/ Key notions
an evolutionary trend	multiple perspectives	central reference- problem of knowledge (<i>savoir</i>) (Lyotard)	freedom, tolerance, originality, interculturality, discontinuity, decentralization (Drăguț)
a process of fragmentation and deconstruction	the denial of the idea of progress, the return to traditional forms (Drăguț)	knowledge is based on everything that is external to the individual (time, space, social position, etc. (Drăguț)	indeterminacy (new concept): cultural indeterminacy and technological immanence (Hassan)
a spirit, a rereading of modernism (Gorban); a state of mind, a state of fact (Ulrich)	acceptance of the world as a story, as a weak reality (Cărtărescu)	denial of patterns, censorship, stereotype, certainty, permanence, hierarchy (Drăguț)	fragmentation, ambiguity, de- definition, de-totalization delegitimization (Hassan)

an anti-enlightenment rhetoric (Drăguț)	the rejection of reality independent of the human being as naive realism; reality is a conceptual construction	knowledge is gliding on surfaces; man does not seek depth (Drăguț)	immanence: the mind's ability to generalize through symbols to the edges (Hassan)
a heavy current in modernism, hard to perceive (Connor)	centrality communication/ mobility, transition to virtual and visual; relativization of values (Cărtărescu)	perspectivism, loss of sense of reality; democratic, technologized society (Cărtărescu)	diffusion, dissemination, projection, interaction, communication <i>homo significans</i> (Hassan)
an inclusive movement par excellence (Martin)	experimentalist, neo-avant-garde, diffuse (Cărtărescu)	perspective kaleidoscopic (complex and diverse understanding) (Ulrich)	discontinuity, rupture, dislocation, de(s)centring, indeterminacy, anti-totalization (Hutcheon)
an ideological marker of a world without stability (Aronowitz)	rejection of grand narratives, of any form of totalization (Lyotard)	knowledge is constantly changing (Aronowitz)	provisionality, heterogeneity (Hutcheon)
a challenge of the contemporary era (Aronowitz)	contesting continuity (Hutcheon)	the language paradigm has replaced the consciousness paradigm (Benhabib)	pragmatism, irony, artificial (Connor)
	to speak is to fight, in the sense of playing	polytheism of values (Benhabib)	doubling, multiplication of beginnings (Călinescu)
a cultural phenomenon (Barter)	contestation of a coherent and unified subject (Hutcheon)	it has an epochal character an adherence to the Zeitgeist (spirit of the times) (Barter)	erratic (not fixed), diffuse, indeterminacy, fragmentation, decanonization, lack-of-self, lack-of-depth, unrepresentable, irony (Hassan)
a retelling of modernity from within (Troc)	It cannot define itself, it is an extension of a current of past glory (Connor)	anamnesis of non-problematic details (Barter)	fragments, hybridity, relativism, game, parody, pastiche, anti-ideological attitude (Hassan)
a system of ideas (Usher)	it resembles modernism in that it denies the precursor (Connor)	phenomenon of externalization of knowledge (Barter)	re-contextualization (Marin)
a way of understanding contemporary trends (Usher)	openness to the past; the old new and the new old (Connor)	knowledge is produced to be changed (Lyotard)	lack of hierarchy, heterogeneous elements (Martin)
a positive "birth" from modernism (Connor)	man is self-skeptical and curious, distrustful and searching, benevolent and ironic (Călinescu)	culture (capitalized) became cultures (lowercase) (Hutcheon)	devaluation of values (Cărtărescu)
a face of modernity (Călinescu)	it tries to coagulate pleasure and complexity (Călinescu)	related to the <i>concept of power-knowledge</i> (Connor)	randomness, incompleteness, contradiction (Cărtărescu)
a revenant (ghost), a return of the irrepressible (uncontrollable) (Hassan)	equal treatment of reality and myth, truth and lies, original and imitation (Călinescu)	it assigns value to the part to the detriment of the whole (Călinescu)	performativity, power (Benhabib)

a generally contested category (Hassan)	it opts for "closed" values; it does not consider truth an epistemological concept, but rather an instrumental concept of relationship (Cărtărescu)	an important role is played by hermeneutics: what the text means (Cute)	self-reflexivity (Hutcheon)
a reaction to the assumptions and intellectual values of the modern period (Hassan)	postmodern man has taken shelter in the heart of nothingness the world is a story (Cărtărescu)	promoting sub-objective knowledge, a juxtaposition of forms, formulas, codes that do not compose a synthesis, a unitary meaning (Martin)	perspectivism, hybridization performance, participation constructionism, immanence (Hassan)
a new civilization in emergence (Cărtărescu)	knowledge is power (Benhabib); principles such as value, order, meaning, identity are deliberately emphasized; broadening the context (Hutcheon)	the world is made transparent through information (Vattimo); a reform of knowledge takes place, a redefinition of objectivity and subjectivity (Botez)	tolerance, originality, interculturality, discontinuity, decentralization (Cute)

The postmodern school, through its responsibility in education and training, focuses not only on providing pupils with knowledge, but also on guiding and encouraging them in the direction of cognitive, affective and social development. This includes practicing skills in various contexts, in order to prepare pupils for effective integration into social activities and life. Internal mechanisms of knowledge develop best when the pupil is exposed to the real situation in which they must identify solutions to problems they face. *Pupils' groups*, according to the postmodern vision of P. Appelbaum, are considered research communities, thus emphasizing the importance of social interactions in the learning process. The main goal is not only to train pupils to answer the proposed questions and problems, but also to support them in discovering ways to formulate questions and critically analyze problems. In this approach, learning communities in the postmodern school require abandoning practices that still support hierarchies, promoting instead strategies that distribute and decentralize power [56]. There is a need to create an attractive classroom environment, as a way of organizing space that will encourage one type or another of communication. The school classroom is a real world, structured on the basis of explicit and implicit rules, which uses everyday life experiences as an unlimited source of learning situations. *The postmodern teacher/learner* is in a partnership with pupils, collaborating to establish learning objectives, as well as methods and assessment criteria. He/she analyzes both explicit and implicit classroom rules, approaching the pupil group as a real world and valorizing everyday life experiences as an inexhaustible source of learning situations. In addition, he/she is a seeker, a passionate creator and a distributor of knowledge. In this discursive area, P. M. Rosenau states that the *decentered postmodern pupil* possesses a series of fragmented identities, without clear points of reference, which are dispersed and unfocused, unordered and uneven. This pupil focuses on choices, autonomy and personal freedom, without needing ideological consistency [85, p. 54]. The *postmodern pupil* is characterized by a relaxed and flexible attitude, being oriented towards emotions, experiences and inner feelings. He adopts a "Be yourself!" approach to his learning process. Within the educational process, the pupil must be viewed in two ways: as a subject of his own formation and as an agent of social influence, which contributes to his self-formation (Table 3.2.).

Table 3.2. Postmodern pedagogy

Authors	Postmodern ideas relevant to pedagogy	Potential actions
S. Aronowitz, H. Giroux	It imbues the social and the individual with new intellectual and emotional investments.	Development of a comprehensive map of what constitutes the meaning of postmodernism and what may be called the <i>postmodern condition</i> .
	It offers aspects of a liberating and empowering pedagogy.	Integration of key conceptual features of a resistant postmodernism with the most important elements of modernist discourse.
	It provides educators with a more complex and insightful vision of the relationships between <i>culture, power, and knowledge</i> .	
R.R. Garifullin	It replaces the encyclopedia of the world composed of words and sentences with a <i>pedagogy of perception</i> , i.e., education and training through <i>visual perception of images</i> .	It illustrates how pedagogy and education must be transformed under the conditions of significant change and the deconstruction of meanings and values among students caused by new realities and the real-virtual dichotomy.
	Increased attention to errors, which are accepted and become the basis for the emergence of new knowledge; a kind of <i>cult of error</i> appears.	Promotion of a pedagogy that uses postmodern approaches, as only such a pedagogy can respond to the challenges of our time.
	It proposes a multivectoral discourse, with common specific objectives and standards <i>tending to disappear</i> . Recommends <i>guiding the student toward the path of knowledge</i> rather than simply providing specific knowledge and skills; the content of education depends on its context of use.	Constant updating of educational content. School must become a source of change through the teaching of creativity: <i>creating something new not only for students themselves (subjective creativity), but also for society (objective creativity)</i> . Schools must create conditions under which teachers and students can generate their own knowledge. The <i>scientific and creative component of the teachers themselves</i> must be strengthened. The student's experience should become the source of educational content. Categorical judgments must be avoided in education.
		A teacher should not serve as <i>a repository of already-used knowledge</i> , but as a source or generator of knowledge in changing teaching experiences influenced by environmental transformations.
P. Slattery	Postmodern philosophies and the reconceptualized curriculum field can provide the necessary foundation for reflection and innovation to move beyond conservative models of curriculum development.	Employing several <i>methodological alternatives</i> : <i>techne</i> (craft-based reflection); <i>poiesis</i> (affective attunement to the creative process); <i>praxis</i> (critical inquiry); dialogue (multiperspectival inquiry); <i>phronesis</i> (deliberative/intentional wisdom and practice); <i>polis</i> (public moral inquiry); theory (contemplative wisdom).
M. Campbell	The influence of the postmodern movement on education is not to prescribe new rules for teachers or students, but rather a method of viewing education more critically.	Viewing education critically from diverse perspectives.
G. Troc	The focus of education is no longer on the transmission of knowledge but on <i>languages and language games</i> . The highest performativity, in the context of full information access, depends not on information surplus, but on the ability <i>to imagine new connections among existing information—on making "moves" within language games</i> .	Applying collective student effort in language games (interdisciplinarity).

