

CURRICULUM MANAGEMENT PECULIARITIES OF AGRICULTURAL MANAGEMENT IN THE AGRARIAN ENVIRONMENT EDUCATION

C. Nesterenco, PhD in Pedagogy, Associate Professor.
Agricultural Technical College of Soroca, Moldova

The author of the paper presented issues related to agricultural education curriculum design and ways of improvement agricultural management. The author emphasized the implementation of competence-centered learning.

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Agricultural education curriculum design shows a complex activity that has the methodology and strategy, methods and specific evaluation procedures. Curriculum development methodology is a set of concepts, skills, items, documents or other type regulator, which governs the process of identifying, selecting and organizing appreciated the objectives, content and learning experiences. Curriculum design strategy is directly subordinated methodological concept as a whole and deals with preparation, planning and completion design concrete operations.

Implementation of competence-based education in agricultural colleges is done by: a) Organization of seminars on theoretical and practical shift to competency-centered learning, b) Designing and developing specialized departments at meetings of methodological issues on the transition to competency-centered learning c) Propagation advanced experience of specialist teachers, by informing and discussing performance specialty chairs meetings of the territory. d) Review of specialist disciplines modification programs and formulate their specific skills and the derivative/subcompetences e) Review of long-term teaching projects, with the inclusion subcompetences.

Education, skills-based, focuses on the process of learning, rather than on the teaching and defines what students must learn in terms of knowledge, skills and competences, in order to confer a qualification.

A. School subjects, which implements modern education based on skills taught in the school curriculum-2010.

B. Fundamental and specialized subjects are taught under the syllabi that

study during 2011-2012 are modified by setting professional skills.

Strategic objectives of any organization depends, to a large extent, by the presence and proper use of the resources allocated to human, material and financial. In what follows, we will argue several factors contribution to the educational institution to carry out its missions through various models and management programs.

Support for leading colleges "entrepreneurial University becomes" or "academic capitalism" characterized by a dynamic organizational culture and a management able to build appropriate strategies to achieve the mission. The implementation of such a concept in the higher education from Republic of Moldova (we refer, in particular, universities) are early stage only in some universities, he was institutionalized at the level of at least in special institutions, without mention of the entire system.

Management education institutions should reconsider their positions and style of management, the focus is shifted to teaching management, including human resource management with reference to the educational management. Last is the art of science of using political forces, economic, psychological and human resources of the nation.

In our opinion, at the college level, from the point of view of educational management, the strategy may be presented as a model or plan that integrates the major goals of the Organization and political action or steps in getting the goals. The goals of the Organization's objectives are, and strategies are the ways to be followed and the decisions to be taken in order for the Organization to achieve certain purposes. Developing these characteristics of

educational management strategy can be defined, synthetic, as a managerial process by which it is formed and it implements the directions and ways of development on a lengthy period of time. On the basis of the strategic concept on a shorter period can be drawn up and those models with a more concrete content.

Regardless of the scope, strategic management is based on personnel management, human resources, which, in turn, influences the organizational behavior considerably, and competitive environment. The phenomenon has become a competitive reality for educational institutions. In our vision, the competitiveness of the education sector of the College has at least three aspects of the show: a) between educational institutions, financed from the State budget (direct competition between similar profiles and, indirectly, among all the institutions after the prestige and influence in society); b) between the State and private institutions in both directions; c) between local and those in other countries (although, in a perspective of average competitiveness manifested in the phenomenon of cooperation, integration and globalization).

The last issue will become, in the foreseeable future, extremely important, due to the trends in education, internationally. We mean, first of all, the process of masificare of college education, which in one luxury was one for wide layers of the society. That is, resizing of the education through independent colleges or universities, colleges of becoming a service provider for the society.

