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THE ACQUIREMENT AND DEVELOPMENT OF RELATIONSHIP COMPETENCE OF SECONDARY SCHOOL TEACHERS AND STUDENTS THROUGH ROLE PLAY. RESEARCH IN THE REPUBLIC OF MOLDOVA AND ROMANIA

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CONCEPTUAL OF THE RESEARCH

This thesis aims to contribute to (re)substantiate the idea that the educational environment is not made up of objects, but of relationships between people. We are living in the paradoxical situation where school has increasingly powerful techniques and devices at its disposal, but "it has lost its purpose; children don't (anymore) know why they have to go to school", and they have technology at home and in their schoolbags. This situation has led to "the ruination of the ideal as a *pattern of excellence*, generating motivation, the need for imitation" (Stan, E., 2022).

In the "global village" we come to argue that relating is a necessary skill for educators and students because, together with them, everyone else grows. We speak of relating - as a continuous present - with the intention of separating this concept from the ubiquitous but vague concept of communication. The tendency to give priority to training tools - favored by the new digital technology "in which the functional and the quantitative prevail" (Bell, D., 1976) and the careless use of the language of education - imposes the need to understand how we can ensure the continuity of the essential elements through coherent explanations, in the face of mediacentrism and any "centrisms" capable of generating unfavorable perceptions or confusion. Schools are outpaced by the digital competences of this generation, which has access to information, but students do not have the criteria to transform information into knowledge. At the same time, the school has lost its power of seduction, of motivating the effort for learning, of ascension towards values (Stan, E., 2021).

Learning is not a passive process, but one in which the learner participates with the teacher because both take responsibility for structuring knowledge (Mioduser, 1998). Learners construct and reconstruct their understanding, knowledge and concepts (Bonk & Graham, 2004), developing their capacity to learn simultaneously with the evolution of cognition, and each new stage builds on the one previously traveled (Mioduser, 1998) that "the final achievements of learning are new states of the person" (Hirst, P.H., 1971, p. 12). Constructivists consider learning environments favorable if they allow multiple representations of reality, if they offer concrete tasks specific to the situations in which the process takes place, if they stimulate reflection and the valuing of experience (Dalgarno, B., 2001, 7), knowing that learning is built on existing cognitive structures (Siebert, H., 2001) and on the meanings attributed to new knowledge by the learner. The constructivist perspective on education, which is "the main postmodern theory of learning" (Albulescu, I., Albulescu, M., 2018, 136) because it is together growing, together remembering (as Șoitu, L., 2019) will bring us closer to knowing together, learning together, teaching together, understanding together, and increasing the effectiveness of joint actions of

teachers, who teach others and themselves by teaching others. Starting from these findings with an effect on thinking about school and the relationship between the main actors in the process - the teacher and the student - we will analyze the place occupied by specific "ancient, Christian and humanist" roles (Garin, E., 2003) and common roles.

The research problem: stems from the contrast between the rapid advances in technology that have transformed social life, including learning, and the lack of firm emphasis on the particularities of education (Burnett, D. S., Jurewicz, A. J. G., Woolum, D. S., 2019, Pink, D., 2022, Stan, E., 2022). In other words, the "engineering of learning" (Postman, N., 1992) has advanced faster than the actualization of the explanation of the motivation of education, the importance of teacher-student relationships in the formation of personality. "The idea that the environment contains objects is wrong. It contains relationships" (Clear, J., 2019, p. 84) that demand to be studied in any context.

The aim of the research is to substantiate and capitalize on the concept of teacher-student relationship in middle school through role-playing, the method of Social Theater - in all subjects.

The object of the investigation is to define the teacher's relationship process of teacher-student relationship in secondary school through the valorization of role-playing - Social Theater/Forum Theater method.

Research objectives: Theoretical argumentation and practical illustration of the concept of didactic relationships, in general, and that between teachers and secondary school students, in particular; differentiation between role-play as interpretation and that of assumption; analysis of the literature; identification of the formative values of role-play in the development of the competence of teacher-pupil relationships; the foundation of the concept of teacher-student relationship; the realization of the pedagogical model of teacher-student-environment relationship, 3PT&Ii; the elaboration of the intervention program on teacher training for the use of role-playing through the Forum Theatre method; the presentation of the results and useful recommendations for decision-makers and practitioners.

Research hypothesis: we assume that role-play - as an assumed exercise - has formative values necessary for the development of the teacher-student relationship throughout social life.

Methods and instruments used: theoretical research methods: scientific documentation, meta-analysis; empirical methods: questioning, experiment with stages: observation, training and control; data processing and interpretation methods: Atlas ti.6, qualitative analysis tool.

The scientific novelty and originality lies in: redefining communication competence by introducing the concept of relationships, which simultaneously covers all the components

involved, including technology, learning content, the actors - teachers, students, the environment - their interests and those of the transgenerational interests reflected in the educational ideal; developing the 3PT&Ii pedagogical model of the teacher-student-environment relationship; making a firm distinction between interpreting a role and taking on a real role in a responsible way (A. de Peretti).

The important scientific problem solved in the research starts from the paradoxical situation when the school has at its disposal more and more powerful techniques and devices, but "has lost its purpose" - a situation that has led to "the ruination of the ideal as a pattern of excellence, generating motivation, the need for imitation" (Stan, E, 2022) of models that stand the test of time. Relating is that which re-empowers, and role-playing is used as a method and means of learning and developing relational skills through past, present and future experiences.

The theoretical significance of the research is: to substantiate the continuous process of relating, providing through the 3PT&Ii Pedagogical Model the perspective of a unitary approach to the simultaneous growth of the teacher, the student and the environment. We make use of the image TPACK - Technological Pedagogical Informational Content in the Technological Domain, variant Mishra, P., & Koehler, M. J., 2006, the constructivist paradigm with the joint growth acceptance (Șoitu, L., 2019) and the Reggio Emilia pedagogical alternative. The pedagogical model 3PT&Ii, allows longitudinal and cross-sectional analysis of the development of the environment with the technologies at each stage and the importance of the process actors over long durations, of the T (time) coordinate - subordinated to the common ideal (I) and personal and group interests (i).

The applicative value is given by: the authorized course for teacher training on the use of role play, the program used in schools in favor of the Social Theatre method, in civic education lessons, but also in any other subject, as well as the pedagogical model 3PT&Ii, the research results through conclusions and recommendations.

The implementation of the scientific results has been realized in 12 schools in Romania and 12 schools in the Republic of Moldova demonstrating the specific difference of assumed role-playing versus role-playing. Syntheses, course support, articles, communications 3PT&Ii model are added.

Keywords: relationship, relationship competence, communication, professor-student relationship, serious games, non-games, role game as interpretation, role assumption, the responsibility of assuming, being and having a role, Social Theatre, oppressors, Reggio Emilia, learning, learning together, constructivism, TPACK model, 3PT&Ii model, digital, digitalization, virtual, ubiquitous learning, gamification, i-interests, values, I-ideal.

THESIS CONTENT

The introduction summarizes the topic, its topicality and importance, the aim and objectives of the thesis, the hypothesis, the methodology, the results obtained, the theoretical importance and applied value of the thesis, the methodology, the solutions, the tools developed and validated.

Chapter 1. ***Competence and relational competence: the analytical framework*** starts from a new perspective of defining competence, which we understand as the result of the person's relationship with himself, with others and with the world within which he will develop relationships of work, thinking, creation. This is the argumentative support of the definition that we give to the competence of relating as a common and continuous action for the development of the individual, groups, communities and the world. Priority will be given to understanding the person as a social being, capable of entering into relationships with the world through his or her own will and mutual interests. Competence becomes the ability to integrate actions with cognitive, emotional and psychomotor support (Roelofs, E.C. and Sanders, P., 2007) to take the form of attitudes, behaviors conducive to professional and social success.