S. Cristea	It offers a general policy for promoting <i>new values that support the individualization of education</i> , freedom of expression, and creativity.	A postmodernity-based framework developing two axes of analysis: (1) <i>the rationality axis of pedagogical action</i> (relationship between objectivity and subjectivity), and (2) <i>the axis of integrating differences</i> into pedagogical actions (exploring the construction of pedagogical situations).
	It promotes a new pathway for acquiring <i>pedagogical identity</i> through the lens of several needs: <i>affective</i> (affiliation, acceptance, investment); <i>cognitive</i> (achievement, development, stimulation, experimentation, reinforcement); <i>social</i> (social autonomy, communication, recognition, structuring); <i>axiological</i> .	
R. Usher, R. Edwards	The postmodern perspective confronts deeply rooted epistemological and disciplinary assumptions. This confrontation offers conceptual resources for rethinking educational effects at both personal and structural levels.	Organizing <i>knowledge-power</i> practices, which exercise power through the structuring of knowledge and the ordering of space and time. Placing the student in real action situations involving problem-solving, encouraging <i>network-based learning</i> , and reinforcing interactions. <i>Knowledge can be discovered and constructed.</i>
C. Ulrich	It dissolves boundaries between established academic disciplines, creating a type of <i>supradisciplinary discourse</i> .	A new postmodern epistemology is needed, to be accepted not merely as part of philosophy, but in relation to sociology and psychology. <i>Reconceptualizing professional knowledge</i> based on the idea that <i>useful knowledge for educators</i> can be discovered and expressed narratively through detailed <i>examination of individual experience in specific, concrete contexts</i> .
	Postmodern theories analyze and valorize <i>micro</i> and <i>marginal</i> phenomena neglected by modern social theories, emphasizing <i>difference, plurality, and heterogeneity</i> .	<i>Professional reflection</i> can be stimulated by the need to create one's own <i>micro-narratives</i> about education, contributing to self-discovery and development.
	Specific features of postmodern pedagogy: self-reflexive, decentered, deconstructionist, non-totalizing, non-universal. <i>Self-reflection</i> suggests that every element of pedagogy must be subject to review, especially from the perspective of <i>knowledge-power</i> interactions.	Students' responsibility for their own learning increases; individual traits and interests are respected and valued; alternatives are built; <i>personal expression, critical-reflective attitude, autonomy, and cooperation</i> are encouraged to avoid exclusion and marginalization.
C. Cucuș	The intercultural and multicultural paradigm of postmodernity promotes the idea of a reality in which difference is positively valued, mutual spiritual enrichment is pursued, and knowledge and cooperation with alterity are fostered.	Educational content must be directed toward the values specific to youth, offering a solution for the “postmodernization of school” within a broader context where cultural value is no longer tied solely to terms such as: <i>writing, elites, schooling</i> , but also to “ <i>secondary terms</i> ” like <i>orality, leisure, masses</i> —which have gained formative significance.
L. Bârlogeanu	Education in postmodernity is more concerned than ever with issues of value, reconciling the plurality of values with their universality, and especially with the processual nature of value and the subject's access to it.	There is a need to address postmodern values in pedagogy from multiple perspectives in order to ensure quality.
P. Rosenau	In postmodernism, the teacher becomes a researcher-educator and thus a reflective thinker aware of the responsibility to cultivate investigative and reflective practices among students. The student is viewed in a dual role: as a subject of their own formation and as a social influence agent, and thereby as a self-forming individual.	The student should be placed in frequent contact with reality in order to make timely and appropriate decisions. <i>It increases the immediate applicability of knowledge gained in school.</i> Students must be provided with frequent opportunities to make connections between school-acquired knowledge and that obtained through non-formal and informal means, understanding its utility.

A similar perspective to those evoked previously is the postmodern emphasis on *language, language games and textuality*, marked by the large number of problems that need to be solved. Postmodernism provides a theoretical service by arguing that a new context can be open in the sphere of language, but this must extend the implications of this analysis from the textual domain *to the real world*. The analytical approach to the specificity of language education in a postmodern context is represented in the figure below (Figure 3.1.).

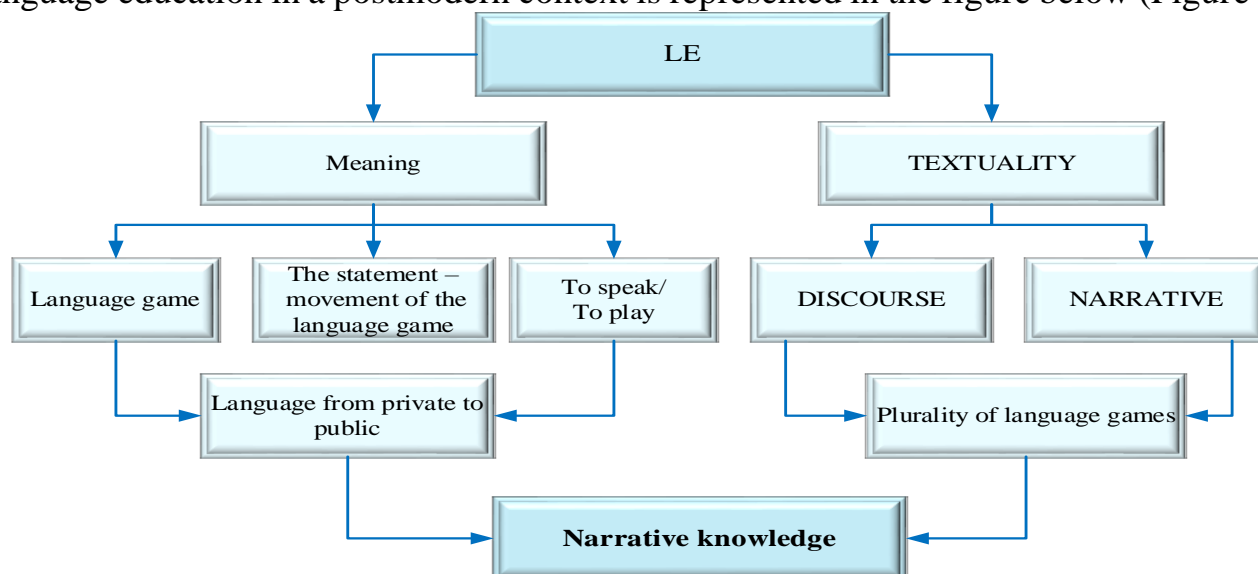


Fig. 3.1. Language education in postmodern context

In the postmodern era we observe a manifestation of the self in all possible forms, accompanied by exaggerations of absolute subjectivism, from self-devouring to self-exploitation, without any objective limit. The creation of a personal reality does not offer the postmodern individual much objective support. In such a subjectivized world, the main fear is the fear of oneself, and the only conviction is that we can achieve something that no one else could achieve. Over time, the evolution of human values and ideals can be summarized by three defining concepts for three distinct periods: in premodernity, the acceptance of destiny, expressed by the idea that “man becomes what he is”; in modernity, an orientation towards construction and materialism; and in postmodernity, the emphasis on self-expression and the consumption of one’s own identity [7, p. 50].

Thus, the task of seeing education in a postmodern perspective becomes difficult, because the notion of a postmodern perspective is itself problematic. Also, the term *postmodernism* does not refer to a unified movement. In a way, it is easier to discern against it than for it. It is perhaps best understood as *a state of mind*, a critical, self-referential posture and style, a different way of seeing and working, rather than a fixed body of ideas, a clearly elaborated position or a set of criticisms, methods and techniques.

Starting from the assumptions set out above, in **chapter IV "The methodological basis of teachers’ professional development in relation to pupils’ language education from the perspective of postmodern values"**, there are presented the premises/epistemological benchmarks on which the designed Pedagogical Model was based. It is outlined the panorama of different scientific entities within which the idea of *developing the teacher’s practical wisdom* as a horizon of scientific inquiry was constituted.

A special place in the analyses made is given to the concept of ***phronesis***, which highlights the importance of "thinking" action and *practical wisdom*, which is both an ethical virtue and an intellectual virtue, which must be acquired through practice, having as synonyms: *prudence, deliberation, practical wisdom, praxis, wisdom in action*. *Phronesis* is

known with the Aristotelian meaning of the concept of practical wisdom, which deals with how to act wisely in certain situations.

In order to synthesize these conceptions, visions, ideas regarding the nature and meanings of *phronesis*, the table below is developed (Table 4.1.).

Table 4.1. Phronesis nature and meanings

Authors	Meanings
I. Grossmann	intellectual virtue; empirical wisdom.
J. Erikson	a sign of psychological maturity.
R. Dottori	the ability to reflect on purpose; a way of acting; attention to detail; knowledge of what is good; sound judgment; intuition; the counterpart of reason; the wisdom to judge; sagacity in speech and action
K. Nielsen	right reason (<i>orthos logos</i>) that explains why the prudent person can reach truth correctly.
F. Kirkeby	action based on reflexively defined duty; situated and attentive action; reflective practice; heuristic relationship of the person with oneself; "war with oneself"; <i>euprattein</i> – the satisfaction of acting upon and in the name of the good; a metavalue that brings deliberation into concrete action; intuitive capacity for spontaneous and "cunning" action; the junction between character and the capacity to translate normative values into action; wisdom that "happens".
J.D. Caputo	meta-phronesis or how to navigate postmodern paralogy; the ability to cope with competition.
J.-F. Lyotard	intelligence; the phronesis-person plays well without preparation in a paralogical situation; quick imagination; the ability to play the game inventively, to perform "master strokes."
K. Kristjansson	intellectual metavirtue of holistic, contextual reflection; the virtue of decision-making excellence; a new science of virtue; the wisdom to recognize which virtues are appropriate to a particular situation; integrative contextual thinking.
J.T. Andrew	the virtue that enables one to issue judgments about what must be done; the disposition of reason toward concrete action.
J. Mark, Y. Douglas	intellectual capacity or virtue that enables value-oriented, well-reasoned judgment.
	acquired wisdom; "thoughtful" action; prudence; deliberation; praxis; the wisdom of action.

The distinctive quality of *phronesis* is the requirement to arrive at a reasoned decision about action in terms of an advantageous outcome. For teachers to be truly equipped with the best methodological tools, *phronesis* advocates argue that the practical phases of teacher education must, at the very least, be underpinned by much more guided reflection and more opportunities for the development of *practical wisdom*. While we cannot train most teachers in the development of the *phronesis virtue*, we can inspire them to take the process of reading towards the necessary virtues and, ultimately, towards *phronesis*.

The coordinates that are captured in this chapter around the idea of postmodern values in education record quality, the epistemology of quality including the capacity to be useful and the dimensions of quality. Famous thinkers such as Aristotle and Cicero, in their philosophical concerns, highlighted the multitude of uses and meanings of the word *quality*. Quality operates, philosophically speaking, not only in the sphere of material life, but in all spheres of human activity, such as art, culture, music, sport, etc. (Fr. Hegel, J. M. Juran, Ph. Crosby, J. Nikel, J. Lowe, A. V. Feigenbaum; Vl. Guțu, E. Filip, V. Moldovan, etc.). Ph. Crosby considered that the only relevant definition of quality is *conformity to requirements*, and according to Fr. Careau, school remains, due to its institutional character,

one of the *rare places of certainty*, which must aim at promoting certain types of behavior in harmony with the transmitted postmodern values and depending on the contexts.

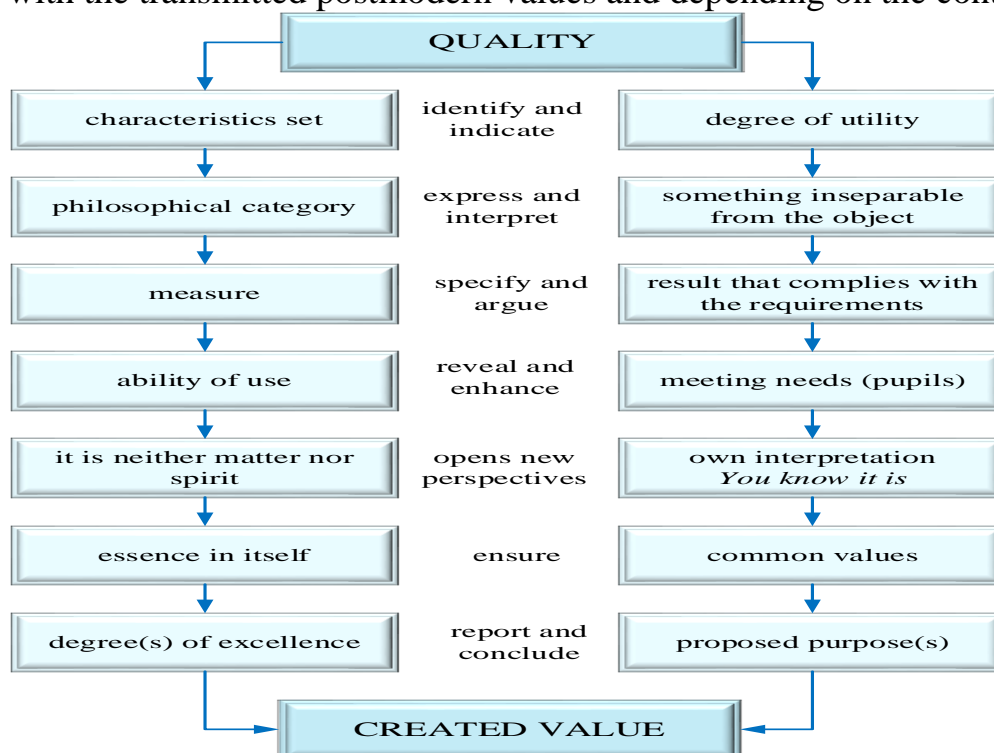


Fig. 4.1. Quality coordinates

Today, a deep and real *crisis of values* is attested at all levels of human life. The values crisis represents, first of all, the crisis of society, which is directly related to the life and orientation of the personality in general and the personality of the pupil in particular. The crisis of society also means the crisis of the individual: moral and material poverty, economic, social crisis, depreciation of values and traditions, unconditional acceptance and assimilation of foreign models, etc. Starting from the idea that values represent the criterion of measurement of socio-cultural transformations, the issue of the values of a knowledge society from an educational perspective is current: tendencies of self-expression, tolerance, communication and dialogue, individualism, dignity, open interest in material values, etc.

