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**PSYCHO-PEDAGOGICAL FOUNDATIONS OF PUPILS' CAREER
GUIDANCE IN TEACHING**

Summary of the doctoral dissertation

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CONCEPTUAL REFERENCE POINTS OF RESEARCH

Topicality and importance of research.

Teaching career guidance, seen as a way of developing personal potential and skills, is currently emerging as the subject of novel approaches and scientific research. Today's society has also brought about changes in the education system, which confer a new dimension to the role and status of the didactic staff [31]. Within the national context, the absence of social recognition of the teaching profession, the dysfunctional attitude that some members have towards this occupation, teachers' diminished status within the society, the low level of professional satisfaction, the poor promotion/guidance of pupils in their teaching careers at the institutional level, the insufficient use of internal career guidance mechanisms, pupils' non-constructive perceptions of the teaching profession and other challenges in the country's education system result in a decreasing number of graduates of general education institutions pursuing the teaching career, thereby contributing to the shortage of teachers in the national education system.

The description of the situation in the field of research and the identification of research problems.

The research problem we proceeded from is that at the present stage in general education institutions, pupils' guidance into teaching careers is undertaken to a lesser extent and the relevant activities are not organized in a step-by-step, systematic, and consecutive manner. According to statistical data from recent years, it is noted that fewer and fewer high school graduates choose a teaching career, and the number of teachers required in Moldovan schools is constantly increasing [22; 26; 27]. The analysis of the relevant statistical data shows that the "teacher crisis" phenomenon is not new, however, as time passes, the situation deteriorates.

At this stage, the national education system remains in need of an ever-increasing number of teachers. Under such circumstances, we can state with certainty that the unattractiveness of the teaching profession among graduates of general education institutions, young specialists - recent graduates of pedagogical faculties, and teachers leaving the system - is one of the causes of the aforementioned crisis. In specialized literature, the study of professional self-determination is detailed in the pedagogical works of Russian researchers, including B.G. Ananyeva, L.I. Bozhovici, N.M. Borytko, E.A. Klimova, A.V. Mudrik, A.V. Petrovsky,

S.L. Rubinstein [Apud. 18], and the topics of personal self-determination and self-realisation were addressed by researchers such as K.A. Abulkhanova-Slavskaya, A.V. Batarshv, V.P. Bondarev, E.M. Borisova, L.S. Vygotsky [10].

The problem of guiding pupils into a teaching career, from the perspective of the conscious choice to become a teacher, focusing on their familiarity with the didactic occupation, diagnosing the personal qualities necessary to successfully embrace an educational career, and arousing their interest, are aspects studied by Russian researchers such as N.V. Kuzimina, V.A. Slastenina, S.P. Kregjde, E.I. Rodionova, O.N. Kiseleovoi, L.V. Hohoevoi, L.P. Lapițcoi [Apud. 20]. Alongside the aforementioned concerns, we would like to also note the contribution of researchers such as A. I. Adamschii (А.И. Адамский), through their work

„Примерная программа профессиональной ориентации обучающихся на ступени основного общего образования”, and I. M. Lomonosov și A.A. Dambusinova (И.М Ломоносов, А.А Дамбусинова) with the work „Профорентация учащихся старших классов на педагогические специальности” [19; 10].

If we refer to the research on the given topic in Romania, we mention the study *Motivarea pentru Cariera Didactică*, (Motivation for a Teaching Career) by I. O. Pânișoară și G. Pânișoară, as part of the *Motivation for the teaching career* project, implemented by the University Centre for Professional Guidance for the Teaching Career and Teaching Career Management, CNCSIS, 2007-2010, which targeted teachers and last-year students in the experimental research [33]. The constructivist perspective analysis of student career counselling is reflected in the research by R. Axinte [2]. In the Bessarabian area, we highlight the scientific contribution of the researcher O. Dandara, who comprehensively addressed the problem of career guidance in the lifelong learning context. In the PhD dissertation, the author scientifically substantiated the *Theory of the need for career guidance/planning, the career guidance system, as well as the scientific foundations of a new research direction - Career Pedagogy* [7]. Another contribution is the research of A. Dabija, who developed *new career counselling strategies for students* [6]. The scientific approach to the issues related to the study of the concept of attitude can be found in the scientific works of W. Calkins, G. Allport [1], T. Callo [4], V. Panico [8], A. Chircev [5], A. Calancea [3] etc. These studies, together with the current situation on guiding pupils in their teaching careers, generate and stimulate the need for a pedagogical basis for pupils' guidance in their teaching careers.

The research problem consists in identifying solutions to the contradiction between the pupils' distorted perception towards pedagogical professions and the unquestionable valuable of this profession in the society, by conceptualising and shaping the pupils' career guidance in teaching.

The aim of the research lies in the pedagogical substantiation of pupils' career guidance in teaching.

In the framework of the research, we aimed to achieve the following objectives: analyse the theoretical approaches to the phenomenon of career guidance; identify the specific approaches to career guidance; analyse the trends and experiences of career guidance at national and international levels; develop a concept of pupil career guidance; develop a model of pupil career guidance at the institutional level; identify teachers' and pupils' opinions in the context of pupil career guidance; experimentally validate the career guidance model.

Research hypothesis. We assume that under current circumstances, when the socio-economic factors do not generate the motivational prerequisites for the choice of pedagogical professions, an effective concept of guiding pupils into a teaching career can be substantiated and promoted, thus stimulating interest in this career and developing the personal qualities of the future pedagogue, by involving pupils in the organisation and implementation of complementary (pre-professional) educational activities with pupils in lower levels and other target groups.

Scientific research methodology relied on the following methods:

➤ *theoretical:* scientific documentation, theoretical analysis and synthesis, generalization, systematization, comparison and theoretical modeling;

➤ *empirical* - the pedagogical experiment with specific stages: *observation, training, control*, and data collection through the use of questionnaires (to capture opinions from the teachers' and pupils' perspectives and questionnaires to capture pupils' attitudes towards teaching careers and their level of communication skills);

➤ *interpretative* - the quantitative and qualitative analysis of data, the interpretation of the quantitative data via figures and tables.

The scientific novelty and originality reside in:

✚ substantiating a concept of pupils' career guidance in teaching, focused on diagnosing pupils' capacities/attitudes/skills as future teachers and de-ve-lo-ping these skills during their schooling (at lyceum sta-ge);

✚ developing the concept of pupils' career guidance in teaching;

✚ using new opportunities of the teaching staff in order to improve the efficiency of pupils' career guidance in teaching by combining different forms and techniques.

The solved scientific problem consists of improving pupils' perception of the value of teaching careers by substantiating and implementing a model for pupils' career guidance at the institutional level.

The theoretical significance of the research represents the development of the theory concerning the guidance in the teaching career by updating the concept of pupils' career guidance in teaching; structuring/classifying the principles of pupils' career guidance in teaching; shaping the profile of a pupil who is likely to pursue a teaching career; praxiological modeling of guiding pupils in the teaching career.

The applied value of the research lies in drafting and implementing the programme of pupils' guidance for a pedagogical career. The proposed model can be implemented in any general educational institution interested in guiding pupils in the teaching career.

Presented in the author's scientific publications: 6 articles in scientific journals and 11 reports at national and international scientific conferences.

The research comprises 139 pages of basic text and includes an introduction, three chapters, general conclusions and recommendations, bibliographical references (163 titles), annotation (in Romanian, Russian and English) and annexes. The dissertation thesis comprises 8 tables and 37 figures.

Key words: career guidance, didactic career, teaching career guidance, attitude towards the teaching ca-reer, communication skills, pupils oriented towards the teaching career, the model of pupils' career gui-dan-ce in teaching.

CONTENTS OF THE DISSERTATION

The Introduction reflects the current situation of guiding pupils in their teaching careers, demonstrating the need for a scientific approach to the research problem. The aim, objectives of the research, the novelty and scientific originality of the results obtained, and the theoretical significance and practical value of the investigation are established.