In the school, pedagogical competence is confirmed not by the amount or the vastness of knowledge, information, skills, which the teacher possesses, because the teacher's competence depends on that of the student, his students, which he had previously, has at a given moment and on the common expectations of himself, his students, the society (environment) for the next steps. Pedagogical competence is a product of working together, but it presents itself as a specific dimension, particular to each one. Teaching competence is not confirmed by the *performance of the teaching process*, but by the *relationship between teacher-student and student-teacher*, by the links that have become real, effective, necessary, assumed and developed through the will of the two - engaged in the process of permanent growth, beyond the stages of schooling.

We speak of the unity between cognitive competences (related to scientific content), teaching competences, managerial competences as inseparable (Kunter, M. et al., 2013; Sulaiman, J. and Ismail, S.N., 2020), accepting the description offered by Mohamed et al. (2016), which can include at least ten elements: (1) knowledge of curriculum and subject matter; (2) planning skills; (3) effective use of teaching materials and technologies; (4) assumption of learning principles; (5) effective content management; (6) respect for individual and student particularities; (7) development of partnerships; (8) professional development and professional improvement; (9) readiness for new instructional strategies; (10) responsibility for the use of

ethical and legal norms, admitting that the *descriptive domains of pedagogical competence* (Apostolache, R., 2020) include: designing, planning, counseling and guiding students, process unfolding, assessment, classroom management, (self-)development and interpersonal relationships.

The decisive role of the teacher is also enhanced by another peculiarity of the instructional-educational process, which *is that the relationship is always involving autonomous individuals, who are different and unequal in terms of age, experience and expectations.* The results depend not only on the teacher, but also on the conditions in which the work is carried out - factors which have a direct and immediate influence - on the student's previous performance and the satisfaction derived from their achievements, their volitional abilities and the effort they put in.

Communication vs relational skills. In teaching relationships, we can talk about: direct, linguistic, discursive, situational, paraverbal competences and indirect, mediated competences: psycho-linguistic, intellectual, social, cultural, informational, technical competences. From Table **1.1. Communication vs. Relation**, on page 23, which is a development of the one offered by Șoitu, L. (2001, pp 43-44), we retain only the third column - the particularities of the relational competence which simultaneously involves language and verbal, nonverbal, paraverbal language; it concerns the personal nuances of creativity. Emphasis shifts to everyone's right and obligation to be (autonomous person) and to have a role; own styles of manifestation; diverse scenarios adapted to contexts; sensitization to discrimination; understanding, tolerance, tolerance of those at risk; valorization and correct self-valorization; trust in the power of the community by calling for participation, involvement; empowerment and self-empowerment in all forms; use of ideational content for *here, now and anytime, anywhere*; symbolic power of action - with value for oneself and one's group, for those present, for those one represents (past/present), but also for those who will know the effects post factum; correct use of symbols: attractive, expressive, persuasive formulas; behavioral rules appropriate to the role, objectives, stage of the actions; problematizing, dramatizing, staging, putting on stage, highlighting one's own and common accumulations; finality as social success (individual and common).

The thesis starts from the Palo Alto School's (Watzlawick, P.) emphasis that the message is content and relationship. The work is a leap from the "Pedagogy of Communication" (Șoitu, L., 2001), but also an implicit reaction to the exclusive "digital pedagogy" of content. If without digital communication, subsequent to analogical communication, from an evolutionary point of view, civilization and scientific progress would not have existed, we note that society does not only need technology, it can survive through forms of culture and spirituality. The motivation is

to say that all actions of educators have a sapiential core. The relational science emphasizes them.

Talking about the competent person implies answering the question by what does his/her competence prove? The thesis seeks an answer to the question of *how we capitalize on these qualities in teachers and students* in order to relate as well as possible and with as long-lasting effects as possible for their formation. *The relational dimension* is expressed by the effectiveness of participation in the action in which the actors of the process are involved - accidental or planned. The analysis of any act takes this dimension into account, which shows whether in their "game" the participants acquire the motivation to maintain visual and auditory contact, exchange ideas, emotions and commitments, or whether there are waivers, corrections generated by other elements that are proven to be of greater interest. The relationship is generated by interests and is maintained to the extent that they meet, it is amplified by the deciphering of new dimensions of the chance of fulfillment and other cognitive, affective and action needs.

Necessary conditions for a competent person in the relationship are: *a wide range of behaviours; the ability to find the right behaviour – sine qua non; the ability to fulfil one's role; sensitization of the start, captatio benevolentiae, method of rhetoric; empathy; cognitive complexity; self-observation; commitment to the relationship - commitment to a person and commitment to the message; technical literacy; the ability to store; the ability to meditate.* A relationship is established between the main actors in the process - the teacher and the student - in which each is, is influenced, but also consciously influences. Since the training action is part of a process, the relationship between the participants goes through all the stages and takes the form of sinusoids, which it records.

The chapter's conclusions confirm that any of the meanings given to competence bears the imprint of what each person and groups, large communities, learn, need to learn only together in order to be able to integrate, develop, assert themselves in school, professional, cultural, social life. Definitions, whatever the perspective, will cover knowledge, skills, aptitudes, abilities and attitudes, defining elements for the content of learning, but the level of competence depends on its importance for the learner - for oneself, for others, for the environment. Competence bears the imprint of facts, ideas, theories that a person has in analyzing and understanding a subject, a theme, a field. Competences define the individual at each stage of his or her development and foreshadow future developments. In essence, *the "eight key competences" themselves are one, they are relational competences, which express and confirm the optimal manifestation of the person, in various forms and contexts, with the aim of*

affirming, validating and continuously developing one's own potential and the aspirations of all, in accordance with bio-psycho-socio-cultural needs and perennial values.

Chapter 2. ***Role play as a method of learning and education***

Albert Bandura's social learning theory, Albert Bandura, explains how desirable as well as undesirable behavior is acquired and maintained through relationships. Observation takes precedence due to *imitation*, which can take place even when the subject is not included in a special learning and reinforcement program. The role of the social as a source of behaviors is emphasized. Bandura confirms the hypothesis that behavioral changes cannot be merely responses to stimuli, but are acquisitions made in the context of interactions between the environment and the particularities of the person and of the people involved or not involved in the process. The rule: social learning is acquired through exposure to real-life role *models* - from which one intentionally and/or unintentionally picks up existing behaviors in others - brings to the fore the contribution of *imitation* processes and, later, of *identification* (with the role taken over).

The work is also generated by the need to keep the child in the environment in which he or she discovers patterns, and assumes them in order to keep them in their natural reality, regardless of the proportion of virtual added. The paradox of the new stage is that the student finds it increasingly difficult to relate to his or her neighbor, his or her classmate, but can have virtual 'friends' from any place, of any age and of any cultural or spiritual persuasion, whom he or she knows he or she will never meet or want to see. In this sense, there are also adverse effects such as low-effort networking options, where there is no need to travel from one place to another, no need to prepare in advance for the meeting, because it has technology. In terms of the depth and duration of these forms of relationships, the fragility given by immediate needs and "disposable" relationships can be perceived (Șoitu, L., 2019). Friends become important not for the qualities, virtues shown, but for their number. Consumerism imposes quantitative evaluation, quality is attributed, exclusively, to quantity. The "role models" encountered on the networks are more common than the people established by family and school. The relationship with a person is understood as a moment, one of the thousands of possibilities offered by technology. The targeted gain is attributed to the number, not the quality of friends (Șoitu, L., Pascu, M-S., 2024).

