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**MANAGEMENT OF EDUCATIONAL
COUNSELING AT PRIMARY EDUCATION
LEVEL**

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CONTENT

CONCEPTUAL MARKINGS OF THE RESEARCH.....	4
THESIS CONTENT.....	9
GENERAL CONCLUSIONS AND RECOMMENDATIONS.....	25
BIBLIOGRAPHY	28
LIST OF PUBLICATIONS OF THE AUTHOR ON THE THEME OF THE THESIS.....	31
ANNOTATION (Romanian, English, Russian).....	32

LIST OF ABBREVIATIONS

	<i>a) in Romanian</i>
CE	– Educational counseling
ME	– Educational management
MCE	– Management of educational counseling
IPÎLT "Horizon"	– Private Educational Institution "Orizont" Theoretical High School
MEC of the Republic of Moldova	– Ministry of Education and Research of the Republic of Moldova
The FCMCE integrated pedagogical model at the primary education level	– The integrated pedagogical model for the training of educational counseling management skills at the level of primary education
FCMCE	– Formation of educational counseling management skills
CPD	– Counseling and personal development
CD	– Professors
EMCE	– Streamlining the management of educational counseling
s.	– Research subjects
	<i>b) in Russian</i>
KCB	– Consulting in the field of education
MKBB	– Management of educational consultations

CONCEPTUAL MARKINGS OF THE RESEARCH

The topicality of the research topic and the importance of the problem addressed. The human community, in general, and the school community, in particular, are going through complicated, extremely agitated and controversial periods, which generate profound changes in all aspects of human life. Starting from the idea *that the era is the largest subdivision of geological time*, we can state that the era of knowledge, which represents the era of information technologies, socio-cultural, economic, political and geopolitical changes, also includes an important period, characterized by obvious changes in the field of education and training.

The human community, in general, and the school community, in particular, are going through complicated, extremely agitated and controversial periods, which generate profound changes in all aspects of human life. Starting from the idea that the era is the largest subdivision of geological time, we can state that the era of knowledge, which represents the era of information technologies, socio-cultural, economic, political and geopolitical changes, also includes an important period, characterized by obvious changes in the field of education and training. Axiological distortions, the gap between conscience and moral conduct, the immoral and irresponsible behavior of man, the pollution of the natural environment, that of authentic values, excessive consumerism, etc. they have a negative impact on humanity and contribute to the destruction of nature, society, the psycho-emotional balance of man, stagnate the evolution of his intelligence; it inhibits the prosperity of culture and education. In the context in question, the need to provide consistent social support to people and social institutions (family, educational institutions, etc.) is clear. Simultaneously with the development of social and psychopedagogical support systems, the importance of the phenomenon and process of educational counseling is becoming more and more noticeable. If the phenomenon and concept of *social support* has gained increasing importance, because *it is placed at the interface between the individual and the social* [3, p. 424], then *the educational support*, achieved through educational counseling, which is located at the intersection student-school-family-community, today it is gaining more and more ground, positioning itself as the order of the day in general education institutions, at all levels, including the primary level.

It is becoming increasingly visible that education, in its classic formula, no longer copes with the solution of problems and dilemmas that appear in geometric progression and manifest in the school environment. In this sense, we mention the difficulties and contradictions, their content and their causality, which appear at the level of primary education and require qualified help, psychopedagogical support and educational counseling, as follows: school adaptation and the provision of educational advisory support, both from teachers, psychologists and parents; the real respect of the rights of the student of small school age at the expense of verbal statements; focusing on the systematic development and valorization of systemic-holistic approaches that would strengthen the efficiency of students in self-education, the resolution of interpersonal conflicts within the framework of initiating and building a successful school career; providing consistent and diversified support to students who need educational counseling and help in the assimilation-acquisition of knowledge and skills in the educational process (when studying school subjects); prevention and qualitative resolution of school bullying cases; promoting counseling focused on prevention and cognitive-affective development of parents, changing their ineffective attitude and behavior in children's education; parents' involvement in the school-family-community collaboration; educational counseling of children aimed at familiarizing and respecting personal hygiene and a healthy and dignified way of life [22]; educational counseling of parents in order to enlighten them regarding the

fulfillment of the program and the school curriculum, in order to be competent to give help to the children in the preparation of their homework [60; 62].

Of course, the psychopedagogical contradictions and the problem presented can be expanded and continued, an aspect that we will study and address in our research.

It is noticeable that the new social and educational realities in which the counseling of young school-age students is applied require the development of a special management, which we perceive acutely both at the level of the class, of each individual/student, as well as that of the teaching staff, the administration and of the parents. Of course, *the management of educational counseling* represents the set of management actions and administration/management of the targeted process [47, p. 21].

In essence, the management of educational counseling is oriented towards the efficiency/increasing of the quality of the process of counseling the person, regardless of his age. The management of educational counseling (MCE) at the level of primary education involves an activity of organization, design, management, management and monitoring of the counseling process [Ibidem, p. 483] of all educational actors of the school (students, parents, teaching staff, administration).

Starting from the analysis of the possibilities of the institutional educational management and synthesizing the exposed aspects, anticipating the actual research, we are convinced that the MCE will contribute substantially to the optimization of the education of students and parents, will increase the efficiency of self-education and personal development of students of small school age, will lead to quality assurance in the school's collaboration with the family and other social institutions.

Valuable guidelines and strategies regarding increasing the quality of education and training through educational counseling can be found in: the *Education Code of the Republic of Moldova* (2014) [10], the *Intersectoral Strategy for the Development of Parenting Skills and Competences for the Years 2016-2022* [65], the *Plan National plan of actions for the years 2016-2022 regarding the implementation of the Intersectoral Strategy for the development of parental skills and competences for the years 2016-2022* [Ibidem]; *National Development Strategy "European Moldova 2030"* [64].

Obviously, the listed state policy documents contain a series of articles, rigors, strategies, action plans that include a set of provisions, the implementation of which would stimulate and guide the efficiency of the education of the young generation (children and students) and the education of adults (parents, staff didactic, etc.), in particular, through educational counseling and the application of a quality management of the targeted process in all general education institutions, including at the level of primary education.

Analysis of state documents, own advanced experience in the field of educational counseling of young school students and specialized literature [1; 11; 20 etc.], for sure, allows us to confirm a key moment: the determination, elaboration, knowledge and conscious and systematic application of the theoretical-applicative foundations of MCE will ensure effective guidance and achievement of the harmonious/integral education of students and their families, substantially increasing the content and methodology of *permanent/lifelong education of adults* and the preparation of the younger generation for self-education and professionalization/continuous self-improvement.

Description of the situation in the research field and identification of the research problem: Numerous aspects, contents, types, methods and general strategies regarding the educational counseling of children/students and parents are addressed in the works of researchers: A. Baban [1]; Larisa Cuznetov [20; 21; 22; etc.], E. Dimitriu-Tiron [24]; Take him. Dumitru [25]; V. Goraș-Postica [29]; Z. Micleușanu [35; 36]; R. Nelson-Jones [41]; L. Saranciuc-Gordea [51]; G. Tomsa [68]; M. Vlasie [70] etc.

The generalizing concept of *educational/psycho-pedagogical counseling* is elucidated, detailed and deep, in the works of the researchers: I. Al. Dumitru [25]; D. Tudoran [69]; A. Baban [1]; L. Saranciu-Gordea [51]; Larisa Cuznetov [19, 22]; O. Dandara [23]; V. Pascaru-Goncear [42]; H. Dubrovina [73]; A. Maksimov [78] etc.

Educational management, its specificity and content can be found in several works by researchers: C. Cucuș [17]; V. Cojocaru [11]; S. Cristea [15]; D. Csorba [16]; R. Răduț-Taciuc [47]; St. Boncu, C. Ceobanu [2]; T. Bush [4] etc.

The management of innovative processes in the educational system is elucidated by researcher V. Cojocaru [11].

Some aspects and peculiarities of educational counseling management can be found in the works of researchers: N. Garștea [26; 27]; C. Calaras [6; 7]; O. Raileanu [48]; A. Curacitchi [76] etc.

Some methodological benchmarks aimed at the management of educational counseling for students of low school age are reflected in state policy documents: the *Education Code of the Republic of Moldova* [10]; *National Development Strategy "European Moldova 2030"* [64]; *Intersectoral strategy for the development of parenting skills and competences for the years 2016-2022* [65] and educational policies: *Curriculum area "Counseling and personal development"* [28].

At the same time, the analysis of the specialized literature convinced us that the approach to the effectiveness of the management of the educational counseling of students, in general, as well as of primary education students, in particular, is studied insufficiently and fragmentarily. Also, the problem of determining, elaborating and exploiting the theoretical-applicative foundations of the nominated process remains insufficiently investigated.

The described situation highlights several ***problems and contradictions in the education of students, including in the management of educational counseling of young school-aged students***, such as:

- difficulties in social integration and major problems in the school adaptation of 7-8 year old students are observed;
- the arduous process of democratization of the school environment is visible and felt, especially at the level of primary education, leaving much to be desired for the real respect of children's rights, the promotion of equity and social equality, etc.;
- the actions and activities of educational counseling of students of small school age and their parents are episodic and insufficiently prepared, requiring a substantial redefinition and foundation, focused on the knowledge and exploration of the theoretical and praxiological landmarks of educational counseling management.

The established premises led to the definition of the **research problem**, formulated as follows: what are the theoretical-applicative foundations of the management of educational counseling at the level of primary education?

The object of the research is the process of educational counseling and its management in primary education.

Research hypothesis: the management of educational counseling at the level of primary education will be effective, if the theoretical-applicative foundations of the targeted process in the school activity will be established, developed, experimented and validated.

The purpose of the research consists in the elaboration and experimental validation of the theoretical-applicative foundations of the management of educational counseling at the primary education level, structured in the *Integrated Pedagogical Model of MCE skills training at the primary education level*.