In Chapter 1, "**THEORETICAL FRAMEWORK OF PUPILS' CAREER GUIDANCE IN TEACHING**", different scientific approaches and theories on career guidance are reviewed. In this regard, the scientific milestones deriving from these theories, namely the guidance of pupils' teaching careers, were highlighted. Furthermore, the specific pedagogical dimensions of guiding pupils in their teaching careers were analysed, and the trends, experiences, and practices of guiding pupils in their teaching careers at national and international levels were identified. Based on the analytical approaches to scientific theories on career guidance, we inferred the scientific landmarks for guiding pupils in their teaching careers, systematized in the table below:

Table 1. Scientific benchmarks for pupils' career guidance in teaching

	Theories on career guidance	Scientific benchmarks for pupils' career guidance in teaching
1	The Social Learning Theory of Career Selection, J. D. Krumboltz and Mitchella / The social cognitive theory by A. Bandura	The acquisition by pupils of a preference for a teaching career through learning experiences; The entirety of influences driving the choice of a teaching career: factors, cognitions, beliefs, skills, actions, task approach, potential problems
2	The Psychodynamic Theory, A. Roe	The system of reasons and hidden variables that explain the pupil's behaviour regarding the choice of a teaching career; The early experience, family situation and especially the relationship with the parents, as the parental behaviours can influence the choice of a teaching career
3	The Hierarchy of Needs Theory, A. H. Maslow	The choice of teaching career in terms of meeting the basic need
4	The Community Interaction Theory, B. Law	The role of innate abilities in choosing a teaching career. One of the factors determining the choice of a teaching career is the interaction between the pupil, the future teacher, and the specific environment, i.e., the teaching environment, the pupil's assumption of the role of teacher at the secondary school stage
5	The Two-Factor Theory of Motivation, F. Herzberg	The choice of a teaching career is determined by the totality of factors generating motivation and satisfaction
6	The Trait and Factor Theory, Ch. Metzler-Burren (The Theory by J. L. Holland)	The synergy between the pupil's specific traits (specific interests, abilities, skills, and motivations) and the factors (mathematical models developed to generate the "perfect fit" between the individual and the occupation); The manifestation of social interest implies traits of a social personality; The social personality type of the pupil reflects the congruence with the social profession - the teaching career
7	The Acquired Needs Theory, D.D. Mc. Clelland	Achieving pre-professional success because of pupils' involvement in a system of career-specific teaching activities that we assume would generate satisfaction/motivation to choose a teaching career
8	The Action Theory, F. Parsons	The organisation of certain actions by the pupil, the teacher-to-be, in structured situations, through certain means, which would generate an intention to choose a teaching career
9	The Theory of Self-Representation and Representation of Jobs (The Theory of Self-creation, Circumscription and Compromise, L. Gottfredson)	The role of social representations in shaping the preference for a teaching career under the influence of two dimensions: the social prestige level of the teaching profession and its gendered nature
10	Theory of the Need for Career Guidance/Planning	Motivating students and future teachers to generate their own needs for teaching career guidance; The value and attitude system of the pupil and prospective teacher that generates the need for teaching career guidance
11	The Theory of Reasoned Action - The Theory of Planned Behavior, Fishbein and Ajzen	The beliefs influence the attitudes and the social norms which, in turn, form the behavioural intention guiding the pupil's behaviour regarding the choice of a teaching career; The pupil's attitudes and beliefs correlate with his/her intention to choose a teaching career; Changing attitudes, subjective norms and perceived behaviour can increase the likelihood that the pupil will choose a teaching career

At the national level, there are some normative acts providing a foundation for pupils' career guidance, including the *Vocational Guidance and Vocational Training in the Development of Human Resources* [28; 6, p.36], drawn up in June 2003, and the *Regulation on Vocational Guidance and Psychological Counselling in Career-Related Matters* [29], drawn up in 2004.

In addition to the existing regulatory documents, we would like to draw attention, particularly to aspects of pupils' guidance in their teaching careers through school subjects. Thus, at the curricular level, it is worth mentioning the *compulsory school subject "Technological education"*, *Technologies curricular area*, namely the module "Professional fields," which also involves content units related to guiding pupils in their teaching career, such as "Vocation and profession choice"; "Self-image in a professional field"; "Professional qualities and conditions: rights and responsibilities". Within this module, the competence unit involves the development of strategies for the future profession in line with one's own interests and skills [21; 23]. In order to attract applicants for admission to choose a teaching career, we also draw attention to some actions undertaken at the university level [24; 25; 34; 35], as well as actions undertaken by the state [23; 30].

The international trend in pupils' choice of a teaching career shows that more and more countries are focusing on guiding them into the teaching profession from an early stage of learning, along with other measures that enhance its attractiveness, including Planning and monitoring policies for teacher supply and demand; coherent long-term strategies to promote a positive social profile of the teaching career; long-term strategies involving publicity campaigns on choosing education as a profession; campaigns specifically aimed at improving the social prestige of the profession; media campaigns; financial incentives; recognition and promotion of teaching skills; and teachers' classrooms [17].

In Chapter 2, "THE CONCEPTUAL AND METHODOLOGICAL FRAMEWORK FOR PUPILS' CAREER GUIDANCE IN TEACHING", the teaching career guidance from the psychological, social, and pedagogical perspectives is comprehensively addressed.

The principles of career guidance, the components of the career guidance model and the structure of the career guidance programme are described. In our view, teaching career guidance involves a system of activities and theoretical provisions that aim to identify and harness the pupils' potential within the stages of the emergence of occupational options, i.e., hypothetically and realistically, in order to form, develop and maintain an interest in a teaching career and manifest a functional attitude towards this profession [14].

Teacher career guidance is a complex phenomenon that can be approached from different perspectives, namely psychological, social, and pedagogical. The conceptual approach to pupils' guidance in teaching careers from the psychological, social, and pedagogical perspectives has generated a system of principles represented in the figure below:

<p>The psychological perspective</p>	<ul style="list-style-type: none"> • the principle of innate inclination towards a teaching career • the principle of special aptitude for a teaching career • the principle of external motivation for a teaching career
<p>The social perspective</p>	<ul style="list-style-type: none"> • the principle of family influence on the teaching career choice • the principle of the social perception influence on the teaching career choice
<p>The pedagogical perspective</p>	<ul style="list-style-type: none"> • the principle of involving pupils in career-oriented activities • the principle of exploiting the content of the subjects of study in order to guide pupils in their teaching careers • the principle of value orientation towards teaching careers

Figure 1. The System of Principles for Pupil's Teaching Career Guidance [16]

Regarding the profile of the pupil oriented towards a teaching career, it is difficult to draw up a portrait of the future teacher that would include qualities and characteristics that are strict, rigorous or, more accurately, fully comparable to the personality of a teacher.

Nonetheless, considering the totality of the factors influencing the choice of a teaching career, and the qualities and roles that teachers perform, we have established the profile of the career-oriented pupil.



Figure 2. The profile of the teaching career-oriented pupil

The concept of pupil career guidance is psychologically, socially, and pedagogically underpinned by a set of interactive components, represented in the figure below.

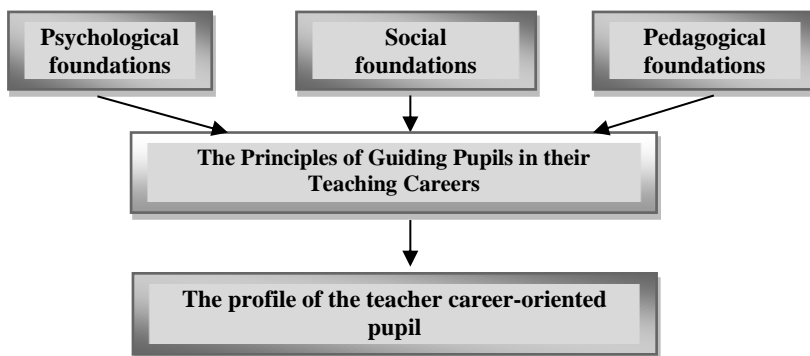


Figure 3. The concept of guiding pupils in their teaching careers

The model of pupils' career guidance involves a construct that encompasses the interconnection between scientific theories of career guidance, the pedagogical legacies of career guidance, the approach to the process of career guidance from various perspectives and the principles that derive from them, and the methodological framework of pupils' career guidance in teaching. The theories and scientific landmarks of teaching career guidance, the specific features of pupils' teaching career guidance, the approach to the teaching career

guidance process from different perspectives, and the derived principles are reflected in the previous paragraphs of the paper.

The methodological framework for guiding pupils in their teaching careers is framed by the conceptual framework of the research: the research-oriented component, the theoretical-informational component, the training-oriented component, and the action-oriented - component.