The subjects of this type of education, organising a competition for providing educational services and for obtaining financial resources,

human and material necessary for the operation, turns in such a competitive environment. From the experience of other countries, we can see the gradual loss of the higher education institutions of absolute monopoly on the market of educational services, it is penetrated by other economic agents, in particular through open distance education become competitors of the universities. These trends in the restructuring of higher education and specialized environment requires speeding up the development of a national programme for the implementation of strategic management in education geared toward improving quality, enhancing competitiveness and, consequently, to extend educational collaborations intersystemic performance. For confirmation, make reference to the experience of Romania, where, by the order of Ministry of education and research (1998), the strategic plan of institutional development, including programs of short duration. So, in our vision, strategic management in the educational institution becomes viable through the development and implementation of the strategic plan and work programmes. The quality and realism of them will make the success of perspective of the institution, staff performance and competitiveness in the educational system. Planul și programul strategic urmăresc următoarele repere:

- will constitute a proof, that the institution has assessed the future directions of development by taking into account, in equal measure, internal factors (resources, services, etc.), as well as those of the institution;
- they represent a guarantee, that the institution is well directed, that is in a financially competitive and that can be used, in good condition, public funds and their own resources;
- will provide the possibility of leading educational forums to determine to what extent the objectives and strategies of the institution are compatible with the objectives and national policies in this area and will be an important point of reference in taking decisions regarding the institution;
- will demonstrate that the institution evaluates the quality and usefulness of its development programs

by tracking the degree of integration of the graduates on the labour market.

Unfortunately, the last place is the opportunity to help decision makers to identify structures development requirements of colleges and to formulate Government policy. From the methodological point of view, for drawing up a plan of a model or a strategic program, there are a few principles, recognized by management science unconditionally. First, is the vision of the College as an ideal State, projected into the future.

Concerning the drawing up of programmes or the methods of improvement of education, including the type of College, there are many opinions, but, in our vision, we have taken into account the following considerations:

- resistance, which opposed many teachers, the introduction of significant changes in the activity of the institution;
- the difficulty of grasping trends and future needs in a socio-economic context unclear;
- unable to fix things in a precarious and uncertain financial context;
- lack of experience in the development of such plans;
- the fixing of targets mostly too broad, whose accomplishment can be assessed or evaluated and which have no relevance for the future.

Judicious application of advanced practice is both in the interests of educational institutions and students (students) who will admit. The improvement of educational management in accordance with European requirements, which do not correspond exactly with the views of pupils (students) questioned, allows:

- educational institutions to assess all existing resources, since the production of the plan starts from the exact knowledge of the current situation;
- superior forums to assess the compliance of the strategies the Government policy and the descendants of those educational institutions; instituții ilor de învățământ să evalueze direcțiile de dezvoltare instituțională și șansele de succes;
- Government structures to identify the requirements and results in the development of educational institutions in the world practice.

Please note, that the most acceptable model for the Republic of Moldova is the integration of the efforts of the Ministry of education (and other Ministers who coordinate educational institutions), which represents the Government's policy in the sphere of education, with those of the institutions with a cross-reference from top to bottom and vice versa, which offers the possibility not only to control the situation, but also to manage, target according to the principles of international fora. Ministries will provide educational institutions the main components of the national policy in the field of education (the priority directions of development, financial policy in education, the detailed rules for drawing up the plan, etc.). Colleges, in turn, will correlate these components with their own intentions for the development, in the end, to be developed that plan, which, indeed, can ensure the evolution of ascending to the planned horizon.

A real plan, drawn up in accordance with the principle of thoroughly listed above, is a prerequisite for the success of strategic development, but not unique, since a special role in this context is to assess the operational plans. Monitoring the State of implementation of the objectives set out in the plan are to constitute the main concern of educational institution during the 3-4 years, which, as a rule, are included in the strategic planning horizon.

The education unit has primary responsibility for the good of the plans. To analyze the degree of implementation of the objectives, the head of the institution may call officials to fulfill them. Practice of application of such plans (and not compulsory in educational institutions) leads to the idea that systematic evaluation is preferable to the random and sporadic.