Research objectives:

1. Epistemological analysis of the concept and evolution of educational counseling of students in the educational institution;
2. Determining the genesis of phenomena and basic concepts: *educational management* and *educational counseling management*;
3. Identification and analysis of scientific guidelines and approaches regarding the management of educational counseling at the level of primary education;
4. Examining the level and particularities of educational counseling and MCE in correlation with the specific age of students in primary education;
5. Establishing the mechanism, factors, principles and psycho-pedagogical conditions for the achievement and efficiency of the management of educational counseling at the level of primary education.
6. Development and validation of the *Integrated Pedagogical Model for the training of MCE skills at the primary education level* (which includes the theoretical-applicative foundations of MCE).

Synthesis of scientific research methodology and research methods

The scientific investigation was carried out based on the application of theories, approaches and epistemological guidelines; of conceptions, laws, principles and ideas in the field of pedagogy, educational counseling, educational management, psychology, sociology of education, primary education pedagogy, family pedagogy. In particular, the following served as epistemological benchmarks: the *paradigm of humanistic education* (K. Rogers [Apud 25]; A. Maslow [34]); the *principles and coordinates of permanent education/lifelong learning* (C. Cucuș [17]; S. Cristea [15]; P. Iluț [30]; D. Carnegie [8]; S. Khan [32]; A. Neculau [40]; G. Pănișoara [43];

I. Pănișoara [44]; D. Sălăvăstru [52; 53]; O. Dandara [23]); the *principles, content and strategies of educational/psychopedagogical counseling* (I. Al. Dumitru [25]; Larisa Cuznetov [21; 22 etc.]; G. Tomșa [68]; V. Pascaru-Goncear [42]); *theoretical-methodological aspects of educational management* (C. Cucuș [17]; V. Cojocaru [11]; V. Goraș-Postică [29]; D. Csorba [16] etc.); the *specifics and management strategies of educational counseling in educational institutions* (I. Al. Dumitru [25]; R. Răduț-Tăciu [47]; L. Saranciuc-Gordea [51]; *psychopedagogical and age specificities of primary school students* (S. Șpac [67]; N. Garștea [26; 27]; E. Crețu [13]; T. Crețu [14] etc.); *family counseling management strategies and model* (Larisa Cuznetov [20; 22]; Z. Konya [33]; A. Moisin [37]; H. Montgomery [38]; A. Muscă [39]; C. Calaras [6; 7]; N. Popa [45]; V. Ceban [9], etc.).

Research methods:

- a) *theoretical*: bibliographic method, analysis and synthesis, comparison, systematization, generalization; hermeneutic method, prediction, etc.;
- b) *practical methods*: questioning, conversation, design, modeling, pedagogical experiment, case study, observation, counseling, studying students' products, the method of involving Experts;
- c) *statistical and mathematical methods* of quantitative and qualitative processing of the obtained results, including the use of graphic representations (tables, histograms, diagrams, figures, etc.).

Scientific novelty and originality is supported by: revealing the essence and explaining the evolution of educational counseling and MCE of students in the educational institution; clarifying the basic concepts and establishing the genesis of the phenomena and concepts of *educational counseling* and *management of educational counseling*; the identification and analysis of scientific theories, approaches and guidelines in the context of the conceptualization of educational counseling management; determining and substantiating the psycho-pedagogical conditions for effective management of educational

counseling at the level of primary education; the argumentation, substantiation and scientific validation of the theoretical-applicative foundations, structured in the *Integrated pedagogical model of MCE training at the primary education level*.

The scientific problem and the main results obtained in the research resides in the identification of the theoretical foundations; the elaboration and conceptualization of the praxiological foundations of MCE, structured in the *Integrated Pedagogical Model of training of MCE skills at the primary education level*, the implementation of which led to the increase of the quality of family education, communication, relationship, non-formal education and student-school-family collaboration, including streamlining the personal development of students and parents.

The theoretical significance of the research consists in the prospective and holistic/systematic approach of the MCE, including the conceptualization, analysis and identification of the theoretical foundations, which determined the argumentation of the elaboration and valorization of the praxeological foundations/ pedagogical tools; establishing the curricular course of counseling and personal development of students in primary education, the substantiation and scientific argumentation of the *Integrated pedagogical model for the training of MCE skills at the level of primary education*.

The applicative value of the research materialized in the development and validation of the set of pedagogical tools, which constitute the applicative foundations of the MCE, concentrated in the elaborated model that proved to be effective in the educational counseling of actors in primary education. The research carried out demonstrated that all the structural components of the *Integrated Pedagogical Model of MCE skills training at the primary education level* can be successfully applied in the education and counseling of young school-age students, including parents and teachers. At the same time, the *Methodology of the CE Standard guidance-Indicators-Descriptors of the professional competence of the teaching staff*, *The matrix of theoretical-applicative benchmarks of the MCE*, *The mechanism for making the MCE more efficient at the level of primary education: systemic approach*, *The institutional program for the training of teaching staff at the level of primary education* *Training and streamlining of educational counseling management skills*, etc. can be successfully applied in the professionalization of primary education teachers.

The implementation of the scientific results was carried out within the pedagogical experiment by validating the targeted model, including through scientific publications and communications within methodological seminars, national and international conferences.

Approval of research results. The results of the research were discussed and approved during the meetings of the *Didactic-Methodical Commission* "Primary Classes", IPILT "Orizont", Buiucani branch, Chisinau municipality, seminars, methodical meetings and the meetings of the *Guidance Commission*. The approaches, essential ideas and results of the theoretical and experimental research were promoted and approved through presentations and communications at national and international conferences, as well as through the publication of scientific articles on the topic of the doctoral thesis.

Publications on the topic of the thesis. In total, 14 scientific articles were developed and published, of which: 4 scientific articles in peer-reviewed journals; 3 scientific articles based on communications at National and International Scientific Conferences and Symposia; 4 scientific articles in the collections of International Scientific Conferences and Symposia; 2 scientific articles in the proceedings of National and International Scientific Conferences and Symposia and 1 scientific article published in the proceedings of a National Scientific Conference.

The volume and structure of the thesis. The thesis contains: introduction, three chapters, general conclusions and recommendations, bibliography (190 sources), 23 annexes, glossary. In total it contains 144 pages of basic text, 20 figures and 11 tables.

Key words: educational counseling, educational management, management of educational counseling, primary education, students of small school age, parents, teaching staff, educational actors.

THESIS CONTENT

The introduction includes the topicality of the research theme and the importance of the problem addressed, the description of the situation in the research field and the identification of the research problem, the object, the purpose, the hypothesis, the research objectives, the scientific research methodology, the research methods, the scientific novelty and originality of the research, the scientific problem and the main results obtained in the research, the theoretical significance of the research, the applicative value, the implementation of the scientific results, the approval of the research results, the publications on the topic of the thesis, the volume and structure of the thesis, the keywords, the summary of the sections of the thesis.

Chapter 1, *The theoretical framework of the management of educational counseling*, reflects the genesis and disclosure of the meaning of the concepts of *educational counseling, educational management and the management of educational counseling*. In order to specify the specifics of educational counseling for children and students, the adjacent concepts were analyzed and delimited: *psychopedagogical assistance, school counseling, vocational counseling and professional counseling*.

In the same way, epistemological analyzes of the school counseling activity were carried out under pedagogical, psychological and psychotherapeutic aspects.

The study of the specialized literature, the analysis and concretization of the essence of the basic concepts was accompanied by the elucidation of the appearance and evolution of the concepts and phenomena concerned. It was established that CE is focused on facilitating the process of student adaptation to the conditions and requirements of the school and extra-curricular context; on guiding the student in personal development, moral cultivation; strengthening pro-health skills; achieving performance in the education process; strengthening the school career and professional guidance. The major objective of CE, being optimal community and socio-professional integration, are approached from a *lifelong learning* perspective.

School educational counseling was analyzed from a theoretical, methodological and historical point of view, delimiting its component coordinates, psychological and pedagogical, which allowed to record the importance of exploring interdisciplinarity both theoretically and applied. In relation to the EC essence approach, a detailed description and analysis was made of the *Methodological milestones regarding the psychologist's activity in general education institutions* (MECC order no. 02 of 01.02.2018) and the *curricular area Counseling and personal development*, included at all levels of general education, including primary education (from the 2018-2019 academic year).

At the same time, the chapter explicitly shows the importance of CE, its types and stages, the emphasis being on *three directions: advising students, advising parents and advising teaching staff*.

The clarification of the differences between the training-education activities and those of CE allowed to determine the objectives, specifics and general principles of the targeted process.

Also, the chapter reveals the history of the emergence of management as a phenomenon of social life, correlated with the analysis of the particularities and content of ME, which was analyzed from a pedagogical, epistemic and ethical perspective.

The definition of the concept of ME was achieved by comparing it with the concept of ME in a *systemic approach* (authors R. Răduț-Taciuc and M. Bocoș), which

allowed to identify 18 types of educational management, including MCE [47, p. 20-21]. The conducted study contributed to the deduction of a key idea, according to which, currently, ME represents a dynamic multidimensional concept, which integrates a large number of epistemic components of all disciplinary branches.

Thus, educational counseling represents a separate disciplinary branch of education/pedagogical sciences, which involves a complex psychopedagogical/ educational activity of guiding the student in personal development, school and social integration, the efficiency of which depends on the quality of the respective management (MCE).

At the end of the chapter, the scientific guidelines and the theoretical-applicative approach to the educational counseling of primary school students were analyzed in detail.

The essentialization of the specifics of counseling schools and theoretical orientations, proposed by R. Nelson-Jones [41], the delimitation of the *basic content of psychodynamic* (S. Freud; A. Adler, etc.), *humanistic* (A. Maslow, C. Rogers) approaches and *cognitive-behavioral* (J. B. Watson) and the methods applied within them led to the identification of an integrative interdisciplinary vision of the permanent valorization in EC of the two dimensions, psychological and pedagogical.

The depth of the theoretical study and the analyzes carried out contributed to the formulation of the definition of MCE at the level of primary education. Therefore, the ***management of educational counseling represents the scientific-technological approach to the administration and management of the process of designing, organizing, conducting, monitoring, predicting, evaluating and effectively achieving the educational counseling of young school students, parents and all actors in education primary.***

In agreement with this, the pedagogical theories (the theory of the development of the proximal zone; the cognitive-constructive theory of learning; the theory of cognitive and social education; the theory of likeskills-helping/help for the formation of life skills) of CE were analyzed, described by the local researcher V. Pascaru-Goncear [42], by specifying the theoretical generalizations and concretizing the activity of the school counselor with the students.

