



Ludmila ARMAȘU-CANȚÎR

Doctor of Philological Sciences, Associate Professor, Director of Doctoral and Postdoctoral Education Department of State Pedagogical University "Ion Creanga". Chief Editor of a "Problems of Socio-Humanitarian Sciences" journal. Member of the Advisory Board of the Ministry of Education on Doctoral Education. Author of more than 100 scientific papers. Academic Secretary of the Joint Commission of Experts in the Field of Arts and Humanitarian Sciences of the National Council on Accreditation and Attestation of the Republic of Moldova. Academic Secretary of the Experts Committee in the Field of Literature and Folklore of the National Council on Accreditation and Attestation of the Republic of Moldova. Member of the Academic Council of the European Doctoral School of the Central and Eastern Europe. Projects Expert of the Academy of Sciences of Moldova, Professor of the Bucharest University

Доктор филологических наук, доцент, Директор Департамента Докторального и Постдокторального образования Кишиневского государственного педагогического университета им. "Иона Крянгэ". Главный редактор журнала "Проблемы социо-гуманитарных наук". Член экспертного совета Министерства Оразования по докторальному образованию. Автор более 100 научных работ. Ученый секретарь Объединенной Комиссии экспертов в области искусства и гуманитарных наук Национального Совета по Аккредитации и Аттестации Республики Молдова. Ученый секретарь Комитета экспертов в области литературы и фольклора Национального Совета по Аккредитации и Аттестации Республики Молдова. Член Ученого Совета европейской докторантской школы Центральной и Восточной Европы. Эксперт по проектам Академии Наук Молдовы, профессор Бухарестского университета.

REFORMS OF THE DOCTORAL EDUCATION IN REPUBLIC OF MOLDOVA: ISSUES AND OUTLOOK

In this article, I will be talking about reforms in the educational system in Republic of Moldova, in comparison with the european standards. It is an invitation to dialogue, but also to cooperation, aiming the creation of Consortia, partnerships, starting with the already formed experience of the Pedagogical State University "Ion Creanga" from Chisinau with some well known institutions from Europe and Canada. I will be approaching a rank of factors that generated these reforms, including the demanding raised by the new phase that the teaching, education and science of Republic of Moldova are going through, in order to refresh the current scientific movement, to make it more modern, to structure it, but also, the positive impact of the international colaborations for the european scientific integration.

Science represents the organised knowledge. "Wisdom represents life", Immanuel Kant once said, referring of course to the cohesion between the theoretical – practical scientific principles and their implementation in the day to day experience. The science and the knowledge represents very big treasures for people, they represent a continuous state of curiosity, research, experiments and analyse. The demanding raised by the new phase the the teaching, the education and the science in the Republic of Moldova is going through, was required in order to modernize, structure and refresh the current scientific movement.

During big changes in education, opening to de facto integration in the european academic space, the Pedagogical State University "Ion Creanga" from Chisinau, one of the oldest and most famous higher institution from the country – is the continuous promoter of the ideas that stimulates and represents the quality in

education. The eloquent proof is the workshops from December 2014 with the theme: Creation and administration of a PhD school: the example of the unversities members of the AUF Romania, that united us with the representants of the diplomatic mission from Chisinau, from the Francophone University Agency, Ministry of Education, National Council for the Accreditation and Attestation, of all the national universities – in the Senate Hall. The event was absolutely necessary in the context of the current changes in the PhD teaching, which represents another step forward to the european integration at academic level by plenty of opened opportunities thanks to this close colaboration at national and international level.

The success of the event belongs as well to our colleagues from Romania – Professor Lazăr Vlăsceanu (București), expert in PhD law; to the partners in the project Ecole Doctorale en Sciences Sociales, Universite Libre de Bruxelles,

EHES from Paris, University of Laval, Quebec, Canada, the New University from Sofia, Bulgaria, Universitatea de Bucuresti; the director of this school Radu Toma and the team, with whom we have a collaboration since 2009 – same year the summer PhD schools started to be organised at our University from Chisinau. Our students have access to academic mobility scholarships in Europe and Canada.

