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PÎRĂU LUCIA

DEVELOPMENT OF THE INNOVATIVE CULTURE OF TEACHERS IN THE GENERAL EDUCATION INSTITUTION (HIGH SCHOOL)

SPECIALTY 531.01 – GENERAL THEORY OF EDUCATION

Abstract of the doctoral thesis in educational sciences

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CONTENTS

List of Abbreviations:
in English
CG – Control Group
EG – Experimental Group
OECD – Organisation for Economic Co-operation and Development
SPSS – Statistical Package for the Social Sciences
UNESCO- United Nations Educational, Scientific and Cultural Organization
in Romanian
AGIRO md- Asociația Generală a Învățătorilor din România filiala din Republica Moldova
CFCL, UPSC **-** Centrul de Formare Continuă și Leadership a Universității Pedagogice de Stat „Ion Creangă”
DPME - Departamentul Psihopedagogie și Management Educațional la Centrul de Formare Continuă și Leadership a Universității Pedagogice de Stat „Ion Creangă”
MEC- Ministerul Educației și Cercetării
UPSC- Universitatea Pedagogică de Stat „Ion Creangă”
USM- Universitatea de Stat din Moldova

CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance and significance of the research topic. In the context of the Republic of Moldova's European aspirations, the development of an innovative culture among teachers in general education institutions is not only a necessity but also a fundamental condition for improving the quality of education, professionalizing the teaching staff, and modernizing institutional processes. The educational policies promoted by the European Union emphasize key competencies for lifelong learning, digital competencies, critical thinking, creativity, pedagogical innovation, and equity in education.

Thus, the international policy instruments adopted by UNESCO that support the development of an innovative culture and teachers' competencies- such as the Recommendation concerning the Status of Teachers (1966) [28] and the Teacher Policy Development Guide/UNESCO [29]- set global standards regarding the conditions of teachers in pre-university education. These documents include recommendations for initial and continuing training, professionalism, pedagogical autonomy, professional recognition, and institutional support for the development of teachers' capacities. Moldova's adherence to these European processes requires the adoption of modern educational standards compatible with European trends and the globalization of education.

National policies such as the "Moldova 2030" National Development Strategy [18] and the Education Code of the Republic of Moldova [6] incorporate European principles, including the digitization of education, competencies for lifelong learning, quality standards, and the continuous professional development of teachers. At the same time, these legislative acts do not provide mechanisms for implementing innovative actions; however, harnessing the intellectual potential of employees and the innovations implemented begins with an analysis to identify the strengths and weaknesses of the innovation process.

Therefore, the development of an innovative culture among teaching staff is essential for ensuring the quality of an educational institution. Thus, based on deductive approaches, the development of an innovative culture among teaching staff through the acceptance of changes in education becomes a new challenge for the management of general education institutions.

Description of the current state of research. Research into the issue of innovation culture falls within a well-established interdisciplinary field at the intersection of innovation theory, organizational management, pedagogy, and cultural studies.

Internationally, the conceptual foundation of the notion of innovation can be found in the

classic works of P. Drucker [10], [23], as well as in the contributions of R. Rothwell [31]. E. M. Rogers [30] developed the theory of the diffusion of innovations. According to research by B. Godin [25], the concept of innovation is currently a central element of economic, social, and organizational development. The Eastern European author Т. Б. Табарданова [40] approaches curricular and university innovation as a complex process. The theoretical foundations of organizational culture are consolidated by P. Senge [33]. Authors В. А. Сластенин [39] and Г. В. Исмагилова [36] have addressed the theoretical aspects of innovation management, the concepts of the innovation process, and the structure of the innovation process. J. Kotter [26] has highlighted the importance of transformational leadership in implementing organizational change. The criteria for evaluating innovative activity in schools investigated by Н. И. Лапин [37] are supplemented by the OECD's evaluative approaches [24]. И. В. Попова [38] has written about the development of innovative competencies.

At the national level, the issue of pedagogical innovation, as a new field of knowledge, is reflected in the works of local researchers. The contributions of authors Cojocaru V. Gh. [9] and Cojocaru V. [8] focused on establishing the foundations of change management in educational institutions and the curriculum. Educational innovation as a process of modernizing the educational system is addressed by the authors Guțu Vl. [12] and Cojocaru-Borozan M. [20]. The field of innovation transfer in education is researched by the authors Cojocaru V. [8] and Balan A. [3]. Issues related to the study of culture have been addressed in the research of authors Silistraru N. [17], Pîslaru Vl. [16], and Cojocaru-Borozan M. [7]. The culture of innovation in education is analyzed as an interaction between leadership, a collaborative climate, professional autonomy, and a focus on change by Șova T. [19] and Cotos L. [19]. Organizational culture in the field of education is addressed in the works by Baciu S. [2], Andriţchi V. [1], Pîslaru Vl. [16], Cojocaru V. Gh. [9], Guzgan V. [13], Patrașcu D. [15], and Hrișcev E. [14].

Thus, theoretical and methodological aspects derived from the analysis of the scientific literature have demonstrated that issues related to the development of an innovative culture among teaching staff in general education institutions have been insufficiently studied in the Republic of Moldova.

Contradictions and Research Question: A comprehensive analysis of scientific research in recent years, as well as an examination of managerial practices, reveals the existence of contradictions between: the imperatives of educational policies and traditional pedagogical practice; teachers'

professional autonomy and rigid curricular constraints, prescriptive standards, and the pressure of external and internal assessments; the need to develop innovative competencies and the insufficiently adapted provision of continuing education; intrinsic motivation for innovation and external reward systems, or the lack of financial resources; teachers' resistance to change.

The conditions described ***highlight the research question***: What are the theoretical and practical foundations for developing an innovative culture among teachers in general education institutions, given the gap between teachers' actual level of competence and innovative motivation and the requirements of an innovation-oriented education system?

The subject of this study is the process of developing an innovative culture among teachers in general education institutions.

The purpose of this study is to identify the theoretical and practical foundations for developing an innovative culture among teachers in general education institutions**.**

Research objectives: 1. To identify the theoretical foundations of the evolution of fundamental research concepts: innovation, educational innovation; 2. To describe the scientific essence of the concept of an innovative culture; 3. Developing a pedagogical model for fostering an innovative culture among teachers in general education institutions; 4. Developing a mechanism for fostering an innovative culture among teachers in general education institutions; 5. Designing the curriculum and the training framework for developing an innovative culture among teachers. 6. Experimental verification of the Pedagogical Model for Developing an Innovative Culture Among Teachers in General Education Institutions and the Mechanism for Developing an Innovative Culture Among Teachers in General Education Institutions.

Research hypothesis: The development of an innovative culture among teachers in general education institutions can be effectively ensured if the theoretical and practical guidelines for developing such a culture are established.

Research Methodology. The synthesis and justification of the scientific research methodology involved the use of the following methods: ***theoretical***: literature review, scientific analysis and synthesis, quantitative and qualitative analysis, generalization and systematization; theoretical modeling; ***praxiological and sociological***: structured conversation, observation, opinion polling, questionnaires, interviews, pedagogical experiments, analysis of managerial documents***;*** ***hermeneutic***: interpretation of theoretical sources and experimental data.

Scientific novelty and originality: The pedagogical model for developing an innovative

culture among teachers in general education institutions, grounded in values and principles that are indisputable and relevant to the evolving educational process; The mechanism for developing an innovative culture among teachers in general education institutions, as a methodological dimension of the model; The curriculum design and the training framework for developing an innovative culture among teachers; The model for assessing the level of innovative culture among teachers.

The scientific problem addressed in this research involves conceptualizing an innovative culture in an educational context by developing a definition within a unified and applicable theoretical framework; establishing the theoretical and practical foundations for developing an innovative culture among teachers in general education institutions; experimentally validating the Pedagogical Model for the Development of Teachers' Innovative Culture in General Education Institutions and the Mechanism for the Development of Teachers' Innovative Culture in General Education Institutions.

Theoretical significance of the research: conceptualizing innovative culture in an educational context by developing a definition that integrates axiological, cognitive, motivational, praxiological, and managerial dimensions, thereby providing a unified and applicable theoretical framework; The pedagogical model for developing an innovative culture among teachers in general education institutions; The mechanism for developing an innovative culture among teachers in general education institutions; integrating the praxiological dimension into the development of innovative competencies in the model for assessing the level of innovative culture.

The practical value of this work is determined by: the praxiological parameters of the Model for Developing an Innovative Culture Among Teachers in General Education Institutions and the Mechanism for Developing an Innovative Culture Among Teachers in General Education Institutions; the criteria for assessing the level of teachers' innovative culture; the curriculum design for developing the innovative culture of teachers in general education institutions and the training framework for developing the innovative culture of teachers.