Chapter 2, Psycho-pedagogical conditions for effective management of educational counseling in primary education, highlights some important, even decisive, aspects for exploring and increasing the quality of the targeted process, as follows: strategic approaches and practical implications in the CE field; the description of the educational advisor's personality; MCE in difficult school situations and MCE in the context of ensuring school success through the collaboration of educational actors.

The views and understandings of researchers in the field of educational sciences regarding the CE of primary school students (A. Baban [1]; Larisa Cuznețov [19; 22]; L. Saranciuc-Gordea [51]; G. Tomșa [68]; M. Vlasie [70]; A. Curățitchi [76] etc.) were analyzed in relation to the regulatory provisions and actions, the attributions of general education institutions, stipulated in the *Education Code of the Republic of Moldova* [10], the *National Curriculum. Primary education* [18], *Curriculum Area Counseling and personal development* [28] and the *Code of Ethics of the teaching staff* [79]; *National Development Strategy European Moldova 2030* [64].

The epistemological analysis of the content modules of the subject *Personal development*, the synthesis carried out on the basis of one's own experience of advising young school students and teaching the nominated subject, allowed the identification of specific skills that, by default, represent the purposes of the study, but also the priorities of the concrete act of educational counseling. Based on the above considerations, the ***Curriculum Course of counseling and personal development of primary school students was developed*** (Figure 1.1).

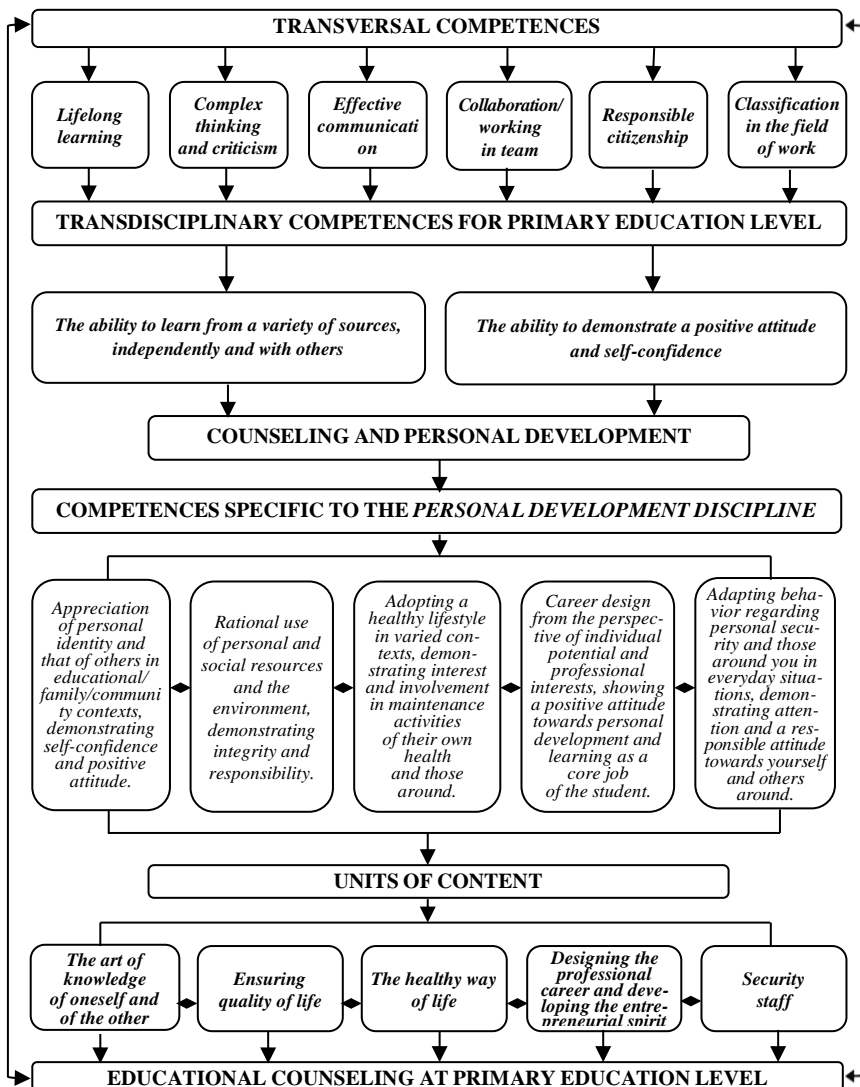


Figure 1.1. Curriculum of counseling and personal development of primary school students (L. Stegărescu)

In order to determine the impact of the implementation of the *Personal Development* discipline in primary education and to determine the content of the strategic approaches and the practical implications of effective implementation of MCE, a preliminary research was carried out on a representative sample of *330 parents of students from IPILT "Orizont"*,

Buiucani branch, as well as **262 primary education teachers** (Buiucani sector, Chisinau municipality). Next, we present some conclusive results obtained:

Parent responses:

- 82.1% of parents found that after implementing the Personal Development discipline, children became more aware of their behavior; they became more organized and responsible;
- 83.3% of parents claim that their children communicate with peers and adults more kindly and politely, are open to listening to their opinions on various topics (even less pleasant ones);
- 94.2% of parents mentioned that after the lessons and activities of *preventive and development-focused educational counseling with students and their parents* (with the guidance of the school psychologist and classroom teachers) they managed to change the way of life within the family, capitalizing pro-health educational strategies; personal moral-volitional, intellectual, aesthetic development, etc. pro-social behavior, focusing on self-improvement as a parent and family member;
- 90.3% of parents believe that their children have started to learn better; observe the regime without whims and stubbornness.

High school teachers (13 teachers) had the following opinions:

- 92.3% of subjects mention the students' constant interest in the lessons of the *Personal Development* discipline;
- 84.6% of subjects denote the students' openness to communicate honestly with adults (teachers, school psychologist, parents);
- 77% of subjects believe that collaboration between students and family collaboration with the school has improved;
- 92.3% of subjects believe that the manifestation of moral awareness, interest in civic actions is due to EC and studying this discipline;
- 69.2% of subjects expressed their opinion that the increase in teaching efficiency is due to the process of educational counseling of students and parents;
- 85% of teachers believe that their training would be necessary and welcome, as well as that of the teaching staff who teach foreign languages, music education, physical education, etc. in primary classes, whether as part of continuing professional skills training courses or a special institutional program. The same number of respondents mentioned that they need special knowledge and skills regarding the management of educational counseling (aspects of design, organization and implementation, monitoring of EC extracurricular activities; practices of checking EC results, etc.).

The opinion of a large part (94.1%) of the teaching staff showed us that the *CDP curricular area* is beneficial for students, it contributes substantially to the formation of the student's personality, but the problem persists regarding the need to investigate, determine and elaborate, then to the utilization in practice of the theoretical-applicative foundations of the management of the educational counseling of students and parents at the primary education level.

As a manager responsible for high school primary education, I can state with certainty that, after the implementation of the *Counseling and personal development* curricular area, the quality of several indicators related to school success has increased; of students' behavior (in high school, family and community); the communication and interrelation between students-teaching staff-parents and students-students has been

made more efficient; for the most part, the manifestations of *bullying* among students of small school age have disappeared, etc.

At the same time, we would like to note some difficulties encountered by us in the process of capitalizing on the nominated curricular area. It is obvious that teachers perceive the need for better training in the field of educational/psychopedagogical counseling of students and parents, especially in the direction of self-development, self-improvement, self-education of the human personality, including, they feel the need to deepen their knowledge in the field of personality psychology, age psychology, family pedagogy, management of educational counseling for students of small school age.

Therefore, the investigations carried out ensured the detection and awareness of the difficulties in teaching the *Personal Development* subject and the gaps in the CE of the students, including contributing to the elaboration and formulation of the following strategic approaches:

- the systematic and creative capitalization of the curricular area *Counseling and personal development* by designing, conducting, monitoring and evaluating the quality of the expected activities;
- optimal exploration of the five content units of the *Personal Development* discipline, including through student counseling activities, carried out by teachers through various extracurricular activities and through meetings organized especially for students and their parents (student families);
- the theoretical-methodological training in the field of EC and MCE of all teachers who teach primary school students (the classroom teacher; educators from extended program groups, teachers who teach: foreign languages, music education, physical education, etc.);
- planning and carrying out the *Familiarization and Practical training programs for primary education teachers, focused on the efficiency of the EC process and qualitative realization of educational counseling management*.

The description of the key roles and responsibilities of the teaching staff, in the view of the researcher V. Goraș-Postică [29], the approach to the definition and characteristics of the professional competences of the teaching staff in the view of the researchers I. Jinga [31], Ș. Buzărnescu [5] and Romiță B. Iucu [49], etc., correlated with the study and determination of the theoretical benchmarks of CE, with the analysis of the *Professional Competence Standards of general education teachers* [80] and the results of preliminary investigations ensured the scientific foundation and the development of important pedagogical tools for the realization and efficiency of MCE, being materialized in the following fundamentals/applicative tools:

- ***The methodology of the CE Standard-Indicators-Descriptors guide of the professional competence of the teaching staff***, which indicates five areas of competence, including *Didactic Design; Learning environment; The educational process; Educational partnerships*, specifying for each one the standard, indicators and descriptors;
- ***CE technological support for teachers***, which can serve as a practical guide, because it includes the forms, methods, techniques and procedures that can be selected and used in the process of advising students and parents;
- ***The psycho-pedagogical conditions for the efficiency of EC management of primary school students and their parents*** (six conditions and the explanation of their essence);
- outlining the personality profile of the school counselor by specifying his qualities, skills and tasks;

- *The principles of educational counseling*, generally structured (ethical, pedagogical, psychological) and specific;
- Typical mistakes and errors that can be committed in EC activity.

One of the most important pedagogical tools, in our view, which has contributed to the efficiency of MCE in primary education is the *Matrix of theoretical-applicative benchmarks of MCE* (Table 2.1), which includes 5 modules of the *Personal Development* discipline (intended for grades I-IV), the *value attitudes* to be formed in students of small school age, the principles of MCE and the strategies applied in the realization of EC and serves as a guide in the efficiency of the management of educational counseling.