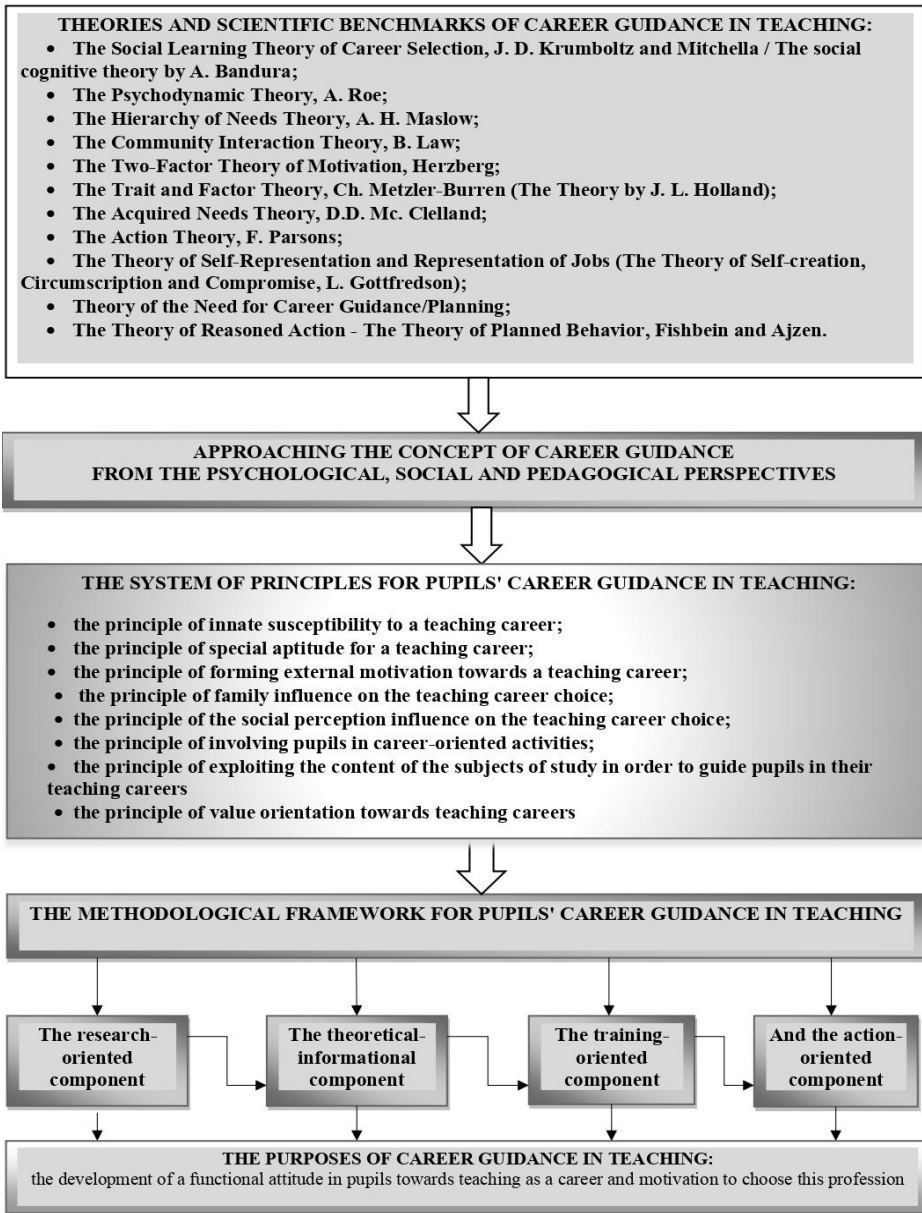


Figure 4. The Model of Pupils' Career Guidance in Teaching

The innovative element of the methodological framework for pupils' career guidance in teaching involves an action-oriented component. Building professional experiences at school entails involving pupils in a system of teaching career-oriented activities aimed at achieving pre-professional satisfaction or success, shown in the Figure below:

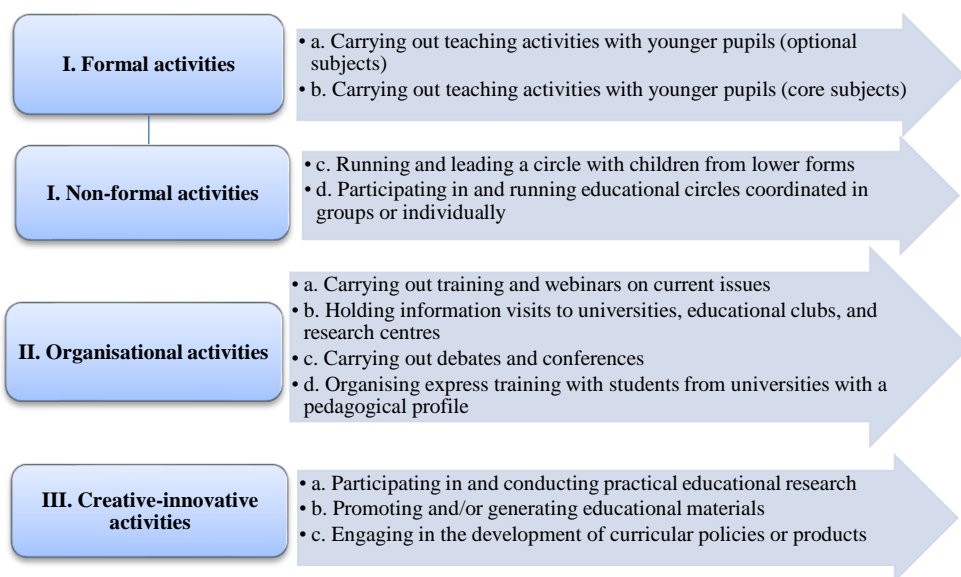


Figure 5. Teaching career-oriented activity system [14]

Based on the aforementioned model, we further outline a teacher professional training programme on pupils' career guidance and a programme for pupils' career guidance in teaching. The stages of the career guidance programme have been deduced and developed based on the objectives of the Pupil Career Guidance Framework. The training programme for didactic staff was structured in 5 face-to-face sessions of 90 minutes each, with the following layout:

Session 1. Updating the attitude towards the teaching career.

Session 2. Guiding pupils in their teaching careers

Session 3. The positive professional profile of the teacher.

Session 4. The functional attitude to the teaching career.

Session 5. Specific competencies in the pedagogical career

During this training program, academics were introduced and explained in a step-by-step manner the stages of implementation of the programme for pupils' career guidance in teaching, as follows:

Stage 1. Briefing session on pupil involvement in the system of teaching career-oriented activities;

Stage 2. Training Session 1. The objective perception of the positive professional perception of the teaching career.

Stage 3. Training Session 2. Fostering functional attitudes in pupils with regard to the teaching career.

Stage 4. Training Session 3. Developing effective communication skills with didactic discursive elements;

Stage 5. Involving pupils in the system of teaching career-oriented activities;

Stage 6. Monitoring the process of pupils' involvement in activities.

Stage 7. Programme summing-up session. Highlighting positive experiences as well as limitations.

In Chapter 3, "**EXPERIMENTAL VALIDATION OF THE MODEL FOR PUPILS' CAREER GUIDANCE IN TEACHING**", the research design, methods and

toolkit of the investigated problem are described. In the first stage of the pedagogical experiment, we sought to explore the views of both teachers and pupils in the context of pupils' career guidance in teaching. In the second stage of the experiment, pupils' attitudes and communication skill levels pre- and post-experiment were assessed, highlighting the impact of the implementation of the teaching career guidance programme by improving pupils' attitudes towards teaching as a career as well as their communication competence levels. Each of the three chapters ends with conclusions that imply some generalising points of reference for this research.

The aim of the experimental research resides in validating the pedagogical Model for Pupil Career Guidance in Teaching for the purpose of shaping its finalities. For the purpose of the pedagogical experiment, we sought to identify teachers' and pupils' views on teaching career guidance. Thereby, we managed to identify academic staff available to participate in the pedagogical training experiment. For this pre-stage of the finding (identification) phase, we established the following variables:

For academic staff:

1. *Variable 1. Opinion on the teacher's social profile:* identifying the teacher's profile, as perceived by educators.
2. *Variable 2. Professional satisfaction:* this variable enabled us to identify teacher satisfaction, as it determines their willingness to motivate pupils to engage in the experiment activities.
3. *Variable 3. Grounds for career choice:* identifying factors that may lead to the choice of a career in teaching.
4. *Variable 4. Involvement in career guidance activities:* this allowed us to assess their willingness to participate in teaching career guidance activities.

