ANALYSIS MODELS OF PUPIL CLASS COLLECTIVES FOCUSED ON EFFICIENCY OF THE EDUCATIONAL PROCESS

Oana Mariana CIUCHI

REVISTA DE CERCETARE SI INTERVENTIE SOCIALA
is indexed by Clarivate Analytics (Social Sciences Citation Index),
SCOPUS and CROSSREF

Analysis Models of Pupil Class Collectives Focused on Efficiency of the Educational Process

Oana Mariana CIUCHI[1]

Abstract

The paper presents four models, references for analysis, and approaches of the most important social micro-groups in an educational unit, i.e. the groups of pupils' classes. The micro-research carried out, consisting in the application of a questionnaire with closed and open questions applied on a group of 711 teachers in Romanian pre-university education, identifies the socio-psychological and socio-pedagogical model as the most effective models for approaching the pupil class and the pandemic period that everyone went through as the determining cause of some changes of approach of the social actors of the Romanian pre-university education system. In order to increase the efficiency of the educational process, it is recommended to digitize it by increasing connectivity in schools, the digital literacy of pupils, the training and development of digital skills among teachers, according to the priorities set by the European Commission for the next period.

Keywords: sociology of education, education system, educational process, class of pupils, social group, evaluation, partnership.

Introduction

The sociology of education is a disciplinary branch, a component of the education sciences that studies the bilateral interaction between the social environment and the educational phenomenon analyzed in relation to the human individual / human groups / social masses and the historical generations, in formal / non-formal and informal contexts, through a specific research methodology, built interdisciplinary (pedagogy – sociology), ordered on the basis of specific laws, principles and norms, necessary for regulating the relations between any activity with formative function (education, training, managerial management of the school organization or class of pupils, professional training, school and professional guidance, career

[1] Ministry of Education, Bucharest. ROMANIA. E-mail: oanapsih@yahoo.com

counseling, etc.) and the social system (cultural, economic, political, community, spiritual, etc.). (Bocos, 2019: 384; Cristea, 2000: 341-348). The epistemological status of the sociology of education depends on how: (1) The specific object of study is clarified, identified and deepened from a historical and theoretical perspective, through the concepts defined and analyzed in the history of pedagogy, the history of sociology, the general pedagogy and the general sociology; (2) The specific research methodology of the relationship between the social system and the education system/the education process, between the social organizations (economic, political/governmental and non-governmental, cultural, legal, etc.) and the school organization (primary, secondary/gymnasium high school, high school/university), is elaborated and promoted, as well as between the family and the community of the pupils' class, etc.

Viewed globally, the sociology of education evolves as a frontier socio-human science, integrated, depending on certain criteria, in the system of education (pedagogical) sciences or in the system of sociological sciences. In both hypostases, the specific object is identified and analyzed-synthesized at the level of the complex relationship between society and education, developed in the open pedagogical and social context in which it evolves: (1) The education system – organized at school levels, managed by management (through: the central public authority / institution - the county school inspectorates - the management of each educational unit and the central public authority / institution – the higher education institutions); it is streamlined by capitalizing upon existing pedagogical (informational, human, didactic-material, financial) resources and by its permanent connection with the society; (2) The educational process – designed from a curricular standpoint and based upon general and specific objectives / competencies (of the curriculum and school curricula) and concrete / operational (of each lesson, etc.) and defined as immediately observable and evaluable performances, related to the competencies that can be achieved on medium and long term, carried out on the basis of teaching-learning-assessment actions, organized formally and informally (Arustamyan *et al.,* 2020).

Literature review

The criteria according to which we can distinguish between *the sociology of education*, as a branch of educational sciences or a branch of sociology, are those that appeal to *the priority goal*, the concepts of priority and interdisciplinary research methodology, used from a predominant perspective. At the branch level of education sciences, the sociology of education uses interdisciplinary research methodologies. Thus, the sociology of education: (1) Its *primary purpose is the analysis of the social functions of* (cultural, civic / political, economic / professional, community) *education* which confirms *its mission* as a determining factor of culture and civilization in conceiving and achieving social progress, historically

validated at different time intervals, in the industrialized (early, developed) society and in the post-industrial / information society, based upon knowledge; (2) *It uses as a priority the fundamental pedagogical concepts* (education, education system, objectives / purposes of the education / training system, general contents and forms of education, training, general contents and forms of training; the training methodology; the evaluation of the education system and process; the curriculum; the curricular design of education and training at all levels of the system and of the educational process), related to the fundamental sociological concepts related to: (a) *the global social system*, and to the main *social (subsystems) systems* subordinated to the global social system – the social system: the natural, economic, political, cultural and community system; *the social processes* at the level of *the global* system: (b) *the socialization, social stratification, social mobility, social change and social leadership;* (c) *the social processes* at the level of *partial* social system, as follows: *the natural* processes (the demographic evolution); *the economic* processes (the industrialization / mechanization, automation, and computerization / knowledge-based economy); *the political* processes (the democratization); *the cultural* processes (the computerization / globalization); *the community* processes (the decentralization) (Cristea & Constantinescu, 1998: 4-98; 99-124).