Table 2.1. Matrix of theoretical-applicative benchmarks of MCE
(Author: L. Stegărescu)

	Modules of the discipline <i>Personal development</i>	Attitude important	Principles of CE management	Applied strategies in CE management
1	2	3	4	5
1.	Democratic approach , focusing on respect for human/child rights	<ul style="list-style-type: none"> Self-knowledge and the other 	<ul style="list-style-type: none"> respecting human/child rights; individual treatment/ focusing on the peculiarities of the student's personality and the individual pace of development. 	<ul style="list-style-type: none"> focusing on the student's needs; individual counseling; advisors in focus groups; collective counselling (in general aspects: moral, intellectual, aesthetic, psychological, etc.
2.	Axiological approach , focusing on the exploration and internalization of socio-human values	<ul style="list-style-type: none"> Ensuring quality of life 	<ul style="list-style-type: none"> formation of value attitudes (of children and their parents); formation of value systems (values-goals and values-means). 	<ul style="list-style-type: none"> formation of students' cognitive and affective-motivational predispositions; cognitive-actional value cultivation (formation of systems of values-goals and values-means.
3.	Pro-health approach , focusing on individual health as a human value	<ul style="list-style-type: none"> Healthy mode of life 	<ul style="list-style-type: none"> capitalizing on the healthy way of life in the family, school and community framework; exploring the various forms, methods, procedures and techniques for strengthening the health of students and the family. 	<ul style="list-style-type: none"> studying and practicing ways to protect one's health (daily regime; horse riding agenda; organization of active rest, etc.); trying some special exercises for the physical development of students; elaboration of personal health strengthening projects.
4.	Strategic approach , future focus (prospective)	<ul style="list-style-type: none"> Designing the professional career and developing the entrepreneurial spirit 	<ul style="list-style-type: none"> focusing on analyzes and reflections regarding <i>the school career path – professional career</i>, combined with elements of creativity, entrepreneurial spirit and knowledge. 	<ul style="list-style-type: none"> formation of learning abilities and skills, self-evaluation; cognition and metacognition in various fields (language and literature; sciences; mathematics, economic knowledge, etc.).

Continuation of table 2.1

1	2	3	4	5
5.	Positive civic attitude, open in communication with peers and adults	<ul style="list-style-type: none"> • Personal security and optimal social integration 	<ul style="list-style-type: none"> • focusing on humanism and the development of positive thinking in students and their parents; • focusing on the valorization of the students' proactive attitude; • developing the culture of interpersonal collaboration combined with respect for one's own security. 	<ul style="list-style-type: none"> • capitalizing on charity activities; • capitalizing on ecological actions to organize and clean up the environment; • practicing communication and empathic relationships; • exploring collaboration and cooperation in various school, family and social activities.

The determination of the theoretical milestones (chapter 1), the systematic observations carried out during four years (since the implementation of the *CDP curriculum area*), the discussions and conversations with the teaching staff from the primary classes and the school psychologist, oriented us towards the elucidation and explanation of difficult school situations (school immaturity, defective school integration, poor school performance, school failure, socio-emotional difficulties of young schoolchildren, deviant behavior, etc.) by specifying the causes, internal and external factors, which disrupt or, on the contrary, stabilize the behavior of students.

The study carried out was followed by the identification and description of the actions that can ensure effective management in the educational counseling of students and parents, in the context of increasing the collaboration of educational actors.

The analysis of the theoretical and empirical framework of EC in primary education allowed us to establish and structure the *management attributions of educational counseling, which incorporates the set of actions to study and systematically analyze school situations, including those to prevent difficult situations; of planning, organizing, deploying, monitoring and correcting negative cognitions, destructive attitudes and behaviors; of the manifestations that lead to the psychophysical exhaustion of students and produce school failure.* At the same time, the elements of MCE were configured in the activity of teaching staff with their families, being elaborated the *Sequential outline of the assurance of CE management*, which includes the stages, the hierarchical levels of ethics management; communication and relationship management; the management of practical actions and the management of assessment and self-control, correlated with the detailed specification of MCE attributes, which determines the route, the structure of a counseling session.

At the end of the chapter, the *MCE structure is formulated*, which represents *an integrated theoretical-applicative dimension with a methodological character of action, oriented towards achieving success in the education of young schoolchildren, which incorporates the set of functions, principles, conditions, strategies, forms and methods of management and achievement optimal design, organization, deployment, coordination, monitoring and evaluation of the elements and resources of the educational counseling activity.*

So, starting from the MCE definition, the configured and exposed structure of the curricular course of the CDP curricular area, valuing the study and epistemological analysis of the specifics of counseling children and students, from the theoretical approaches and scientific guidelines regarding ME, from the provisions of the policy documents educational, which relate to the implementation of the curricular area *Counseling and personal development* at the level of primary education, the ***Mechanism for making the management of educational counseling at the level of primary education more efficient was developed: systemic approach*** (Figure 2.1).

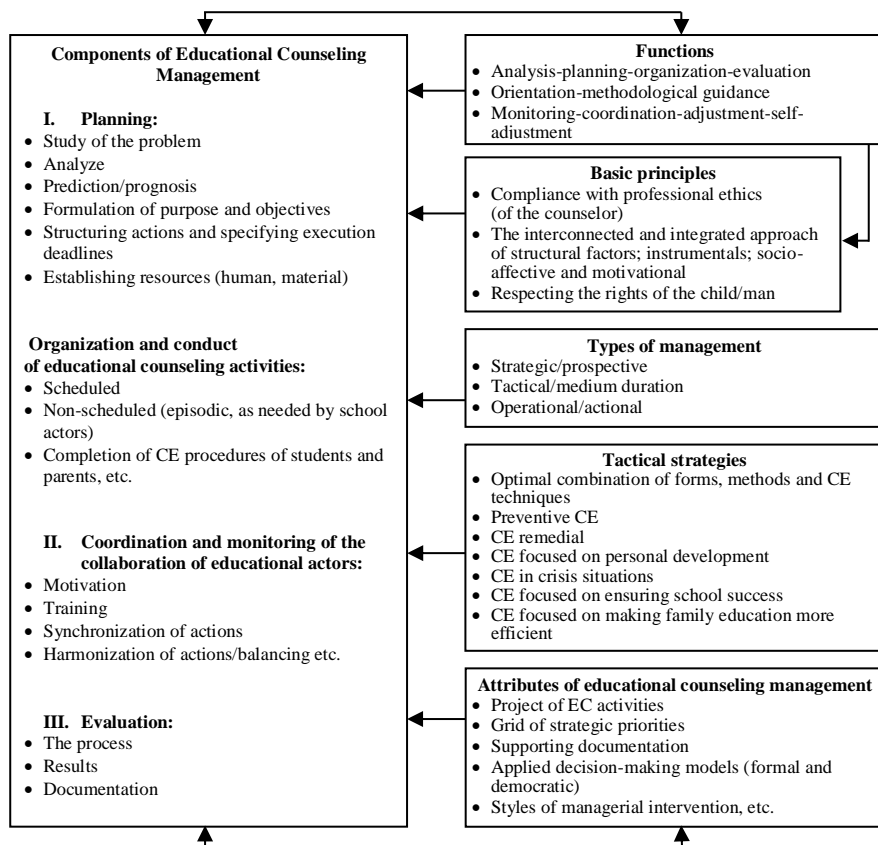


Figure 2. 1. The MCE efficiency mechanism at the primary education level: systemic approach

As can be seen, the mechanism elucidates in detail the components of MCE (planning; organizing and carrying out CE activities; coordinating and monitoring the collaboration of educational actors; evaluation), as well as specifying the functions, basic principles, types of management used, strategies, tactics and essential attributes of MCE.

Chapter 3, *The praxiological coordination of the management of educational counseling at the level of primary education*, elucidates the research design and the pedagogical experiment in all its action steps (finding, training and control/verification). The purpose, objectives, sample and methods applied in the research are described.

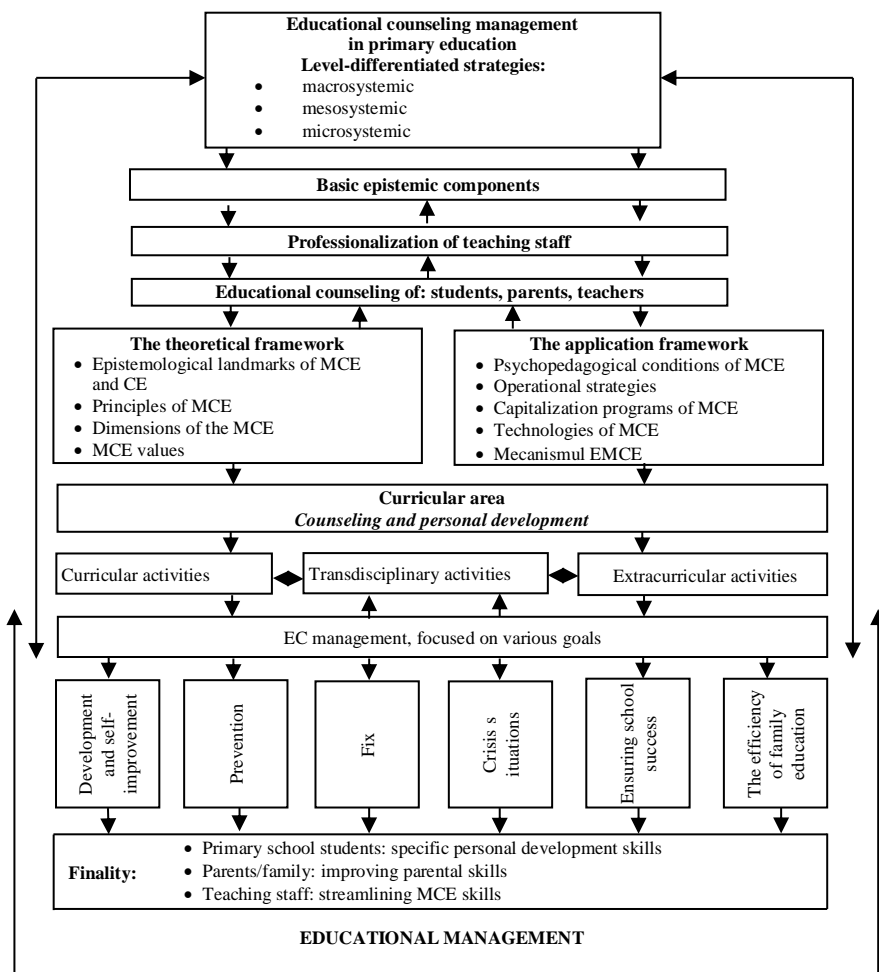


Figure 3.1. The Integrated pedagogical model for the training of MCE skills at the level of primary education (Author: L. Stegărescu)

It is specified that the pedagogical experiment is a multilevel one: we worked with a structured experimental sample (students, parents and teaching staff) according to the investigative strategy of the *before-and-after-method* type [67].