Note, that only a part of the objectives envisaged in the financial support of the budget appropriations, the performance of which is strictly required, including through the periodic reports submitted to the stable of the resort. By the way, we already have the colleges of Romania that, since 1999, are financed on the basis of the contract concluded with the Ministry of institutional education and research, which, in turn, takes into account the annual plans of

each institution of higher education, being funded and the entrepreneurial structures.

During the application of this provision were cases when some colleges, it makes to the best in fulfilling objectives, have lost some of the financing, not only from the budget, which have been forwarded to other educational institutions. So, that, for the avoidance of such situations, the institutions will examine the progress made in achieving the objectives but will make decisions to achieve optimal and rapid isolation.

Because, in Moldova, institutional development of schools of the College on the basis of new plans of study only at the project level, it is necessary to the development of the methodological norms of current and strategic planning that will accumulate the experience of other education systems, but will take into account the existing realities and. The activity of such a project should be preceded, in, preparing appropriate management frameworks that will ensure the implementation of the educational institutions of the new requirements, related to those of Bologna.

The investigations carried out by the author, I confess, that the institutions of the community, including those with agricultural profile, currently, working in inadequate conditions of contemporary requirements, which extends on the training performance, negative future-oriented. Implementation of the requirements of the contemporary educational system-level colleagues, will give them the possibility to:

- to be modular, so as to ensure transferability and portability, allowing changing professional career, both in the same domain, as well as between different occupational areas;

- to define explicitly, competencies, such as businesses, training providers, trainees and employees to find out about their existence, to know where can I find information about them and to be able to understand easily;

- to evaluate and certify the skills of formal learners and employees;

- to show clearly the levels of competence, so that the training can be done progressively, and the learner

to acquire continuing training, higher levels of proficiency, making obvious progress and increasing the possibilities of obtaining a job. Investigațiile noastre au demonstrat, că la asigurarea calității pregătirii cadrelor pentru agricultură în colegiile respective trebuie să se ia în calcul:

- to show clearly the levels of competence, so that the training can be done progressively, and the learner to acquire continuing training, higher levels of proficiency, making obvious progress and increasing the possibilities of obtaining a job;

- promoting cooperation and the exchange of experience between the bodies that have as their mission to ensure the quality of college education, as well as promoting contracts between experts of different structures of this area;

- internal evaluation or self-evaluation of educational institution, external evaluation, carried out by experts from outside the institution, as well as stakeholders to improve the training and education process.

Cooperation of experts will provide the required level of quality management of the institution subject to the assessment. As a result of the recommendations of the Council of Europe relating to strategies for quality assurance in higher education may be considered the Declaration of Bologna in June 1999, signed by the Education Ministers of 29 countries and the similar in Prague, in May 2001, with 32 signatories.

Note that quality assurance policy has more agents in the field of education in the Member States of the European Union, whose activities are carried out and extend throughout Europe. The Summit decisions Kopenhaga (2002), the objectives of the agencies have expanded considerably, on the one hand, by helping advertisers for quality assurance in education and by organizing exchanges of experience, discussions on practical issues, and, on the other hand, by promoting cooperation between transnational agencies for quality assurance and through the implementation of a European perspective in the work of these agencies. Without a doubt, in the Republic of Moldova, there are

other ways to improve the training of personnel, for example, promoting contacts and experience in the field of quality assurance, together with other stakeholders, such as: public authorities, educational institutions, students, students, parents, etc.; b. promotion of debates on how to implement the recommendations and contained in the external evaluation reports published by the agencies; c. providing expertise in the development of assistance programmes for quality assurance agencies in higher education; d. the focus of cooperation between these agencies and other bodies and organizations that operate in the field, exchange of specialists and students; e. development of instruments for quality assurance for educational programs opened, as a new direction in extension studies [2, p. 74].