Identifying the teachers' opinion on the profile of the perfect pupil to be guided into a teaching career, as well as the measures undertaken by the state/school to render this occupation more attractive to pupils, and the factors that could motivate them to remain in the field highlight the most important indicators of pupils' career guidance in teaching [11].

We set the following variables for high school students:

1. *Variable 1. Opinion on the teacher's social profile: identifying the teacher's profile as perceived by pupils.*
2. *Variable 2. Opinion on the teacher's profile as perceived by other members of society.*
3. *Variable 3. The opinion of whether they would choose a teaching career.*
4. *Variable 4. Attitude to the teaching career [15].*

Sample description. The target group of this pre-stage comprised 100 teachers (49 teachers from Natalia Dadiani Public Lyceum, 15 teachers from the Public Institution Gheorghe Asachi Lyceum, 21 teachers from Lucian Blaga Lyceum, 15 teachers from Alexandru Ioan Cuza Lyceum, all the institutions from Chisinau municipality).

Of the 100-teaching staff involved in the experiment, 95 were female and 5 males, aged between 22 and 69, working in the educational system of all three levels: primary, secondary and high school, with seniority between 1 to 40 years of experience in the field. 429 high school students aged between 15 and 19 from four educational institutions participated in this pre-stage as well, namely: Natalia Dadiani Public Lyceum, the Public Institution Gheorghe Asachi Lyceum, Lucian Blaga Lyceum, and Alexandru Ioan Cuza Lyceum. In the figure below, out of the total number of students involved, 56% were students of the 10th grade, 30% - were students of the 11th grade and 14% - were students of the 12th grade.

Following this pre-stage, both teachers and students were selected for the next stages of the experiment; the teachers who are partially/or fully satisfied with their career and those

available to get involved in the activity of pupils' career guidance in teaching. Furthermore, students with distinct types of personality from the perspective of vocational interests were selected, namely those who would/or possibly choose a specialty in the field of Educational Sciences, and who believe that members of society have a constructive perception towards teachers.

In the finding stage of the pedagogical experiment, two variables were established: attitudes towards teaching careers and pupils' communication skills. Two questionnaires were given to pupils: *The questionnaire to identify the pupils' attitude towards the teaching career* and *the communication skills assessment questionnaire*.

Thus, we have established 5 indicators of attitude towards the teaching career, namely: compatibility with the teaching profession; attitude to teaching; attitude to the prestige of the occupation; attitude to working conditions in teaching; attractiveness of the teaching career. For the pupil's communication skills variable, we established the following 4 indicators: the cognitive aspect; the communicative verbal aspect; the emotional aspect; and the interactive aspect.

To establish the effectiveness of the training program, at the third stage, the - experimental post-evaluation, the pupils were given the same tools as in the finding stage.

The pre-finding stage period is February - March 2019.

The finding stage period is September - October 2019.

The training stage period: November-December 2019 and continuing - from October 2020 to April 2021.

The assessment stage period: April, May - September 2021.

The pedagogical experiment was conducted sequentially, taking into account the national pandemic situation, and the way the educational process in the respective educational institutions was organised, and respecting the hygienic rules regarding the spread of COVID-19 infection. The analysis of the results obtained from the opinion survey of both teachers and pupils, at this stage, has enabled us to formulate the following conclusions:

- Regarding the teacher's social profile at the present stage, most teachers, as well as the majority of students mentioned that the teacher's profile represents a trained/intelligent person fully dedicated to the profession.

- In terms of the skills a pupil needs to have in order to be guided into a teaching career, 33% of the teachers involved in the experiment say that the personality of the pupil who will choose a teaching career must be complex and have teacher-specific qualities.

- Regarding the attractiveness of the teaching profession to the pupils of general education institutions, most teachers, as well as the majority of pupils mentioned that the state must undertake financial measures, such as providing teachers especially young specialists with an attractive salary, appropriate to the efforts made.

- Of the total number of teachers, 83% reported that they guided pupils into the teaching career, however, the verbal form used proved to be an overly simplistic one, far from a methodologically well-organized and structured teaching career guidance process, as this activity requires. The other 17% of teachers, although they did not have this experience, highlighted that they would like to guide pupils in their teaching careers.

- The motivation that prompted the teachers to choose this career turned out to be their love for children and childhood dreams.

- Almost half of the teachers involved in the experiment are satisfied with the work they do; the others are partially satisfied. Professional satisfaction is the reason they continue in their career.

- The majority of pupils claim that the teachers are positively appreciated by the other members.

– Almost a third of the target group would possibly choose a specialty in the field of Educational Sciences.

– We can state that, in fact, 14% of pupils with social personality type, with personality traits inclined towards social activities, i.e. towards the teaching career, as mentioned by J.L. Holland in his research, is a fairly good percentage, given that the teaching profession is a classical one, and the realities highlight the fact that mainstream pupils are tempted to pursue other professions/activities, such as vlogging, blogging, styling, Instagramming, coaching, content creation, etc [109].

By conducting this stage in the pedagogical observation experiment, we aimed to identify certain dimensions that are tangential to the process of teaching career guidance and to screen both teachers and pupils in order to engage them in the next stages of the pedagogical experiment. In order to identify those pupils who, from the point of view of personality typology, would show a certain interest in the teaching career, in the next stage of the experiment we set out to discover the interests of 10th and 12th grade pupils in certain fields of activity. The figure below shows the distribution of pupils according to their personality type.

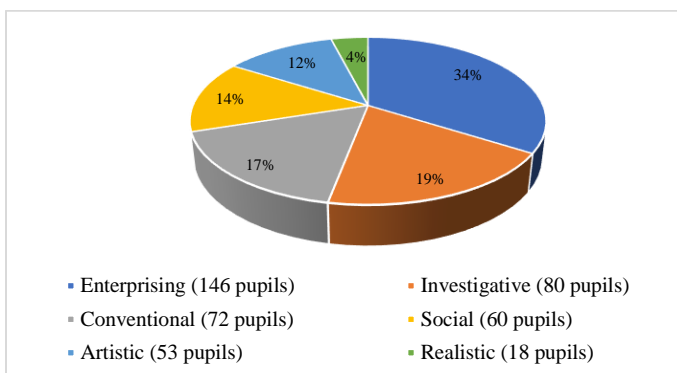


Figure 6. Personality Type of Experimental Subjects

For the purpose of capitalising on the *Model of Pupils' Career Guidance in Teaching* we designed, developed and implemented *The Teaching Career Guidance Program for Pupils*. In the first stage of the formative pedagogical experiment, 15 teachers from the Public Institution "Alexandru Ioan Cuza" Theoretical Lyceum from Chisinau municipality were trained, namely those who met the criteria of the research approach and who voluntarily decided to participate (the didactic staff who have a functional attitude and a constructive perception towards the teaching profession and are satisfied and partially satisfied with their job).

Subsequently, under our coordination, these teachers participated in implementing the program of pupils' career guidance in teaching. They participated in the 5 training sessions within the Teacher Training Program on Pupils' Career Guidance in Teaching. To achieve the goal of the pedagogical experiment, we established two variables for the students, namely pupils' attitude towards the teaching career and their communication skills. 58 pupils participated in the formative pedagogical experiment, of which 29 11th-grade students from the Public Institution "Alexandru Ioan Cuza" Lyceum comprised the experimental group, and another 29 pupils accounted for the control group, of which 15 pupils from "Lucian Blaga" Lyceum and 14 pupils from the "Natalia Dadiani" Public Lyceum.

The hypothesis of the pedagogical experiment states that the pupils' attitude towards the teaching career and their level of communication skills shall improve if they participate in

activities geared towards the teaching career. The 12th A grade pupils participated in the planning and implementation of lessons for the first graders in subjects of "Personal Development" and "Education for the Society". The 12th graders held PE lessons with the first graders right as they were having PE lessons.

Category I activities fully respected the school timetable and did not violate in any way the Framework Plan for primary, secondary, and high school education for the school year 2020-2021.

- ***I.a Activity Type:***

- **E1 and E10** planned and held a lesson with the 1st graders in the Optional Subject "Education for Health" on the "Learn to be Safe" topic;
- **E9 and E16** planned and held a lesson with the 4th graders in the Optional Subject "Education for Health" on the "Healthy Eating" topic;
- **E20 and E27** planned and held a lesson with the fourth graders in the Optional Subject "Education for Health" on the "Clean Environment - Healthy Life" topic.

