

## **THE ADHERENCE OF THE PHYSICAL CULTURE HIGHER EDUCATION FROM THE REPUBLIC OF MOLDOVA TO THE EUROPEAN HIGHER EDUCATION AREA**

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**Keywords:** higher education, educational reform, the studies' quality, academic mobility.

### **Abstract**

The process of Bologna has transformed the European Higher Education face. In all the countries the significant changes intervened and were applied, which allowed the appearance of the European Higher Education area and founded the Higher Education, which serves to a growing assortment of launched requests by the community and society; the structures from the higher education were modified, were developed the systems of quality assurance, were implemented the mobility facilitation mechanisms and were identified a number of problems regarding the social dimension of higher education. There is no precedent for a such project, which on the basis of voluntary cooperation, harmonizes and implements common objectives for the higher education systems from 47 countries.

### **Introduction**

The open European area of the higher education offers important and positive perspectives, respecting the diversities, but on the other hand requires supported efforts for the barriers elimination and the development of a teaching favorable frame in order to promote national and European university educational policies. [1]. The trends of the higher education development on the international level require us the formulation of the next imperatives in its modernization: the gradual transition to the profile higher education, accessible for all on the merit basis; the quality of the higher education – defined factor of the life quality; education- the reproducing basic factor and preserving the nation's health and the continuous education ( lifelong). In this context, the strategic goals of the physical culture higher education from the

Republic of Moldova can not be convergent than the social-economical development, because the university works like a modernization center, scientific knowledge and technological development.

The modernization educational policies of the physical culture education are realized in this way, as this one to satisfy the requirements of a knowledge society, in the conditions of an economical competitive market and of a society based on the European democratic values. At the same time , the priorities in the university strategic development are: the improvement of the physical culture higher education quality in agreement with the European and international standards; the increase of the youths inclusion degree in the profile education and the promotion of the wide access to the studies of the youths belonging to the economical, deprived, social categories; the assurance of comparability and compatibility of the physical culture national higher education system within the European higher education and the increase of the physical culture higher education competitiveness from the Republic of Moldova on the national and international area.

### **Material-method**

The realization of a diagnostic study contributed to the information's synthesis regarding the evolution of the State University of the Physical Education and Sport from its founding till now. Or, it can not replay an effective management process without a detailed knowledge of the guided domain, as well as its circumscribed context. During the study the global diagnostic was elaborated (regarding to the physical culture higher education in its assembly, and especially in the case of the State University of Physical Education and Sport). This study is recommended in the condition of an approach formulation, as well as the institutional development strategy elaboration. At the same time it was realized also a partial diagnostic, focused on the reference domain, one or more procedural and structural components ( ex. – the diagnostic of initial formation, university management or the scientific research etc.) . The preliminary documentation ( data and information regarding to the university and the significant procedural components) is the phase where we specified the data, the collected and registered information by us regarding the executed activities within the university, before and after the declaration signing according to the new educational reforms, that followed in the Republic of Moldova after 2005.

## **Results and discussions**

The SUPES development strategic goal is the adoption of some reforms which would allow the comparability and compatibility of its certificates and university grades at the European level with a view to promote the easier access of its graduates on the national and European labor market. Or, the realization of these wishes will assure the competitiveness at the national and European level of the physical culture higher education and its graduates.

Respecting the higher education development realities in the Republic of Moldova, can be formulated some strategic aspects of our university development in the context of the new pro-European educational reforms. In this regard, the strategy regarding the development of physical culture education from the Republic of Moldova, the district strategies and any reform program regarding the profile education in its assembly, must respect a number of principles. The general principles that will be considered as a reference in what we call it “the strategy of transformation as a development” [2], corresponding to the profile higher education development process from the Republic of Moldova, are the following:

1. The granted priority of the major objectives and less to the detailed appointment of the physical culture higher education development ;
2. The realization of an equilibrated profile education through the decentralization ;
3. The promotion of the implementing options variety of some decisions ;
4. The relations development between university and economical, cultural, sports agents and of the civil society;
5. The changes planning and awarding of a long sufficiently answer time, in order that the higher education system to can react to the interventions determined by the implementation of some new policies ;
6. The detecting of amplification points from the physical culture higher education system;
7. The determined tackling and well articulated of the change in education, so that the reform to involve all the dimensions of the educational system of physical culture;
8. The partnerships encouragement between the higher education system components and/or the scientific research system, starting from the simple cooperation, established in the realization vision of some limited objectives, till the fusion in education and research institutions,

able to confront with the stronger competition on the European or global educational market.

Among the major objectives highlighted through the Bologna Declaration and through the “Prague Communiqué”, the acknowledgement and quality evolution appears as one of logical consequences of diversification and as a necessity of assurance of the education quality through compatible European standards.[3. Starting from the mentioned principles in the Standards and European managerial lines for the quality assurance in the European area of the higher education , the quality assurance within the physical culture higher education is focused on:

- The increase of students but also the employees preoccupation towards the issues that regard the quality in the profile higher education , the ESG standards specifying that the assurance of programs quality and the academic distinctions must include “ a regular *feedback* from the part of employees, agents and the labor market but also other appropriate organizations” [4];
- The special importance given to the university autonomy, defined as a legal frame where the academic community (teaching staff, researches and students) exert their academic choices associated to teaching, learning, evaluation, research, making and transmission of knowledge, in conditions of self-control. The university autonomy is conceived in this way, such as to not become an obstacle in promotion of developing national strategies and the education European integration and the assurance of its quality;
- The education quality assurance and evaluation (internal and external) of the education quality, necessary and suitable to the reached objectives proposed by the university.