Teacher training system in modern agricultural sector the main purpose of teaching activity is the quality of education, and her Foundation are professionalism and competence of graduates, which can be obtained in the first place, through compliance with the quality standards. If the quality traits and characteristics of the whole understanding of a product or service, you have the ability to meet the needs expressed or implied, then all the same definition we can express "match" with the purpose of use of the product and the service. In our view, there is an interaction between quality, providing education and training, recognition and communication of results, as well as between the monitoring and maintenance requirements through improvements designed for approval each year as part of the system and procedures of the organization.

Quality standards, being analyzed in the light of the fundamental elements of management, have lots of victory, if we take into account other circumstances: there is a constant level of quality; personal leadership is the keystone of a good management; quality is essential for the success of innovation; Professional, cultural and intellectual property of the rulers.

Quality, in any field, can be achieved only in the case of recognition of a long-term strategy, based on the following principles (see Figure 1) [1].



Fig. 1. The principles of obtaining strategic goals in education

Source: Adapted by author.

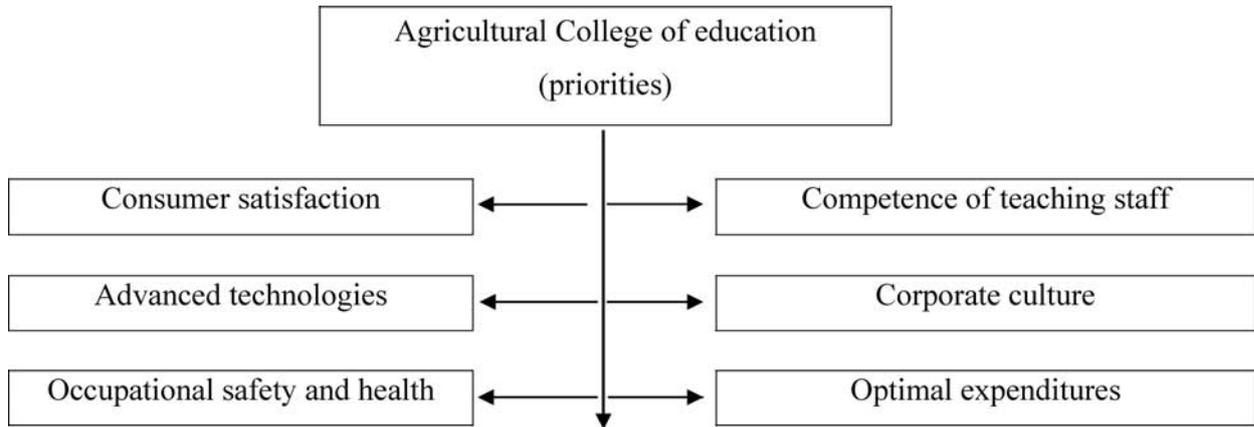


Fig. 2. Education priorities in the Agricultural Technical College of Soroca

Source: Adapted by author [1].

Please note, that the policy in the field of quality management education College of agriculture involves a few priorities (see Figure 2).

The implementation of these priorities requires a rational operation of the entire system, including the management of staff in charge of the quality of training and education. The College Administration is the leader of this system at all levels and ensure the financial support of the pursuit.

The priority system, implemented as part of the College, is based on the doctrine drawn up on the basis of the requirements of the education in the Republic of Moldova. The doctrine determines the policy, strategic objectives, instruments and guarantees continuous improvement of the process quality educational services and

specialists training.

The Mission of the doctrine is the formation and organization of the efficient functioning of the quality of education of qualified specialists, their planning, construction and continuous development of a civilized society.

Conclusions :

The strategic objectives of education within the College include:

- training your own service as an institution of professional education, recognized international certification of quality educational services;
- creating a system of self-development of the quality management of educational services, studies and carrying out the principle of continuous improvement;
- ensure to meet anticipated claims reviews external system students of

society in general; the internal system – employees and teachers;

- ensuring system for obtaining guarantees by the students of knowledge, skills and a training complex for self-realization in the society.

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