Role-play, as a serious form of learning and education, highlights - according to the rules of Forum Theater - more and more *oppressors*, among which is technology elevated to the rank of (official) intelligence. Our approach will not ignore the invocation of these realities. The game is used as a method - through role-playing - and as a means, the main tool for teachers and students to learn, train, practise, improve and perfect their interpersonal skills.

The school will demonstrate that the game is not play - by providing examples of how it can be transposed to areas, universes where routine and maximum creativity are needed. Training play is not "at will", but compulsory for everyone. Anchoring in previous and future experiences becomes the proof of effectiveness. Role play can do that, through behaviors different from those usual to the role of the student, silent, obedient, opportunist/conformist, good not to offend, to make an impression, but to test oneself and others in different hypostases, to provoke risk, to break the wall, to validate the security conferred by the good instructor who knows how to break out of the patterns without leaving, the objectives, the goal. Our experiment will provide such images.

The didactic game is as rigorous a method as arithmetic (Solomon Marcus). It is the place where everyone learns how the future has stepping stones and that on one of them they will find themselves. This is the origin of "children's gardens/kindergartens" (Frodel), Montessori schools, O. Decroly's educational games. The idea is given by the understanding of the person as "a dynamic and absolutely particular reality for each individual, with interrelated cognitive, emotional, behavioral and physiological references" (Albulescu, I., 2022, 128).

"Play becomes seriousness and seriousness becomes play" (Huizinga, J., 2002, 49). It is the lesson about the need for effort, that success requires involvement, struggle, that success is not guaranteed. Maria Montessori (1938) would say "work" for "play" and vice versa - canceling the difference.

Freinet offers a picture of the otherness between serious work, "work-play" and serious play "play-play", and Carse's (1986) *finite* and *infinite* games show how to play, to assume the finite. which brings the beneficent ingredients of the moment - wealth, social position - and the infinite of games rich in less tangible, but greater, lasting, non-perishable elements.

Values of role-play in the development of the teacher-student relationship

The didactic game method is based on the child's playful attitude and predisposition, on that "playful state of mind" (Huizinga, J., 2007), on the need to enhance the formative role of the content, the environment and the fullest possible involvement of the students. The success of pupils and teachers can only be joint, never the success of one party. We make a distinction between game (game, play) "a spontaneous, intrinsically motivated activity, accompanied by pleasure and fantasy, which is carried out according to certain rules" and learning games which are "methods of learning and work, (....) are similar in form to board games, but in terms of their thematic content they have a learning purpose" (DPED, 2001, 161). The role-playing game based on the Social Theater/Forum method is more than *a game* because it involves playing, taking on the role, not interpreting it, the essential thing being social, not artistic, success. The importance

of the method is both for the teacher, who in this way facilitates learning and assessment (Sensevy, G., 2011), but also for the teacher himself, and for the students who are invited to try, to directly check their understanding, usefulness and the possibilities of new uses of what they have received.

What is new is their digitization, at the expense of which we can talk about *Digital Games Based Learning* (DGBL - Digital Games Based Learning) or *Games Based Laerning* (GBL - Games Based Laerning) when they are not specifically designed for school, but are also used for this purpose (Becker, K., 2021). The author also includes the phrase "digital games pedagogy" (DGP) by which we can talk about the use of these games in the act of teaching and learning through games. The distinction is made between the action of the teacher, who also learns using these media, and that of the student, who is provided with learning contexts based on games of this kind. For the distinction between forms of teaching and those of game-based learning, we use as support the table provided by Katrin Becker, 2021, in *What's the difference between gamification, serious games, educational games, and game-based learning*. We note, however, that DGBL - Digital Games Based Learning is not "digital pedagogy", because there is no "analog/analog pedagogy" either, since pedagogy involves both content (the digital) and analog = relationship (Palo Alto School).

Gamification itself is nothing but "the use of game design elements in non-game contexts" (DETERDING, S., 2010), which "is not necessarily about (for) learning and can be used in any context" (BECKER, K., 2021). If by "non-game contexts" we mean the framework for the manifestation of serious games, among which didactic and educational games are recognized, then, gamification excludes entertainment, although we are witnessing the invasion of *entertainment* in many pedagogical texts or, more precisely, the generalization of the idea that school needs the entertainment of digital technology.

Emil Stan considers video games as a "component of today's pop culture", but he also wonders whether *"video games are still games by Huizinga's standards?"* (2022, p 226) The answer, given on the basis of an extensive meta-analysis, is negative because video games "have turned into a business", they have an interest in profit. The concern to be well constructed is not for the effect on players, but the number of players attracted to increase profit. The conclusions of the table show nuanced differences.

The conclusions of the chapter take up the ideas that: social learning is acquired through exposure to real-life models from which one learns, behaviors existing in others through imitation and, later, identification; there is a difference between game (play) and learning games; role-playing assumed and targeted by our thesis, involves *playing*, practicing, essential for social

success; role-playing games, as serious forms of learning and education, highlight - following the rules of Forum Theatre - the oppressors in the social environment, including technology elevated to the status of "pedagogue" and "educator".

In school, play is the lesson about the need for effort oriented towards academic, professional and social success. Even in the age of digitization, the school cannot seek amusement any more than it can cultivate suffering. Students know, "work-game" mobilizing simultaneously their motor skills, logical skills, memory, language, metacognition, concern for constant self-evaluation, interest in problem solving, for learning (Amory, A., 2001). Through Role-playing the teacher facilitates learning and assessment of students (Sensevy, G., 2011), but he also learns; game-based learning and gamification does not have games specifically designed for school (Becker, K., 2021); the teaching game is not gamification; in role-playing, role is serious, the game is practice, playing is learning, not playing (Pascu, M-S., 2023).

Gamification is business. That is why it is required to be (necessarily) attractive. The focus is on rewards, but it is also about 'maintenance' and checking the good functioning of skills in children, the employed and retired. The video game manufacturer puts profit in the foreground and educational interests in the background. The game for learning cannot be created by someone outside the field of learning. School has always had elements of games, specially constructed games, according to pedagogical, moral, ethical and cultural criteria.

Chapter 3. ***Teacher-pupil relationships. Concept and methodology of role-play development***

Relating is the action of *relating two or more phenomena, events, etc.* (DEX), and, we will follow *two or more* people with goals that go beyond the functionality and effects in the product of interaction, but on each of the subjects and those who will continue the common development. Teaching activity involves broad, complex, diverse interaction. First, unilateral, then interaction, dialog, dialogical action, reciprocity, as much trust as possible in each other and in oneself - being an *enriching exchange, a transfer, an offer*, but also a pretext for *taking note* together with others - is *questioning*, keeping the idea of common interest in knowledge, interknowledge and selfknowledge. The teacher-student relationship, in Hameline's sense, is defined by *metastability*, something "which is apparently stable, but which at the slightest external disturbance is destroyed" DEX.

Particular features of the metastability of the teacher-student relationship: the teacher takes *the initiative of the start*, who initiates the "communication" and often seals its becoming: the feedback is the proof that each participant is simultaneously both sender and receiver in a system where no one "cannot not communicate" who communicates communicates (himself)

increasing the *educator's responsibility* (Palo Alto School); the essence of communication are the relational processes between people - their behavior. *Complementary relations, symmetrical relations, parallel relations* are important, when everyone realizes that only together they can find solutions to problems and to the future development of the common path.

Reciprocity in education takes the form of dialogical reciprocity, but didactics "in action", has for both the teacher and the student, a double hypostasis - of organization and self-organization, self-teaching (Pavelcu,V, 1976, Albu, G. 2016). Safe relationships between teachers and students presuppose: always appropriate behaviors, immediate interventions and shared culture (Ulrich, C. 2016).