The security of national culture and values today is not only threatened, but also affected by the implosion of *consumer culture*. The cult of consumption is a generator of value transformations, with material values becoming dominant in the daily personal and student's social life to the detriment of spiritual ones. The informational and technological assault places the pupil in a state of uncertainty, but, at the same time, he becomes more relaxed, more at ease in the circumstances of being a consumer of the diversity of goods in mass culture.

The theory of value adopts a conception of values that specifies a series of *main features* that are implicit: values are beliefs inextricably linked to affect; values refer to desirable goals that motivate action; values transcend specific actions and situations; values serve as standards or criteria, etc.

In elucidating the relationship between postmodern values, teachers' professional development and pupils' language education, there was applied the *joint venture association*, which is originally a concept from legal sciences. *Joint venture* (English "joint enterprise") means the cooperation of **at least two entities, which act independently of each other**. The component entities remain independent in themselves within a joint venture, each bringing its own contribution. Joint venture associations are usually created with the aim of

valorizing the strengths of each party involved or to minimize the risks existing in a certain field.

As benchmarks for the relationship addressed, which, in a praxiological approach, can serve as basic criteria in organizing a process of professional development of primary school teachers, the following were identified:

Organization of knowledge (1). As a general cultural phenomenon, postmodernism considers knowledge as a product of the interaction between our ideas and experiences about the world and life. Knowledge is no longer seen as eternal or universal. By rejecting rigid forms and promoting reflexivity, spontaneity and decentralization, postmodernism focuses on how knowledge is organized, this constituting one of the main benchmarks in the relationship with the other two entities, for which the organization of knowledge is equally important.

Opening up the contents (2). Obviously, one tries to see the characteristics of a “postmodernization” of the school: “reconciling the school as it is. *Opening up the education contents* to the values specific to youth could represent a solution for the “postmodernization of the school”, in a broader context, in which cultural value is no longer exclusively associated with traditional terms such as: writing, elite, school, but also with “secondary terms” such as: *orality, leisure, masses*, which have acquired broad formative valences and, as such, must be relieved of the alleged derogatory connotations. From this we deduce that *opening up the contents* of education constitutes another benchmark in the *joint venture* relationship. Thus, postmodernism contributes to a more open and reflective approach to the educational process, emphasizing the human dimension and the diversity of perspectives on knowledge and learning.

The reconciliation of plurality (3) is the next milestone of the *joint venture* relationship. According to previous reflections, *the postmodernist orientation* has led to a paradigm shift in the entire methodology of education: *The class is pupil-centered*, not teacher-centered, which leads to opportunities for social interaction, independent investigation and study, the expression of creativity, as well as the provision of different learning styles. *Knowledge can be discovered and constructed*. Stimulating and affirming pupils' creativity is important in building knowledge and values, especially if different opinions are encouraged. *The pupil-centered approach* takes into account what is called *multiple intelligences*.

Another important implication of postmodernism in education refers to the adoption of *a democratic and dialogical mode of interaction* (4) between teachers and pupils, which becomes an essential benchmark in the context of the *joint venture* relationship. Postmodernism supports and promotes *dialogical methods*, emphasizing the processes of guidance and negotiation between teacher and pupil. The cooperation between them emphasizes the importance of resizing the educational relationship, by recognizing the double meaning of the educational flow and the reciprocity of learning. Thus, not only pupils benefit from teachers' teachings, but the latter also have much to learn from their pupils. This approach transforms education into an interactive process, in which each participant, be it teacher or pupil, plays an active role in building knowledge and in mutual development.

Content usefulness (5). The dominant tone of the highlighted ones leads to the determination of the next benchmark in the *joint venture* relationship, namely that of *content usefulness*. Teachers develop a more nuanced and in-depth vision of the interdependence between the *knowledge and power* relationship (6): In the postmodernist vision, the relationship between knowledge and power is reconsidered, emphasizing that knowledge is

not only a tool for transmitting information, but also a form of control and influence. Teachers are no longer perceived only as authorities who transmit knowledge, but as partners in the learning process and in building a more equitable educational discourse.

Another criterion would be *the action humanization* (7), which supports the plurality of voices and narratives: in the postmodern educational framework, the plurality of visions and narratives is promoted, recognizing that reality is subjective and constructed from multiple perspectives. This contributes to the development of a more complex and nuanced understanding of the world, in which different experiences and points of view are appreciated and integrated into the learning process.

According to the general objectives of the “Education 2030” Development Strategy, it is necessary to ensure the educational system of all levels and forms of education with qualified, competent, motivated and competitive teaching/scientific-didactic and managerial staff. Here it is stipulated as imperative “*Improving initial and continuing professional training/development and ensuring the quality of teacher training programmes according to quality standards, including those of cooperation and collaboration in education and research*” [100].

Another important implication of this chapter is the development of the ***Model of Postmodern Values in the Relationship between Teachers' Professional Development - Pupils' Language Education***, consisting of the following components: Referential References - Primary Education; Desiderata of Professional Development; Pedagogical Meanings of Postmodern Values; Joint Venture Relationship; Phronesis in Professional Development; Methodology for Developing the Teacher's Practical Wisdom. The idea that postmodern values *in the relationship between teachers' professional development - pupils' language education* can be assumed in areas other than primary education remains one of the most real possibilities of pedagogical reflection. We conclude that the structuring of this Model is strategic from several points of view, illustrating that all components remain decisive for establishing postmodern values in the educational approach. Depending on the approach, certain criteria are configured differently both in terms of importance and in terms of effectiveness, as signs and marks, a fact reflected in ***the Methodology for Developing the Teacher's Practical Wisdom***.

The *Methodology for Developing the Teacher's Practical Wisdom* (Table 4.2.) within professional development is focused on the following elements, which are part of the postmodern approach with the seven criteria noted, the relationship of meaning being permanently accessible:

- ✓ *Focus on content* (PM criterion (postmodern) of content openness): professional development that focuses on action-teaching, uses strategies associated with a content-specific curriculum. The goal is to help teachers organize scientific ideas to help pupils, in turn, assimilate meaning.

- ✓ Incorporating *active learning*, using adult learning theory (PM criterion of democratic and dialogic mode of activity and criterion of knowledge organization). Active learning offers teachers opportunities to gain practical experience in designing and practicing new teaching strategies, involving pupils in learning.

- ✓ Supporting *collaboration and diversity* in integrated workplace contexts. High-quality professional development creates space for teachers to share ideas and collaborate in learning content from diverse domains. By working collaboratively, teachers can create communities that positively change the educational environment (PM criterion of reconciling plurality).

✓ Providing *opportunity for reflection*. High-quality professional learning often provides time for teachers to think and make changes in their practice, facilitating reflection and soliciting feedback, strengthening professional beliefs in relation to various activities (PM criterion of knowledge-power linkage).

✓ *Professional development* is an important part of a teacher's career, and the range of benefits of professional development can be extremely beneficial in relation to pupils, who are treated from a partnership, humanistic position (PM criterion of humanizing action).

✓ *Improved teaching methods* represent benefits of using knowledge in the direct students' practice, of applying it in their daily lives (PM criterion of knowledge utility).

Thus, the highlighted criteria have certain particularities for the pedagogical approach, certain assumed alignments, considering the determining relationship between their meaning and the expected action. Therefore, this set of criteria aims at establishing what happens on the formative trajectory, to specify the individuality of each type of approach, finding itself in a qualitative dimension.

Table 4.2. Methodology for developing teacher's practical wisdom

Relational criteria	Postmodern alternatives	Postmodern values	Methodological premises	Postmodern action markers
Knowledge organization	promotion of multiperspectivity	<i>narrativity discovery</i>	cognitive complementarity within limits affected by a certain insufficiency	constant contextual change; shifting perspectives; focus on detail
Content openness	focus on <i>content</i> and <i>action</i>	<i>detailing performance</i>	heuristic revitalization of professional activity	emphasis on parts in relation to the whole; constructing knowledge through the "construction" of values; generating personal knowledge
Knowledge–power connection	enabling opportunities for reflection	<i>re-creation independence</i>	establishing a personal vision of one's professional activity	acquiring knowledge as power; knowledge duplication (truth–untruth)
Plurality reconciliation	supporting collaboration and diversity in various contexts	<i>meaning-making freedom of choice</i>	structuring a professional pattern that encapsulates one's way of thinking about pupil education	contradictory approach; complex and diverse understanding; reflection-in-action
Use of dialogical mode	incorporation of <i>active learning</i> through adult learning theory	<i>participation reflection</i>	intensifying reflective capacity	building knowledge based on concrete needs; focusing on objective creativity (for society) and subjective creativity (for self); establishing unexpected correlations
Humanization of action	benefits of professional development	<i>becoming originality</i>	mediating the re-ontologization of the professional self (through specific behaviours)	focus on performativity; acquisition of new intellectual investments; avoidance of categorical judgments
Knowledge utility	use of knowledge in pupils' immediate practice	<i>pragmatism power</i>	shaping the collaboration of epistemological and praxeological dimensions of the educational endeavor	pragmatic knowledge application; reliance on open, not closed, frameworks