Expected scientific results: conceptualizing an innovative culture in an educational context by developing a definition within a unified and applicable theoretical framework; theoretical and praxiological substantiation of the Pedagogical Model for the Development of an Innovative Culture among Teachers in General Education Institutions and the Mechanism for the Development of an Innovative Culture among Teachers in General Education Institutions; the development of the Pedagogical Model for the Development of an Innovative Culture among Teachers in General Education Institutions and the Mechanism for the Development of an Innovative Culture among

Teachers in General Education Institutions.

Implementation of research findings. The theoretical and practical findings of the research were incorporated into professional development courses at the UPSC's , CFCL and into professional development courses for teachers within the National Project "Investing in Teachers," implemented by the MEC in partnership with the CRFC of USM. The results of the empirical and experimental research were also communicated through international academic and research mobility, at national and international conferences, as well as in scientific publications in national and international specialized journals during the period 2020–2026. The pedagogical model for developing an innovative culture, as well as the mechanism for developing an innovative culture, were implemented through the curriculum design and the formative framework for developing an innovative culture.

Publications related to the thesis: 5 publications in international and national scientific journals; 3 publications in international conference proceedings; 4 publications in national conference proceedings; 8 presentations at international and national conferences.

THESIS CONTENTS

The introduction provides a scientific justification of the importance of the research topic and problem, outlines the context of the field by analyzing the most relevant research and fundamental works, clarifies the contradictions that determined the formulation of the problem, defines the purpose and objectives of the study, presents the methods applied and highlights the innovative and original character of the research, the important scientific problem solved in the research, the theoretical importance and applicative value, the scientific results and the implementation of the research results, followed by their validation, as well as the presentation of the summary of the thesis chapters.

Chapter 1. "Theoretical Perspectives on Innovation Culture" presents a theoretical study focused on the conceptual frameworks underlying the evolution of innovation theories and the terms "innovation," "educational innovation," and "innovative education."

An analysis of innovation reveals that it has progressed substantially since its earliest definitions. Innovation is viewed not only as a process of change or a physical object, but also as an instrument of change and a condition for that change. The modern conception of innovation was developed by authors such as: P. Drucker (1985) [10] as a strategic instrument of entrepreneurship; P. Senge (1990) [33] and R. Rothwell (1994) [31] conceptualized evolutionary models of the innovation process and collaborative networks in the generation of innovation; B. Godin (2008/2017)

[25], who conducted a historical and epistemological analysis of the concept of innovation.

In education, the idea of promoting innovation emerged alongside the contradiction between the need to implement it in institutions and the inability of teachers to do so. Based on this, there has been a growing need to raise awareness of terms such as "innovative technologies" and "the innovation process in education."

According to the author Guțu Vl. [12], the term "innovation in education" manifests itself across three dimensions: curricular- the integration of innovations into school curricula by adapting content and objectives to stimulate students' critical thinking, creativity, and autonomy; pedagogical- concerns the application of innovations in the teaching process through active methods and educational technologies that promote student participation and the development of essential skills; managerial- includes the planning, coordination, and evaluation of innovative projects at the educational institution level.

The issue of pedagogical innovation, conceptualized as a new sphere of pedagogical knowledge, is addressed by local researchers from both theoretical and methodological perspectives. In his works, Cojocaru V. Gh. [9] approaches pedagogical innovation not merely as the introduction of novelties into practice, but as a complex sphere of scientific and practical knowledge, which entails the structural transformation of the educational process through planned interventions based on methodological and pedagogical criteria.

In the context of domestic pedagogy, Cojocaru V. [8] emphasizes the conceptual and methodological dimensions of innovation in education. The author describes pedagogical innovation as: a conceptual project of didactic transformation; a systemic and multidimensional process; and a redefinition of the role of teachers as agents of educational change, capable of generating, testing, and capitalizing on innovations in the school environment.

The concepts of educational innovation and educational reform are often used interchangeably, but they refer to distinct realities from the perspective of change theory and organizational development. According to authors Borozan M. and Bushnaq T. (2025) [20], educational innovation is conceptualized as an essential component of action research in education that generates significant change in education.

In the works of authors Șova T. [19] and Cotos L. [19], educational innovation is a complex process of transforming pedagogical practices through the introduction and utilization of new ideas, methods, and technologies in the educational process. The effective implementation of innovations

depends on the scientific and methodological training of teachers and their ability to reflect on their professional activity, which facilitates the modernization and improvement of the quality of education.

Clarifying the conceptual differences between the terms “innovation” and “innovation” is essential for establishing a rigorous theoretical framework for defining the concept of an innovation culture and determining the process by which teachers develop such a culture. From a praxiological perspective, evaluating the differences between the two concepts highlights the fact that innovation can exist without generating a significant impact if it is not accompanied by innovation.

Therefore, the fundamental difference between the two concepts is not merely semantic but structural: innovation is what is introduced, while innovation is how it is introduced and how the institution is transformed through this process. In the absence of innovation, innovation becomes a process without an object; and in the absence of innovation, innovation remains untapped potential. The concepts of innovation and innovation are frequently used interchangeably, yet they denote distinct realities from the perspective of change theory and organizational development. In the field of education, the concurrent use of both concepts enables an integrated approach.

Through a systematic analysis of theoretical sources from international and domestic authors, this research aims to develop a clear and coherent conceptual model of the term “innovation culture” as a component of an institution’s organizational culture, specifically defining its dimensions and specific content: values, norms, behavior, attitudes, strategy, communication, motivation and relationships, organization, innovative climate, institutional development, and market orientation.

A conceptual synthesis of the definitions formulated by P. Drucker (2002) [23], E. Rogers (2003) [30], and A. Dobni (2008) [22] highlights the fact that an innovation culture is a complex organizational construct that integrates the strategic, social, and operational dimensions of innovation. In the authors’ view, innovation culture can be defined as a multidimensional organizational framework, strategically oriented toward change, which supports the generation, diffusion, and implementation of innovations by integrating innovative intent, specific behaviors, and a climate conducive to collaboration and change management.

Due to the absence of a universally accepted definition, it has become necessary to conceptualize innovative culture in an educational context by developing a definition within a unified and applicable theoretical framework.

Thus, ***an innovative culture in an educational context is a unified framework comprising values, norms, competencies, motivations, and professional behaviors, supported by managerial mechanisms that facilitate the exercise of initiative and the implementation of innovative changes in teachers' work and in the development of the educational institution.*** The definition integrates the axiological, cognitive, motivational, praxiological, and managerial dimensions.

Thus, it became necessary to compare innovative culture with the culture of innovation. Although interdependent, these two concepts describe organizational realities and play distinct roles in the modernization of educational institutions. This comparison allowed us to clarify the theoretical foundations of the process of developing an innovative culture, drawing on sources from the specialized literature [10], [31], [33].

The investigative approach of this study presents a synthesis of definitions of the concept of organizational culture and types of cultures; the interdependence and influence of organizational culture on innovation culture; the triggering factors for an innovation culture; and the prerequisites for the development and formation of innovation culture.

According to authors Guzgan V. [13], Patrașcu D. [15], and Hrișcev E. [14], organizational culture is the set of values, norms, beliefs, and behavioral patterns that characterize the activity of an educational organization and influence how the system functions. It determines the institutional climate, the level of collaboration among teaching staff, the orientation toward change, and the institution's capacity to achieve educational performance and pedagogical innovation.

Chapter 2. "Methodological Considerations on the Development of an Innovative Culture Among Teachers" presents the praxiological approach to the Pedagogical Model for Developing an Innovative Culture Among Teachers in General Education Institutions- an integrative vision of the development of an innovative culture among teachers as a component of innovative management within the institution.

The pedagogical model for developing an innovative culture among teachers in general education institutions (Figure 2.1) is configured as an integrative system, fundamentally based on the coherent interaction of the axiological, cognitive, motivational, praxiological, and managerial dimensions of the educational process. This model goes beyond a fragmented approach and proposes a systemic perspective, in which each dimension contributes synergistically to the development of an innovative culture. Essentially, the pedagogical model functions as a conceptual and operational framework.

To establish the pedagogical model for developing an innovative culture among teachers, the concept was operationalized through research dimensions and indicators. These aspects are presented in the following table.