- ***I.b Activity Type:***

- **E1 and E29** planned and held a lesson with the first graders in the "Personal Development" Class on the "Why People Work. Work and its usefulness. Children and Crafts" topic;
- **E14 and E16** planned and held a lesson with the first graders in the "Moral and Spiritual Education" Class on "Moral Behaviours. I care about myself and others." topic;
- **E14** planned and held a lesson with the 1st graders during the "Physical Education" Class on the topic of "Throwing and Catching the Ball from Different Starting Positions";
- **E10 and E21** planned and held a lesson with the first graders in the "Personal Development" Class on the topic of "Favourite Activities. Hobbies. Favourite Activities and Required Skills".
- **E20 and E22** planned and held a lesson with the 1st graders in the "Moral and Spiritual Education" on the "I learn to be good person at school, in the family, in the community" topic;
- **E14 and E28** planned and held a lesson with the 1st graders during the "Physical Education" Class on the topic of "Games of Movement, Attention, and Reaction";
- **E14 and E28** planned and held a lesson with the 1st graders during the "Physical Education" Class on the topic of "Movement Games and Relay Races";
- **E1 and E10** planned and held a lesson with the 4th graders in the "Moral and Spiritual Education" on the "I learn to be good person" topic;
- **E9 and E21** planned and held a lesson with the 4th graders in the "Moral and Spiritual Education" Class on "Me in the community";
- **E9 and E21** planned and held a lesson with the 1st graders, during the days of transdisciplinary activities, during the "Intercultural Education" Class on the topic of "The Games and Toys of the Children of the World";
- **E16 and E29** planned and held a debate lesson with the 1st graders, during the days of transdisciplinary activities, in the "Education for Health" Class on the topic of "Health is Holy in Every Season";
- **E10 and E22** planned and held a lesson with the 1st graders, during the day of transdisciplinary activities, in the "Education for the Society" on the topic of "The Kaleidoscope of Professions";
- **E20 and E24** planned and held a lesson with the 1st graders, during the day of transdisciplinary activities, in the "Education for the Family" on the topic of "At Home for Easter".

- **I.c Activity Type:**
 - **E12 and E18** were involved for a month in coordinating the institution's crochet circle for primary school pupils;
 - **E4 and E11** were involved for a month in coordinating the institution's "Skilled Hands" circle for primary school pupils as well;
 - **E23 and E25** were involved for a month in coordinating the institution's volleyball circle for the 5th graders;
 - **E15 and E19** were involved for a month in coordinating the institution's brass band circle for the 5th graders and, together with the circle's coordinator, organized a mini show for the Easter holidays.
- **II.a Activity Type:**
 - **E3, E6, E11, E17, E26** planned and held the webinar "The History of the "Alexandru Ioan Cuza" Lyceum" during the "Personal Development" classes for primary school pupils, event dedicated to its 75th anniversary from establishment;
 - **E16, E21 and E22** planned and organised the educational webinar "Come with me, School is for you, too" as an activity of the National Communication Campaign "Come with me, School is for you, too!", where the first and fourth graders were given information on the right of all children to equal opportunities to education.
- **II.c Activity Type:**
 - **E2, E5, E9, E11, E15, and E24**, together with the responsible teacher, participated in organizing the conference "In Memoriam Grigore Vieru" at the institutional level;
 - **E20, E28, and E29**, together with the responsible teacher, participated in organizing the conference "International Children's Rights Day" at the institutional level. The event was attended by both high school, middle school and primary school pupils;
 - **E7, E8 and E9 organised and held the "Reading for All" conference**, dedicated to International Book and Copyright Day, which was attended by all the pupils in the experimental group as well as the pupils in the non-experimental class;
 - **E1, E14 and E16** organized the conference "Health in Third Power", attended by pupils who gave various topical communications;
 - **E12, E21 and E22** organized the conference "State Symbols" dedicated to marking the Flag Day.
- **III.b Activity Type:**
 - **E1, E10, E16, E20, and E27** planned and organized the activity of promoting educational materials on Earth Day;
 - **E9, E12, E21, E22, and E29** developed educational materials and organized the promotion "A Clean City with a Recycled E-Waste".
- **III.c Activity Type:**
 - **E1, E9, E14, E20, E27, and E29** proposed the rights, responsibilities, and structure for the drafting of the internal regulation on the institutional norms of behaviour of pupils and teachers.

At the end of the training programme, both pupils and teachers participated in the *Programme Summing-Up Session*, during which the positive experiences, as well as the limitations, strengths and weaknesses, were highlighted from the perspective of the pupils who organised the activities, from the perspective of the teachers involved and from the perspective of the lower grades pupils who participated in the experiment.

Table 2. The experimental group's attitudes towards teaching careers, pre-/ and post-formative experiment (averages)

Paired sample statistics, experimental sample					
	The stages of the experiment	Average/Mean	Number of pupils	Standard deviation	Mean error
Indicator 1 Compatibility with the teaching job	pre	18.41	29	3.905	.725
	post	22.55	29	2.886	.56
Indicator 2 Attitude towards teaching	pre	9.21	29	1.897	.352
	post	10.14	29	1.597	.297
Indicator 3 Attitude towards the prestige of the profession	pre	16.03	29	2.556	.475
	post	16.10	29	3.016	.560
Indicator 4 Attitude towards working conditions in teaching	pre	15.76	29	2.824	.524
	post	19.93	29	1.963	.364
Indicator 5 Attractiveness of the teaching career	pre	13.03	29	1.569	.291
	post	14.76	29	1.504	.279
Overall average	pre	72.45	29		
	post	83.48	29	6.484	1.204

In the Table below, we highlight the averages obtained by the pupils participating in the formative pre- and post-experiment for the communication skills variable [14].

Table 3. Pupils' Communication Skills the formative pre-and post-experiment (mean/averages)

Paired sample statistics, experimental sample					
	The stages of the experiment	Average/Mean	Number of pupils	Standard deviation	Mean error
Indicator 1 The cognitive aspect	pre	8.28	29	1.461	.271
	post	11.76	29	1.939	.360
Indicator 1 The verbal aspect	pre	10.45	29	1.152	.214
	post	14.07	29	1.361	.253
Indicator 1 The emotional aspect	pre	8.24	29	1.380	.256
	post	11.59	29	1.763	.327
Indicator 4 The interactive aspect	pre	14.55	29	2.080	.386
	post	18.34	29	2.482	.461
Overall average	pre	41.52	29	1.518	.281
	post	55.76	29	1.886	.350

To summarize, in the experimental sample we obtained significant differences before and after the formative activities' intervention, such as:

– The Mean/average for the *compatibility with the teaching profession* variable before the training programme (M = 18.41, SD=3.90) and after the training programme (M=22.55, SD=2.88) differ significantly (t= -6.59, DF=28, p=0.000).

– The Mean/average for the *attitude towards teaching* variable before the training programme (M=9.21, SD=1.89) and after the training programme (M=10.14, SD=1.59) differ significantly (t= -4.70, DF=28, p=0.000).

- The Mean for the *attitude towards working conditions* variable before the training programme (M=15.76, SD=2.82) and after the training programme (M=19.93, SD=1.96) differ significantly (t= -7.60, DF=28, p=0.000).
- The Mean/average for the *attractiveness of the teaching career* variable before the training programme (M=13.03, SD=1.56) and after the training programme (M=14.76, SD=1.50) differ significantly (t= -7.42, DF=28, p=0.000).
- The overall average before the training program was M = 72.45 and after – M=83.48.
- The Mean/average for the *cognitive aspect* variable before the training programme (M=8.28, SD=1.46) and after the training programme (M=11.76, SD=1.93) differ significantly (t= -20.58, DF=28, p=0.000).
- The Mean/average for the *verbal aspect* variable before the training programme (M=10.45, SD=1.15) and after the training programme (M=14.07, SD=1.36) differ significantly (t= -18.58, DF=28, p=0.000).
- The Mean/average for the *emotional aspect* variable before the training programme (M=8.24, SD=1.38) and after the training programme (M=11.59, SD=1.76) differ significantly (t= -18.49, DF=28, p=0.000).
- The Mean/average for the *interactive aspect* variable before the training programme (M=14.55, SD=2.08) and after the training programme (M=18.34, SD=2.48) differ significantly (t= -20.89, DF=28, p=0.000).
- The overall average before the training program was M=10.38 and after – 13.94.