In this context, I can confirm that the new demands of the Bologna process stimulated the extension of the international relationships, of the academic mobility, scientific collaboration with different countries: Romania, Ukraine, France, Belgium, Bulgaria, Canada, Israel, Syria, USA, Turkey, India, Kirgizstan etc, that we are intending to extend and harness through scientific PhD projects and viable collaborations in the field.

We also have to mention the considerable contribution of the ongoing international projects at our University, aimed to adjust the programs of licence and master degrees at European standards. Without a consistency in the standardisations of the requirements, without raising the prestige of the scientist, of the intellectual, we will not have chances to a better quality of education, we will not have specialised researchers motivated to be involved in PhD programs, in perpetuation of the academical values. In this respect, we want to mention the undeniable merit of our colleagues from the National Pedagogical University M. Dragomanov from Kiev, Ukraine, that got us together in the project A teacher for a new Europe, coordinated by the rector of this impressive University, acad. V. Andrushchenko, together with the vice-rector – professor V. Lavrinenko and with a powerful team formed of very

important persons from Germany, Lithuania, Belarus, Armenia etc, in order to elaborate the curricula for master degree, adjusted to the European standards, but without reducing the national aspect, which is very actual in the context of globalization and of education after the principle: United by Diversity. So, a compulsory condition of the success of the doctoral study is the quality training of the young people at all previous levels with joint efforts of the academic community from the country and abroad.

This particular opening towards collaborations and international mobilities allowed organizing PhD schools for the students involved in these projects in European Institutions, but also in Canada and in the UPS Ion Creanga.

This is a real step towards the recognition of the diplomas and papers after studying, of the competitiveness in the labour market, by adjusting the level of the quality of doctoral studies at the European standards etc, also via mobility of students, professors and the efficient development of these projects generated the modification of the acts form Republic of Moldova and bringing them in correspondence with the European ones.

In this regard, The Parliament of Republic of Moldova approved a series of legislation in the Educational field: the Education Code of Republic of Moldova, Nr.152 from 17.07.2014, Regulation on the organization of higher education PhD, 3rd cycle, Approved by the decision of the government, nr. 1007 from 10 December 2014 that provide the re-organization of the doctoral studies following the European model, that would suppose studying in the doctoral schools organized on fields of research within the institution or Consortium with

other institutions from the country and from abroad. We are mentioning few important aspects of this provision.

– PhDs can be two types:

a. Research;

b. Professional (for arts, sports etc), the studies are accomplished on the basis of transferable credits (180 credits for 3-4 years of studies).

– Doctoral school can be established with a minimum of 10 professors authorized to coordinate doctoral theses in the field, they should be less than 65 years.

– Each doctoral school is coordinated by a scientific Council of the school that is subordinating to the Scientific University Council etc.

At the moment, these documents generated contradictory discussions, even if they are already in place.

In order to summarize, I will mention few important opinions that represent a synthesis of the debates on this subject, presented by Gh. Cuciureanu, who is responsible of the Direction of politics and monitoring PhD of the National Council for Accreditation and Attestation of Republic of Moldova:

– the PhD represents learning by researching and combining the two of them (learning and researching) is the most important factor in organizing this cycle of the higher education;

– Doctoral studies are a logical continuation of the other cycles of higher education and there should be a correlation between the regulations and politics promoted at different levels (including lists of specializations), but it would be ideal that the selection of the future PhD students to be starting from the cycle of master.

– There should be a general framework of the PhD functioning at national level and every institution that is organizing a doctorate (IOD) should

have the possibility of developing their own regulations, meaning offering a wide independence to the IOD, but accompanied by an external objective valuation and a very strict sanctioning in case of lack of quality or breaking the Ethic code;

– it is important that in the doctoral schools there is a democratic atmosphere, tolerance, freedom of thought, partnership, and not subordination between the Head of PhD and doctorate student; also the possibility that PhD student can choose a subject of research that is close to his heart.