Table 2.1. Dimensions of the development of teachers' innovative culture and research indicators

Dimension	Content of the Dimension	Research Indicators	Examples of Manifestation in Teaching Activity
Axiological	Reflects the system of values, attitudes, and beliefs that support openness to innovation and change in education.	orientation toward progress; valuing creativity; acceptance of change; professional responsibility; culture of collaboration	teachers demonstrate openness to new ideas, support the modernization of the educational process, and participate in innovative initiatives within the institution
Cognitive	Refers to the level of theoretical and methodological knowledge about innovation, educational innovation, and modern teaching methods.	defining the concept of innovation; identifying innovative teaching strategies; digital competencies; knowledge of educational policies regarding innovation	use of information about active learning methods, integration of educational technologies, participation in professional training
Motivational	Expresses teachers' internal and external motivation to implement innovations and engage in continuous professional development.	interest in experimentation; motivation for professional development; assumption of pedagogical risk; innovative initiative	teachers propose new educational projects, participate in training programs, and show interest in improving teaching practices
Praxiological (Behavioral)	Represents the concrete application of innovative ideas in the educational process and professional activity.	use of interactive methods; implementation of educational technologies; development of innovative projects; application of student-centered strategies	application of innovative methods in lessons; collaborative learning; use of digital educational platforms
Managerial	Targets the organizational and managerial framework that supports the development and implementation of innovations within the educational institution.	innovative leadership; organizational climate conducive to innovation; institutional collaboration; managerial support for innovative initiatives	the institution's leadership encourages innovative educational projects, organizes professional learning communities, and promotes the exchange of best practices

Thus, the development of an innovative culture among teachers is not merely a managerial or pedagogical objective, but an integrated process that combines strategic leadership, organizational support, and a systematic approach to innovation, ensuring both the improvement of educational quality and the institution's adaptability to the demands of contemporary society.

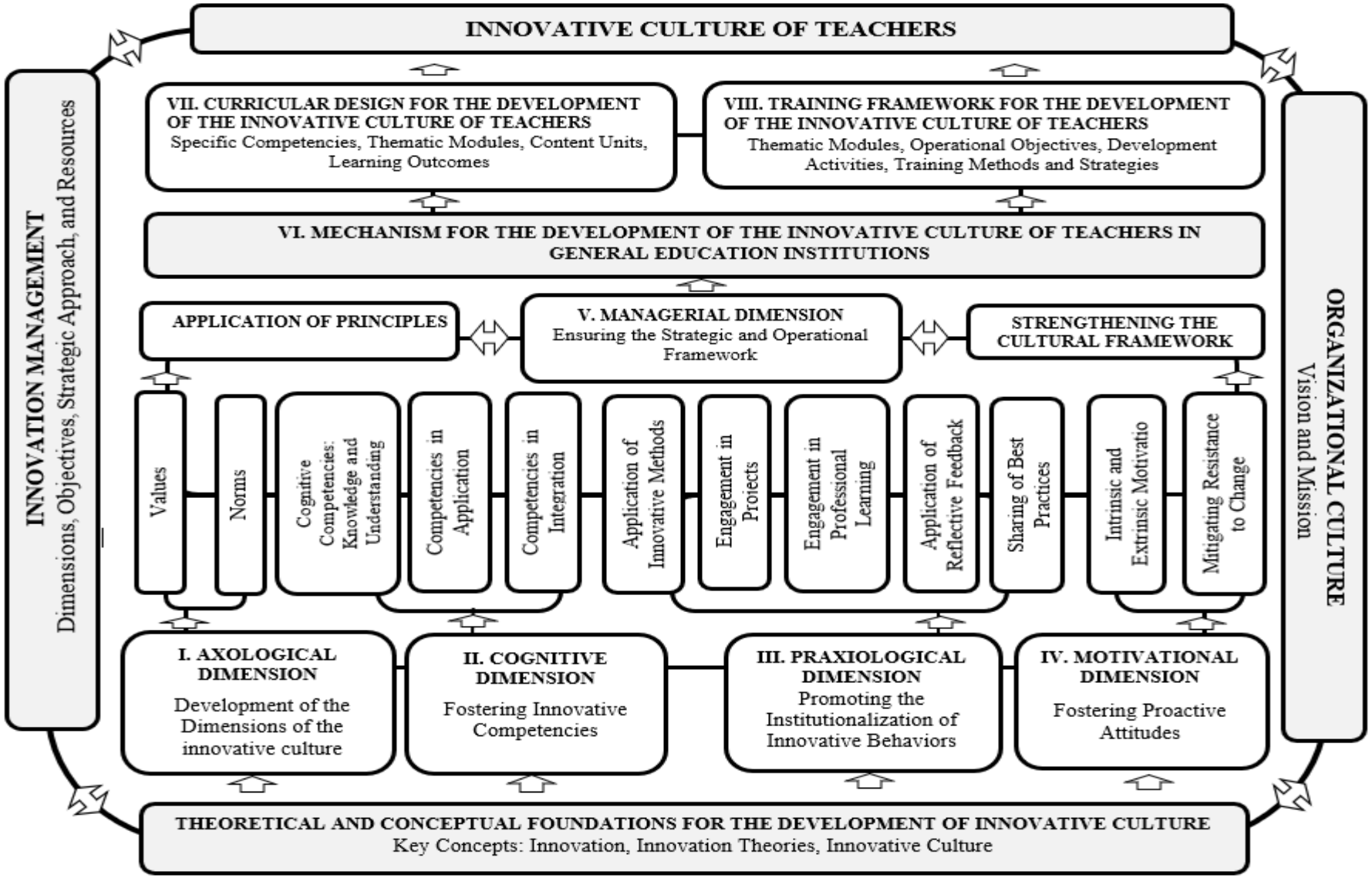

Figure 2.1. Pedagogical Model for Developing Teachers' Innovative Culture in General Education Institutions

The chapter covers the mechanism for developing an innovative culture among teachers in general education institutions as a methodological dimension of the model, developed based on the results of a diagnostic pilot study aimed at investigating the degree of understanding, application, and integration by teachers into their own vision of knowledge in the field of innovative culture, as well as the identification of existing practices in general education institutions in this field.

Thus, the purpose of the diagnostic pre-experiment was to collect data on innovative practices, elements of innovative culture, and mechanisms for its development within the general education institution. By applying the first research tool-the opinion survey, which includes a selection of items adapted by us from the self-reflection tool on innovation developed by S. Vincent-Lancrin and K. Van Lieshout [34]-we sought to identify the strengths and limitations of managerial and organizational practices in promoting an innovative culture, thus constituting a first step in establishing the Mechanism for the Development of Teachers' Innovative Culture.

The diagnostic phase (2021) involved 44 teachers and administrators participating in DPME continuing education courses at the UPSC's CFCL, as well as representatives from general education institutions, colleges, and universities in Moldova, and members of AGIRO Md.

Thus, the results of the preliminary diagnostic experiment identified issues related to the social context, the need for institutions to build stronger support for innovation, or to work with the community to identify necessary changes. Teachers claim that the main barriers to innovation are the regulations proposed by the ministry or institution. 88.63% of teachers claim they lack the skills to develop innovative activities. Nearly all respondents (95.45%) state that they lack resources for innovation. Teachers are not motivated to implement innovations and are unwilling to change existing practices. They state that they implement innovations without deriving professional satisfaction from doing so.

Based on theoretical models of innovation development and the results of the diagnostic experiment, the Mechanism for Developing an Innovation Culture in General Education Institutions, presented in Figure 2.2, was developed.

The developed mechanism encompasses a variety of appropriate managerial actions for developing an innovative culture among teachers in general education institutions. It is based on the idea that the development of an innovative culture is a complex, continuous, and self-regulating process.