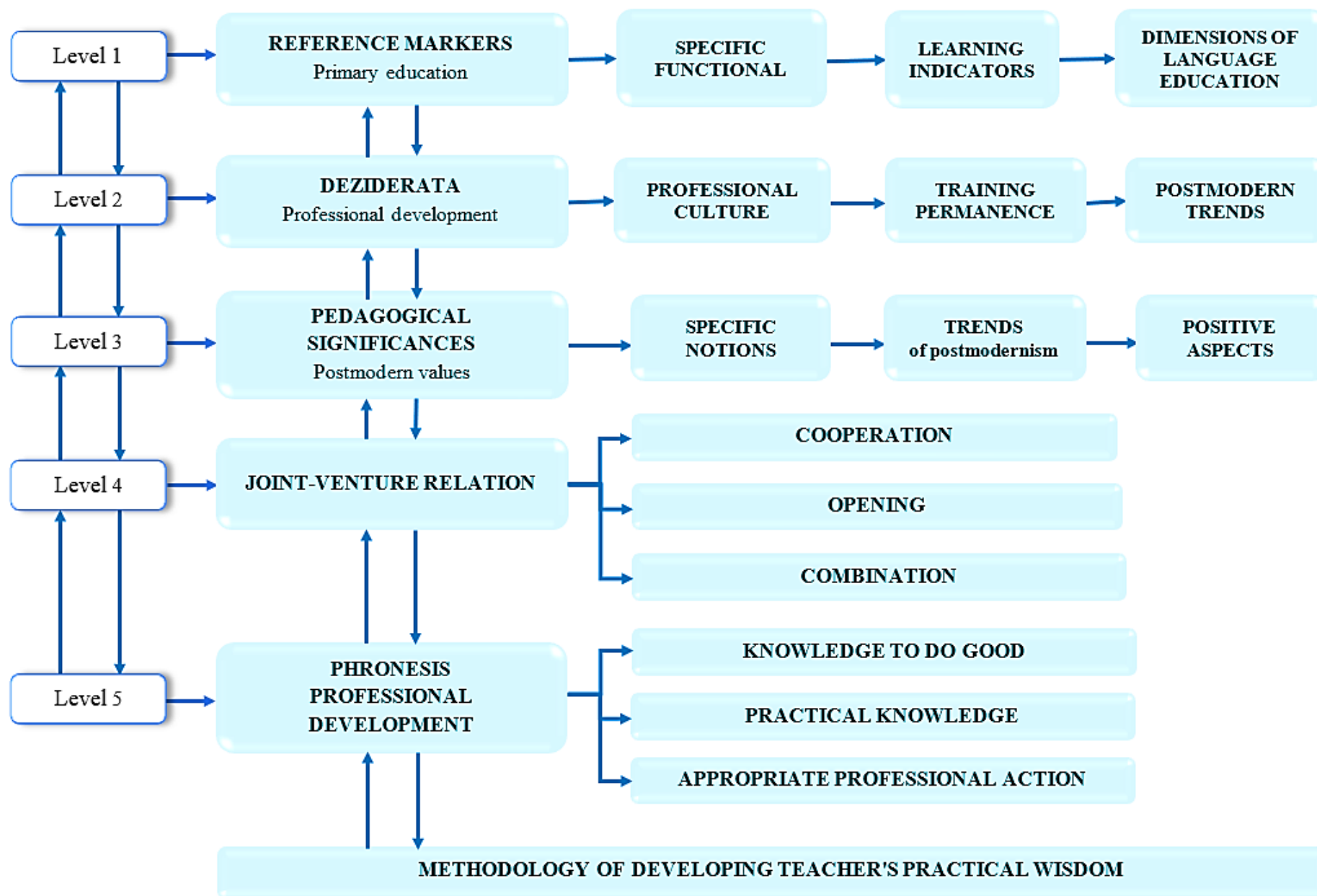


Fig. 4.2. The postmodern value model in teachers' professional development –pupils' language education

We conclude that the structuring of the *Model of Postmodern Values in the Relationship Between Teachers' Professional Development and Pupils' Language Education* (Figure 4.2.) is strategic from several points of view, illustrating that all components remain decisive for establishing postmodern values in the educational approach. Depending on the approach, certain criteria are configured differently both in terms of importance and in terms of effectiveness, as signs and marks. The applied philosophical discourse, in its form of content analysis, and the pedagogical discourse thus aimed at deciphering the role of postmodern values in the construction of the educational approach.

Chapter V "Development of teachers' practical wisdom in relation to pupils' language education" describes the applied research that focused on identifying and developing the level of teachers' practical wisdom based on synthetic performance indicators from the *Operational Project for the Development of Teachers' Practical Wisdom*. The instruments used in the pedagogical experiment, the open-ended test, the completion test and the creativity test, were designed with a special emphasis on the specificity of the research topic and the age characteristics of the target group, taking into account the complexity and subjectivity of practical wisdom.

The objective of the observation stage was *to explore the real*, to discover it through organized techniques (open-ended test, completion and creativity tests), controlled and confronted, based on which the meanings were deduced. The respective "inventory" offered the possibility of penetrating "inside" the phenomenon under study. For the needs of applied research, it was important to establish a certain *level of quality* of the development of teachers' practical wisdom based on the *Performance grid* (Table 5.1.).

Table 5.1. Performance grid

Indicators	Ratings	Level (conventionally)
✓ to know the specifics...	Very well	Level 1: fulfills 100-90 % of tasks
✓ to understand the importance...	Well	Level 2: fulfills 89-70 % of tasks
✓ to perceive the role...	Sufficiently	Level 3: fulfills 69-50 % of tasks
✓ to be operationally oriented...	nonrating	Level 4: fulfills less than 50 % of tasks
✓ to denote reflective flexibility...		
✓ to change perspectives...		
✓ to produce knowledge...		
✓ to approach the details...		
✓ to denote creativity		

Measuring the level of development of practical wisdom involved a procedure for specifying practical wisdom in the benchmark image of the phronesis teacher, performance indicators and the formula of practical wisdom as its relevant attributes, according to the research results. The attributes that characterize practical wisdom are classified according to the level, divided into four categories. These categories include attributes that possess the same state. Percentage values were attached to the categories, which have significance with respect to the respective attribute and indicate the degree of the respective state. Since the variables cannot be directly observed, the indicators of the respective attributes were measured as such, following the behavior of the experimental subjects.

For example, *in test 1. Open-ended test*, according to the tasks, the experimental subjects completed the given statements, formulating answers to a series of questions that target language education in primary education. We therefore conclude that the subjects' answers are generated by the logic of their thinking as specialists in the field, which is a

logic of "practice", focusing, basically, on objectives and goals to be achieved, not on the real basis of the selection, with the exception of about 13% of the subjects, who formulated answers that correspond to a greater extent to a correct variant. The fact that less good answers were also formulated (level 2 – 18%; level 3 – 50%) does not mean, in the given situation, that they cannot be accepted, because they target important aspects in the field of language education of primary school pupils (Figure 5.1.).

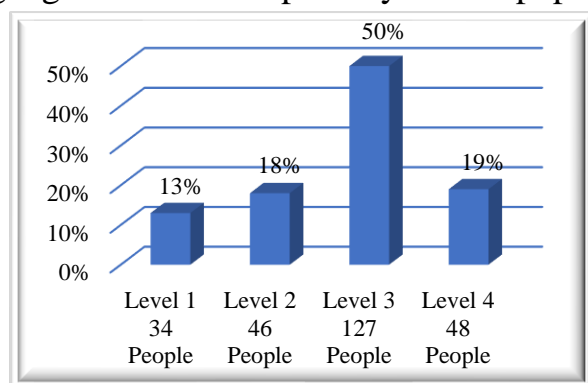


Fig. 5.1. Generalized results of the open-ended test

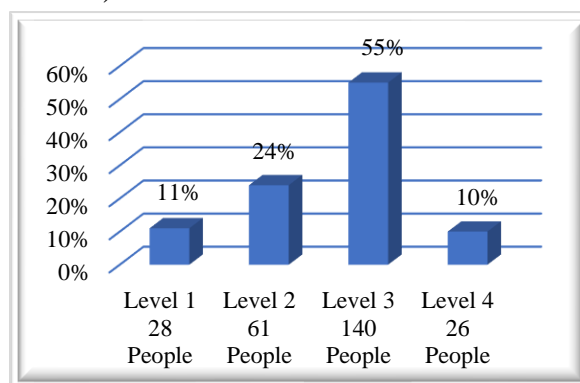


Fig. 5.2. Generalized results of the completion test

In Test 2. Completion, the content of the completion test records, in particular, teachers' professional development from a strategic perspective, purpose, effects; professional competence, teaching competence (Figure 5.2.).

In Test 3. Creativity, the aspects that the creative activity of the experimental subjects can generate regarding the pedagogical phenomenon of postmodernism are invoked (Figure 5.3.).

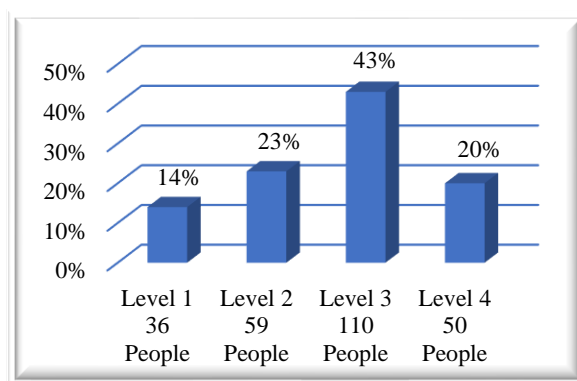


Fig. 5.3. Synthetic results of the creativity test

Therefore, the primary conditions of the image of a practically wise teacher in a postmodern context or a *phronesis teacher* are met to a small extent, postmodern values remaining "hidden" from his understanding and, as a result, reflect the need for formative interventions in the following directions: openness to comprehensive knowledge; deep understanding of postmodern values from the perspective of language education; skill in analytical thinking and building one's own vision; action at a high level of quality; discernment in building knowledge

Understanding postmodern discourse, in addition to its broader meaning, presupposes a more restricted set of values and meanings, their educational interpretations. Along the path of these relationships between the primordial conditions and the correspondence of the results demonstrated by the experimental subjects, there appear a series of difficulties, a series of epistemological obstacles.

We find that the barrier of practical wisdom is not crossed, the performance of the experimental subjects being achieved at the maximum level only at about 12% within the perimeter of postmodernity in education in general, and at the *sufficient* level about 49%. These results are characterized by reduced accuracy and deficient precision, which denotes the need for recovery. If we follow the examples illustrating level 3, then we see that they do not fit the expected variant as a benchmark and depend on the teacher's

professional cognitive space. Last but not least, we must mention that certain external factors can also be included in the sphere of negative premises (denial of the problem in general, lack of time available for analysis, lack of a stimulus, etc.). The new approaches to education from a postmodern perspective are based on a well-conceived orientation, which is not included, for now, in teachers' epistemological and practical interest.

The training experiment used the *Methodology for the Development of Teacher's Practical Wisdom within Professional Development in Relation to Pupils' Language Education*, being valorized on the basis of the **Operational Project**, presented below. Determining, within teachers' professional development, the opportunity to reconceptualize professional knowledge, self-reflection, reflective and critical attitude, autonomy, examination of details, use of narrative forms/narrative investigation, permanent becoming, signification, discovery, these phenomena become the main basis in organizing the activity.

The development of practical wisdom is an attitudinal component of professional competence, attitude being a mental filter through which teachers perceive the educational process, it is a way of professional behavior, representing the teacher's personal vision. *Practical wisdom* is an essential component of the teacher's personality, representing his behavior in problematic situations by choosing the best solution. These results are characterized by low accuracy and poor precision, indicating the need for recovery.

The pedagogical experiment was a *natural one*, carried out at the level of the subjects in real conditions of professional development, at continuing education courses, at various methodological activities. Based on the research and theoretical-praxiological benchmarks developed previously, the following *hypothesis* of the experimental research was formulated: If the process of teachers' professional development is based on action markers and postmodern values, establishing a strong combinatorial relationship between the coordinates of primary education, postmodern values and professional development, then teachers will acquire practical wisdom (phronesis), and their professional development will be performative. Proposing to articulate the postmodern elements both as a theoretical approach and as a practical assumption, the goal was to use this articulation as a tool for methodological interpretation of the formative discourse.