The conclusion is that we can talk about the unity and complementarity of the relationship when we analyze the direction from the multitude of teachers to the students, as well as when we go through the reverse direction. Relating is an action generated by the need for everyone to fulfill their role, to achieve the purpose of their own being and that of those in contact with them. There is another sense of the unity and complementarity that relationships bring, the transcendent, transgenerational one, which we find emphasized by theologians, pedagogues, philosophers and historical personalities: "We took the country from our grandchildren" (Regele Mihai, 2011).

Stages of relationship education.

In a summarized overview, we can say that relating is:

a. The continuous present, as a permanent transgenerational intersection on the horizontal and vertical of the shared history with that of the person, at each moment of his or her evolution - Figure 2.2, p. 78.

b. Communion. The golden moment occurs when "a you becomes I" (Eminescu). Relating as a process accompanies the growth of the student and, implicitly, of the teacher, often takes the form of communion - when the pupil transforms the teacher into a model, and the teacher relates to one, many or all of them as a chance of becoming professional, vocational and the only form of social success.

c. Multiple. The understanding of the relational process is based on the *theory of evolutionary systems* (TSE), due to Ford, D.H., Lerner, R. M. (1992) for which the whole development of the person and, in particular, of the child implies *a dynamic and multiple relationship* linked to contexts; the understanding that nothing is the result of the child's competences alone. Development is the result of relationships and interactions with the environment, of reciprocal influences - person-person, environment-person, person-environment – also presented by Bandura's (1982, p. 4) three-dimensional model of reciprocal interaction, taken up in the thesis.

The school has permanently recorded several forms of relationships, the constant and specific one being the direct one, whereby encounters take the form of "face to face", with the mutual and complete perception of presence. The emergence of new electronic and digital technologies has amplified the possibilities of distance encounters, through the ubiquity of learning, *ubiquitous learning.*

d. Emergent. The corollary of the teacher-student encounter is provided by the moment in which what each actor in the educational dialog *feels becomes* "useful, provocative, exciting, favorable to future manifestations". In the thesis, on page 86, we have taken the "basket of the reality of communication" (Șoitu, L., 2001) in which we identify a triple decantation: what starts from the teacher towards the pupil, what remains, what he/she feels, understands, accepts, but also what he/she will become. Relationships have no limits in space and time. The limits remain at the moral, axiological and content levels.

Strategies for applying role play. *Unusual situations* are those that are unforeseen but not incomprehensible. Causes may be as yet unknown, but also just ignored. Avoiding or minimizing the effects obliges the trainer to prevent them by starting from the usual situations, through *exercises* placed in different contexts. Our hypothesis is that the unusual itself can be improved by knowing how to encounter it. Interpersonal and group relationships have the potential for good improvement conferred by the transformation of the unknown into a complementary element and not as a complement to the wider or more restrictive manifestation of elements already known and verified. In this sense, the pedagogical experiment provides the analysis and identification of the roles necessary to understand the causes, effects and ways of intervention. In order to diversify situations with unpredictable potential evolutions, we use the Forum Theater/Social Theater method in all school subjects - regardless of the curricular area.

The role-play training was aimed, on the one hand, at preserving/keeping to the objectives of the middle school curriculum and, on the other hand, at using the Forum Theater method in lessons. From the 6th grade curriculum, we chose the subject *Social Education*, where students are used to use *social theater*. According to the syllabus they study topics on INTERCULTURAL SOCIETY - VALUES AND PRINCIPLES. We have retained those topics that were planned for the project period. The novelty was to structure the knowledge in such a way that each lesson - regardless of its theme - emphasizes the same idea of social value for the formation of behaviors required by the Social Education curriculum. Thus, all the applied lessons talked about: S1. *Acceptance and respect;* S2.*Valorization and promotion (together);* S3. *Solidarity and reciprocity*. In other subjects, rules used in social education lessons have been invoked; specific situations and contexts related to social life have been created; teachers and

students have targeted role-playing skills to foster social success. The message of any lesson is that we will find rules in all areas of natural life, studied by all sciences: chemistry, physics, biology, astronomy, music, mathematics, etc. The common task of teachers and students is to research them, to know them in order to understand the functioning of the natural ecosystem and to stimulate its use for social success, but without causing imbalances in the unity of universal determinism - present in macro and microcosm, in macro and microsystems.

The 3PT&Ii pedagogical model of the teacher-student-environment relationship. In recent decades the vertiginous development of tenology has brought about transformations in all social domains, including education (Koehler, M. J., Mishra, P., & Cain, W. 2017, Willermark, S., 2018, Ertmer, P. A., Ottenbreit-Leftwich, A. T., & Tondeur, J., 2020). However, firm emphases on its particularities are lacking (Burnett, D. S., Jurewicz, A. J. G., Woolum, D. S., 2019, Pink, D., 2022, Stan, E., 2022). The "engineering of learning" (Postman, N., 1992) has advanced faster than the updating of explanations of the motivation of education, the importance of teacher-student relationships in the formation of personality. The continuity of pedagogical principles needs to be supported by arguments specific to each period of civilization's development, not abandoned. Despite the increasing use of technologies, there is a significant gap in the understanding of their effectiveness in improving the teacher-student relationship. It is here that our contribution through the 3PT&Ii pedagogical model of the thesis is situated.

Among the explanatory models of how new "intellectual technologies" (Bell, D., 1976) influence development, TPACK = *Technological Pedagogical Pedagogical Content Knowledge*, variant Mishra, P., & Koehler, M. J. 2006, but also subsequent ones - Koehler, M. J., & Mishra, P., 2009, Mishra, P., Koehler, M. J., & Henriksen, D., 2011, Koehler, M. J., Mishra, P., Kereluik, K., Shin, T. S., & Graham, C. R., 2014 - enjoy high praise. The newest revision - Koehler, M. J., Mishra, P., & Cain, W., 2017 - prioritizes applications in education.

For the pedagogical model 3PT&Ii we use: the TPACK image of "Pedagogical Information Content in the Technological Domain"; the constructivist paradigm with the acceptance of the whole growth (Șoitu, L., 2019); the Reggio Emilia alternative. The utmost importance of the TPACK model is its applicability to any period in history - past, present, future. Most of the analyses reserved for the TPACK model - *Pedagogical Information Content in the Technological Domain* - prioritize technology, endowing it with pedagogical virtues. The discussions are lengthy, if we consider that every piece of wood that a child straddled was a horse-riding practice, every carpet became a vehicle for supersonic flight. That potential does not belong to the objects, but to the one who endows them with powers through imagination. Now we are witnessing the *ennoblement of technology* with the power of the teacher, of real friends,

of the social universe populated by augmented reality of virtual times plunged into the *metaverse*. What cannot be forgotten is that Man used the horse after taming it, he used the flying machines after making sure that they brought him back to the reality that inspires him and allows him new realizations.

We have fixed the TPACK model at the base, on the time axis, as an element specific to each stage of technological development, from which other knowledge and means will be permanently selected. From here the composite picture of the model starts. The thesis contains details for each of the three levels: TPACK, 3P and MCV. The student, like the teacher, will make use of the tools at their disposal - discovering that they are not alone, growing together with teachers in a continuously changing environment (Rytivaara, A et al, 2019).

The second premise, the Reggio Emilia pedagogical alternative, we discover through: emphasis on the interaction between space and the educational process (Ceppi, G., & Zini, M., 1998, Vecchi, V., 1998, Hewitt, V., 2001, Moss, A., 2019); broader approaches to the process (Hall, E., & Rudkin, J. K., 2011, Edwards, C., Gandini, L., & Forman, G. (Eds.) 2012); approaches that make it possible to enjoy togetherness of success and growth.