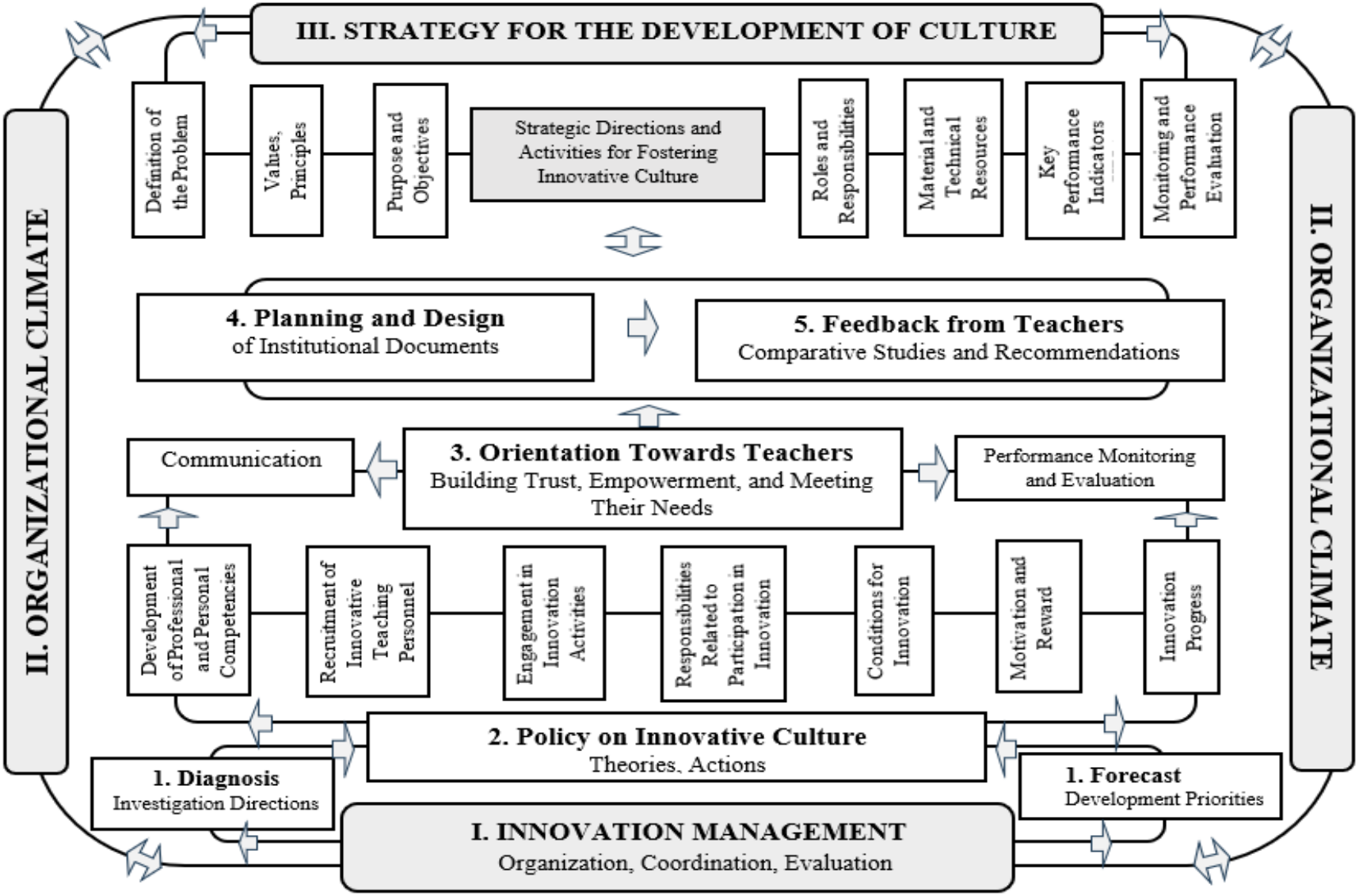

Figure 2.2. Mechanism for Developing Teachers' Innovative Culture in General Education Institutions

This chapter covers ***strategies for fostering a culture of innovation to support change and flexibility.*** Strategies for overcoming or managing resistance to change have been analyzed by numerous researchers, such as J. Kotter [26], E. Rogers [30], P. Drucker [23], and E. Schein [32]. Thus, the characteristics of change were highlighted, and the internal and external factors for implementing change- as well as the barriers- were identified. The stages of resistance to change (argument, operation, effect) and the reasons for resistance to change were described. In the context of promoting an innovative culture, strategies for overcoming or managing resistance to change were described: effective communication, participation, human resource development and support, negotiation, reward and recognition, manipulation, coercion, and persuasion. Strategies for self-determined and controlled motivation were described, as well as person-object/subject motivation strategies [35].

The empirical investigation and the results of the diagnostic pre-experiment led us to identify managerial actions aimed at developing an innovative culture to support changes in educational practice based on perspective, application, reflection, and communication; creating an environment that supports innovation through leadership; promoting champions of innovation; new approaches to teachers' professional development, and risk management strategies.

Chapter 3. "The Experimental Context for Developing an Innovative Culture Among Teachers in General Education Institutions" presents the research design and describes the quantitative and qualitative research methods employed in the study. The experimental validation of the Pedagogical Model for the Development of an Innovative Culture Among Teachers in General Education and the Mechanism for the Development of an Innovative Culture Among Teachers in General Education Institutions is based on the Curriculum Design for the Development of an Innovative Culture among Teachers and the Training Framework for the Development of an Innovative Culture among Teachers.

Thus, the experimental context for developing teachers' innovative culture focused on the following objectives of the pedagogical experiment: determining the level of innovative culture among high school teachers (assessment phase); experimental validation of the pedagogical model for developing teachers' innovative culture in general education institutions and the mechanism for developing teachers' innovative culture in general education institutions (training stage); comparative analysis of the levels of the innovative culture of teachers (control stage).

Experimental research methods: questionnaires, interviews, analysis, comparison, mathematical and statistical processing of experimental data using the SPSS statistical software, and

individual discussions.

The experimental group consisted of 127 teachers and administrators, divided into two groups: *the experimental group (EG) with 61 participants and the control group (CG) with 66 participants*. The pedagogical experiment, conducted over a short period, was of a naturalistic nature and utilized a within-subjects experimental design, involving the monitoring of participants throughout the research stages and the analysis of the dynamics of their development. The experimental study was conducted in a standard educational setting, consistent with the ongoing activities within the professional development courses at the CFCL of UPSC and within the professional development courses for teachers in the National Project "Investing in Teachers," coordinated by the MEC in partnership with the CRFC of USM.

During the initial phase of the experiment, the subjects were presented with a second research instrument- an initial questionnaire designed to assess the level of innovation culture, consisting of 8 items. The questionnaire used in the study, adapted to the educational context and the specific nature of the work of the teachers included in the experimental sample, was developed based on the models for assessing an organizational climate conducive to creativity, innovation, and innovation culture proposed by J. De Jong and D. Den Hartog (2010) [21] and B. C. Dobni (2008) [22]. The questionnaire allowed us to measure the following ***variables***: *level of conceptual understanding of innovation; level of conceptual understanding of the culture of innovation; teachers' innovative competencies; innovative methods in teaching; problem-solving in innovation; motivation for implementing innovations; planning of innovative activities; experience in participating in innovative projects; and dissemination of best practices.*

A model for assessing the level of innovative culture among teachers. In line with contemporary approaches to innovative culture in education (Drucker, 2002), the model is designed to be multidimensional, manifested through the interaction between values, innovative competencies, and practices that foster innovative change [23].

By examining the responses provided by the participants in the experiment, they were classified according to their performance levels in accordance with the Model for Assessing the Level of Innovation Culture, structured around four dimensions and adapted to the innovative educational context [30], [34]. Each dimension is assessed using a structured set of criteria, indicators, and performance descriptors, which allow for a nuanced analysis of the degree of development, consolidation, and manifestation of innovative behaviors among teachers.

Based on the Model for Assessing the Level of Innovative Culture, teachers were classified

into three levels of development- High Level; Medium Level; Low Level. This classification was achieved by analyzing assessment indicators that reflect competencies, attitudes, behaviors, and the degree of involvement in innovative processes. Each level was defined by assessment grades expressed as percentages, which allowed for a clear estimation of the degree of development of the innovative culture among teachers.

Results of the diagnostic educational experiment. Statistical analysis of the results of the diagnostic experiment was performed using SPSS software. To determine whether there were significant differences for each variable between the control group and the experimental group, the t-test for independent samples was used.

The overall level of innovative culture among teachers. The t-test analysis did not reveal significant differences between the two groups (t(123)=–0.561, p=0.576). Levene's test indicated homogeneity of variances (F=0.974, p=0.326), confirming the use of the ANOVA with equal variances. The recorded mean difference (–1.25) is not statistically significant, and the confidence interval (95%) includes the value zero, suggesting that the level of innovation culture is relatively similar between groups.

Table 3.1. Results of the t-test for the general index of innovation culture (CG/EG)

Indicator	t (df)	p	Mean Difference	95% CI	F (Levene)	p (Levene)
General level of innovative culture	–0.561 (123)	0.576	–1.25	0	0.974	0.326

In conclusion, the distributions suggest that most variables do not differ significantly between the control group (CG) and the experimental group (EG), which demonstrates similarities in their levels. The overall data obtained within the ascertaining stage of the experiment are presented in the following table.

Table 3.2. Levels of Innovative Culture (EG/CG, Ascertaining Stage)

Number of Subjects	Group	High Level / %	Medium Level / %	Low Level / %
61	EG	3.3%	45.9%	50.8%
66	CG	0%	42.4%	57.6%
Total: 127 subjects	—	1.6%	44.1%	54.3%

In the experimental group (EG), the results indicate that only 3.3% of teachers are positioned at the *high level*. The *medium level* is recorded for 45.9% of the participants, suggesting that they possess certain knowledge, attitudes, and practices related to the investigated domain; however, these

are not yet fully consolidated or systematically developed. At the same time, 50.8% of the subjects fall within the *low level*, indicating that the majority of teachers in this group demonstrate an insufficient level of development of the specific indicators of innovative culture.