The experience gained in research in the field of educational sciences [25; 76 etc.] oriented us towards the exploitation of an experimental sample/batch made up of three constant groups of subjects, important educational actors at the level of primary education. Therefore, the sample was composed of three experimental groups: *135 students of small school age from the 3rd and 4th grades, their parents – 135 families and 12 teaching staff/teachers from the primary grades, 13 teachers-specialists who teach foreign language lessons, music education, physical education, etc. and 14 educators from the extended program groups*, a total of *39 teaching subjects*. The pedagogical experiment took place in IPILT “Orizont”, Buiucani branch, Chisinau municipality.

This chapter also presents the *ten dimensions of MCE* and their values (human, socio-cultural, moral, orientation-axiological, prospective, psycho-pedagogical, developmental-formative, corrective, motivational, creative); the *indicators and descriptors of EC management competencies* (structured at the level of knowledge, application and integration); *The Integrated pedagogical model for the training of MCE skills at the primary education level* (Figure 3.1).

Ofcourse the components and structural elements of the model can be observed which, in essence, were detailed in the previous chapter. Then follows the description and analysis of the results of the observational and formative experiments.

The training stage of the pedagogical experiment contains the analysis and interpretation of the results obtained after the implementation of the *Integrated Pedagogical Model for the training of MCE skills at the level of primary education and of the Institutional Program for the training of teaching staff in primary education*.

We present the results obtained after the training in comparison with those from the assessment stage, in order to make the successes of the teaching staff more visible. Thus, we offer the histograms that reflect the competences of teachers in MCE *at the level of knowledge* (Figures 3.2; 3.3; 3.4).

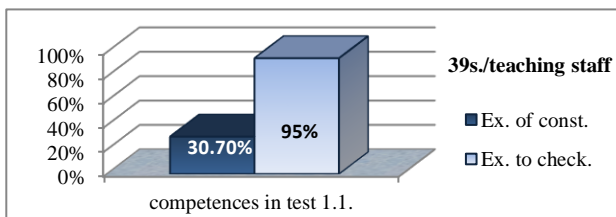


Figure 3.2.
Knowledge-level
skills regarding
identification
the particularities
of MCE

It can be seen that, initially, pedagogues very vaguely and superficially identify the particularities of MCE, depending on the age and personality of the students in the primary classes. Only 30.7% of teachers were able to identify and describe the peculiarities of students' MCE, making some differentiations at 7-8 years, 9 years and 10 years.

Directing EC activities, guiding students in personal development, achieving school success, strengthening the self, self-esteem; the development of creativity, etc., respecting the specifics of the age of the students and the dimensions of the MCE increased by about 60% after the teacher training and constituted 95% (Figure 3.2).

We also consider it positive that 95% of teachers, after the training activities, have identified: the specifics of communication, the differentiated guidance of the actions of students of grades I-IV; managing student-student, student-pedagogue relationships; explained the selection and exploration of methods and strategies for achieving success

in memorizing, analyzing, comparing, learning, reproducing and generalizing knowledge within the disciplines studied.

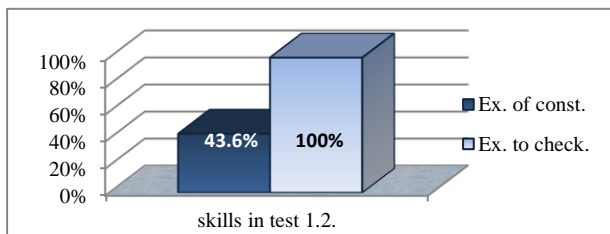


Figure 3.3.
Competencies at the level of knowledge regarding the characterization of ME types which is capitalized in MCE

The knowledge and characterization of the types of educational management, capitalized in the EC process of students and parents, at the beginning constituted 43.6%, that is, a sufficiently large number of pedagogues did not cope with this task, but after the training activities of the respective skills, the entire experimental group succeeded, characterizing mostly the 17 types of ME. These were analyzed and studied in a systemic approach, provided by researchers R. Răduț-Taciu and M.-D. Bocoș [47, p. 21].

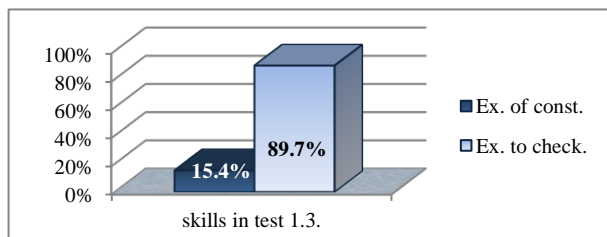


Figure 3.4.
Competencies at the knowledge level regarding delineation and description of MCE dimensions

The competence regarding the delimitation and description of the MCE dimensions was found to be at a lower level, only 15.4% of subjects demonstrated them, and after attending the training program, we note that 89.7% of teachers increased their respective competence. We want to note that the specialized literature only tangentially and uncertainly reflects the dimensions and values of MCE. These were determined, formulated and scientifically substantiated in the process of our research.

We continue with the presentation of the results obtained *at the application level* (Figures 3.5; 3.6; 3.7.).

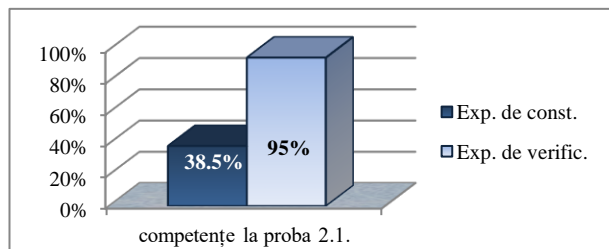


Figure 3.5. EC project development and management skills, focused on students' personal development (level of application)

Upon finding, only 38.5% of pedagogues managed test 2.1. Ofcourse that only projects that were done very well and *excellently were taken into account*. After the training of the pedagogues, during which the particularities of the MCE and the specifics of the targeted projects were explained, the skills of developing and managing psycho-pedagogical and social projects, focused on the personal development of students of small school age, increased significantly and constituted 95%. In this test, it was also taken into account what types of management the pedagogues included in the strategies for working with students.

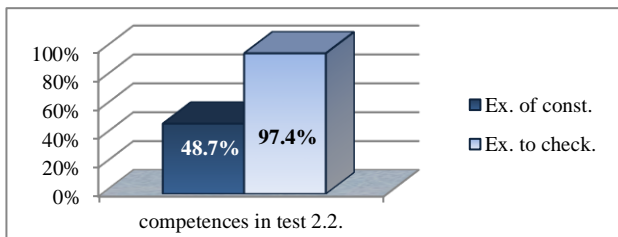


Figure 3.6. EC project development skills, focused on fostering school success (level of application)

In test 2.2, upon finding, a gratifying fact was observed – more than half of the sample 48.7% performed this task at a high level. Obviously, after the training, 97.4% of pedagogues have already dealt with the development of qualitative projects that were intended to stimulate the students' learning on the most complicated dimensions (organizing time to complete homework; organizing-carrying out the recapitulation of the subject in various subjects; optimizing the memorization of information; developing the capacities of analysis, synthesis, comparison, concretization, classification, generalization, etc.).

In test 2.3, which consists of managing effective strategies for managing crisis situations, teachers showed more modest skills and competences (Figure 3.7).

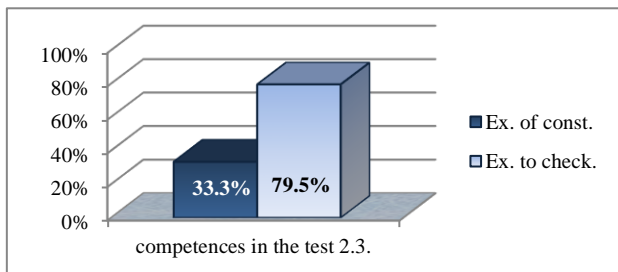


Figure 3.7. Competences in the development and application of strategies effective crisis management (level of application)

Starting from the experience accumulated over 30 years in the field of education and the conversations held with pedagogues, we can make the following conclusion: classroom teachers are more focused on creating pedagogical conditions for achieving school success.

Obviously, by teaching the *Personal Development* discipline, they obtained certain knowledge and specific skills in the given field, however, they recognize the fact that they need a more consistent psychological and psychopedagogical training, especially in aspects related to such conditions as: anxiety, shyness, fear; overcoming student stress; creating successful learning situations; prevention of bullying, etc. Likewise, they mentioned that the school psychologist comes to their aid, and probably this fact (positive of course) makes them

more passive in the exposed context. In the application-type tasks, the educators from the extended program groups proved to be more skilled, and the specialist teachers (from foreign languages, music education, plastic education, physical education, etc.) required the help of the classroom teacher or of the psychologist. This moment guided us to work in focus groups, initially, we worked separately, then in collaboration with all the pedagogues. The situation changed after the contents of the training program were completed (special attention was drawn to age peculiarities and age crises 6-7 years; 10-11 years, the characteristic and specificity of their manifestation according to personality/temperament, character, emotional-volitional sphere, etc.). At the same time, the following were analyzed and explained in detail: *the process of transition from kindergarten to school/school adaptation; the process of adapting to several pedagogues; the process of overcoming school fears; the initial crisis of sexual maturation; the process of adapting young families to the child's new (school) status; crises related to psychological and/or physical abuse within the family and in the school environment (bullying, etc.)*. The final test reflects the skills at the application level and was done quite competently. Obviously, the reason for the success comes from the fact that pedagogues from primary classes work more and more intensively with students and parents in the field of EC, than teachers from middle and high school classes (Figure 3.8).