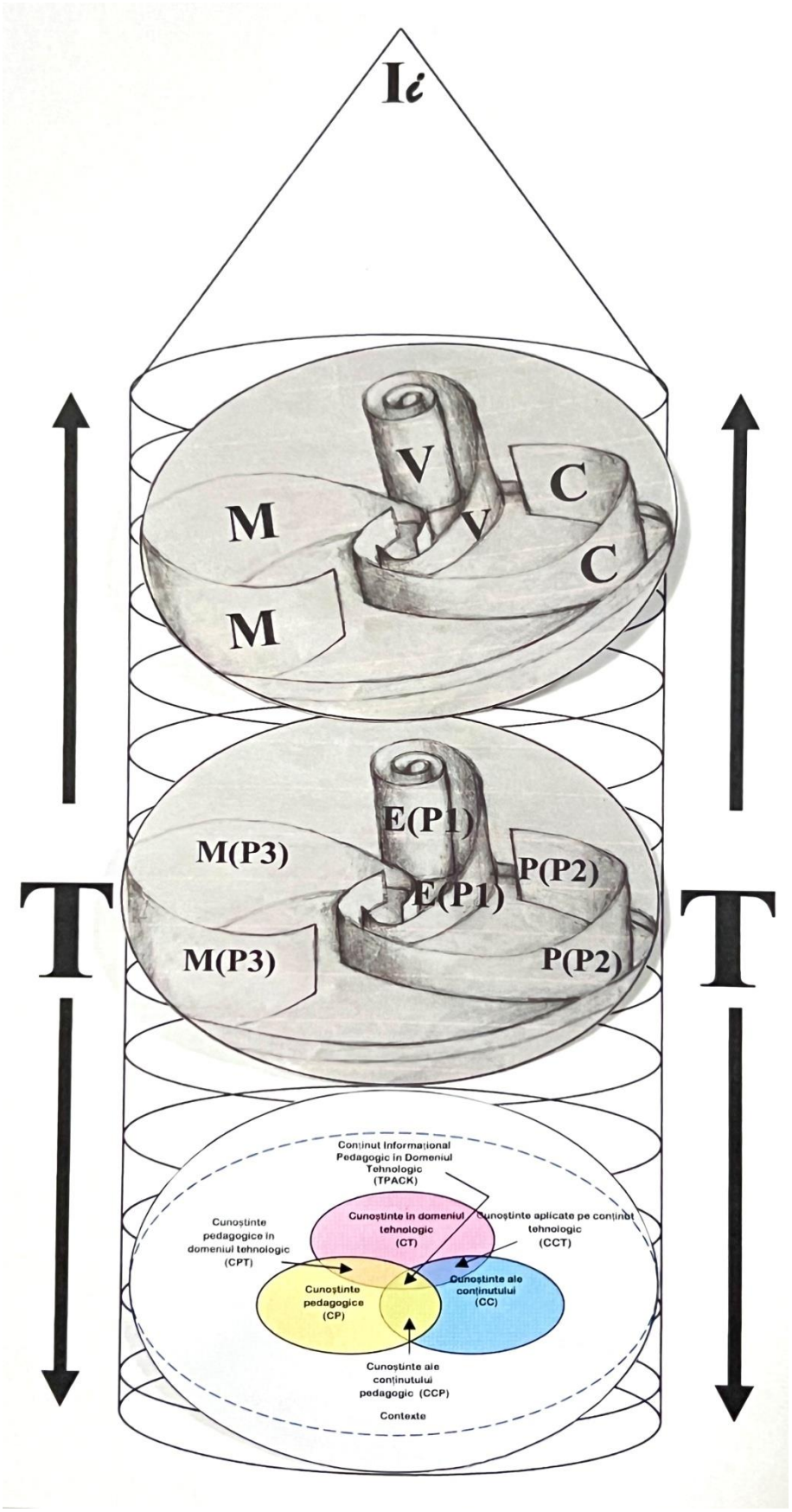


Figure 1. The 3PT&Ii pedagogical model of the teacher-student-environment relationship

We have built the 3P&T platform, the second level, through which we represent the simultaneous becoming of the *S-student, the T-teacher, the E- environment* placed on the *T - time* vertical - using the technologies of the stage. S-student, T-teacher, E-environment *support themselves with specific forces - resulting from their intersection/relationship*, from *their congruence/incongruence*, at any moment of the evolution of the individual, the group and the society. We speak of a simultaneous unfolding of T-S-E / S-T-E / T-E-S, where each occupies a central place, but with the aim of their joint development. For Reggio Emilia both the teacher and the student relate to the environment as an element favorable to growth and to the relationship between them. Thus, the environment becomes the P3 - the 'third educator'/teacher (Strong-Wilson, T., & Ellis, J., 2007). Each student is a teacher, but has two: one in the classroom and the environment - with permanent and different influences from one stage to the next. The environment, **the context becomes a partner and educational resource for the student and the teacher**, but neither will cease to be a teacher, to learn, defending its stable equilibrium to the maximum.

Each T and each S is loaded with elements of background and interests, different but also common possibilities. In the context of each developmental stage the pupil, the environment and the teacher simultaneously intersect with the particularities of that particular T-sequence of their own development. Each comes with a larger or smaller base, broader than the other expects, with the roots of his or her becoming. At any moment of the meetings the elements compatible to all are selected.

The meeting place of the 3Ps, located at the center of the T-platform, is equally everyone's and everyone's. Each supports and relies on the specificity and potential of the other, but also has its own freedom of movement and motivation - including the environment through its tendency to conserve. Motivation, interests, some contrary, become forces, which give speed to the ascent of the 3Ps on the T vertical.

The results are the responsibility of the teacher and the pupil, first of all for themselves, and then for the state of the environment, which is reserved for other generations. The relational competence between T and S energizes what unites them in any context E - interests, finally, the educational ideal - valorizing K - acquired knowledge, transformed into new skills, supporting V - values. The intersection between Environment - Knowledge - Values applied to each of the 2Ps, through T becomes a new platform (third), a new spring, which makes possible the intersection with the space occupied by T-S-E and rests on what will always be the necessary means and resource, on TPACK - the other stage of a "time tunnel". For these reasons, the surface on which the 3Ps are seated does not keep them on the same level, it allows each to

leapfrog the others or fall behind. They can remain at the level of the previous TPACK - making an effort to accommodate, because *"the final realizations of learning are new states of the person"* (Hirst, P.H., 1971).

The central axis - made up of the common intersections of the two ascending platforms, T-S-E and E-K-V - joins with each TPACK, giving the imprint of the educational system's capacity for integration and preservation. The harmonization of all the elements involved in the process is given by the consistent pursuit of the Ideal, which crosses the epochs and the changing interests of individuals, groups, epochs. Of course, we will not ignore the importance of the means, the tools offered by TPACK, which are taken as from a device (warehouse) with an ever newer equipment. On the other hand, we can imagine the footprints of the ascent on the axle. They are like the trunk of a tree, in the section of which specialists can decipher the climatic values of its growing years. This time, the development is not only based on minerals, water, light, temperature, but adds the teacher's, student's and environment's own connection with the higher Ideal and higher interests. The corner-stone will be the common Ideal. *I*- Ideal and *i*- interests, *Ii* is established as the central element of attraction motivating the search for the good use of knowledge and environment - as present and past for the future. Finally, there remain T and S accompanied by K - new knowledge and V - perennial values oriented towards *Ii*. *I* - *Ideal* is the guarantee of transcendence, continuity and *i* the inevitable *interests* of the moment, the stage. The advantages provided by the continuity of the team, learning continuously and together, reflect and develop the assumed goals (Pratt, S., 2014; Rytivaara, A. et al, 2019).