In the control group (CG), the situation is relatively similar, though with some notable differences. It is observed that none of the participants (0%) fall within the *high level*. The *medium level* is recorded for 42.4% of the subjects, a proportion close to that observed in the experimental group. At the same time, 57.6% of the teachers are positioned at the *low level*. These comparative results can be observed in Figure 3.1

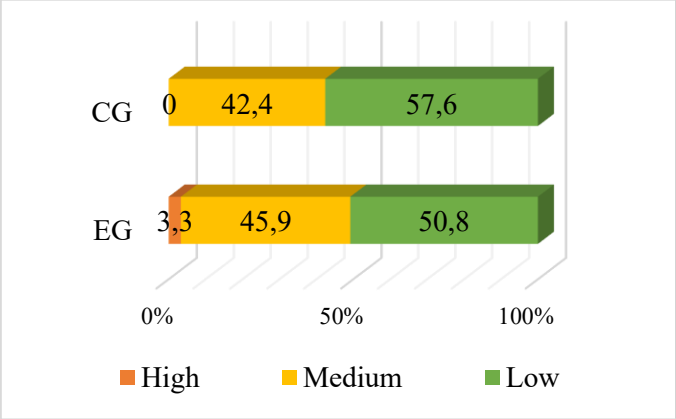

Figure 3.1. Comparative results regarding the levels of innovation culture (CG / EG, baseline assessment)

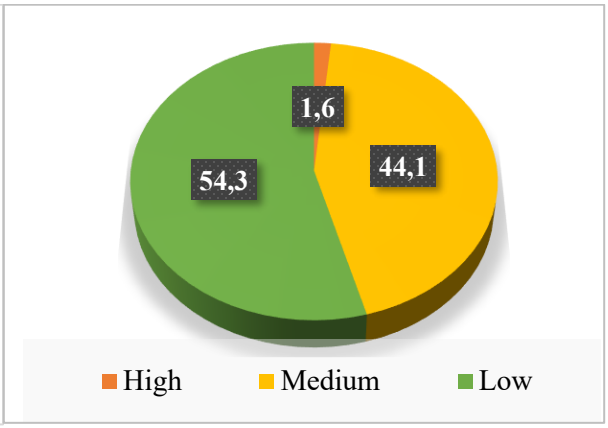

Figure 3.2. Levels of innovation culture (baseline assessment)

Figure 3.2 illustrates the graphical representation of the overall results, corresponding to the 127 subjects included in the study. It highlights that 1.6% of participants are at a high level, 44.1% at a medium level, and 54.3% at a low level. These results confirm that a low level of training is predominant, characterizing more than half of the investigated teachers. The medium level accounts for approximately two-fifths of the total participants, while the high level is very weakly represented. Therefore, based on these findings, the need to develop the innovation culture among teachers is justified.

Since, in the baseline assessment, the experimental group consisted of both managerial staff and teaching staff, we aimed to compare their opinions regarding the presence of certain aspects of the Mechanism for Developing the Innovation Culture among teachers in the institution where they work.

The third research instrument used to collect data on teachers' perceptions and experiences regarding the development of the innovation culture in general education institutions was a six-

question interview guide. The guide was developed based on the principles of qualitative interviewing described by S. Kvale and S. Brinkmann (2009) [27]. The interview results highlighted the main challenges in the educational system regarding the implementation of innovations: student disinterest, teachers' resistance to change, lack of teacher motivation to engage, and insufficient support from managers in implementing innovations. The greatest barriers to the development and implementation of innovations were identified as time constraints, educational regulations and policies, and lack of financial resources. The findings indicate very low involvement of both managers and teachers in innovative projects. Only a few managers and teachers actually develop innovative projects.

Based on the theoretical benchmarks, the results of the observation experiment, the Curriculum Design for the Development of the Innovative Culture of Teachers and the Formative Framework for the Development of the Innovative Culture of Teachers were developed and presented through a thematic program - Pedagogical Training for the Training of Teachers.

The main objective of this stage was the experimental validation of ***the Pedagogical Model for the Development of the Innovative Culture of Teachers in the General Education Institution and the Mechanism for the Development of the Innovative Culture of Teachers in the General Education Institution.***

The Curriculum Design for Developing the Innovation Culture of Teachers is a coherent set of formative actions, tools, resources, and support mechanisms aimed at transforming traditional pedagogical practices into innovative practices focused on students, change, and adaptability.

The curriculum design seeks to strengthen the competencies necessary for initiating, implementing, and evaluating educational innovations. According to И. В. Попова [38], the development of innovative competencies involves the ability to critically analyze educational situations, identify opportunities for change, and generate new ideas. В. А. Сластелин [39] emphasizes that developing innovative competencies is closely linked to the ability to integrate new methods and technologies into the teaching process and to promote constructive changes in educational activities. Т. Б. Табарданова [40] argues that the acceptance of innovations depends on the level of engagement and competence of the teaching staff.

J. De Jong and D. Den Hartog (2010) [21] describe innovative competence as the ability to generate and implement new ideas, methods, or practices within professional activity, through the integrated mobilization of knowledge, skills, experiences, values, and attitudes.

Thus, the curriculum design is based on the principles of lifelong learning, innovation management, and competency-based pedagogy. We followed these principles, as described in the

works of V. Goraș-Postică and O. Dandara [4], to ensure coherence between specific competencies and the training objectives.

The curriculum design follows an evolutionary logic: Conceptual Foundation – Pedagogical Application – Organizational Integration – Dissemination and Reflection. This structure suggests an integrative approach to developing the innovation culture. The framework highlights the following defining characteristics: Systemic nature – the innovation culture is related to the organizational context; Reflective nature – emphasis on self-assessment and continuous development; Collaborative nature – integration into professional networks and communities; Sustainable nature – balance between professional and personal life, and resilience.

The curriculum design comprises three competency domains (knowledge and understanding, application, integration), along with specific competencies and training objectives.

To implement the curricular content aimed at developing the innovation culture, a total of 100 hours were planned: 10 hours of training sessions, 18 hours of interactive workshops, and 72 hours of individual study (Table 3.3).

Table 3.3.Thematic content and indicative distribution of hours for the formative intervention

Nr.	Thematic modules	Nr. de ore		
		Training sessions	Interactive workshops	Individual study
1.	Innovative culture of teachers	2	2	10
2.	Resilience and motivation to engage in innovations	2	2	10
3.	Innovative thinking and creativity	2	2	10
4.	Innovations in teaching, learning and assessment	2	2	10
5.	Collaboration and innovative communication	2	2	10
6.	Innovative educational projects		4	12
7.	Innovative community and examples of good practices		4	10
	Total: 100 ore	**10**	**18**	**72**

The formative framework for developing the innovative culture of teachers was based on teaching–learning methods. Interactive learning aimed at acquiring knowledge, fostering receptivity to new experiences, which were sought and addressed through exploration, analysis, synthesis, generalization, abstraction, and concretization. The formative framework proposed examples of teaching strategies that could be applied by the participants: case studies, collaborative learning, simulation of practices, project-based activities, guided discussions, debates, etc. For individual study, the development of two outputs was suggested: a personal development guide for innovative culture and the presentation of an educational project from the teacher's own practice [5], [11].

Assessment methods: *Initial assessment:* determining the level of innovative culture through questionnaires, conversations, panel discussions, debates, etc. *Formative assessment*: through argumentation, case studies, problem-solving activities, and the development of a personal guide for the advancement of innovative culture, etc. *Summative assessment***:** through the administration of a post-test questionnaire to evaluate the level of innovative culture.

The design of a training program for developing teachers' innovative culture, centered on active participation, collaboration, and the building of practical competencies, is structured to stimulate critical, creative, and applied thinking, supporting the enhancement of innovative culture among teachers.

Experimental values for the development of teachers' innovative culture. Continuing the investigative approach, with the objective of a comparative analysis of the levels of innovative culture among high school teachers as a result of training activities in accordance with the Curricular Design and the Formative Framework for the Development of Innovative Culture, the control phase was conducted in close correlation with the research hypothesis and the following statements:

- The implementation of the proposed Pedagogical Model for developing the innovative culture of teachers in general education institutions will lead to a significant increase in teachers' involvement in innovative activities and projects within the institution.
- The application of the Mechanism for Developing Teachers' Innovative Culture in general education institutions will contribute to improving both teachers' and students' performance by fostering an innovative and participatory learning environment.
- The application of the Curricular Design and the Formative Framework will have a significant positive effect on the development of teachers' innovative culture, on reducing resistance to change, on motivation to implement innovations, on the adoption of innovative practices in educational activities, and on the dissemination of best practices.