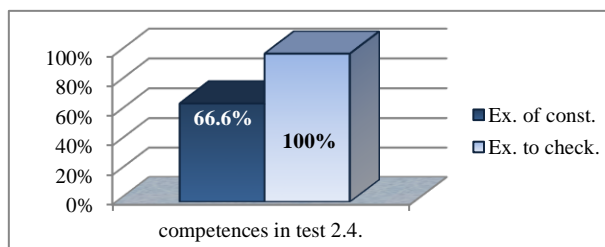


Figure 3.8. Program development and management skills of CE of students and parents (general aspects)

We note that, upon finding, 66.6% of pedagogues performed the task very well and excellently, and, after the training, the entire batch showed a certain mastery in organizing-conducting and arguing the need for EC meetings and programs for students and parents (general aspects). Competences at *the level of integration* were entirely dedicated to MCE at the level of primary education.

Sample 3.1 was an attempt to verify and establish the particularities, basic aspects and structural components of the MCE, which would contribute to the efficiency of the counseling process of students and parents.

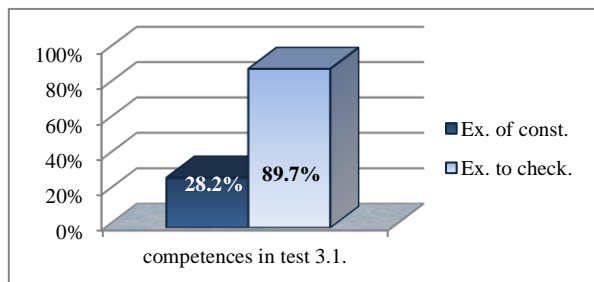


Figure 3.9. Competences to organize and carry out various forms/modalities for exploring the specifics of MCE (integration level)

On the given test, only 28.2% of subjects succeeded at a high level, and after training, their number increased to 89.7%. We note that the basic aspects of MCE, upon finding, were intuited, and after the training activities, they were clearly exposed and analyzed, with arguments and examples.

The institutional projects, with reference to the efficiency of the MCE, were found to be modest and focused more on the observance of some legalities of the ME in general, and after the training, an increase in skills was observed that allowed teachers to take into account the dimensions, the values, principles of MCE and to demonstrate the knowledge and capitalization of psychopedagogical strategies and conditions for the achievement and efficiency of CE management in the field of primary education. The histogram below provides the results obtained at observation and post-experiment (Figure 3.10).

Competences at the level of integration, by their essence, content and specificity, are transversal and, of course, require greater intellectual efforts from pedagogues, a fact recorded and recognized by us and by the teaching staff involved in the pedagogical experiment.

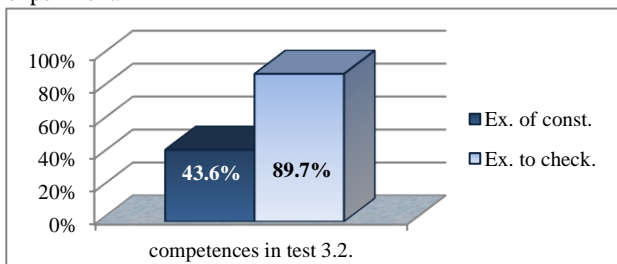


Figure 3.10.
Competencies
denoting efficiency
capabilities of
MCE in primary
education
(integration level)

The last test of competences at integration level 3.3, recorded the following results (Figure 3.11).

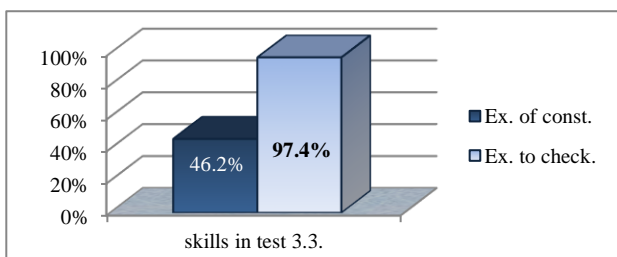


Figure 3. 11.
Competencies
regarding the
development of a
self-improvement
project in the field
of MCE of students
and parents (level of
integration)

In this test, the teaching staff demonstrated certain skills at the assessment stage 46.2%, and after training, they constituted 97.4%; increased by 51.5%, which makes us happy and gives us optimism regarding the interest of pedagogues and positive trends, openness to learning and continuous professional training.

Finally, *six months after the training, we repeated a synthesis test* to determine the limits, gaps of the training program and what exactly has changed in the behavior, strategies and technology applied by the pedagogues in the MCE of students and parents (Figure 3.12).

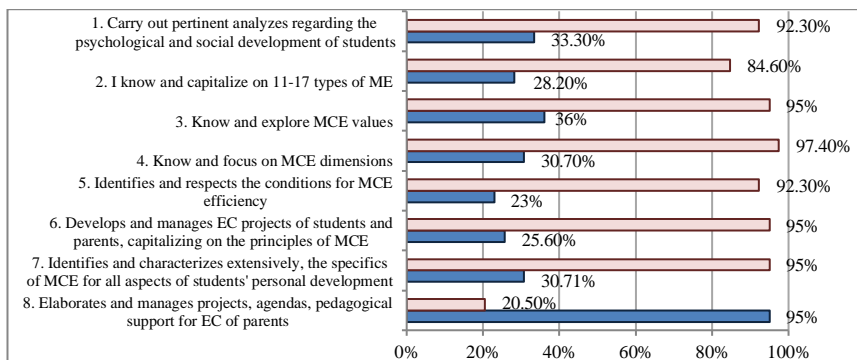


Figure 3.12. General/transversal skills regarding MCE exploration by teachers (combination test)

The conversations, discussions, samples presented by the pedagogues convinced us that the determination and implementation of the theoretical-applicative foundations of MCE, through the *Integrated Pedagogical Model of training of MCE skills at the primary education level*, ensured the improvement of the teaching quality of the subject *Personal Development*, of extracurricular activities and contributed to the optimization of the CE of students and parents, including collaboration with the family based on the valorization of the MCE. In the following two diagrams, we observe the level of parents' satisfaction at the ascertainment stage (Figure 3.13) and at the verification stage (Figure 3.14).

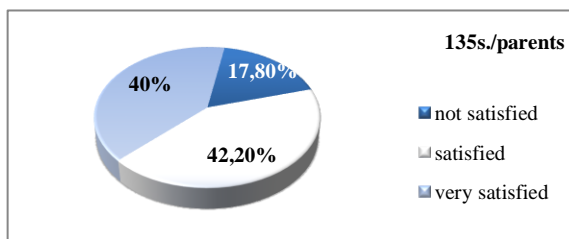


Figure 3.13. The level of satisfaction of the parents in the result their educational advisors (upon finding)

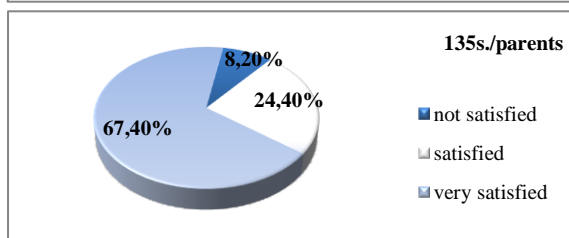


Figure 3.14. The level of satisfaction of the parents in the result their educational advisors (at verification/postexperiment)

Comparison of these results demonstrates an increase in parental satisfaction as a result of EC sessions, focused on various problems and difficulties of children's education. So, 67.4% became very satisfied with the counseling after the training of the pedagogues, compared to 40% at the ascertainment stage.

From the conversation with the parents, I understood that the pedagogues have become more attentive, more skilled and more confident in conducting counseling sessions with them; answer questions clearly and consistently; the organization and conduct of the meetings is sufficiently qualitative and functional, while a year ago, many actions of the pedagogues left much to be desired; parents often did not receive reasoned answers, and counseling strategies were sometimes hasty, simplistic, authoritarian and contradictory.

After attending the training program, the teaching staff acquired and consolidated the MCE skills. Thus, the strategies applied in counseling students and parents have a benevolent, interactive, empathic, orientative, democratic and broad character, i.e. centered on concrete arguments and an optimal combination of counseling forms, methods and techniques, necessary according to the specific situation/case.

The practical conference at the end of the training program gave us the opportunity to hear from the teachers what they succeeded in, what they learned and their proposals regarding the efficiency of MCE. In the same way, I made a written test ***Reflections on MCE in primary education***, proposing the anonymous exposition of the personal vision honestly, objectively, clearly, and with arguments, based on four essential positions:

- Own vision/ideas regarding the valorization of management in EC of students and parents (primary classes).
- List the managerial skills that help you in CE. Make it concrete.
- Name the difficult aspects of CE for students and parents. Briefly characterize the weaknesses in teaching Personal Development. Make it concrete.
- Provide suggestions and proposals for making the MCE of students and parents/primary education more efficient.

Summarizing the obtained results, we conclude that pedagogues are aware of the importance of implementing the previously mentioned curricular area and the need to possess and explore the theoretical-applicative foundations of MCE. Finally, we note that positive changes have been observed in the behavior and school success of students (89.4%), the most frequently perceived difficulties by teachers are related to knowledge in the field of age psychology and adult pedagogy (98.2%). Teaching staff noted as a welcome help the editing of the methodological guide *Personal development - school discipline in the primary classes*, supplement to the course supports *Didactics of personal development*, *Educational counseling* and *School counseling*), author L. Saranciuc-Gordea [51]. At the same time, the teaching staff proposed the editing of a practical guide, focused on the efficiency of MCE in primary education.

The vast majority of suggestions and proposals (94.4%) were focused on the need to organize and carry out activities to improve managerial skills in educational counseling regarding the guidance of success, the school career of students in all school subjects.