By analyzing the results of the statistical processing, we obtained the following correlations in the pupils of the experimental group:

- There is a significant positive relationship between the attractiveness of the teaching career and the compatibility with the teaching job ($r = 0.481$, $DF = 29$, $p = .008$), as the attractiveness of the teaching career increases, so does the compatibility with the teaching job.
- There is a significant positive relationship between the attitude towards teaching and the attractiveness of the teaching career ($r= 0.525$, $DF=29$, $p=,003$), as the attitude towards teaching increases, the attractiveness of the teaching career increases as well.
- There is a significant positive relationship between the attitude towards the prestige of the profession and the attractiveness of the teaching career ($r= 0.418$, $DF=29$, $p=,024$), as the attitude towards the prestige of the profession increases, the attractiveness of the teaching career increases as well.
- There is a significant positive relationship between the attitude towards the working conditions and the attractiveness of the teaching career ($r= 0.381$, $DF=29$, $p=,042$), as the attitude towards the working conditions increases, the attractiveness of the teaching career increases as well.
- There is a significant positive relationship between the cognitive and the interactive aspects ($r= 0.594$, $DF=29$, $p=,001$), thus, with the increase in the cognitive aspect, the interactive aspect improves as well.
- There is a significant positive relationship between the emotional and the interactive aspects ($r= 0.400$, $DF=29$, $p=,032$), thus, with the increase in the emotional aspect, the interactive aspect improves as well [14].

The compatibility with the teaching profession was achieved by the pupils with the artistic personality type - 21.2, followed by those with the social personality type - 18.11.

This shows that pupils with imaginative, creative, and less structured activities were found in the experiment to be more compatible with the given profession than other pupils with other personality types, followed by those with social personalities who actually are more inclined and prone to social activities, such as a teaching career. Following the analysis of the data from

the pedagogical experiment, we could conclude that, because of the implementation of the pedagogical training program, the pupils' neutral attitude before the experiment was converted into a functional attitude towards the teaching career. Regardless of the pupils' personality type and even though some scored higher, and others lower, it has been shown that it is applicable for any group type of pupils, i.e., not just for those with a particular personality type. Concerning the level of communication skills, if at the pre-experimental stage, 86% of the total number of students showed average communication skills, following the experiment 100% of the students demonstrated a prominent level of communication skills.

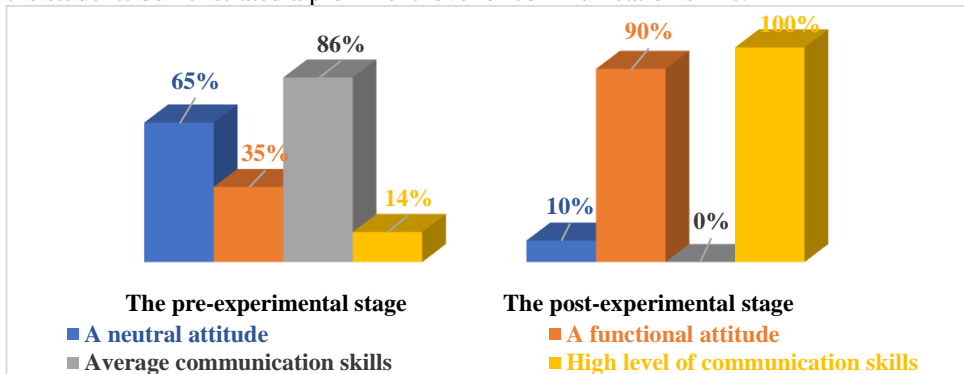


Figure 7. Changes in the Research Variables

Furthermore, the results obtained supported the **research hypothesis**: the use of the pupils' career guidance model, focused on pupils' involvement in career-oriented activities, positively impacts the pupils' attitude level towards teaching career and improves the level of communication skills.

Conclusions to Chapter III

From the teachers' perspective, the diagnosis of the opinion on the teacher's social image, the level of professional satisfaction, the reasons for choosing the job, the degree of involvement in activities for pupils' career guidance in teaching allow us, on the one hand, to screen the teachers who are willing to participate in the activities of the experiment and, on the other hand, to diagnose the "opinion towards the teaching career" as part of the external structure of the attitude towards the pedagogical career. The assessment of the teachers' opinions on the profile of the pupils to be guided into a teaching career, the measures undertaken by the state/school to render the profession more attractive to pupils, and the factors that motivate them to remain in the field highlight the most important indicators of pupils' career guidance in teaching.

The diagnosis of the opinion on the measures to be undertaken by the state so as to make the teaching profession an attractive one, both from the perspective of teachers and pupils, allows us to state and highlight that, despite the fact that we have implemented a methodological approach, it cannot be assumed that the problem of choosing the teaching profession will be solved for the time being, rather it depends on other factors such as: the attractiveness of the given profession compared to other professions, the general appearance of the institution offering the opportunity for initial training in this profession, the working conditions at the national scale, the salary aspect, the social incentives offered by the pursuit of this career, etc.

Based on the experimental data obtained at the finding stage, we can state that the majority of pupils display a neutral attitude towards the teaching career and possess an average level of communication skills. Analyzing the results obtained in the psycho-pedagogical

experiment from the perspective of the three components of attitude [13], we observe that from the perspective of the *cognitive component*, i.e., the pupil's perception of the teaching career and whether this career may be compatible with his or her personality, we find that 17 out of 29 pupils showed positive post-experiment valences. From the perspective of the *affective component*, namely, how pupils feel about this career, we find that, post-experiment, some pupils discovered a certain satisfaction by getting involved in teaching activities and indicated that they no longer feel afraid that they will not be able to face a busy work schedule. With regard to the conative component of the attitude towards the teaching career, we can argue that, post-experiment, out of the total number of the pupils involved in the experiment, 15 registered positive valences on the intention to choose a teaching career.

Although we did not attempt in our doctoral research to quantitatively analyze the number of pupils involved in the pedagogical experiment who subsequently chose a teaching career, we would like to point out that out of the 29 pupils participating in the career guidance program, one pupil chose a major in Education Sciences.

1. The pupils' involvement in career-oriented activities does not solely depend on the pupils who have been challenged to participate in the activities, it also depends on the benevolent, positive, open attitude of the teachers who have been engaged in coordinating and monitoring pupils' activities, on the openness of the managers of the institution to motivate and encourage both pupils and teachers to take part in this experiment.

2. The teachers shall not be willing to guide pupils towards a teaching career if they alone do not reconceptualize their own attitude towards this profession. However, elevating the teachers' social status and the prestige of the teaching profession depends on the actors of the educational process, on the society's attitude, and in other words, on each and every one of us [9].

3. The school's career guidance program for pupils proved its effectiveness through the differences achieved by the pupils in the pre- and post-experiment experimental group. Statistically, it has been shown that there is a directly proportional positive relationship between the attitude towards teaching and the attractiveness of the profession: as the attitude towards teaching increases, so does the attractiveness of the teaching profession. The more the students became involved in the didactic career-oriented activities, playing the role of the teacher, the more they were inclined to choose this profession [12]. As actors in real-life situations and experiences, they have changed their attitude towards working conditions, thus enhancing their interest in the teaching career.

In the same context, we attest to the fact that as learners accumulate a more cognitively rich communication experience, they show a greater degree of understanding of the interlocutor and are able to receive feedback from them. During a conversation, the emotional balance has a positive impact on the interest shown by the interlocutor, that is, as the emotional culture improves, the interactive aspect amplifies as well.

4. By means of the pupil monitoring sheets of the training programme, we did not intend to perform a quantitative analysis of some of its components, rather we only aimed at coordinating and monitoring the process of pupil involvement in the system of activities specific to the teaching career, a necessity imposed by the rigors of doctoral research.

5. The practical implementation of the programme for pupils' career guidance also highlighted the need for the creation of a school centre/laboratory which, on the one hand, would facilitate the monitoring of pupils' involvement in career guidance activities and, on the other hand, being aware of the importance and necessity of such an organisational structure at school level, both teachers and pupils would show more initiative in the engagement, promotion and dissemination of such activities, without the direct involvement of a third party.