An improvement in the dissemination of best practices is observed following the training phase. This finding may also be explained by the composition of the experimental group, wherein half of the participants occupy managerial positions; accordingly, they are recognized as the principal promoters of innovation within the institution. The same evaluation model for the level of innovative culture and the same variables were applied, using the fourth research instrument—the post-questionnaire for determining the level of teachers' innovative culture. A graphical illustration of the comparative results of the variable level distributions can be seen in Figure 3.3.

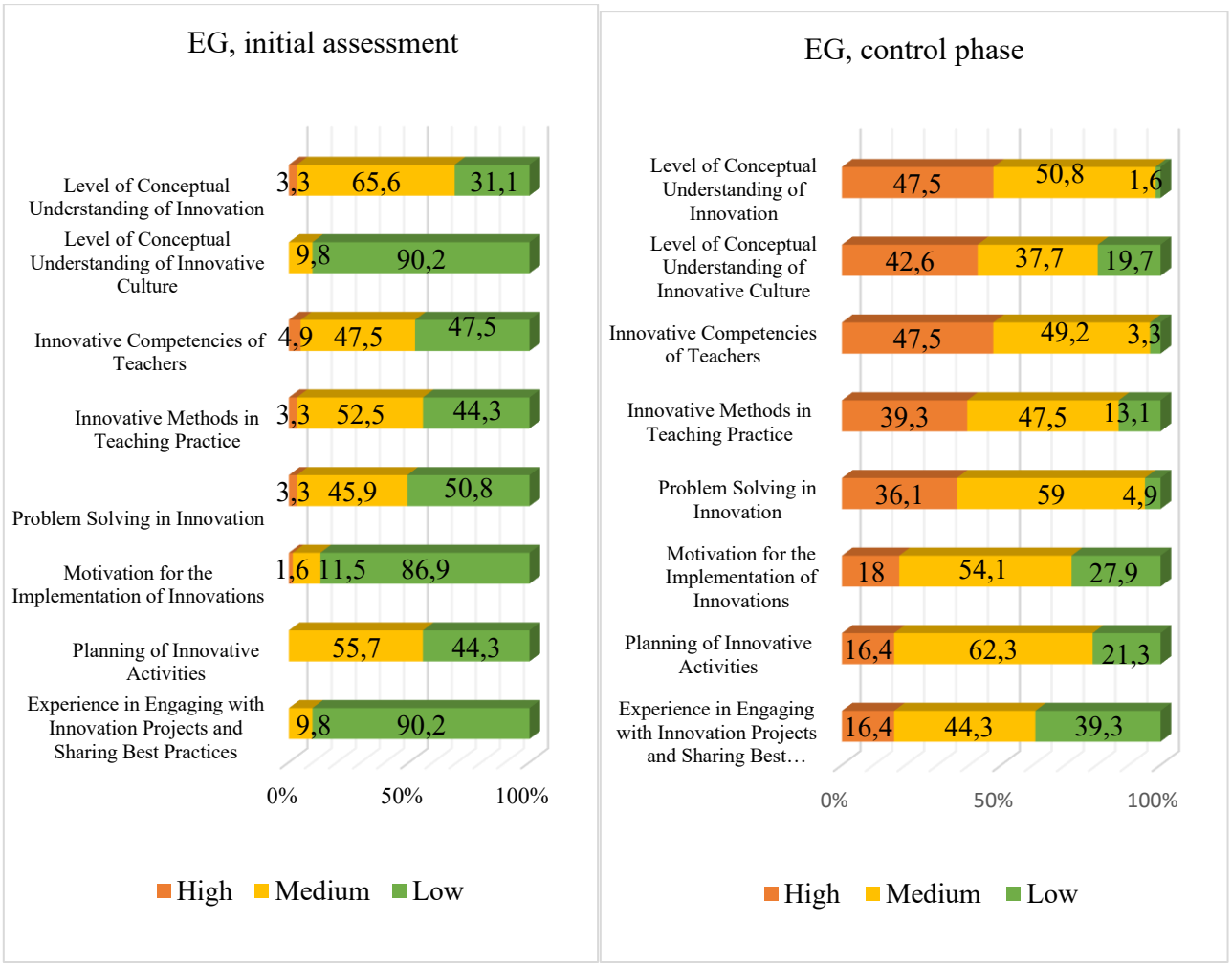

Figure 3.3. Comparative results of the levels of innovative culture variables (EG, initial assessment, control phase)

From a quantitative perspective, the main observed trend is a shift in the distribution from low and medium levels toward the high level. During the initial assessment phase, the structure was dominated by medium levels and, for certain variables, by significant proportions of low levels (particularly in motivation and experience of involvement in innovative projects). In the control phase, a consistent reduction of low levels and a visible increase in high levels were observed, indicating a positive evolution of the analyzed variables.

A comparative analysis of the experimental group (EG) results between the initial assessment and the control phase highlights the dynamics of the development of teachers' innovative culture, reflecting the impact of the applied formative intervention.

In conclusion, the comparison of the experimental group's results between the initial assessment and the training phase suggests that the application of the Curricular Design and the

Formative Framework has a significant positive effect on the development of teachers' innovative culture, on reducing resistance to change, on motivation for implementing innovations, and on the adoption of innovative practices in educational activities.

Additional complementary hypothetical statements established for the control experiment:

- Teachers' length of service is correlated with their innovative competencies.
- Academic rank is correlated with motivation for implementing innovations.
- Motivation for implementing innovations contributes to increased experience in involvement in innovative projects and the dissemination of best practices.
- To demonstrate the relationships between the variables presented in the above hypotheses, the following procedures were used: a contingency table, showing the frequencies of values for two categorical variables by combining the categories of both variables; Chi-square test, which verifies whether a significant association exists between two categorical variables; and Directional Measures.

The results of the variable correlations are presented as follows:

- No significant relationship was observed between teachers' length of service and their innovative competencies. Although there is a tendency for teachers with more experience to exhibit innovative competencies, there is insufficient evidence to support this hypothesis. Therefore, length of service does not clearly influence a teacher's innovative competencies.
- The analysis does not indicate a statistically significant relationship between academic rank and motivation for implementing innovations. However, given the non-significant differences in the distribution of motivation levels according to academic rank, we can assert that motivation for implementing innovations is weakly correlated with academic rank.
- The analysis indicates a significant and moderate relationship between motivation for implementing innovations and experience in involvement in innovative projects and the dissemination of best practices. The results suggest that teachers who are motivated to implement innovations tend to be more actively involved in disseminating best practices and participating in innovative projects. These findings highlight the importance of motivation for the experience of engagement in innovative projects and the dissemination of best practices.

Through this experiment, it was possible to maintain interest in a field that is relatively current and new for teachers. Thus, the assertion that teachers who receive support for developing an

innovative culture demonstrate increased interest in professional development and in disseminating their own innovative experiences is confirmed.

The synthesis of the experimental results allows us to conclude that significant outcomes were achieved in relation to the following specific competencies: Leveraging the conceptual foundations of innovative culture, demonstrating axiological interest; Strengthening motivation and resilience toward change, in order to maintain a balance between professional and personal life, demonstrating professional responsibility; Stimulating innovative thinking to solve problems in the innovation process, exhibiting creativity and a willingness to experiment; Applying innovative methods and technologies in teaching, learning, and assessment, demonstrating discernment and critical thinking; Aligning methods, tools, and platforms in collaborative and innovative communication situations, demonstrating a constructive attitude.

Due to justified reasons related to insufficient time for development, relatively lower results were obtained regarding the specific competency of producing an innovative educational project through collaboration with educational partners, demonstrating autonomous behavior and originality.

Thus, it can be stated that the implementation of the proposed Pedagogical Model for developing teachers' innovative culture led to a significant increase in teachers' involvement in innovative activities and projects within the institution. Therefore, the application of the Mechanism for Developing Teachers' Innovative Culture contributed to improving both teachers' and students' performance by fostering an innovative and participatory learning environment. The overall results for the control phase of the experiment are presented in Table 3.4.

Table 3.4. Levels of innovative culture (EG/ Control Group, control phase)

Number of subjects	Group	High Level (%)	Medium Level (%)	Low Level (%)
61	EG	22.9	62.3	14.8
66	CG	16.7	65.1	18.2
Total: 127 subjects		19.7	63.8	16.5

It can be observed that the experimental group (EG) presents a higher percentage of subjects at the high level and a lower percentage at the low level compared to the control group (CG). The distribution confirms that the medium level is dominant across the entire sample, which is expected in a training process. However, the differences between EG and CG support the effectiveness of the experimental pedagogical intervention.