In the context of these imperatives, the studies quality within SUPES is assured and assessed starting from the next criteria:

- **the knowledge quality as well as general and professional competences of the graduates**, through the curriculum continuous modernization, influenced by social, economical, political , educational factors and reflects the relations between the university, society and labor market;
- **The teachers professional training quality**, that depends on the initial selection procedures, continuous formation, inclusively abroad, the motivation degree, engagement in scientific researches and educational projects. The quality of university

teachers will be improved inclusively through the academic mobility accomplished by the teachers. The investment in human resources within the university will greatly contribute to the improvement of the university studies quality in the physical culture domain;

- **The university scientific research quality** or, the university is an important structure of the knowledge production in physical culture domain. The activity of university scientific research is an important component of the didactic activity, a professional increasing factor of the teachers. At the moment the university scientific research is accomplished by teachers, researches, in scientific laboratories, within the research programs and projects ;
- **The quality of technical-material basis**, is influenced by the technical- material component and university infrastructure : studies areas, recreation areas, computerized libraries which assure the student's studying activity, system of social services. The development of university infrastructure is realized through budget allocations, using extra-budgetary funds derived from the studies fee, revenues derived from scientific research and the implementation of research results, from consulting activities by attracting private investors and by responsible administration /exploitation of the existent technical-material basis;
- **The mobility promotion and European opening**, through the students and teachers active participation to the projects and mobility European program; students reciprocal change on the basis of bilateral agreements; the creation of some informing services and counseling in the problems of international cooperation;
- **The stable relationship between the university and labor market**, which is the guarantee to assure jobs for graduates. The collaboration between the university and economical- social environment has a special importance in the entrepreneurial spirit growing of the SUPES students .The achievement of this indicator is assured through : the qualifications adjustment to the market requirements, the opening of the new specializations requested by the employees; the ascertainment of a mechanism just to allow the settlement of the majority graduates after the end of the first cycle in the labor field ; the graduates monitoring on the labor market; the development and approval of an analysis methodology and prognostication of the labor market on the

short, medium and long term; the optimization of practical activities within the economical units, the reduction of the graduates time integration in the professional area;

- **The students satisfaction degree** which is a characteristic element of the university activity. The evaluation of the satisfaction degree has as goal the students involvement in the quality assuring process, granting them the function of active partners in the increasing process of the academic performances. Possessing the own requirements and expectations towards the university , the students contribute to the elaboration of some proposals and recommendations, which may constitute strategic objectives and primary actions in the university development for the future perspectives.

In order of the European common area achievement of the higher education in the national higher education, including the physical culture, it was implemented the next steps [5]:

- The new structure of higher education ( I cycle, II cycle,III cycle);
- The European system of transferable credits (ECTS);
- The annex of the European model diploma;
- The assurance of the initial professional training process quality, as well as through the establishment of the quality management institutional structures as through the implementation of the new framework-Plan in the higher education;
- The improvement of the practice strategies;
- The elaboration of the new university curricular programs generations.

The new Education Code of RM [6] provides development opportunities of the integrated studies and double specialties, of the common studies programs. An instrument for the qualifications acknowledgement on the national and international plan is represented by the qualifications national framework developed in accordance with the European qualification framework. This one will contribute to the diplomas recognition, studies periods and graduates' competences from the physical culture domain of the Republic of Moldova. Or, by assuring an equitable recognition of the university diplomas, in theory but also in practice, it also provides the sine qua non functioning of the European Higher Education Area [7].

In conclusion, however, it is important to mention that the reforms launched towards the adherence of the physical culture higher education

from the Republic of Moldova to the European Common Area of the Higher Education are determined by the objective factors, such as : the development specific of the national economy, the requirements of the labor market, the social integration conditions through different kind of jobs, the traditions of the university education from the Republic of Moldova, the transition to a knowledge economy, the growing competition between the universities at the national and European level.

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**ADERAREA ÎNVĂȚĂMÂNTULUI SUPERIOR DE  
CULTURĂ FIZICĂ DIN REPUBLICA MOLDOVA LA SPAȚIUL  
EUROPEAN AL ÎNVĂȚĂMÂNTULUI SUPERIOR**

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**Cuvinte cheie:** învățământ superior, reforma educațională, calitatea studiilor, mobilitate academică.

**Rezumat**

Procesul Bologna a transformat fața învățământului superior european. În toate țările au intervenit și au fost aplicate schimbări semnificative care au permis apariția Spațiului European al Învățământului Superior și care au pus bazele unui învățământ superior care servește unei game crescânde de cereri lansate de comunitate și societate; structurile din învățământul superior au fost modificate, s-au dezvoltat sisteme de asigurare a calității, au fost implementate mecanisme de facilitare a mobilității și au fost identificate o serie de probleme privind dimensiunea socială a învățământului superior. Nu are precedent un astfel de proiect care, pe bază de cooperare voluntară, armonizează și implementează obiective comune pentru sistemele de învățământ superior din 47 de țări.