General conclusions and recommendations

The activity of pupils' career guidance in teaching must become a priority for the educational system in the Republic of Moldova, given that other financial means aimed at improving the attractiveness of the teaching career are not available. The practical implementation of the Model for *Pupils' Career Guidance in Teaching* involves a methodological approach to guiding graduates of general education institutions towards a teaching career, an attempt to solve the problem in question, since the other persistent problems in the system require financial preconditions, which are difficult to achieve. The investigative approach enabled us to draw the following conclusions:

1. The analysis of career guidance concepts, career guidance in teaching, and the pedagogical dimensions of these processes, were set as the prerequisites for the conceptualization of the *Model for Pupils' Career Guidance in Teaching*. The innovative element consists in the action-oriented component of the methodological framework, which implies involving pupils in career-oriented activities, and which is empirically supported by the fact that we cannot perceive whether we like or dislike something until we experience it. In essence, this element involves discovering the pleasure of planning and carrying out activities that a teacher undertakes in order to self-discover the compatibility of one's own personality with that of the teacher. The training programme itself provides for the development of constructive conceptions of the teaching career, as one cannot love something as long as one does not have a constructive perception about it.

2. The *Model of Pupil Career Guidance in Teaching* encompasses all the components aiming at a complex approach to the process of pupil career guidance, namely: the scientific theories of career guidance, the conceptual approach to pupil career guidance in teaching from different perspectives, the principles derived from these approaches, the methodological framework with its components, and the aims of pupil career guidance in teaching.

3. The training programme for teachers provides those methodological milestones and contents that teachers need to be familiar with before implementing the career guidance programme. It includes both theoretical contents and methods, techniques that teachers must acquire in order to be well prepared to guide their pupils into a teaching career. The program for pupil career guidance in teaching comprises a tool for the validation of the *Model for pupils' career guidance in teaching*.

4. The pupils interested in a teaching career can have any type of personality. Although there are multiple conceptions that pupils who have a *social* personality type are more likely to embrace a teaching career, the pedagogical experiment conducted shows that the highest scores on motivation for a teaching career were achieved by pupils with an *artistic* personality type, followed by pupils with a *social* personality type. This fact allows for the reconsideration of the personality patterns with a vocation towards the teaching profession. It is overly complicated to draw up an accurate portrait of the pupil, the teacher-to-be, including certain rigorous specifications. It is almost unreal to identify pupils who fully match the requirements of the teaching career and whose personality traits are fully compatible with the personality traits of the teacher. The personality of the teacher is flexible, for this reason the pupils, future-to-be teacher, approached on a large scale, can meet only some of the specific peculiarities of the teaching profession. It is particularly important that the key ones include: a functional attitude towards the teaching profession, an important level of communication skills, the pleasure of teaching, the delight of working with children.

5. It has been shown that the model of guiding pupils in their teaching careers is functional and applicable at school level, due to the chain of connections between the managers of the institution - the head teachers - the pupils of the secondary classes - the teachers (head teachers of the lower classes) - the pupils of the lower classes in the host institution. It is impossible to

achieve career guidance without the direct participation and involvement of all educational actors within a school, which shows that it is a complex and long-term process. In this context, the training of teachers in the implementation of the programme for pupils' guidance in their teaching careers is an important pillar, because teachers' involvement in this process is crucial.

6. The pedagogical experiment shows that the highest scores were achieved by pupils with the *artistic* personality type, followed by pupils with the *social* personality type. This leads to the conclusion that it is not only those with *social* personality types who are susceptible to teaching careers, but other students with other personality types are, too.

7. The implementation of the programme for pupils' guidance in their teaching careers had a positive effect on the significant improvement of both the level of pupils' attitudes towards teaching careers and the level of their communication skills, which allows us to state that the general hypothesis of the research has been proven.

Based on the general conclusions that have been outlined, we would make the following recommendations:

Recommendations for parents:

1. encouraging children to engage in career-oriented activities;
2. approach a functional and empathetic attitude towards teachers.

Recommendations for academic staff:

1. encouraging pupils to participate in activities promoting the teaching career;
2. expressing a functional attitude towards teachers in the social environment;
3. adopting a functional attitude towards colleagues;
4. attracting as many students as possible into activities promoting the teaching career: the teacher of the year, the novice of the year, etc.;
5. creating a favourable psychological and relational climate for the successful implementation of activities to promote the occupation;
6. active involvement in the activities of pupils' career guidance in teaching.

Recommendations for General Education Managers:

1. adopting a functional and open attitude towards creating a friendly and safe environment for self-development;
2. encouraging teachers in the institution to increase their level of competence;
3. establishing partnerships between general education institutions and universities that are developing initial and continuing training programmes in the field of Education Sciences.

Recommendations for National Decision Makers:

1. developing an interactive platform to monitor the supply and demand of teachers on the labour market, as well as other important issues related to guiding pupils in their teaching careers;
2. undertaking measures to raise the salaries of junior teachers;
3. active promotion of the professional teacher status and public image at national level;
4. organising TV and online campaigns to promote the social role and prestige of the teacher in the society;

The limitations of this research consist in the fact that we cannot afford to address in depth and in a complex way all the aspects that concern and influence pupils' guidance in their teaching careers. On the one hand, on a verbal level both teachers and students involved in the pedagogical experiment may show positive views towards the teaching career, and on the other hand, it is much more difficult to change behaviours in such circumstances.

Pupils' guidance in their teaching careers also depends on the development of the socio-economic situation and the teacher's social status. Although the system of educational career-oriented activities encompasses varied types, on a practical level, it is more complicated to plan and carry out these activities in the absence of a centre or laboratory within the pre-

university institution, which would ensure the connection between high school pupils and lower grade pupils and which would monitor and coordinate these activities, with all the organisational details (the overlapping of the timetable of classes in which these activities can be carried out, the portfolio of pupils organising the activities, etc.).

The complexity of the researched phenomenon provides the opportunity to further scientific research in other directions: guiding pupils into teaching careers from the family perspective or other factors influencing the choice of a teaching career, as well as other research variables.

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ADNOTARE

Savva Marianna, *Fundamente psihopedagogice ale ghidării elevilor în cariera didactică*, Teză de doctor în științe ale educației, Chișinău, 2023

Structura tezei: Teza este structurată din introducere, trei capitole, concluzii generale și recomandări, bibliografie (163 de surse), adnotare în limbile română, rusă și engleză și anexe. Teza are 139 de pagini text de bază, 36 de figuri, 14 tabele. Rezultatele cercetării sunt reflectate în 17 publicații științifice dintre care: 6 articole publicate în reviste științifice indexate în baze de date internaționale și 11 lucrări prezentate în cadrul manifestărilor științifice naționale și internaționale.

Cuvinte-cheie: ghidare în carieră, carieră didactică, ghidare în carieră, atitudine față de cariera didactică, abilități de comunicare, elev orientat spre cariera didactică, sistem de activități orientate spre cariera didactică, model pedagogic de ghidare a elevilor în cariera didactică.

Domeniu de studiu: teoria generală a educației.

Scopul cercetării constă în fundamentarea psihopedagogică a ghidării elevilor în cariera didactică, elaborarea și validarea experimentală a Modelului pedagogic de ghidare a elevilor în cariera didactică.

Obiectivele cercetării: analiza abordărilor teoretice privind fenomenul ghidării în carieră; identificarea demersurilor specifice ale ghidării în cariera didactică; analiza tendințelor și experiențelor de ghidare în cariera didactică la nivel național și internațional; fundamentarea unui concept de ghidare a elevilor în cariera didactică; elaborarea programului de ghidare a elevilor în cariera didactică; identificarea opiniilor cadrelor didactice și ale elevilor referitor la profesia de pedagog și la ghidarea elevilor în cariera didactică; evaluarea atitudinii elevilor față de cariera didactică; validarea experimentală a programului de ghidare în cariera didactică.

Noutatea și originalitatea științifică. Contribuția personală la elucidarea temei studiate constă în realizarea cercetării științifice ce vizează ghidarea elevilor în cariera didactică, subiect mai puțin dezvoltat în mediul autohton. Originalitatea cercetării rezidă în:

- fundamentarea unui concept de ghidare a elevilor în cariera didactică, axat pe diagnosticarea la etapa liceală a capacităților/atitudinilor/aptitudinilor elevilor, necesare viitorilor pedagogi, și dezvoltarea acestor abilități pe parcursul acestei etape prin implicarea lor într-un sistem de activități educaționale complementare (pre profesionale) cu elevii claselor inferioare și/sau cu semenii lor;
- elaborarea concepției de ghidare a elevilor în cariera didactică;
- valorificarea oportunităților noi ale cadrelor didactice pentru eficientizarea procesului de ghidare în cariera didactică a elevilor prin combinarea diverselor forme și tehnici.

Problema științifică importantă soluționată rezidă în rezolvarea contradicției între percepția distorsionată a elevilor față de profesiile pedagogice și valoarea incontestabilă a acestor profesii în societate, prin conceptualizarea și modelarea ghidării elevilor în cariera didactică.