The graph below provides a comparative illustration of the levels of innovative culture in the two groups after the training phase. It can be seen that the experimental group (EG) has a higher

proportion of teachers at the high level (22.9%) compared to the control group (16.7%), as well as a lower proportion at the low level (14.8% versus 18.2%). In both groups, the medium level predominates; however, the values are slightly higher in the control group (CG) (65.1% versus 62.3%), suggesting that the medium level is predominant regardless of the intervention, while the differences in the high and low levels indicate the positive impact of the experiment applied in the experimental group (EG). The overall results can be seen in Figure 3.3.

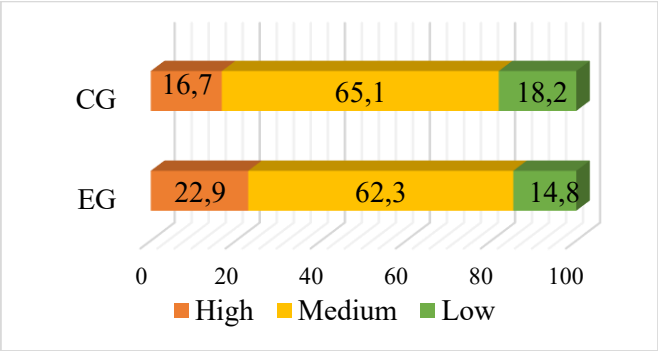

Figure 3.4. Comparative results of innovative culture levels (EG/CG, control phase)

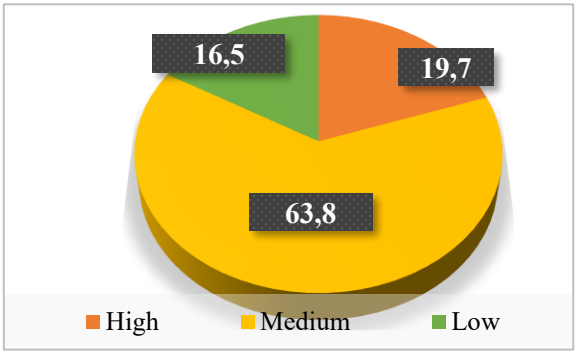

Figure 3.5. Levels of innovative culture (control phase)

The results obtained highlight that, following the training experiment, both groups exhibited a significant increase in the level of innovative culture development. Out of a total of 127 participating teachers, 19.7% reached the high level of innovative culture, 63.8% were at the medium level, and 16.5% were at the low level. A synthesis of these results is illustrated in Figure 3.5.

The results emphasize the higher level of innovative culture in the experimental group compared to the control group. The final comparative results regarding the evolution of teachers' innovative culture levels in the experimental and control groups are presented in Figure 3.6.

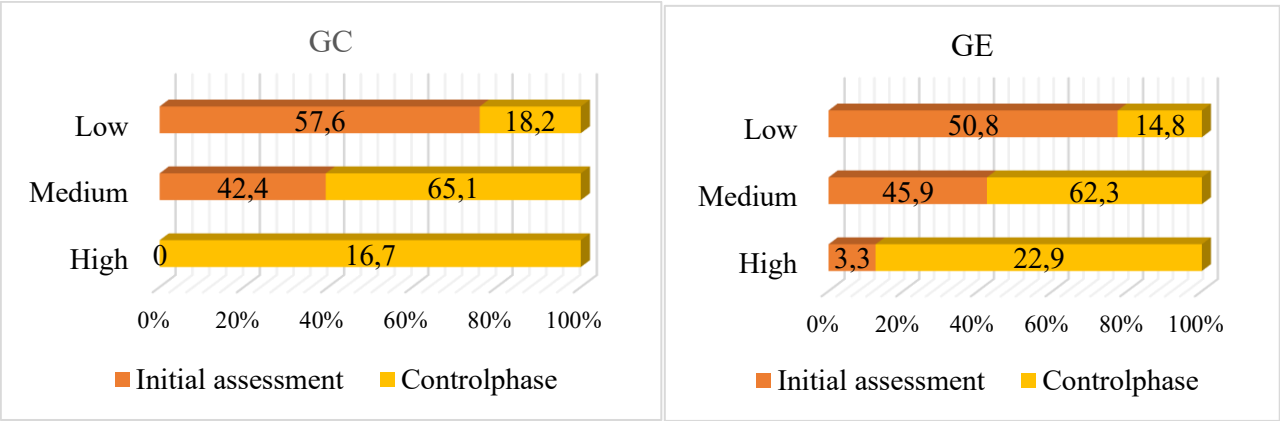

Figure 3.6. Comparative evolution of innovative culture levels in the Control and Experimental Groups (initial assessment and control phase)

The results indicate that within the experimental group (EG), consisting of 61 subjects, significant progress was recorded after the training phase in the development of innovative culture. Specifically, the proportion of subjects at the high level increased by 19.6%, the medium level increased by 16.4%, while the low level decreased considerably by 36.0%.

Regarding the control group (CG), consisting of 66 subjects, positive developments were also observed, although less pronounced. The high level increased by 16.7%, the medium level increased by 22.7%, and the low level decreased by 39.4%.

The comparative analysis of the results obtained in the initial and final stages of the experiment highlights significant differences within the experimental group, confirming the hypothesis formulated in the research. The application of the Curriculum Design and the Formative Framework generated a notable positive impact on the development of the innovative culture of teachers, on their resistance to change and on the motivation for implementing innovations and innovative practices in educational activity.

GENERAL CONCLUSIONS

1. The theoretical and methodological context, along with the criteria for analyzing and valorizing the problem stated in the thesis title, the pertinent references for experimental validation, and the relevant indicators for the development of teachers' innovative culture in general education institutions, correlated with the research rationale, led to the following conclusions:
2. The research addresses teachers' innovative culture by leveraging the most relevant theories of innovation and fundamental concepts: innovation, innovating, educational innovation, and educational innovating. At the same time, it provides a rigorous clarification of the differences between the complementary concepts of innovation and innovating. In the educational context, the integrated approach to these two concepts supports the theoretical foundation of the research and the conceptual delineation of innovative culture in relation to the culture of innovating.
3. The analysis of innovative culture as an integral part of organizational culture led us to define innovative culture in the educational context as a unified framework composed of values, norms, competencies, motivations, and professional behaviors, supported by managerial mechanisms, which facilitate initiative and the implementation of innovative changes in teachers' activities and in the development of the educational institution.
4. Furthermore, the comparison between innovative culture and the culture of innovating confirms their interdependent nature while highlighting their distinct roles in modernizing educational

institutions. This provides conceptual clarification, a diagnostic tool, a guide for institutional interventions, and a theoretical and practical foundation for the development of the Pedagogical Model for Innovative Culture Development, the Mechanism for Developing Innovative Culture, and the Curricular Design and Formative Framework.

5. The results of the diagnostic experiment regarding the presence of elements of the Mechanism for Developing Innovative Culture at the institutional level highlighted the need to promote innovative culture and the importance of motivating and encouraging teachers toward innovation. This led to the identification of strategies for managing resistance to change, fostering intrinsic and extrinsic motivation, and determining the managerial actions necessary for developing an innovative culture aimed at enhancing educational processes.
6. The experimental validation of the Pedagogical Model for Developing Teachers' Innovative Culture in general education, as well as the Mechanism for Developing Teachers' Innovative Culture, confirmed their effectiveness. The experimental results led to the development of the Curricular Design and the Formative Framework for developing teachers' innovative culture.
7. The results of the initial phase of the experiment highlighted the main dysfunctions of the educational system in implementing innovations, manifested through resistance to change among teachers and students, as well as insufficient managerial motivation for teachers to engage in the innovation process. Additionally, low involvement and limited collaboration of managers and teachers in innovative projects were observed, demonstrating the necessity of developing innovative culture within the pedagogical training experiment for teachers.
8. The comparison of the experimental group's results between the initial assessment and the control phase highlights the significant positive effect of the Curricular Design and the Formative Framework for developing teachers' innovative culture. These interventions contributed to reducing resistance to change, increasing motivation for implementing innovations, and applying innovative practices in educational activities. The experimental group showed consistent results across all analyzed variables, with particular emphasis on medium and high levels. The application of the Pedagogical Model and the Mechanism for Developing Innovative Culture led to increased teacher engagement in innovative activities and projects.
9. The correlational analysis of the variables revealed a significant, moderate relationship between motivation to implement innovations and experience in participation in innovative projects and the dissemination of best practices. Additionally, it was found that length of service does not influence innovative competencies, while motivation to implement innovations shows a weak correlation

with academic rank, confirming the transversal nature of innovative culture in the professional development of teachers.