This fact is linked to the essential assumption that the teacher's practical wisdom is possible and is based on the different ways of conceiving the development methodology. Therefore, the defining element for the development of the teacher's practical wisdom in relation to language education is reflection and action, concretized in different ways of conceptual engagement, of relating the components put into formative circulation. *The Methodology for the Development of the Teacher's Practical Wisdom* within the professional development in relation to pupils' language education was valorized by paying special attention to the possible effects of what they do; realistic approach to situations; understanding the way to apply new information; development of foresight: seeing potential problems before they happen; issuing correct, good judgments, etc.

Before presenting the *Operational Project*, it is advisable to present **a possible formula of the teacher's practical wisdom**:

Qualities (*understanding, thinking, knowledge, experience*) + **Intuitive action** (through reflection, moderation, thoughtfulness, goodwill) =
Good (*well done, well achieved, well resolved, etc.*)

In order to reveal the specifics of the teacher's practical intelligence in the process of professional development, based on previous analyses of practical intelligence and the above formula, we considered it necessary to outline a set of indicators that subsume the defining elements of the teacher's quality of having this practical wisdom, thus obtaining a **benchmark image**. Even if the state of wisdom is very difficult to both achieve and determine its level, reflecting on and aspiring to it can contribute to improving teachers' professional activity and the way of approaching pupils' language education. This benchmark image is made up of the following elements. The teacher who has *acquired* a certain practical wisdom:

1. demonstrates openness to comprehensive, authentic knowledge and sees its perspectives in the pupil's language education;
2. is focused on a deep understanding of postmodern values and their role in pupils' language education;
3. denotes skill in analytical thinking and expresses a unique vision in seeing things as they really are;
4. demonstrates a high level of quality when doing something, acting in a good, correct manner;
5. certifies discernment in building pupils' knowledge.

The operational project consists of several components: *Postmodern action-oriented markers*, *Action components*, *Assessment tasks*, *Performance indicators*, each of which focuses on one or more of the **objectives** given below in order to develop the teacher practical wisdom: paying special attention to the possible effects of what they do; realistically approaching situations; understanding how to apply new information; developing foresight: seeing potential problems before they happen; making correct, good judgments; establishing a balance between change and what cannot be changed; developing clear thinking, which does not focus on irrelevant aspects; demonstrating a high level of quality when doing something; constantly "seeking" knowledge; not being influenced by negative emotions (Table 5.2.).

Table 5.2. The operational project: developing the practical wisdom of the primary school teacher (IPI)

Postmodern action-oriented markers	General objectives	Action components	Assessment tasks	Performance indicators
<ul style="list-style-type: none"> ✓ contextual transformation; ✓ perspective shifting; ✓ attention to detail; ✓ highlighting parts in relation to the whole; ✓ constructing knowledge through the "construction" of values; ✓ generating personal knowledge; ✓ acquiring knowledge as a form of power; ✓ knowledge duplication; ✓ contradictory approach; ✓ complex and diverse understanding; ✓ reflection-in-action; ✓ building knowledge based on necessities; ✓ objective and subjective creativity; ✓ establishing unexpected correlations; ✓ focus on the performative; ✓ acquiring new intellectual investments; avoiding categorical judgments; ✓ pragmatic approach to knowledge; open frameworks (non-closed). 	<ul style="list-style-type: none"> ✓ particular attention to potential consequences of one's actions; ✓ realistic approach to situations; ✓ understanding how to apply new information; ✓ developing foresight: anticipating problems before they arise; ✓ issuing accurate, appropriate judgments; ✓ establishing a balance between change and what cannot be changed; ✓ developing clear, relevant thinking; ✓ demonstrating high-quality action; ✓ continuous "search" for knowledge; ✓ immunity to negative emotions. 	<p>Focus on Detail</p> <p><i>Indicators:</i> analysis from diverse perspectives; contextual transformation</p> <p><i>Postmodern values:</i> detailing; re-creation.</p>	<p>1. Case study</p>	<ul style="list-style-type: none"> ✓ analysis based on multiple perspectives; ✓ expanding the context;
		<p>Contradictory Approach</p> <p><i>Indicators:</i> reflection-in-action; knowledge construction</p> <p><i>Postmodern Values:</i> participation; freedom.</p>	<p>2. Specific information</p>	<ul style="list-style-type: none"> ✓ comparison; ✓ emphasis on detail;
			<p>3. Diagonal thinking</p>	<ul style="list-style-type: none"> ✓ orientation in the language-speech relationship; ✓ knowledge construction;
			<p>4. Probabilities or realities</p>	<ul style="list-style-type: none"> ✓ freedom of expression; ✓ methodological flexibility;
		<p>Unexpected Correlations</p> <p><i>Indicators:</i> minimizing categoricity; knowledge duplication</p> <p><i>Postmodern values:</i> reflexivity; originality.</p>	<p>5. Debatable situations</p>	<ul style="list-style-type: none"> ✓ reflexivity; ✓ affectivity in grammar;
			<p>6. Transdisciplinarity</p>	<ul style="list-style-type: none"> ✓ operational modeling of thinking;
		<p>Knowledge Production</p> <p><i>Indicators:</i> knowledge construction based on needs; focus on performativity</p> <p><i>Postmodern values:</i> discovery; narrativity.</p>	<p>7. Language games</p>	<ul style="list-style-type: none"> ✓ specificity of language games;
			<p>8. Narrativity</p>	<ul style="list-style-type: none"> ✓ narrativity in teaching-learning;
		<p>Knowledge as Power</p> <p><i>Indicators:</i> objective-subjective creativity; pragmatism.</p> <p><i>Postmodern Values:</i> pragmatism; independence.</p>	<p>9. Postmodernism in education</p>	<ul style="list-style-type: none"> ✓ usefulness of learning;
			<p>10. Argumentation</p>	<ul style="list-style-type: none"> ✓ independence in thinking; ✓ perception of the understanding role.

The third stage of the experiment was the control stage, which aimed at verifying whether the training process functioned within the designed parameters, whether it was carried out according to our intentions and whether it is positioned on a trajectory that reflects the achievement of the established objectives. The examination of the results demonstrated by the experimental subjects was based on some analysis criteria, presented below (Table 5.3.).

Table 5.3. Criteria of Control Sample Analysis (Three “C’s”)

Nr.	Test 1. Completion	Test 2. Creativity	Test 3. Questionnaire
1.	The choice made (what was chosen more; why?).	Correct perception of the essay requirement.	Typology of questions
2.	Appropriateness (neither too general, broad, nor too specific, narrow).	Typology of essays	Clear, unambiguous formulation
3.	Clarity, fluency (of definition, explanation, essentialization).	Clear formulation of the main idea, the central point.	Formulation of the appropriate response.
4.	Consistency (of definition, explanation, essentialization).	Attractive essay formulation	Keywords
5.	Character (affirmative).	Providing evidence, critical analysis, illustrations	The rigor of the questions (answers).

Therefore, the synthesis of the results in each experimental group illustrates the following situation (Figures 5.4., 5.5., 5.6.):

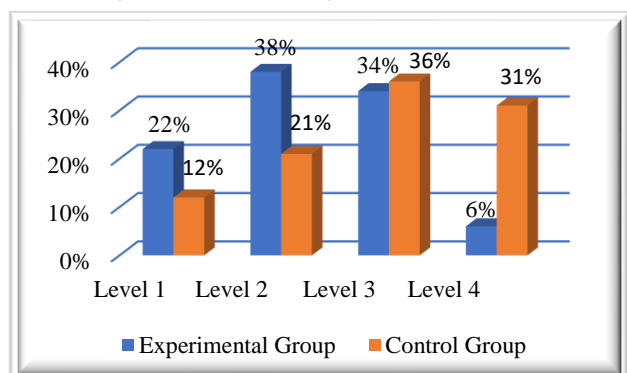


Fig. 5.4. Comparison of teachers' results in the control experiment (completion test)

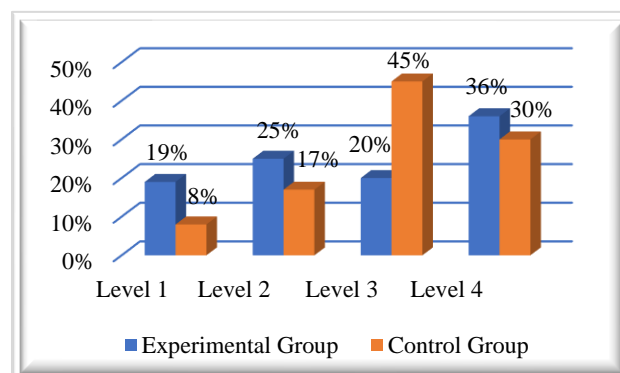


Fig. 5.5. Comparison of teachers' results in the control experiment (creativity)

Synthesizing the results obtained in the control tests, we attest several forms of rationality, based on analysis, as signs of the complex nature of the thinking of the experimental subjects, which are able to justify the presence of postmodernism in the educational process.

The development of teachers' phronesis during the pedagogical experiment reveals a series of elements of their practical wisdom, as a professional virtue based on educational values in judgment and reflection (openness to knowledge, perspective of deep understanding, analytical thinking and own vision in analysis, orientation towards quality in what they do). Considering levels 1 and 2 as acceptable, in order to compare the differences in the results of the subjects in both experimental groups which illustrates a difference between them of 24 %.

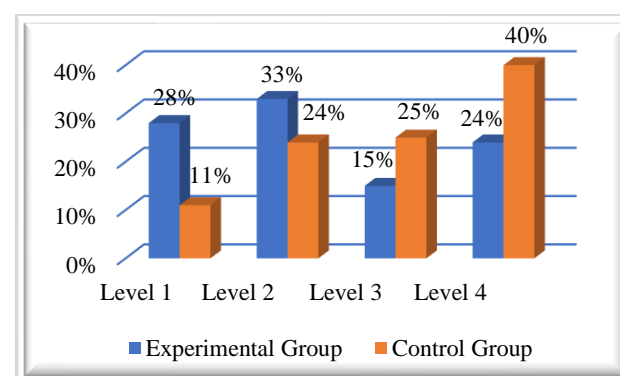


Fig. 5.6. Comparison of teachers' results in the control experiment (questionnaire)

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. *The analysis* of epistemological benchmarks and the recording of the primary reference areas of primary education from the perspective of new educational orientations led to the establishment of *links* between various pedagogical phenomena, such as the organization of primary education; *factors*, including teachers' training according to new socio-cultural conditions, the emergence of new types of structures; *outcomes*, an important place being occupied by the training of effective communication skills; *openness to modernization*; *curricular contributions*, in which among the new elements is the highlighting of the transdisciplinary value/axiological framework based on the *profile of the primary education graduate* as a new concept with finality semantic valences. The analysis of these factors generated a theoretical-methodological discourse that revealed the relevance of language education for primary school students, considered, by exposing its essential data, as a basic field in primary education. Investigative evidence was provided for the idea that in a postmodern context, language education is no longer based solely on traditional conceptions of language as a neutral and transparent tool for transmitting knowledge and information, but rather recognizes that language is a complex construct, influenced by the social and cultural context. Thus, language education must approach language as a dynamic system of meanings that is influenced *by power, identity and cultural context* (Chapter 1, 1.1.).