The 3PT&Ii pedagogical model has strong symbolic value. From the image offered, P1 learns that his teachers are not only those in the classroom, but there is another permanent one, the environment, which seemed inert. P2, the teacher himself changes his self-perception. There are two others with the same name, but with separate roles that do not cancel his own. The environment itself, which has been understood as a repository of diverse products (knowledge, means, values, interests) is perceived as the equal of the two. The full significance of the model is realized when symbolic power is attributed to each of the three P's - even if it will not be equal. The hierarchies will be episodic, the process increases in dynamism, the rules become firmer and assumed by P1 and P2 for the favorable evolution of all. The 3PT&Ii pedagogical model - based on the pedagogical content of technology - demonstrates that digitization does not offer any breaks for the teacher, the pupil or the specialists. TPACK is a stage, which requires more knowledge and much more rigorous criteria for extracting pedagogical content from everything. The proposed model as a section in a "time tunnel" with three plateaus. Each element on them can move forward or fall behind. It's not the speeds that are important but the selections,

which end up on the last plateau: K (viable knowledge), V (perennial values) and E (new environment). In the end, it is important if people have not forgotten their (human) Ideal, even if there are small "i's", interests. All are centered in the "Stone at the top of the angle", in which both the cornerstone and the stone to be reached are found. The ideal belongs to each and everyone. That is why, in education, the path chosen is more important than the target.

The conclusions of the chapter confirm the importance of the concept of the teacher-student relationship, which is an action with a didactic-educational purpose, it is the didactic process itself. This explains the understanding of the act of teaching, for example, as being subordinated not only to cognitive objectives, nor only to didactic, organizational objectives, but as an educational process carried out simultaneously on the coordinates of knowledge and education. For the student, the teacher is proof of the existence of a set of binding criteria, principles and values. From the teacher, the student learns and understands that he or she is the continuation of what he or she discovers in the generation of educators, family, school and society. *The teacher-student relationship bears the imprint of the relationship between teachers and their pupils and is built on interests subordinated to simultaneous growth, in accordance with principles and norms that define the responsible person and create contexts favorable to the affirmation of man as a perennial value. It is the process through which everyone understands that no one achieves perfection alone, but only together with equals and non-equals (status, role, age, values), through their permanent confrontation with the aim of transforming any landmark of evolution into tangible goals.*

Relationship competence is the strength, capacity, ability, skill, science and art of initiating, preserving and developing the environment favorable to the growth of those who make it up. Confirmation is achieved through the power of example, imitation, taking on rules, norms, language, behaviors, attitudes, expectations, and habits to avoid mistakes. It is an action in progress, the state of being of living beings, functioning with effects for the actors and the environment, with explanatory reverberations for what was, what is and a future.

The 3PT&Ii pedagogical model of the teacher-student relationship is of the known and/or unpredictable context placed on the coordinate of unlimited time oriented towards the Human Ideal through interests. *3PT&Ii* shows that the means of communication will evolve permanently and sometimes unpredictably, but the relationships between teacher, student and environment have the same meaning and significance. The unanimous conclusion is that it is the relationship of the actors that gives meaning to the road traveled.

Chapter 4. ***The experimental program of intervention and empirical research*** brings to the foreground the purpose and objectives, questions, hypotheses, variables, investigated groups,

outcomes. **The aim** is to identify the elements favorable to the development of relational competence of secondary school teachers and students through role-playing, in order to empower them to take responsibility for their academic and social success. **The objectives** are aimed at the effects of using role-play in secondary education. *The general objective* is to understand the process by which teachers and pupils acquire interpersonal competence, improve and develop interpersonal skills through joint training using role-playing, the Social Theater or Forum Theater method. **The problem** that we commonly encounter in spaces dominated by young graduates, beginners in the teaching profession, is the difficulty in reacting appropriately to contexts, which concern the relationship between teacher and pupils. It is not the "transfer", the supply of knowledge that is inhibiting, but the insecurity in their behavior, the fear of the pupils' reactions, the constant worry that they will not react appropriately.

Hypotheses and variables: 1. If teachers participate in special role-play training, they will increase the frequency of its use; 2. If teachers participate in demonstration activities on the use of role-playing, then they will have a better knowledge of the method; 3. If teachers carry out classroom activities with students structured around the use of role-playing, they will use the method more often; 4. If students participate in structured role-play activities, they will have a better knowledge of the method; 5. If students participate in structured role-play activities using new technologies, then they will have a better understanding of the place of new technologies in their relationships. **Independent variables**: teachers' participation in the training course; teachers' participation in structured teaching activities for the use of role play; students' participation in structured activities for the use of role play. **Dependent variables:** Teachers' knowledge of the rules for using the role-playing method; Students' knowledge of the rules for using the role-playing method; Teachers' more frequent use of role-playing in teaching activities; Students' use of role-playing in learning activities; Teachers' development of interpersonal skills; Students' development of interpersonal skills.

Groups investigated. The research contains a study on the perception of role-playing - on a group of 121 teachers and a pedagogical experiment in *24 schools*, *12 schools in the Republic of Moldova* and *12 schools in Romania* - 7 urban and 5 rural schools in each country.

The intervention *program* included a module of continuous training of teachers to know the rules and conditions of use of the role-playing game, practicing the method with students in teaching activities. The program was accredited by MEN Romania, but the activities were carried out in localities on both sides of the Prut.

Forms of delivery: HIBRID.

Calendar of activities and duration: Theoretical support: 2 weeks; Demonstrative activities: 2 weeks; Applications- 2 weeks; Tests: 3 for teachers and 2 for students.

Theoretical support focused on the use of role-play through *Forum Theater* method centered on: *Ability to face challenges* and *adaptation to different situations; Flexibility; Relational skills; Sensitization to forms of discrimination; Empathy of the audience* transformed from spectator to decision-maker*; Understanding and tolerance* towards categories at risk*; Participatory attitude* of communities*; Proactive and engaging attitude* in social life*; Self-confidence* through non-violent confrontation*; Self-worth* - in any situation*; Trust in others* - of their role in their own fomentation. In *the demonstrative activities* the teachers became students themselves, then teachers in direct relation with the students.

The classroom applications kept the objectives of each lesson with the inclusion of the Forum Theater method able to additionally activate teachers and students. We started from the experience of *Social Education* classes where students use *social theater.* Debates were dominant. Recording demonstrative activities or sequences offered the possibility to follow them *offline.* Comments and interventions were provided by role-playing in groups.

Tools used: *Questionnaire* and ATLAS.ti6 - *Methodological approaches to qualitative data analysis or text interpretation,* 2011.

The chapter's conclusions noted the role of in-service training courses in transforming the teacher into a learner when friendships with other learners generate learning together. Their self-esteem increases when they are "helpful to other colleagues" and thus "understand how to relate to the learner". The experiment showed that: teacher's roles "Do not change" through digitalization; it induced awareness of the importance of role play for students and teachers; the Social Theatre variant method is useful for teachers and students; the extension, beyond simple interpretation, reinforced the idea that everything that is studied has significance for the life of the group; they have learned criteria for taking on tasks; role-playing is evidence of learning its variants of realization; imperfections themselves become the way to new learning; the low score given to entertainment is from the need to practice new behaviors. Play is education and learning. Gamification is instruction and learning. Understanding and assuming roles is directly proportional to their use.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The thesis is about the role-play method, but not about games. We do not use existing games, nor do we construct new ones appropriate to the topic, age, context. We only use the theme of each lesson to emphasize the interplay of the relationships between the knowledge taught - in favor of continued understanding and valuing. We keep the distinction between game (game/play) and learning games. Each lesson is an opportunity to show that in all natural and social processes there are oppressors and stoppers (in the language of the Social Theater method), but the activism of the elements directs the evolution. Understanding the "secrets" of any element shows that Hydrogen and Oxygen become water only in the combination H2O. Assumed role-playing extracts from any lesson its sapiential. The message is that there are rules in all areas of natural and social life. The task is to research them and know their functions. *Relating* is the process by which everyone realizes that no one achieves perfection alone. The thesis emphasizes the pedagogical relationship of the 3Ps with technology, its pedagogical information content.