In this regard, the scientific problem addressed in the research is the conceptualization of **innovative culture** in the educational context through the development of a definition within a coherent and applicable theoretical framework; the establishment of theoretical and praxiological references for the development of teachers' innovative culture in general education institutions; and the experimental validation of the Pedagogical Model for Developing Teachers' Innovative Culture as well as the Mechanism for Developing Teachers' Innovative Culture in general education institutions.

The research defines its scientific originality through the following contributions: the Pedagogical Model for Developing Teachers' Innovative Culture; the Mechanism for Developing Teachers' Innovative Culture; the Curricular Design and the Formative Framework for Developing Teachers' Innovative Culture; and the Model for Assessing the Level of Teachers' Innovative Culture.

RECOMMENDATIONS

To the Ministry of Education and Research: the development of an integrated national strategy for promoting innovative culture, supported through dedicated funding mechanisms (grants) and by fostering partnerships between educational institutions, the academic environment, non-governmental organizations, and the economic sector.

To continuing education institutions: the design of programs focused on innovative methods, experiential learning, and the transfer of best practices, correlated with mechanisms for monitoring the application of acquired competencies.

To managerial staff in general education institutions: the systemic implementation of a mechanism for applying the model for developing teachers' innovative culture; training of managerial and teaching staff to foster innovative culture at the institutional level; involvement of experienced teachers in mentoring activities to guide young specialists in adopting innovative methods.

Perspectives for further research: evaluation of the effectiveness of continuing education programs aimed at developing innovative competencies; creation of research opportunities regarding the impact of emerging technologies on innovative culture and how they can support educational change processes; Partnerships with Other Institutions Abroad Regarding the Applicability of the Pedagogical Model for Developing Innovative Culture.

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ANNOTATION

Pîrău Lucia, "Development of the innovative culture of teachers in the general education institution (high school), doctoral thesis in educational sciences, Chișinău, 2026

The thesis structure includes: introduction, 3 chapters, general conclusions and recommendations, a bibliography of 183 sources, annotations (Romanian, English), key concepts, a list of abbreviations, 148 pages of main text, 22 tables, 24 figures, and 15 appendices. The results obtained are published in 12 scientific papers.

Key concepts: innovation, innovation culture, organizational culture, pedagogical model for developing innovation culture, mechanism for developing innovation culture.

Purpose of the research: to determine the theoretical and praxiological foundations for developing the innovation culture of teachers in general education institutions.

Research objectives: to identify the theoretical foundations of the evolution of fundamental research concepts: innovation, educational innovation; to describe the scientific essence of the concept of an innovative culture; developing a pedagogical model for fostering an innovative culture among teachers in general education institutions; developing a mechanism for fostering an innovative culture among teachers in general education institutions; developing the Curriculum Design and the Training Framework for the development of an innovative culture among teachers; experimentally validating the Pedagogical Model for the development of an innovative culture among teachers and the Mechanism for the development of an innovative culture among teachers in general education institutions.

Scientific novelty and originality: The pedagogical model for developing an innovative culture among teachers in general education institutions; The mechanism for developing an innovative culture among teachers in general education institutions, as a methodological dimension of the model; Curriculum design and the formative framework for developing an innovative culture among teachers; The model for assessing the level of innovative culture among teachers.

Results obtained: theoretical and praxiological foundation and development of the Pedagogical Model for the development of teachers' innovative culture in general education institutions, and the Mechanism for the development of teachers' innovative culture in general education institutions.

Theoretical significance of the research: conceptualization of the culture of innovation in an educational context through the development of a definition within a unified and applicable theoretical framework; the Pedagogical Model for the Development of the Culture of Innovation among Teachers in General Education Institutions; The mechanism for developing the innovative culture of teachers in general education institutions; integration of the praxiological dimension into the development of innovative competencies in the Model for assessing the level of innovative culture.

Practical value of the research: the praxiological parameters of the Model for Developing Teachers' Innovative Culture and the Mechanism for Developing Teachers' Innovative Culture; criteria for assessing the level of teachers' innovative culture; Curriculum design for the development of an innovative culture among teachers in general education institutions and the formative framework for the development of an innovative culture among teachers.

Implementation of scientific findings: The theoretical and practical findings of the research have been applied in professional development courses at the Center for Continuing Education and Leadership of the "Ion Creangă" State Pedagogical University and in professional development courses for teachers within the National Project "Investing in Teachers," the Ministry of Education and Research, as part of international academic and research mobility, at national and international conferences, as well as in scientific publications in national and international specialized journals.

ADNOTARE

Pîrău Lucia, „Dezvoltarea culturii inovaționale a cadrelor didactice în instituția de învățământ general (liceu), teză de doctor în științe ale educației, Chișinău, 2026

Structura tezei include: introducere, 3 capitole, concluzii generale și recomandări, bibliografie din 183 de surse, adnotare (română, engleză), concepte-cheie, lista abrevierilor, 148 pagini de text de bază, 22 tabele, 24 figuri, 15 anexe. Rezultatele obținute sunt publicate în 12 lucrări științifice.

Concepte- cheie: inovație, cultură inovațională, cultură organizațională, model pedagogic de dezvoltare a culturii inovaționale, mecanism de dezvoltare a culturii inovaționale.

Scopul cercetării: determinarea fundamentelor teoretice și praxiologice ale dezvoltării culturii inovaționale a cadrelor didactice în instituția de învățământ general.

Obiectivele cercetării: identificarea reperelor teoretice ale evoluției conceptelor fundamentale ale cercetării: inovație, inovare, inovație educațională, inovare educațională; descrierea esenței științifice a conceptului de cultură inovațională; configurarea Modelului pedagogic de dezvoltare a culturii inovaționale a cadrelor didactice în instituția de învățământ general; elaborarea Mecanismului de dezvoltare a culturii inovaționale a cadrelor didactice în instituția de învățământ general; proiectarea Designului curricular și a Cadrului formativ de dezvoltare a culturii inovaționale a cadrelor didactice; validarea experimentală a Modelului pedagogic de dezvoltare a culturii inovaționale a cadrelor didactice și a Mecanismului de dezvoltare a culturii inovaționale a cadrelor didactice în instituția de învățământ general.

Noutatea și originalitatea științifică: Modelul pedagogic de dezvoltare a culturii inovaționale a cadrelor didactice în instituția de învățământ general; Mecanismul de dezvoltare a culturii inovaționale a cadrelor didactice în instituția de învățământ general, ca dimensiune metodologică a modelului; Designul curricular și a Cadrului formativ de dezvoltare a culturii inovaționale a cadrelor didactice; Modelul de evaluare a nivelului culturii inovaționale a cadrelor didactice.

Rezultatele obținute: fundamentarea teoretică, praxiologică și elaborarea Modelului pedagogic de dezvoltare a culturii inovaționale a cadrelor didactice în instituția de învățământ general, a Mecanismului de dezvoltare a culturii inovaționale a cadrelor didactice în instituția de învățământ general.

Semnificația teoretică a cercetării: conceptualizarea culturii inovaționale în context educațional prin dezvoltarea unei definiții într-un cadru teoretic unitar și aplicabil; Modelul pedagogic de dezvoltare a culturii inovaționale a cadrelor didactice în instituția de învățământ general; Mecanismul de dezvoltare a culturii inovaționale a cadrelor didactice în instituția de învățământ general; integrarea dimensiunii praxiologice în dezvoltarea competențelor inovaționale în Modelul de evaluare a nivelului culturii inovaționale.

Valoarea aplicativă a cercetării: parametrii praxiologici ai Modelului de dezvoltare a culturii inovaționale a cadrelor didactice și ai Mecanismului de dezvoltare a culturii inovaționale a cadrelor didactice; criteriile de evaluare a nivelului culturii inovaționale a cadrelor didactice; Designul curricular de dezvoltare a culturii inovaționale a cadrelor didactice în instituția de învățământ general și Cadrul formativ de dezvoltare a culturii inovaționale a cadrelor didactice.

Implementarea rezultatelor științifice: Rezultatele teoretico-praxiologice ale cercetării au fost valorificate în cadrul cursurilor de perfecționare profesională la Centrul de Formare Continuă și Leadership al Universității Pedagogice de Stat „Ion Creangă” și a cursurilor de dezvoltare profesională a cadrelor didactice în Proiectul Național „Investim în profesori”, Ministerul Educației și Cercetării, în cadrul unei mobilități academice și de cercetare internațională, în cadrul conferințelor naționale și internaționale precum și în publicații științifice în revistele naționale și internaționale de specialitate.

PÎRĂU LUCIA

DEVELOPMENT OF THE INNOVATIVE CULTURE OF TEACHERS IN THE GENERAL EDUCATION INSTITUTION (HIGH SCHOOL)

SPECIALTY 531.01 – GENERAL THEORY OF EDUCATION

Abstract of the doctoral thesis in educational sciences

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