2. The idea of *language games* also falls within the scope of this issue, in which the ability to imagine new connections between existing information, to make *“moves” in language games* or to change the rules of the game is essential. In this way, *the theory of language games* expresses the functioning of language by fragmenting it into “games” with specific rules, which are the subject of an explicit or implicit contract between the players. Starting from this, *the general principle is deduced* according to which *speaking* means fighting in the sense of *playing*. “Moving” in the language game is related to the pleasure of inventing, doubled by a certain feeling of success. These assumptions have identified the process analyses of the particularities of the language education of primary school pupils in a postmodern context. It was concluded that the distinct developments in primary school are short-lived and follow one another thanks to an effort of notable theoretical and methodological accumulations in the process of adhering to postmodern values. Thus, research *objectives one and two* were achieved (Chapter 1, 1.2.).

3. *Vectorizing the analysis* on the coordinate of pupils learning, as a resolute axis, *oriented* towards the idea of school learning as *understanding*, as a construction of knowledge systems, as a restructuring of knowledge through the development of theoretical thinking, logical-verbal thinking and basic formations, a pertinent idea in the teachers' developmental exercise. In a postmodern society, knowledge must be functional and useful, and the adoption of *active learning* is a process that allows the learning subject, whether pupil or teacher, a direct contact with new information. In addition, synthesizing the alternatives of professional development, the idea was reiterated that in order to have a successful professional performance, teachers must have confidence in themselves and their skills, to be able to manage critical, tense or problematic situations. *The new trends* in teacher training consider a number of aspects, according to theoretical and praxiological requirements, which are acquired through close contact with the world of the profession: the development of appropriate training tools for the construction of a professional identity; the integration and articulation of training in the most natural way in the teacher's individual professional path; training in the spirit of *developing disciplinary reflection* on scientific

content, etc. Analyzing the desiderata of teachers' professional development, it was possible to deduce the idea that the teacher/professor *is the backbone of society*, focusing on meeting pupils' needs. In this context, professionalization defines professional development from the perspective of learning through which teachers review, renew and increase their commitment as agents of change, the *effects* of professional development being recorded by their *growth mindset*. These considerations marked the achievement of *the third objective* of the research (Chapter 2, 2.1; 2.2.).

4. Through a broad coverage of the diversity of the postmodernist issues, more recently replaced by notions such as *digimodernism*, *pseudomodernism*, *hypermodernism*, *transmodernism*, *postpostmodernism*, *cosmodernism*, *paramodernism*, *new modernity*, *globomodernism*, *geomodernism*, *ecomodernism*, etc. it has been *established* that what follows postmodernism is considered to be much more radical than postmodernism itself. The investigative architecture of the problem included the definition and support of the significance of the notion of *textistence*, which is a certainty, an invention through which postmodernist interpretations are perceived "like a book". Ideally, the concept of *textistence* implies an interdependence between text, which becomes existence, and existence, which becomes text. To make the specificity of postmodernism clearer in relation to language education, it is based on the recognition that speaking means *fighting*, in the sense of *playing*, and discourses fall within the scope of a general disturbance. This cognitive option produces a *polytheism* (belief in several relative gods) of values, from which point the *principle of performativity* or emancipation cannot be criticized. *Performativity*, in turn, is the conception according to which *knowledge is power*. Postmodernism makes a valuable contribution to the notion of *schooling as a form of culture*, offering educators a more complex and insightful vision of *the relationships between culture, power and knowledge*. In postmodernism, attention is intensified to mistakes and a phenomenon called the *cult of error* appears. All this designates the achievement of *the fourth objective* of the research (Chapter 2, 2.1; 2.2.).

5. By dynamizing the analytical discourse, it is highlighted that school in postmodernity becomes a source of change by promoting creativity in all spheres of life and activity: creating something new not only for the pupils themselves (*subjective creativity*), but also creating something new for society (*objective creativity*). Several *methodological alternatives* are updated and recommended: *techne* or artisanal reflection; *poiesis*, affective attunement to the creative process; *praxis*, critical inquiry; dialogues, multiperspective inquiry; *phronesis*, deliberative/intentional practice and wisdom; *polis*, public moral inquiry; theory, contemplative wisdom. Taken together, these processes offer a lived experience in postmodern educational philosophy. Bringing the discussion to the field of *phronesis*, it is characterized as wisdom to judge the good and the bad and all the things in life that are desirable and avoidable, to behave correctly in society, to use speech and action with sagacity, to accumulate specialized knowledge about all things that are useful. *Phronesis* is a type of wisdom relevant to practical action, involving good judgment, good character, and good habits. In this way, *phronesis*, classically defined by Aristotle as knowledge of what is good and what is bad for people, is best understood as *practical wisdom*, that is, *action wisdom*. Thus, the *neo-Aristotelian perspective of phronesis* is developed, suggesting that *phronesis* is the wisdom that a teacher recruits to recognize which virtues are appropriate to a specific situation, so that the action leads to a good result. The involvement in the analytical interpretation of quality led to the *Hegelian idea of*

quality, which specifies that being devoid of quality *cannot be expressed*; cannot be thought; *it is; that's it*. Quality is never accidental (Chapter 4, 4.1.).

6. Synthesizing several studies on quality education, we *adhere* to a framework of several *quality dimensions* that are in dynamics: effectiveness, efficiency, equity, reactivity, relevance, reflexivity, sustainability. We argue that there is no form of education without values, because the primary purpose of values is to develop the pupil morally and ethically by identifying, beyond appearances, a profound essence, which contains latently various manifestations of the phenomenon. In the case of addressing postmodern values, this path is accompanied by a particular complexity of the phenomenon examined. As such, the teacher/learner must, as a representative of a value system, use his/her authority well to transmit values *without indoctrinating them*. These desiderata record the achievement of the *fifth objective* of the research (Chapter 4, 4.2.).

7. Investigatively, there was shown the essence of the relationship between postmodern values, teachers' professional development and pupil' language education, which is a phenomenon that appears within any analytical approach, because it is the true *causa finalis* of things. It was deduced that between the concepts of *postmodern values*, *professional development and language education* there is a ***joint venture type association relationship***, established with the aim of *valorizing the strengths of each party involved or to minimize the risks existing* in a certain field. The identification of relational landmarks between these three concepts based on the joint venture relationship is configured in: the way of organizing knowledge (discovered and constructed) (1); opening up the contents (2); knowledge-power connection (3); reconciling plurality (4); activity democratic and dialogic model (5); action humanization (6); knowledge usefulness (7). In this relational conversion, the substance of the changes in the understanding of some categories in language education is revealed, such as those of concepts assimilation; grammatical notions; grammar study, etc. Taking into account these elements, the process of forming pupils' language notions is essential for acquiring ***grammatical thinking***. The ability to think "grammatically" provides pupils with the necessary tools to analyze, apply and understand the language in a deeper and more structured way, thus contributing to a sustainable and efficient acquisition of the Romanian language. These assumptions highlight the achievement of *objectives two and six of the research* (Chapter 4, 4.2.).

8. The inclusion into ***an integrative vision*** of the analytical findings operated along the way, as theoretical-methodological premises and the epistemological distancing from the analysis object, ***has identified*** the illustration of the real complexity of the phenomenon approached in a pedagogical model, called the ***Model of Postmodern Values in the Relationship between Teachers' Professional Development - Pupils' Language Education***, structured in six reference levels: ***Level 1. Referential benchmarks: primary education***. Their field of manifestation is enhanced in a correlative framework of ideas, generating, cumulatively, several options for pedagogical problem-solving, through a constructive and alternative approach; ***Level 2. Professional development desiderata***. The reasoning action at this level is to appeal to everything related to argumentation, to what contributes to the pedagogical effect and constitutes a source of change, as a dialectical premise of the problem in question; ***Level 3. Pedagogical meanings of postmodern values***. Speaking of postmodern values, they are architecturally organized in an internal coherence, they are presented in the form of open lists, which synthesize various aspects targeting the field; ***Level 4. The joint venture relationship*** aims at combining strengths or minimizing existing risks in the field of teacher professional development; ***Level 5. Phronesis***.

Professional development. The hermeneutic dimension of *phronesis* is explicit in the issue of the "wise" application or performance of a professional action. The *teacher-phronesis* is wise, sagacious from an action and moral point of view. For such wisdom, he accumulates knowledge over time and gains a greater or broader openness to experience; **Level 6. Methodology for Developing the Teacher's Practical Wisdom.** Articulation of the elements *The Model of Postmodern Values in the Relationship Between Teacher's Professional Development –Pupil's language education*, both as a theoretical approach and as a methodological assumption, is with the aim of using it as a conceptual tool to substantiate teacher's professional development actions in the context of achieving pupils' language education, starting from certain postmodern values, consistent with this purpose. Speaking of postmodern values, we referred to the meanings deduced along the way to develop the *open lists*, which synthesize various aspects targeting the field. This synthesis denotes the achievement of *the seventh objective of the research* (Chapter 4, 4.4.).

9. Within the general framework of the research significance, *the Methodology for Developing Teacher's Practical Wisdom* was established, focused on the following elements, which fall within the perimeter of the postmodern approach with the seven criteria recorded: focus on *content*; incorporation of *active learning*; supporting *collaboration and diversity*; providing *opportunities for reflection*; *professional development* as an important part of a teacher's career. Viewed from this angle, the *Methodology for Developing Teacher's Practical Wisdom* proves to be largely a reductionist projection, by virtue of a simpler postulation. Thus, the criteria highlighted have certain particularities for the pedagogical approach, certain assumed alignments, given the determining relationship between their meaning and the expected action. Therefore, this set of criteria aims at establishing what happens on the formative path, to specify the individuality of each type of approach, finding itself in a qualitative dimension. Through the pedagogical experiment, which was carried out on the basis of this Methodology, the instrumental-pragmatic aspect of the research was valorized, referring to the methods and techniques applied, according to the **Operational Project: Developing the teacher's practical wisdom**. *The operational project* consists of several components, each of which focuses on one or *more of the objectives* formulated in order to develop the *teacher's practical wisdom*. The configuration, implementation, validation of the results of the pedagogical experiment at the teachers' level by capitalizing on the *Methodology for Developing the Teacher's Practical Wisdom* and the *Operational Project* illustrates the achievement of the eighth objective of the research (Chapter 4, 4.4., Chapter 5, 5.2.).

10. **The hypostasis** of the first ascertaining experimental stage shed **light on** the de facto situation in relation to the level of development of practical wisdom of primary school teachers. The investigative marking was carried out at the level of identifying strengths/weaknesses and establishing potential actions for the development of practical wisdom. The reality was discovered through organized tests (open-ended test, completion and creativity tests), controlled and confronted, based on which the meanings were deduced. It was found that the primary conditions for the correspondence of the image of a practically wise teacher in a postmodern context or of a *phronesis teacher* are met to a small extent, postmodern values remaining "hidden" to his understanding and, as a result, reflected the need for formative interventions. In order to substantiate the activity of developing practical wisdom, a possible formula of **the teacher's practical wisdom** was developed. In order to reveal the specifics of the teacher's practical intelligence in the professional development process, based on previous analyses of practical intelligence and the respective formula, a

set of indicators were outlined that subsume the defining elements of the teacher's quality of having this practical wisdom, thus obtaining a ***benchmark image***. *The formative stage* of the pedagogical experiment, the development of practical wisdom, involved 10 practical tests, each with a focus on certain postmodern values (recreation, reflection, discovery, narrative, pragmatism, independence, etc.). *The purpose of the control* was to verify whether the training process functioned within the designed parameters, whether it was carried out according to intentions and whether it is positioned on a trajectory that reflects the achievement of the established objectives. In order to justify itself, the control of the experimental results met certain qualities: maintaining scientific, technological, pedagogical relevance, promoting the new in the field of continuing professional training, facilitating the set of ideas in the field of postmodern education, changing the perspective in the *appreciation of the factors of valorized content, etc.* In this way, the “**Three Cs**” control activity was conceived, with three basic tests: completion, creativity, questionnaire. The development of teachers' phronesis during the pedagogical experiment reveals a series of elements of their practical wisdom, as a professional-cognitive capacity or virtue, based on educational values in judgment and reflection. In order to *validate the experimental results*, *concurrent validity* was applied, which assumes a correlation between the subjects' results (pretest and posttest). The pretest/posttest experimental design allowed the comparison of the dependent variables from the ascertaining and control stages. The application of the Z-Test illustrated that the difference between the means of the ascertaining results, which are as follows for level 1: 12% ascertaining; 22% control; for level 2: 23% ascertaining; 38% control; for level 3: 49% ascertaining and 34% control; for level 4: 15% ascertaining and 6% control, *is significant* (99%). For illustration, the difference between the first two means of level 1 was calculated, as the most representative: the difference for this level is 10%.