Research has shown how necessary it is to give executive roles to every student on a permanent basis and for long periods of time. Assumed role-playing transforms the lesson into a context conducive to learning together, increases interest in *real games*. The hypothesis that digital natives prefer games on the internet is disproved. They opt more for direct peer-to-peer and direct relationships with teachers.

The 3PT&Ii pedagogical model is important for its integrative, explanatory and descriptive potential: a. It provides a dynamic picture of all the constitutive elements of the learning and development environment of the individual at any age and throughout life. It is an opening to "infinite games" through which all actions make sense; b. It favors the understanding of the coexistence of older knowledge with new knowledge; c. It explains the inseparable presence of ideals and interests in any stage of social evolution; d. It shows that technology cannot be excluded from the relationship with the social environment, but society endures through perennial values and ideals; e. It shows how elements from deep layers become current.

The research recommendations are: a) of a more general character *addressed to teachers, school principals/managers and other decision-makers,* who will note that: the formation of relational competence is a continuous, transgenerational process, it bears the imprint of actors and contexts;

It should be studied whether these answers, which are valid for secondary school, will remain the same for secondary school students; the idea that digitization changes the specific

roles of the teacher is just a prejudice, since it is a technical skill, present at all times; there is a need for greater concern for the quality and logic of the language of education, eliminating confusion between *digital and digitized*, role-playing and role interpretation; the use of the educogenic valences of the context and the environment in initial and continuing training is required. b) *Recommendations on the role-playing method.* The pedagogical experiment carried out provides evidence, tools, methodology necessary for: the use of role-playing in any discipline.

It is not the content that will change, but the method that transforms each step towards knowledge into an experience; the firm and permanent distinction between the use of role-play as a didactic medium and then entertainment play, between learning and entertainment. The difference is similar to artists who learn by singing, dancing, but not for entertainment; entrusting executive roles to students - necessary to take responsibility for the consequences of behavior at the level of the school group, the community; inclusion of Role Play as a method in initial and in-service teacher training programs; use of the Social Theatre method in early discussion of problems specific to school age and social environment, involvement in their quick and correct resolution.

The recommendations do not advocate the introduction of new subjects/modules - compulsory or elective, but aim at role play as a method that can be used in any subject, context.

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ADNOTARE

Pascu Mara-Sînziana

Realizarea și dezvoltarea competenței de relaționare a profesorilor și elevilor din gimnaziu prin jocul de rol. Cercetare în republica Moldova și România

Teză de doctor în științe ale educației, Chișinău, 2024

Structura tezei: adnotare în română, engleză și rusă, introducere, trei capitole de fundamentare, un capitol de cercetare, concluzii generale cu recomandări, bibliografie (263 surse), anexe. Conține 133 pagini text de bază, 46 de figuri, 2 tabele, 6 Anexe. Avem 11 publicaţii: 4 articole în reviste indexate, 8 în volume cu ISBN, 20 comunicări științifice.

Cuvinte-cheie: competență, relaționare, competență de relaționare, relaționare didactică, rol, joc de rol, gamificare, reușită școlară, reușită socială.

Domeniu de studiu: 531.01 Teoria generală a educaţiei.

Scopul cercetării: Fundamentarea si valorificarea concepului de relaționare profesor-elev de gimnaziu prin jocul de rol și a metodei Teatrului Social pentru învățare și educație, de asumare a unor comportamente superioare prin activitățile de la toate disciplinele școlare.

Obiectivele cercetării: argumentarea concepului de relaționare dintre profesori și elevi de gimnaziu; diferențierea între jocul de rol ca interpretare și cel de asumare; analiza literaturii privind competența de relaționare; identificarea valențelor formative ale jocului de rol în relaționarea profesor-elev-mediu; realizarea modelului pedagogic 3PT&Ii; elaborarea Programului de intervenție; organizarea experimentului; prezentarea rezultatelor.

Noutatea și originalitatea științifică: introducerea conceptului de relaționare, fundamentarea teoretică a competenței de relaționare și a relaționării profesor-elev în special; distincția dintre comunicare și relaționare, realizarea programului de formare pentru utilizare jocului de rol după metoda Teatrul Social; determinarea condițiilor de dezvoltare a competenței de relaționare prin joc de rol; elaborarea Modelului pedagogic 3PT&Ii.

Problema științifică importantă soluționată în cercetare este centrată pe situația paradoxală a școlii, ce are la dispoziție tehnici și dispozitive tot mai performante, dar „și-a pierdut scopul; copiii nu (mai) știu de ce trebuie să meargă la școală, fapt ce a dus la „ruinarea idealului ca *tipar de excelență*, care să genereze motivație, nevoia de imitație" (STAN, E, 2022) a modelelor rezistente în timp. Lucrarea (re)fundamentează ideea că mediul educațional nu este alcătuit din obiecte, ci de relațiile dintre oamenii. Relaționarea resposabilizează.

Semnificația teoretică a cercetării constă în: argumentarea procesului continuu de relaționare profesor-elev mediu, oferind, prin Modelul pedagogic 3PT&Ii perspectiva de abordarea unitară a *creșterii* simultane a profesorului, elevului și a mediului. Ne folosim de imaginea TPACK varianta 2006 (Mishra, P., & Koehler, M. J.) de paradigma constructivistă cu accepțiunea împreunei creșteri (Șoitu, L., 2019) și de alternativa pedagogică Reggio Emilia. Modelul pedagogic 3PT&Ii, permite analiza longitudinală și transversală a dezvoltării mediului cu tehnologiile din fiecare etapă și a importanței actorilor procesului pe duratele lungi, ale coordonatei T - subordonate idealului comun (I) și intereselor (i) personale și de grup, cu decantarea permanentă a cunoștințelor (C), a valorilor (V) în mediul (M) emergent.

Valoarea aplicativă este dată de: cursul de formare a profesorilor privind utilizarea jocului de rol pentru relaționare, a metodei Teatrului Social, la lecțiile de educație civică și la orice altă disciplină, de Modelul pedagogic 3PT&Ii, care conferă o mai bună înțelegere a procesului educațional continuu. Rezultatele adaugă concluzii și recomandări pentru directori, profesori. consilieri, psihologi școlari, dar și pentru elevi, familiile lor, comunități și decidenți.

Implementarea rezultatelor științifice a fost realizată în 12 școli din Republica Moldova și 12 școli din Romania, urban și în rural, la gimnaziu, demonstrând diferența specifică a jocului de rol asumat față de interpretarea unui rol. Se adaugă sinteze, suport de curs, articole și comunicări de prezentare a conceptelor și modelului pedagogic 3PT&Ii.

ANNOTATION
Pascu Mara – Sînziana
The acquirement and development of relationship competence of secondary school teachers and students through role play. Research in the republic of moldova and romania
Phd thesis in educational sciences, chisinau, 2024

Thesis structure: an annotation in Romanian, English and Russian, introduction, three background chapters, a research chapter, general conclusions with recommendations, bibliography (263 sources), appendices. It contains 133 pages of basic text, 46 figures, 2 tables, 6 Appendices. We have 11 publications: 4 articles in indexed journals, 8 in volumes with ISBN, 20 scientific communications.