Obviously, certain ***limits were also*** observed in the experimental investigation, for example:

- at the beginning of the training program many pedagogues had a skeptical attitude, considering that they possess enough knowledge and skills in the field of educational management and do not notice differences between MCE and ME;
- specialists from the disciplines of music education, physical education, foreign languages, etc., initially, were passive, arguing that only classroom teachers need these activities in the field of MCE, because they deal with the implementation of the curricular area *Counseling and personal development*;

- the participation of fathers in the school's collaboration with the family (their counseling) leaves much to be desired.

Summarizing, we note that the research carried out, in our view, *has a prospective character and opens up great possibilities and perspectives* for the expansion and deepening of investigations focused on the training of managerial skills in the educational counseling of preschoolers and secondary school students, because they constitute links adjacent to education primary, the first – fulfilling the basic role/foundation of preparing children for school, the second – ensuring the continuity and adaptation of students to the new, more complex conditions of the gymnasium and high school level of education.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research carried out has a theoretical-applicative character, the EC process and the pedagogical actions, logically ordering themselves according to the basic concept and the orientation given by the elements projected in the categorical scientific apparatus of the work denote the specified aspects, which support the idea of the formation of managerial skills in EC of primary education actors (teachers, students, parents). Reporting the final results of the research to the problem, purpose, objectives and hypothesis, simultaneously, starting from the study, analysis, conceptualization and determination of theoretical and experiential benchmarks; the elaboration and substantiation of the applicative milestones, but also from the data obtained in the pedagogical experiment, we can *conclude the following*:

1. The epistemological analysis of the evolution of EC in the educational institution, approached from several perspectives: historical, methodological, psychological, psychotherapeutic and pedagogical, ensured the determination of the essence and genesis of the phenomena and concepts of *educational management* and *EC management*.
2. The analytical-diachronic study contributed to specifying and delimiting the types of management/components of ME; to the concretization of the specifics of school counseling and highlighted some understandings and pedagogical and psychological aspects related to the CE of children and students. The analysis of educational policies in the country ensures the specification and outline of the functions, duties and specifics of the activity of the school psychologist, of the teaching staff who implement the curricular *area Counseling and personal development*, which allowed the characterization and explanation of the differences and similarities between educational counseling and psychological counseling [26; 54].
3. The identification and analysis of scientific approaches and orientations regarding MCE from a historical and pedagogical point of view led to the determination of the essence of students' valorization in CE of the three important perspectives: *democratic*, *ethical* and *epistemic*. This fact supported the need for scientific substantiation of MCE in primary education through inter-/multidisciplinary and systemic exploration of the central concept, phenomenon and management process in educational counseling [57; 58].
4. The theoretical-analytical study and conceptualization carried out in order to identify the essence of *counseling schools* (psychodynamic, humanistic, cognitive-behavioral); of psychopedagogical approaches and theories of an eclectic-integrative type; of pedagogical theories, contributed to the establishment of common points of reference, of the possibilities to combine organically and

harmoniously the psychological and pedagogical dimensions of counseling students in primary education. At the same time, the successful consonance of the contents of some articles of the *Education Code of the Republic of Moldova* (no. 55 and 130) with the specific contents of the *Counseling and Personal Development* curriculum area, implemented at all levels of general education, starting with the 2018-2019 academic year, was established.

5. After determining the theoretical foundations of MCE in primary education, a series of preliminary investigations were carried out, in which teachers, students participated (3rd and 4th grades) and their parents from the high school involved in the experimental research. The results obtained stimulated the development of the main pedagogical construct, objectified in the application foundations, structured in the **Integrated Pedagogical Model for the training of MCE skills at the primary education level**, as follows: *dimensions and values of MCE; the psycho-pedagogical conditions for the efficiency of EC management of students and their parents; the operational strategies for achieving MCE; the technology of professionalization of teaching staff in the field of MCE; the indicators and descriptors of competences in MCE and the specification of the types and purposes of educational counseling*, capitalized at the level of primary education. At the same time, the *MCE efficiency mechanism/systemic approach, the principles of CE and MCE, the strategies applied in MCE*, structured in the **Matrix of theoretical-applicative benchmarks of MCE** and correlated with the modules of the discipline *Personal development* and value attitudes that follow were specified and scientifically substantiated by trained students [55; 59].
6. *The implementation of the FCMCE Integrated Pedagogical Model at the level of primary education* through the formative program, carried out for one year of studies, demonstrated its functionality, contributing to the optimization of school-family collaboration and increasing the EC quality of students and their parents from the perspective of successful capitalization of managerial skills in the targeted field. In this context, the following were identified and analyzed: the school counselor's personality qualities; the typical mistakes that are committed in EC by students and their parents; the main factors of ensuring school success were determined and described, including the difficulties of the instructional-educational process and the solutions, strategies applied in EC to liquidate them [60; 61].
7. The results of the pedagogical experiment demonstrated a series of positive changes in the following decisive aspects for the efficiency of the management of educational counseling at the primary education level:
 - increased the quality of the teaching-learning-evaluation process of the *Personal Development* discipline for primary school students;
 - an improvement was observed in the activity with parents, the school-family collaboration became much more effective; family education of students; increased the variety of topics and the quality of EC sessions for students and their families;
 - the managerial skills in the CE field of students and their parents were formed and strengthened in the three categories of pedagogues (classroom teachers, educators in extended program groups and teachers who teach special subjects);
 - capitalizing on the theoretical-applicative foundations of MCE, in the training and professionalization of teachers at the primary education level, contributed

to the awareness of their importance in the successful implementation of the curricular area *Counseling and personal development*, in the optimization of school-family collaboration through conducting EC sessions for students and their parents, focused not only on achieving school success, but also on improving communication and family education (24.4% are satisfied and 67.4% of parents are very satisfied with these changes);

- the attitude of teaching staff, *cognitions and competences at the level of knowledge of the theoretical-applicative foundations of MCE has changed substantially* – by 64.3%; *at the level of application* – by 66.5%, and *at the level of integration* – by 48.7% [56; 61].

Thus, the research results confirmed the launched hypothesis and demonstrated the solution of the important scientific problem, a process carried out in accordance with the purpose and objectives of the investigation, these being focused on the determination, elaboration and validation of the theoretical-applicative foundations of MCE in primary education, structured in the ***Model pedagogically integrated by FCMCE at the level of primary education*** and capitalized through the training program, which demonstrated the possibilities and importance of the professionalization of teaching staff through continuous on-the-job training.

In agreement with the research results, we propose the following **recommendations**:

1. Starting from the importance of the CE of students and their parents, the need to optimize institutional management, it would be appropriate for the Ministry of Education and Research of the Republic of Moldova to review and complete the *School Psychological Service* with a school counselor unit;
2. The inclusion of a criterion/indicator regarding the efficiency of the MCE utilization in the evaluation of primary education teachers, including their attestation, respectively, the completion of *their job descriptions* and of school managers from the perspective of managerial skills in the CE field;
3. The inclusion of a special *MCE course at the primary education level* in the continuing education and training programs for pedagogues and managers in primary classes;
4. The *FCMCE integrated pedagogical model at the primary education level* and the *MCE efficiency training program* can be explored in the activity of self-improvement and professionalization of teaching staff both in an institutional context and as a methodological tool, used by teaching staff to increase the quality of educational counseling of students and their parents;
5. Making the work of the school psychologist more efficient by diversifying intervention methods and techniques based on the deepening of knowledge and skills in the field of applying the theoretical and practical foundations of MCE;
6. The addition of an indicator regarding the MCE of students and parents in the *educational activity management plan of the institution*, which provides for various types of control: frontal, thematic, individual and unexpected.
7. The efficiency of school-family-community collaboration through the systematic and constant exploration of MCE values, dimensions, principles and strategies.

The complex research of MCE at the level of primary education has a systemic, prospective, inter- and multidisciplinary character, offering concrete possibilities and perspectives for expanding and deepening investigations, focused on the training of managerial skills in EC of preschoolers, middle school and high school students.

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ADNOTARE

Stegărescu Lilia

Managementul consilierii educaționale la nivelul învățământului primar,
teză de doctorat în științe ale educației, Chișinău, 2024

Volumul și structura tezei: Teza conține: trei capitole, concluzii generale și recomandări, bibliografie (190 surse), 23 de anexe. În total conține 144 de pagini text de bază; 20 figuri și 11 tabele. Rezultatele obținute au fost publicate în 14 lucrări științifice.

Cuvinte-cheie: consiliere educațională, management educațional, managementul consilierii educaționale, învățământ primar, elevi de vârstă școlară mică, părinți, cadre didactice, actori educaționali.

Domeniul de studiu se referă la teoria generală a educației.

Scopul cercetării constă în elaborarea și validarea experimentală a fundamentelor teoretico-aplicative ale managementului consilierii educaționale la nivelul învățământului primar, structurate în *Modelul pedagogic integrat de formare a competențelor MCE la nivelul învățământului primar*.

Obiectivele cercetării: analiza epistemologică a conceptului și a evoluției consilierii educaționale a elevilor în instituția de învățământ; determinarea genezei fenomenelor și conceptelor de bază: *management educațional și management al consilierii educaționale*; identificarea și analiza orientărilor și abordărilor științifice privind managementul consilierii educaționale la nivelul învățământului primar; examinarea nivelului și particularităților consilierii educaționale și a MCE în corelație cu specificul vârstei școlarilor mici; stabilirea mecanismului, factorilor, principiilor și condițiilor psihopedagogice de realizare și eficientizare a managementului consilierii educaționale la nivelul învățământului primar; elaborarea și validarea *Modelului pedagogic integrat de formare a competențelor MCE la nivelul învățământului primar* (care include fundamentele teoretico-aplicative ale MCE).

Noutatea și originalitatea științifică este susținută de: dezvăluirea esenței și explicarea evoluției consilierii educaționale și a MCE a elevilor în instituția de învățământ; precizarea conceptelor de bază și stabilirea genezei fenomenelor și conceptelor de *consiliere educațională și management al consilierii educaționale*; identificarea și analiza teoriilor, abordărilor și orientărilor științifice în contextul conceptualizării managementului consilierii educaționale; determinarea și fundamentarea principiilor și condițiilor psihopedagogice de realizare eficientă a managementului consilierii educaționale la nivelul învățământului primar; argumentarea, fundamentarea și validarea științifică a fundamentelor teoretico-aplicative, structurate în *Modelul pedagogic integrat de formare a competențelor MCE la nivelul învățământului primar*.