– The evaluation of the doctoral schools should be made on the basis of results with innovative elements recognized at international level (articles, patents), since the science is universal and more and more internationalized;

– The doctoral school represents a community of recognized researchers and doctorate students that facilitates the cooperation on national and international level; the advantages of multidisciplinary schools and schools that facilitate the change of knowledge, and from here derives the necessity of some big doctoral schools, that would ensure the critical mass necessary for more and more indicators.

– doctoral schools should not be limited only at training the specialists for research and higher education, and from this derives the need of organizing a professional doctorate not only in the field of arts and sports but also in scientific and professional fields, that would open the doctorate towards labor market;

– The advanced classes and other activities within the doctoral schools should be instruments for developing skills and to preparing and presenting

the thesis and the PhD student should be able to choose what he needs at that moment but also in future, together with the professor who leads the thesis (without doctoral examinations);

– the scientific activities should not be mandatorily quantified in transferrable credits, also because each doctorate student has his own individual way of preparing the thesis and the fact that he will not be able to accumulate the credits that are necessary – should not be an impediment in presenting the thesis, the most important is to have a very valuable thesis from a scientific point of view.

– training the staff through doctorate should not be done on certain models, but it should be concentrating on their creativity; the main feature should be originality in thinking, capacity of finding original solutions to problems.

– Another important aspect is to ensure the mobility of the doctorate students from different funds, scholarships etc, that would ensure the circulation of ideas, assimilation by the students of new science acquisitions, another vision on the problems. In this

context we are also speaking about joint-doctorates. The experiences from Universities of Romania in training staff with joint supervision from Universities from EU, USA, Canada have a very big efficaciousness, as well as the existence of international scholarships as “Eugen Ionesco”, Erasmus, lanus etc through which students can gain experience in the most diverse universities from all over the world.

– Financing via doctorate grants should stipulate the whole diversity of expenses in the process of preparing a student: scholarship, remunerartion of the person who leads the doctorate, charges for equipment, overheads, mobility costs etc.

Therefore, the higher education from the country is going through very difficult changes, one of the most important is changing of mentality, of attitude, of possibilities. This is the reason why I initiated this dialogue in the Franco – European space and not only! – in order to overcome the moment of crisis during the elaboration of organization strategies and administration of doctorate schools following European standards.

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*АРМАШУ-КАНЦИР ЛЮДМИЛА.
РЕФОРМИ ДОКТОРСЬКОЇ ОСВІТИ В
РЕСПУБЛІЦІ МОЛДОВА: ПРОБЛЕМИ
І ПЕРСПЕКТИВИ*

У статті говориться про реформи в системі освіти в Республіці Молдова, в процесі прирівнення до європейських стандартів. Це запрошення до діалогу, але і до співпраці в цілях створення консорціумів, партнерств, починаючи з досвіду Кишинівського державного педагогічного університету імені, що маєть, Іон Крянгэ з деякими престижними установами Європи і Канади. Розглядаються ряд чинників, які привели до цих реформ, у тому числі вимог, що ведуть до нового етапу до якого йде виховання, освіта і наука в Молдові, але і в сусідніх країнах, необхідних для модернізації, реструктуризації, відродженні сучасного наукового руху, але і позитивного впливу міжнародної співпраці на наукову європейську інтеграцію .

*АРМАШУ-КАНЦЫР ЛЮДМИЛА.
РЕФОРМЫ ДОКТОРСКОГО
ОБРАЗОВАНИЯ В РЕСПУБЛИКЕ
МОЛДОВА: ПРОБЛЕМЫ И
ПЕРСПЕКТИВЫ*

В статье говорится о реформах в системе образования в Республике Молдова, в процессе приравнения к европейским стандартам. Это приглашение к диалогу, но и к сотрудничеству в целях создания консорциумов, партнерств, начиная с имеющегося опыта Кишиневского государственного педагогического университета имени Ион Крянгэ с некоторыми престижными учреждениями Европы и Канады. Рассматриваются ряд факторов, которые привели к этим реформам, в том числе требований, ведущих к новому этапу к которому идет воспитание, образование и наука в Молдове, но и в соседних странах, необходимых для модернизации, реструктуризации, возрождении современного научного движения, но и положительного влияния международного сотрудничества на научную европейскую интеграцию .