Keywords: competence, interpersonal, interpersonal competence, didactic interpersonal, role, role play, gamification, school achievement, social achievement.

Field of study: 531.01 General Educational Theory.

The aim of the research: to substantiate and capitalize on the concept of teacher-student relationship through role-playing and the Social Theater method for learning and education, of assuming superior behaviors through activities in all school subjects.

Objectives of the research: to argue the concept of the relationship between teachers and secondary school students; to differentiate between role-playing as interpretation and assumption; to analyze the literature on the relationship competence; to identify the formative values of role-playing in the teacher-student-environment relationship; to develop the pedagogical model 3PT&Ii; to develop the intervention program; to organize the experiment; to present the results.

The scientific novelty and originality: introduction of the concept of relationship, the theoretical foundation of the relationship competence and the teacher-student relationship in particular; the distinction between communication and relationship, the realization of the training program for the use of role-playing according to the Social Theatre method; the determination of the conditions for the development of the relationship competence through role-playing; the elaboration of the pedagogical model 3PT&Ii.

The important scientific problem solved in the research is centered on the paradoxical situation of the school, which has at its disposal increasingly advanced techniques and devices, but "has lost its purpose; children do not (no longer) know why they have to go to school, which has led to "the ruin of the ideal as a pattern of excellence, generating motivation, the need for imitation" (STAN, E, 2022) of models that are resistant over time. The paper (re)grounds the idea that the educational environment is not made up of objects, but of relationships between people. Relating re-empowers.

The theoretical significance of the research consists in: arguing the continuous process of teacher-student-environment relationship, providing, through the 3PT&Ii pedagogical model, the perspective of a unitary approach to the simultaneous growth of the teacher, the student and the environment. We make use of the TPACK image 2006 variant (Mishra, P., & Koehler, M. J.) of the constructivist paradigm with the joint growth acceptance (Șoitu, L., 2019) and the Reggio Emilia pedagogical alternative. The pedagogical model 3PT&Ii, allows longitudinal and cross-sectional analysis of the development of the environment with the technologies of each stage and the importance of the process actors over long durations, of the T-coordinate - subordinated to the common ideal (I) and personal and group interests (i), with the permanent decantation of knowledge (K), values (V) in the emerging environment (E).

The applied value is given by: the teacher training course on the use of role-playing for relationship, the Social Theater method, in civic education lessons and in any other subject, the 3PT&Ii pedagogical model, which gives a better understanding of the continuous educational process. The results add conclusions and recommendations for principals, teachers counselors, school psychologists, but also for students, their families, communities and policy makers.

The implementation of the scientific results has been realized in 12 schools in the Republic of Moldova and 12 schools in Romania, urban and rural, at secondary level, demonstrating the specific difference of assumed role-playing versus role-playing. Summaries, course materials, articles and papers presenting the concepts and the pedagogical model 3PT&Ii are added.

АННОТАЦИЯ

Pascu Mara – Sînziana

РЕАЛИЗАЦИЯ И РАЗВИТИЕ МЕЖЛИЧНОСТНОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЕЙ И УЧЕНИКОВ СРЕДНЕЙ ШКОЛЫ ЧЕРЕЗ РОЛЕВЫЕ ИГРЫ. ИССЛЕДОВАНИЯ В РЕСПУБЛИКЕ МОЛДОВА И РУМЫНИИ

Докторская диссертация по педагогическим наукам, Кишинев, 2024

Структура диссертации: аннотация на румынском, английском и русском языках, введение, три справочные главы, исследовательская глава, общие выводы с рекомендациями, библиография (263 источника), приложения. Содержит 133 страницы основного текста, 46 рисунков, 2 таблицы, 6 Приложений. Имеется 11 публикаций: 4 статьи в индексируемых журналах, 8 в томах с ISBN, 20 научных сообщений.

Ключевые слова: компетентность, межличностная, межличностная компетентность, дидактика межличностная, роль, ролевая игра, геймификация, школьные достижения, социальные достижения.

Область исследования: 531.01 Общая теория образования.

Цель исследования: обосновать и максимально использовать концепцию взаимоотношений между учителем и учеником в средней школе с помощью ролевой игры и метода социального театра для обучения и воспитания, предполагающего превосходное поведение через деятельность по всем школьным предметам.

Задачи исследования: аргументировать понятие отношений между учителями и учениками средней школы; провести различие между ролевой игрой как интерпретацией и ролевой игрой как предположением; проанализировать литературу по компетенции отношений; выявить формирующие ценности ролевой игры в отношениях учитель-ученик-среда; разработать педагогическую модель 3PT&Ii; разработать программу вмешательства; организовать эксперимент; представить результаты.

Научная новизна и оригинальность: введение понятия отношений, теоретическое обоснование компетентности отношений и отношений учитель-ученик в частности; разграничение общения и отношений; разработка обучающей программы для использования ролевой игры по методу социального театра; определение условий для развития компетентности отношений через ролевую игру; разработка педагогической модели 3PT&Ii.

Важная научная проблема, решаемая в исследовании, сосредоточена на парадоксальной ситуации школы, которая имеет в своем распоряжении все более совершенные технологии и приспособления, но «потеряла свое предназначение; дети не знают (уже не знают), зачем им нужно ходить в школу, что привело к „разрушению идеала как образца совершенства, порождающего мотивацию, потребность в подражании“ (STAN, E, 2022) моделям, устойчивым во времени. В статье (заново) обосновывается идея о том, что образовательная среда состоит не из объектов, а из отношений между людьми. Отношения дают новые возможности.

Теоретическая значимость исследования состоит в следующем: обоснование непрерывного процесса взаимоотношений учителя, ученика и среды, предоставление через педагогическую модель 3PT&Ii перспективы унитарного подхода к одновременному росту учителя, ученика и среды. Мы используем вариант образа TPACK 2006 (Mishra, P., & Koehler, M. J.) конструктивистской парадигмы с принятием совместного роста (Șoitu, L., 2019) и педагогическую альтернативу Реджио Эмилия. Педагогическая модель 3PT&Ii позволяет проводить продольный и поперечный анализ развития среды с технологиями на каждом этапе и значимостью акторов процесса на протяжении длительного времени, T-координат - подчиненных общему идеалу (I) и личным и групповым интересам (i), с постоянной декантацией знаний (C), ценностей (V) в формирующейся среде (M).

Прикладное значение имеют: курс подготовки учителей по использованию ролевой игры для взаимоотношений, метод социального театра, на уроках гражданского воспитания и по любому другому предмету, педагогическая модель 3PT&Ii, которая дает лучшее понимание непрерывного образовательного процесса. Результаты исследования дополняют выводы и рекомендации для директоров, учителей консультантов, школьных психологов, а также для учащихся, их семей, сообществ и лиц, принимающих решения.

Внедрение научных результатов было осуществлено в 12 школах Республики Молдова и 12 школах Румынии, городских и сельских, на уровне средней школы, демонстрируя специфические различия между предполагаемыми ролевыми играми и ролевыми играми. Добавлены резюме, материалы курсов, статьи и сообщения, представляющие концепции и педагогическую модель 3PT&Ii.

PASCU MARA – SÎNZIANA

THR ACQUIREMENT AND DEVELOPMENT OF RELATIONSHIP COMPETENCE OF SECONDARY SCHOOL TEACHERS AND STUDENTS THROUGH ROLE PLAY. RESEARCH IN THE REPUBLIC OF MOLDOVA AND ROMANIA

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