Semnificația teoretică a cercetării constă în dezvoltarea teoriei ghidării în cariera didactică prin:

- reactualizarea conceptului de ghidare a elevilor în cariera didactică;
- structurarea/clasificarea principiilor de ghidare a elevilor în cariera didactică;
- modelarea unui profil a elevului cu predispoziții spre cariera didactică;
- modelarea praxiologică a ghidării elevilor în cariera didactică.

Valoarea aplicativă a lucrării constă în: testarea și validarea unui program de formare adresat profesorilor și elevilor, cu scopul formării unei percepții constructive/atitudinii funcționale față de profesia didactică, precum și menținerea unui interes funcțional în vederea atragerii elevilor din învățământul general pentru a alege o carieră didactică. Totodată, rezultatele cercetării experimentale și instrumentele metodologice pot fi aplicate în procesul de ghidare a elevilor în cariera didactică în cadrul instituțiilor de învățământ general.

Implementarea rezultatelor științifice. Activitățile de valorificare a modelului pedagogic de ghidare a elevilor în cariera didactică au fost implementate în cadrul Instituției Publice Liceul Teoretic „Alexandru Ioan Cuza” din municipiul Chișinău.

АННОТАЦИЯ

Савва Марианна, Психолого-педагогические основы профессиональной ориентации учащихся на педагогическую деятельность, Диссертация на соискание ученой степени доктора педагогических наук, Кишинэу, 2023 год

Структура работы: Диссертация состоит из введения, трех глав, общих выводов и рекомендаций, библиографии (163 наименования), аннотации на румынском, русском и английском языках и приложений. Диссертация содержит 139 страниц основного текста, 36 рисунков, 14 таблиц. Результаты исследований отражены в 17 научных публикациях, из которых: 6 статей, опубликованных в научных журналах, индексируемых в международных базах данных, и 11 работ, представленных на национальных и международных научных мероприятиях.

Ключевые слова: профессиональная ориентация, педагогические профессии, ориентация на педагогические профессии, отношение к педагогическим профессиям, коммуникативные способности, учащийся, ориентированный на педагогические профессии, педагогические модели ориентации учащихся на педагогические профессии.

Область исследования: общая теория образования и обучения.

Цель исследования заключается в психолого-педагогическом обосновании ориентации учащихся на педагогические профессии, разработке и экспериментальной проверке педагогической Модели ориентации учащихся на педагогические профессии.

Задачи исследования: анализ теоретических подходов к феномену профессиональной ориентации; определение конкретных мер по ориентации на педагогические профессии; анализ тенденций и опыта в области ориентации на педагогические профессии на национальном и международном уровнях; обоснование концепции ориентации учащихся на педагогические профессии; разработка программы по ориентации учащихся на педагогические профессии; определение мнений педагогических кадров и учащихся о профессии педагога и об ориентации учащихся на педагогические профессии; оценка отношения учащихся к педагогическим профессиям; экспериментальная проверка программы по ориентации на педагогические профессии.

Научная новизна и оригинальность. Личный вклад в раскрытие рассматриваемой темы заключается в проведении научного исследования в области ориентации учащихся на педагогические профессии, которая является малоизученной в местной среде. Оригинальность исследования заключается в следующем:

➤ обоснование концепции ориентации учащихся на педагогические профессии, которая фокусируется на распознавании на этапе лицейского обучения способностей/отношения/навыков учащихся, необходимых для будущих педагогов, и развитии этих навыков в процессе обучения на этом этапе путем вовлечения учащихся в систему дополнительных воспитательных мероприятий (допрофессиональных), проводимых с их сверстниками и/или учащимися младших классов;

➤ разработка концепции ориентации учащихся на педагогические профессии;

➤ использование новых возможностей, которыми обладают педагогические кадры, в целях повышения эффективности процесса ориентации учащихся на педагогические профессии путем комбинации различных форм и методов.

Важная научная проблема, решаемая в данной работе, заключается в разрешении противоречия между искаженным представлением учащихся о педагогических профессиях и неоспоримой ценностью, которую эти профессии несут обществу, путем концептуализации и моделирования ориентации учащихся на педагогические профессии.

Теоретическая значимость исследования заключается в разработке теории ориентации на педагогические профессии путем:

➤ актуализации концепции ориентации учащихся на педагогические профессии;

➤ структурирование/классификация принципов ориентации учащихся на педагогические профессии;

➤ формирование профиля учащегося, обладающего предрасположенностью к педагогическим профессиям;

➤ практическое моделирование руководства учащихся на педагогические профессии.

Прикладное значение работы состоит в тестировании и проверке программы обучения, предназначенной для преподавателей и учащихся, с целью формирования конструктивного восприятия/функционального отношения к педагогическим профессиям, а также поддержания функционального интереса в целях привлечения в педагогические профессии учащихся из системы общего образования. В то же время результаты экспериментального исследования и методологические инструменты могут применяться в общеобразовательных учреждениях в процессе ориентации учащихся на педагогические профессии.

Внедрение научных результатов. Мероприятия по использованию педагогической модели ориентации учащихся на педагогические профессии были реализованы в публичном учреждении «Теоретический лицей имени Александру Иоан Куза» муниципалитета Кишинэу.

ANNOTATION

Savva Marianna, *Psycho-Pedagogical Foundations of Pupils' Career Guidance in Teaching* Doctoral dissertation in Educational Sciences, Chisinau, 2023

Structure of the thesis: The paper consists of an introduction, three chapters, general conclusions and recommendations, bibliography (163 sources), the annotations in Romanian, Russian and English and annexes. The dissertation thesis comprises 139 pages of basic text, 36 figures and 14 tables. The research results are reflected in 17 scientific publications of which: 6 articles published in scientific journals included in international databases and 11 works presented during national and international scientific events,

Key words: career guidance, teaching career, teaching career guidance, attitude towards the teaching career, communication skills, pupils oriented towards teaching career, pedagogical model of pupils' career guidance in teaching.

Field of study: General Theory of Education.

The **aim of the research** lies in the pedagogical substantiation of pupils' career guidance in teaching and the development and experimental validation of the pedagogical model of pupils' career guidance in teaching.

The research objectives: analyse the theoretical approaches concerning the phenomenon of teaching career guidance; identify the specific steps of teaching career guidance; analyse the trends and experiences in teaching career guidance at national and international levels; substantiate a concept of pupils' career guidance in teaching; develop the program of pupils' career guidance in teaching; identify the opinions of teaching staff and pupils about the profession of a teacher and pupils' career guidance in teaching; assess the pupils' attitude towards the teaching career; validate through experiments the program of pupil career guidance.

The scientific novelty and originality. The personal input in clarifying the studied topic consists in conducting scientific research aimed at guiding the pupils in their teaching career, a topic that is less developed at national level. The originality of research lies in:

- substantiating a concept of pupils' career guidance in teaching, focused on diagnosing, at lyceum stage, the capacities/attitudes/skills of pupils as future teachers and developing these skills during their schooling by engaging them in a system of complementary education activities (pre-professional) with lower school pupils and/or their peers;
- developing the concept of pupils' career guidance in teaching;
- using new opportunities of the teaching staff to improve the efficiency of pupils' career guidance in teaching by combining different forms and techniques.

The **solved scientific problem** targets the identification of solutions to the contradiction between the pupils' distorted perception towards pedagogical professions and the unquestionable valuable of this profession in the society, by conceptualising and shaping the pupils' career guidance in teaching.

The theoretical significance of research represents the development of the theory concerning the guidance in the teaching career by:

- updating the concept of pupils' career guidance in teaching;
- structuring/classifying the principles of pupils' career guidance in teaching;
- shaping the profile of a pupil who is likely to pursue a teaching career;
- praxiological modeling of guiding pupils in the teaching career.

The applied value of the research lies in testing and validating a training program intended for teachers and pupils, aiming at forming a constructive perception and a functional attitude towards the teaching profession as well as maintaining a functional interest to attract the pupils from mainstream education to choose a teaching career. At the same time, the results of the experimental research and the methodological tools can be applied during the pupils' career guidance in teaching within mainstream education institutions.

Implementation of the scientific results. The activities aiming at making the most of the pedagogical model of pupils' career guidance in teaching were implemented within the Public Institution Theoretical Lyceum "Alexandru Ioan Cuza" from Chisinau municipality.

SAVVA MARIANNA

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