By objectifying the concept of phronesis, experimentally confirmed evidence ***was provided*** for a series of ideas in relation to it. Phronesis manifested itself as a capacity for reflection in relation to the educational context, as a capacity for contact with the real force of knowledge, as an intuitive capacity to act spontaneously and skillfully, as a capacity for judgment when reason is not sufficient or when relevant information is missing, etc. *An answer was formulated to the question* of whether practical wisdom can be learned and, therefore, taught through strategic experience. It was demonstrated that, in fact, wisdom happens in a process of directed activity. Recognition of the educational context of phronesis does not occur instantaneously, but is slowly prepared through awareness activities, phronesis having more motivational potency than wisdom in the common model. To articulate the image of a phronesis-inspired teacher with a viable training model, the value of teachers' phronesis was demonstrated and teachers who saw phronesis as *the pinnacle of teaching excellence* were encouraged. The educational articulation of a neo-Aristotelian *model of phronesis* drew on recent research in philosophy and psychology, as well as experimental findings, providing explicit guidance on how practical wisdom develops and how it is best developed. The study measuring phronesis included, in the practical phase of the research, latent variables reflecting the functions of *phronesis* (openness to knowledge, understanding, reflective application). The results are appropriate because the predicted latent components (performance measures) were consistent with the predictions, and the latent components were found to be structurally related to an anticipated *phronesis* variable. This research also includes *person-centered measurement* to assess the ongoing relationship between wisdom and behavior. Given the potential practical value of phronesis, it was found

that attempting to provide an overview of this phenomenon is promising, since practical wisdom is malleable and trainable (Chapter 5, 5.1; 5.2.; 5.3.).

11. The development of the *Neo-Aristotelian Perspective in phronesis pedagogy* and the elaboration of the ***Phronesis Teacher Conception*** identifies the educational approach to the teacher who adopts a constructive attitude in his professional development through a wise cognitive practice. The ideological framework of the Phronesis Teacher Conception represents a set of ideas that target practical wisdom (model of acting thoughtfully); wisdom in action (making the right decision in an action, "thinking" action; situated action; spontaneous action); the involvement of values into judgment; intellectual virtue (the right way to do something); empirical wisdom, heuristic relationship with oneself, correct reason, acquired wisdom. ***The internal organization*** of the Phronesis Teacher Conception is based on the ideas of the postmodern values joint-venture relationship – teachers' professional development - pupils' language education; relational benchmarks of the relationship; open lists of postmodern values; the benchmark image; practical wisdom formula.

The new research direction: Phronesis pedagogy as a new entity, valorizing the previously developed process and producing new connections from which multiple internal norms for the development of *practical wisdom* as an element of *attitudinal capacity* in the context of postmodern values are derived both at the level of teachers and at the level of pupils at different levels of primary education. The respective direction raises the attitudinal field to a higher level and, in connection with this, generates a new vision in the treatment and explanation of *phronesis* as one of the postmodern values. By its essence, phronesis pedagogy is "expected" in education, because it starts from the approach of competencies and is a basic component of reality, as a totality of postmodern values, as an action of ordering and signifying the countless situations that arise in the learning-teaching-evaluation activity. The learning activity is the way of being of the human being, the expression of his being and consists, on a cognitive level, mainly in *obtaining, verifying, processing, transmitting, correctly valorizing knowledge*, a fact that can be ensured by the precepts of *Phronesis pedagogy*. The resource that triggers phronesis is the need that has become intellectually an action necessity, specifically oriented towards formulating a generic goal of obtaining better results.

The purpose of Phronesis Pedagogy is to valorize specific knowledge in the field of postmodern values, which ensures the training of phronesis teachers. It is a complex one, helping the teacher or pupil to identify situations in which postmodern values are recommended and how to valorize them, to develop principles and rules of wise cognitive-attitudinal conduct in various educational situations of learning-teaching-evaluation, to model practical reflection.

The essence of Phronesis Pedagogy: Reconstruction of teachers' professional development based on scientization and ensuring conscious and efficient monitoring of the process of training and professional development of school teachers from the perspective of approaching postmodern values.

Field of action: Phronesis Pedagogy is an applicative pedagogy, open to the current reality of changing education, adaptable to phronesis pedagogical approaches, based on the desiderata of postmodernism.

Specific object of study: technology and specific strategies that value-model the teacher/professor phronesis.

Purpose: Educational enhancement of the attitudinal component in the triad of competence in the process of forming the active personality of the human being.

Limits and difficulties

- The main difficulties in possessing and acting on phronesis are that both human goods and evils come in degrees (so that it is difficult to say how much of one is enough and how much of the other is in surplus) and that the goods frequently compete with each other.
- Although there are important advantages in thinking about teacher development through the lens of *phronesis*, a solid understanding of the concept requires a prior process of clarification, in which the relevant virtues or values occupy a special place. Phronesis is available only to those people who have a stable disposition to act ethically on all occasions.
- A difficulty arises in the relationship between teachers' professional development and pupils' language education, because the spheres that describe the thematic reference are different in terms of their meanings of use and share meanings.
- While we cannot train most teachers in the phronesis virtue, we can inspire them to undertake the process of reading towards the necessary virtues and, ultimately, towards phronesis. This provides the benchmark on which phronesis can be built in professional development.
- It has also been found that acquiring phronesis requires a lot of practice, a lot of experience, with the teacher being concerned with the details, with how to act in certain situations. The principles of action can be learned, but applying them in the world of education, in situations that they could not have foreseen, still requires experience.

RECOMMENDATIONS

For further research

1. Investigative and praxiological elucidation in the broad spectrum of the ***categorical features of postmodern values*** in relation to the phenomenon of learning, as one of the most topical in the field of education.
2. Analytical foundation of ***the technology of language games*** in the process of achieving language education as a factor for increasing quality.
3. Analysis of the conceptual benchmarks of professional development in the context of reformulating the objectives with an obvious emphasis on ***the attitudinal component of professional competence***.
4. Cognitive review of the ***professionalization alignments*** from the perspective of training the phronesis teacher, able to resolve any situation arising in the educational process

At the methodological level

5. Development, based on the experimental results of the research, of a ***Methodological Guide*** entitled "*Promoting postmodern values in school*".
6. Creation of ***strategies for teachers' professionalization***, in accordance with the requirements of postmodernist orientations in pedagogy, based on the attitudinal aspect of competences.
7. Design of ***the Methodological Guide*** entitled "*Formative resources of pupils' practical wisdom*".

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ADNOTARE

GOLUBIȚCHI Silvia „Valori postmoderne în învățământul primar: dezvoltarea profesională a învățătorilor în raport cu educația lingvistică a elevilor”

Teză de doctor habilitat în științe ale educației, Chișinău, 2025

Structura tezei: adnotare (română, engleză), lista abrevierilor, introducere, cinci capitole, concluzii generale și recomandări, bibliografie din 375 de titluri, 9 anexe și este perfectată pe 284 pagini de text de bază, inclusiv 19 tabele și 21 de figuri. Rezultatele obținute sunt publicate în 70 de lucrări științifice.

Cuvinte-cheie: dezvoltare profesională, educație lingvistică, postmodernism, valori postmoderne, phronesis, înțelepciune practică, atitudine, învățător phronesis, relația joint venture, acțiune corectă.

Scopul lucrării: Fundamentarea și elaborarea bazei conceptuale și metodologice a operaționalizării valorilor postmoderne în dezvoltarea profesională a învățătorilor în raport cu educația lingvistică a elevilor prin promovarea activă a practicii reflexive.

Obiectivele cercetării: demonstrarea specificului învățământului primar în lumina schimbărilor la nivel de dimensiuni, proces, criterii, conexiuni, reconfigurări, conținuturi, integrate în cadrul tematic de referință; descrierea dimensiunii epistemologice, pragmatice și comunicative a educației lingvistice, a învățării plurifuncționale și determinarea condițiilor revizuirii demersului educațional; dezvăluirea esenței pedagogice a dezvoltării profesionale a învățătorilor și identificarea premiselor teoretico-aplicative ale explorării valorilor postmoderne în pedagogie prin argumente epistemice distinctive; particularizarea problematicii postmodernismului ca factor de evoluție și ca unul din factorii întemeierii valorilor postmoderne în baza aspectelor fundamentale care fac diferențierea dintre modernism și postmodernism sub forma unor repere generale; identificarea valorilor postmoderne de prim rang în procesul dezvoltării profesionale a învățătorilor; obiectivarea practică a relației valori postmoderne – dezvoltare profesională a învățătorilor – educație lingvistică a elevilor în paliere phronesis reprezentative; elaborarea și validarea *Modelului valorilor postmoderne în relația dezvoltarea profesională a învățătorilor – educația lingvistică a elevilor* în baza reperelor conceptuale; interpretarea și argumentarea rezultatelor experimentului pedagogic la nivelul învățătorilor prin valorificarea *Metodologiei dezvoltării înțelepciunii practice a învățătorului* și a *Proiectului operațional*; Consemnarea epistemologică a *Concepției învățătorului phronesis*.

Noutatea și originalitatea științifică se profilează din argumentarea *Perspectivelor neo-aristotelice în pedagogia phronesis* în baza *Blocului reperativ*, constituit din: (a) specificul *indeterminanței* (indeterminare plus imanență); (b) rolul *textistenței* (legătura dintre text și viață) postmoderniste; (c) utilizarea narațiunii ca instrument de reflecție și de „portretizare” a vieții; (d) valorificarea *joint venture* – relația de asociere dintre valorile postmoderne, dezvoltarea profesională a învățătorilor și educația lingvistică a elevilor; (e) semnificarea *jocurilor de limbaj* cu ideea că a vorbi înseamnă a „lupta” sau „a juca”; (f) particularizarea politeismului (crența în mai mulți zei-rude) valorilor postmoderne.