Problema științifică și rezultatele principale obținute în cercetare rezidă în identificarea fundamentelor teoretice; elaborarea și conceptualizarea fundamentelor aplicative/praxiologice ale MCE, structurate în *Modelul pedagogic integrat de formare a competențelor MCE la nivelul învățământului primar*, implementarea căruia a condus la sporirea calității educației familiale, a comunicării, relaționării; educației nonformale și colaborării elev-școală-familie, inclusiv, la eficientizarea dezvoltării personale a elevilor și părinților.

Semnificația teoretică a cercetării constă în abordarea prospectivă și holistică/sistemică a MCE, inclusiv a conceptualizării, analizei și identificării fundamentelor teoretice, care au determinat argumentarea elaborării și valorificării fundamentelor praxiologice/instrumentarului pedagogic; stabilirea parcursului curricular al consilierii și dezvoltării personale a elevilor din învățământul primar, fundamentarea și argumentarea științifică a *Modelului pedagogic integrat de formare a competențelor MCE la nivelul învățământului primar*.

Valoarea aplicativă a cercetării s-a materializat în elaborarea și validarea setului de instrumente pedagogice, care constituie fundamentele aplicative ale MCE, concentrate în modelul elaborat, care s-au dovedit a fi eficiente în consilierea educațională a actorilor din învățământul primar. Cercetarea realizată a demonstrat că toate componentele structurale ale *Modelului pedagogic integrat de formare a competențelor MCE la nivelul învățământului primar*, pot fi cu succes aplicate în educația și consilierea elevilor de vârstă școlară mică, inclusiv a părinților și cadrelor didactice. Totodată, *Metodologia ghidării CE Standard-Indicatori-Descriptori a competenței profesionale a cadrului didactic, Matricea reperelor teoretico-aplicative ale MCE, Mecanismul de eficientizare a MCE la nivelul învățământului primar: abordare sistemică, Programul instituțional de formare a cadrelor didactice din învățământul primar, Formarea și eficientizarea competențelor managementului consilierii educaționale etc.*, pot fi cu succes aplicate în profesionalizarea cadrelor didactice la nivelul învățământului primar.

Implementarea rezultatelor științifice s-a realizat în cadrul experimentului pedagogic prin validarea modelului vizat, inclusiv prin intermediul publicațiilor și comunicărilor științifice în cadrul seminarelor metodologice, conferințelor naționale și internaționale.

ANNOTATION

Stegărescu Lilia

Management of educational counseling at the level of primary education,

doctoral thesis in educational sciences, Chisinau, 2024

Volume and structure of the thesis: The thesis contains: three chapters, general conclusions and recommendations, bibliography (190 sources), 23 appendices. In total it contains 144 pages of basic text; 20 figures and 11 tables. The obtained results were published in 14 scientific papers.

Key words: educational counseling, educational management, management of educational counseling, primary education, students of small school age, parents, teaching staff, educational actors.

The field of study refers to the general theory of education.

The purpose of the research consists in the elaboration and experimental validation of the theoretical-applicative foundations of the management of educational counseling at the primary education level, structured in the *Integrated Pedagogical Model of MCE skills training at the primary education level*.

Research objectives: epistemological analysis of the concept and evolution of educational counseling of students in the educational institution; determining the genesis of phenomena and basic concepts: *educational management and educational counseling management*; the identification and analysis of scientific guidelines and approaches regarding the management of educational counseling at the level of primary education; examining the level and particularities of educational counseling and MCE in correlation with the specific age of students in primary education; establishing the mechanism, factors, principles and psycho-pedagogical conditions for the achievement and efficiency of the management of educational counseling at the level of primary education; development and validation of the *Integrated Pedagogical Model of MCE skills training at the primary education level* (which includes the theoretical-applicative foundations of MCE).

Scientific novelty and originality is supported by: revealing the essence and explaining the evolution of educational counseling and MCE of students in the educational institution; clarifying the basic concepts and establishing the genesis of the phenomena and concepts of *educational counseling and management of educational counseling*; the identification and analysis of scientific theories, approaches and guidelines in the context of the conceptualization of educational counseling management; determining and substantiating the psycho-pedagogical principles and conditions for effective management of educational counseling at the primary education level; the argumentation, substantiation and scientific validation of the theoretical-applicative foundations, structured in the *Integrated Pedagogical Model of MCE skills training at the primary education level*.

The scientific problem and the main results obtained in the research reside in the identification of the theoretical foundations; the elaboration and conceptualization of the applicative/praxiological foundations of MCE, structured in the *Integrated Pedagogical Model of MCE skills training at the primary education level*, the implementation of which led to increasing the quality of family education, communication, relationships; non-formal education and student-school-family collaboration, including improving the personal development of students and parents.

The scientific problem and the main results obtained in the research resides in the identification of theoretical foundations; the elaboration and conceptualization of the applicative/praxiological foundations of MCE, structured in the *Integrated Pedagogical Model of MCE skills training at the primary education level*, the implementation of which led to the increase of the quality of family education, communication, relationship, education and student-school collaboration family, including, to make the personal development of students and parents more efficient.

The theoretical significance of the research consists in the prospective and holistic/systemic approach of the MCE, including the conceptualization, analysis and identification of the theoretical foundations, which determined the argumentation of the elaboration and valorization of the praxeological foundations/pedagogical tools; establishing the curricular course of counseling and personal development of students in primary education, the substantiation and scientific argumentation of the *Integrated Pedagogical Model of MCE skills training at the primary education level*.

The applicative value of the research materialized in the development and validation of the set of pedagogical tools, which constitute the applicative foundations of the MCE, concentrated in the elaborated model, which proved to be effective in the educational counseling of actors in primary education. The research carried out demonstrated that all the structural components of the *Integrated Pedagogical Model of MCE skills training at the primary education level* can be successfully applied in the education and counseling of students of small school age, including parents and teachers. At the same time, the *Methodology for guiding the CE Standard-Indicators-Descriptors of the professional competence of the teaching staff, the Matrix of theoretical-applicative milestones of the MCE, the Mechanism for making the MCE more efficient at the level of primary education: systemic approach, the institutional program for the training of teaching staff in*

primary education, Training and the efficiency of educational counseling management skills etc., can be successfully applied in the professionalization of teachers at the primary education level.

The implementation of the scientific results was carried out within the pedagogical experiment by validating the target model, including through scientific publications and communications within methodological seminars, national and international conferences.

АННОТАЦИЯ

Стегэреску Лилия

Менеджмент консультирования в сфере воспитания на уровне начального образования

Диссертация на соискание ученой степени кандидата педагогических наук,
Кишинэу, 2024

Структура диссертации: введение, три главы, общие выводы и рекомендации, библиография, содержащая 190 источников, 23 приложений, 144 страниц основного текста, 20 фигур, 11 таблиц. Результаты исследования опубликованы в 14 научных работах.

Ключевые слова: консультирование в сфере воспитания, менеджмент в сфере воспитания, менеджмент консультирования по вопросам воспитания, начальная школа, младшие школьники, родители, преподаватели, участники воспитательного процесса.

Область исследования относится к общей теории воспитания.

Цель исследования состоит в разработке и экспериментировании теоретических и практических основ менеджмента консультирования в сфере воспитания на уровне начальной школы, структурированных в *Интегрированной педагогической модели формирования компетенций МКБВ для начальной школы* (которая содержит теоретические-практические основы).

Задачи исследования: эпистемологический анализ базового понятия *консультирование в сфере воспитания на уровне образовательных учреждений*; определение генезиса феноменов и основных понятий: *менеджмент в сфере воспитания и менеджмент консультирования в сфере воспитания*; определение и анализ научных подходов и концепций в МКБВ на уровне начальной школы; определение уровня и особенностей КСВ и МКБВ младших школьников; уточнение факторов и психолого-педагогических условий реализации МКБВ в начальной школе; разработка и валидация *Интегрированной педагогической модели формирования компетенций МКБВ для начальной школы* (которая содержит теоретические-практические основы).

Научная новизна и оригинальность исследования заключается в уточнении и переосмыслении основных понятий, в определении и анализе генезиса консультирования в сфере воспитания и МКБВ; в выявлении и анализе теорий и концепций научных подходов в контексте концептуализации менеджмента консультирования в сфере воспитания; в разработке и обосновании *Интегрированной педагогической модели формирования компетенций МКБВ для начальной школы* (которая содержит теоретические и практические основы).

Основные научные результаты полученные в процессе исследования, состоят в уточнении теоретических основ, разработке, концептуализации и валидации практических основ МКБВ, структурированных в *Интегрированной педагогической модели формирования компетенций МКБВ для начальной школы*, внедрение которой позволило существенно улучшить качество семейного воспитания, общения, взаимоотношений неформального воспитания и сотрудничества учащихся-школа-семья, а также повысить эффективность личностного развития учащихся и родителей.

Теоретическая значимость исследования заключается в проспективном и холистическом/системном подходе к менеджменту консультирования по вопросам воспитания/МКБВ; в анализе, концептуализации и определении теоретических основ, которые способствовали научной аргументации, разработке и валидации праксиологических основ/педагогического инструментария; определению содержания и задач куррикулума консультирования учащихся начальной школы по вопросам личностного роста; в том числе в научном обосновании *Интегрированной педагогической модели формирования компетенций МКБВ для начальной школы*.

Практическая значимость исследования состоит в рассмотрении и изучении проспективного и системного подходов МКБВ, а также в анализе, концептуализации, уточнении теоретических основ данного процесса, что позволило разработать, аргументировать и апробировать практические основы, структурированных в педагогическом инструментарии.

Практическая значимость исследования заключается в разработке, экспериментировании и апробировании *Интегрированной педагогической модели формирования компетенций МКБВ для начальной школы* (содержит теоретические и практические основы).

Внедрение результатов исследования состоялось посредством экспериментального исследования и апробирования в лицее, а также через выступления и обсуждения на педагогических семинарах, советах и в рамках национальных и международных конференциях.

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