Rezultatele științifice care au determinat crearea unei noi direcții de cercetare sunt cosemnate de următoarele entități: Dezvoltarea *Perspectivelor neo-aristotelice în pedagogia phronesis* și elaborarea *Concepției învățătorului phronesis*, ce reținează demersul educațional al învățătorului care adoptă o atitudine constructivă în dezvoltarea sa profesională printr-o practică cognitivă înțeleaptă. *Cadrul ideatic* al Concepției învățătorului phronesis reprezintă un ansamblu de idei ce vizează înțelepciunea practică (model de acțiune cu chibzuință); înțelepciunea în acțiune (luarea deciziei corecte într-o acțiune, acțiune „gânditoare”; acțiune situată; acțiune spontană); implicarea valorilor în judecată; virtute intelectuală (modul corect de a face ceva); înțelepciune empirică, relație euristică cu sine, rațiune corectă, înțelepciune dobândită. *Organizarea internă* a Concepției învățătorului phronesis se fundamentează pe ideile inedite ale relației *joint venture* valori postmoderne – dezvoltarea profesională a învățătorilor – educația lingvistică a elevilor; reperele relaționale ale relației; listele deschise ale valorilor postmoderne; imaginea-reper; formula înțelepciunii practice); Structurarea *Imaginii-reper a învățătorului phronesis*, cu un set de indicatori care subsumează elementele definitorii ale calității învățătorului de la a poseda această înțelepciune practică; Elaborarea *Formulei înțelepciunii practice a învățătorului* (calități, acțiune intuitivă, rezultat); Formularea *listelor deschise ale valorilor* postmoderne, organizate într-o coerență internă, care sintetizează diverse aspecte ce vizează domeniul (de noțiuni, atribute, diverse aspecte problematice, pozitive); Structurarea *tabelelor sintetice* ce vizează câmpul epistemologic și filosofic al postmodernismului, natura și semnificațiile phronesis, educația lingvistică în context postmodern, coordonatele calității; Configurarea *reperelor relaționale în joint venture*, cu scopul de a valorifica punctele forte ale fiecărei părți implicate și pentru a minimiza riscurile existente în domeniul de referință; Conceperea *Metodologiei dezvoltării înțelepciunii practice a învățătorului* cu următoarele componente de bază: criterii relaționale, alternative postmoderne, valori postmoderne, premise metodologice, markeri acționali; Fundamentarea teoretico-metodologică a *Modelului valorilor postmoderne în relația dezvoltarea profesională a învățătorului – educația lingvistică a elevului* constituit din șase nivele de referință; Elaborarea și validarea *Proiectului operațional: dezvoltarea înțelepciunii practice a învățătorului*, constituit din markeri acționali, obiective, componente acționale (indicatori și valori), probe și indicatori de performanță.

Noua direcție de cercetare: Pedagogia phronesis ca o nouă entitate, valorificând procesul derulat anterior și producând noi legături din care derivă multiple norme interne de desfășurare, de dezvoltare a *înțelepciunii practice* ca element al *capacității atitudinale* atât la nivelul cadrelor didactice, cât și la nivelul elevilor de la diferite niveluri de învățământ primar. Direcția respectivă ridică la un nivel mai înalt *domeniul atitudinal* și generează o viziune nouă în tratarea și explicarea *phronesis*.

Semnificația teoretică: esențializarea analitică a unui șir de *teorii și concepții* din domeniul dezvoltării profesionale, a valorilor, a educației lingvistice; întemeierea și valorificarea *pedagogică* a unor concepte din logică, filosofie, psihologie, lingvistică: *teoria postmodernă a perspectivei*, *a jocurilor de limbaj*, *concepția polisemică a dezvoltării profesionale*, *concepția umanistă a valorilor*, *constructivismul*, *relația cunoaștere-putere*, *învățarea ca înțelegere etc.*; teoria postmodernismului: *phronesis*, *marker ideologic*, *text viu*, *creativitate obiectivă și creativitate subiectivă*, *jocuri de limbaj*, *joint venture*, *narativitate*, *învățător phronesis*, *indeterminanță*, *textistență*; întemeierea *Metodologiei dezvoltării înțelepciunii practice a învățătorului* și elaborarea *Modelului valorilor postmoderne în relația dezvoltarea profesională a învățătorilor – educația lingvistică a elevilor* ca fundament teoretico-metodologic, elaborarea *Concepției învățătorului phronesis*.

Valoarea aplicativă a cercetării este dată de validarea experimentală a *Proiectului operațional: dezvoltarea înțelepciunii practice a învățătorului*, prin care s-au dinamizat un șir de valori postmoderne în vederea *dezvoltării phronesis* a învățătorului care realizează educația lingvistică a elevilor. Realizarea activităților (probe, teste, studii de caz, situații problematice) a *justificat* demersul de valorificare a înțelepciunii practice a învățătorilor ca valoare de prim rang în procesul de dezvoltare profesională a acestora. *Indicatorii de performanță* au un caracter deschis și pot fi valorificați în demersuri formative la alte trepte de învățământ atât la nivelul cadrelor didactice, cât și la nivelul elevilor, cu unele ajustări.

Implementarea rezultatelor științifice s-a realizat la nivelul cadrelor didactice din învățământul primar cu 557 subiecți: 302 subiecți în experimentul de diagnosticare și 255 în experimentul pedagogic (125 subiecți în experimentul de formare (dezvoltare) din instituțiile de învățământ din Republica Moldova și România, într-un proces de dezvoltare profesională (stagii de formare continuă, întruniri metodice, diverse activități metodologice).

ANNOTATION

GOLUBIȚCHI Silvia "Postmodern Values in Primary Education: Teachers' Professional Development in Relation to Pupils' Language Education" Habilitation Thesis in Education Sciences, Chișinău, 2025

Thesis structure: annotation (Romanian, English), list of abbreviations, introduction, five chapters, general conclusions and recommendations, bibliography of 375 titles, 9 annexes and it is completed on 284 pages of basic text, including 19 tables and 21 figures. The results obtained are published in over 70 scientific papers.

Keywords: professional development, language education, postmodernism, postmodern values, phronesis, practical wisdom, attitude, phronesis teacher, joint venture relationship, correct action.

Research purpose: Substantiating and developing the conceptual and methodological basis of the operationalization of important postmodern values in teachers' professional development in relation to pupils' language education by actively promoting reflective practice.

Research objectives: demonstrating the specificity of primary education in light of changes at the level of dimensions, process, criteria, connections, reconfigurations, contents, integrated into the thematic reference framework; analyzing the epistemological, pragmatic and communicative dimension of language education, of multifunctional learning and determining the conditions for revising the educational approach; revealing the pedagogical essence of teachers' professional development and identifying the theoretical-applicative premises of exploring postmodern values in pedagogy through distinctive epistemic arguments; particularizing the issue of postmodernism as a factor of evolution and as one of the factors of founding postmodern values based on the fundamental aspects that differentiate between modernism and postmodernism in the form of general benchmarks; identifying first-rate postmodern values in the process of teachers' professional development; practical objectification of the postmodern values relationship - teachers' professional development - pupils' language education in representative phronesis levels; developing and validating the *Postmodern Values Model in the Relationship Between Teachers' Professional Development and Pupils' Language Education* based on conceptual benchmarks; interpreting and arguing the results of the pedagogical experiment at the teacher level by valorizing the *Methodology for Developing Teacher's Practical Wisdom and the Operational Project*.

Scientific novelty and originality emerge from the argumentation of the *Neo-Aristotelian Perspective in Phronesis*

Pedagogy based on the Reporative Block, consisting of: (a) the specificity of *indeterminacy* (indeterminacy plus immanence); (b) the role of postmodernist *textexistence* (the connection between text and life); (c) the use of narrative as a tool for reflection and "portrayal" of life; (d) the valorization of joint venture - the association relationship between postmodern values, teachers' professional development and pupils' linguistic education; (e) the signification of *language games* with the idea that speaking means "fighting" or "playing"; (f) the particularization of polytheism (belief in several gods-relatives) of postmodern values. A factor of originality is also the founding and promotion of the teacher-phronesis concept.

The scientific results that determined the creation of a new research direction are co-signed by the following entities: Development of the *Neo-Aristotelian Perspective in Phronesis Pedagogy* and elaboration of the *Phronesis Teacher Concept*, which identifies the educational approach of the teacher who adopts a constructive attitude in his professional development through a wise cognitive practice. *The ideological framework* of the Phronesis Teacher Concept represents a set of ideas that target practical wisdom (model of acting thoughtfully); wisdom in action (making the right decision in an action, "thinking" action; situated action; spontaneous action); the involvement of values in judgment; intellectual virtue (the right way to do something); empirical wisdom, heuristic relationship with oneself, correct reason, acquired wisdom. **The internal organization** of the Phronesis Teacher Concept is based on the novel ideas of the joint venture relationship postmodern values – teachers' professional development – pupils' language education; relational benchmarks of the relationship; open lists of postmodern values; the benchmark image; the formula of practical wisdom; Structuring the benchmark image of the phronesis teacher, with a set of indicators that subsume the defining elements of the teacher's quality of having this practical wisdom; Elaboration of the *Formula of the teacher's practical wisdom* (qualities, intuitive action, result); Formulation of *open lists of postmodern values*, organized in an internal coherence, which synthesize various aspects targeting the field (of notions, attributes, various problematic, positive aspects); Structuring of *synthetic tables* targeting the epistemological and philosophical field of postmodernism, the nature and meanings of phronesis, language education in a postmodern context, quality coordinates; Configuration of *relational benchmarks in the joint venture*, in order to valorize the strengths of each party involved and to minimize the risks existing in the reference field; Design of the *Methodology for the Development of the Teacher's Practical Wisdom* with the following basic components: relational criteria, postmodern alternatives, postmodern values, methodological premises, action markers; Theoretical and methodological substantiation of the *Postmodern Values Model in the relationship between teacher professional development and student linguistic education*, consisting of six reference levels; Development and validation of the *Operational Project*: developing the *teacher's practical wisdom*, consisting of action markers, objectives, action components (indicators and values), samples and performance indicators.

The new research direction: Phronesis pedagogy as a new entity, valorizing the previously developed process and producing new connections from which multiple internal norms for the development of *practical wisdom* as an element of *attitudinal capacity* are derived both at teachers' level and at pupils' level at different levels of primary education. The respective direction raises the *attitudinal field* to a higher level and generates a new vision in the treatment and explanation of *phronesis*.

Theoretical significance: analytical essentialization of a series of *theories and concepts* in the field of professional development, values, and language education; *the establishment and pedagogical valorization* of concepts from logic, philosophy, psychology, and linguistics: *postmodern theory of perspective, language games, the polysemic conception of professional development, the humanistic conception of values, constructivism, the knowledge-power relationship, learning as understanding, etc.*; *postmodern theory: phronesis, ideological marker, living text, objective and subjective creativity, language games, joint venture, narrativity, teacher phronesis, indeterminacy, textistence*; the establishment of the *Methodology for the Development of the Teacher's Practical Wisdom* and the development of the *Model of Postmodern Values in the Relationship Between the Teacher's Professional Development – Pupil's Language Education* as a basic theoretical and methodological foundation, the development of the *Concept of the Teacher Phronesis*.

The applied value of the research is given by the experimental validation of the *Operational Project: developing the teacher's practical wisdom*, through which a series of postmodern values were dynamized in order to develop the *teacher's phronesis* who carries out pupils' language education. The realization of the practical activities and tests *justified* the approach to operationalize the teacher's practical wisdom as a first-rate value in the process of their professional development. *The performance indicators* have an open character and can be used in formative approaches at other levels of education both at the level of teaching staff and at the level of pupils, with some adjustments.

The implementation of the scientific results was carried out at the level of primary education teachers with 557 subjects: 302 subjects in the diagnostic experiment and 255 in the pedagogical experiment (125 subjects in the training (development) experiment) from educational institutions in the Republic of Moldova and Romania, in a process of professional development (continuing training courses, methodological meetings, various methodological activities).

GOLUBIȚCHI Silvia

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