It capitalizes on the interdisciplinary research methodology from a certain predominantly pedagogical perspective, necessary for a scientific analysis: (1) the evolution of the field of social research of education, on a certain line of historical ascent, marked in the process of transition from the social pedagogy (the first half of the twentieth century) to *the sociological pedagogy / pedagogical sociology* or *the sociology of education* (in the second half of the twentieth century) (Cristea & Constantinescu, 1998: 125-188); (2) The contribution of the main *theories of the social*, applied / applicable in education: *the classical functionalism* (Emile Durkheim, 1858-1917), *the systemic functionalism* (Talcott Parsons, 1902-1979); *the symbolic interactionism* (George Herbert Mead, 1863-1931); *the sociological phenomenology* (Alfred Schutz, 1899-1959), *the phenomenological constructivism* (Peter Berger, Thomas Luckmann), *the dramaturgical model* (Erving Goffman, 1922-1982); *the ethnomethodology* (H. Garfinkel, A. Cicourel), *the structuralist constructivism* (Bourdieu, 1980), *the theory of cultural transmission* (Stanciulescu, 1996; Bernstein, 1978).

The sociology of education occurs in the context of the application of sociology to education during the first half of the twentieth century and it promotes *the models of positivist* (Durkheim) or *pragmatist* (Dewey) *analysis*. One the one hand, as part of the social pedagogy, these models are achieved in different, alternative and complementary variants (G. Kerschensteiner, W. H. Kilpatrick, R. Cousinet, P. Petersen, A.S. Makarenko, etc.). (Stanciu, 1983: 12, 13). On the other hand, the classical functional model of education as "a methodical socialization of the young generation" has multiple openings, including in the direction of highlighting the pedagogical role of communities and social micro-groups (Neculau, 1994: 23-24). During the 1950-1960 decade, the problem of optimizing the relationships between

society and school is analyzed, on the background of approaching *special problems*: the education planning, the education economics, the vocational guidance and training, the social assistance, etc. The interdisciplinary methodology allows the approach of complex topics that will become fundamental in the coming decades, at the level of *the macrosociology of education* (the social system – education system relationship) and *the microsociology of education* (the socio-pedagogical relations within the school / class of pupils, the local educational communities, etc.).

During the 1970s the following are promoted: (1) *The sociological pedagogy* at the level of "orientation in pedagogy that pays special attention to the study of social-integrative means of education such as work communities, games, forms of educational activity"; (2) *The pedagogical sociology*, "a branch of sociology that studies the economics of education, adult education, family pedagogy, media pedagogy, industrial, agricultural and military pedagogy, and so on". The combination of the two methodological perspectives stimulates the assertion process of *the sociology of education*, as a science of education "that studies the educational processes, which are spontaneous and intentional, organized in all societies, looking at them in terms of their integrity and social functionality" (Topa, & Truter, 1971: 11-16).

The subsequent developments, confirmed worldwide, are ordered and crystallized in several research directions that emphasize the approach to the pedagogical issue of the sociology of education from the perspective which is: *humanistic – economic – interpersonal – macro-sociological – macro-sociological* (Grass, 1974: 21-39). Major issues are addressed, such as the orientation of education planning; the school analysis as a factor of socio-cultural reproduction; the change in education; the equalization of opportunities in education (Mahler, 1977). After 1980, *the sociology of education* asserts itself, in particular, as *a pedagogical science*, based upon the reconceptualization of the inter-disciplinarity. The formula used, *the school socio-pedagogy*, draws attention to the pedagogical specificity of the studied field, but also to the methodology and normativity that regulates the educational reform processes necessary in the context of the global education crisis (Paun, 1982) (Coombs, 1968, 1989). *The sociological theories* historically affirmed in modernity and postmodernity are capitalized in the context of *the curricular design* of education at a global and open level. They contribute, in a direct or indirect way, to the consolidation of the epistemological status of *the sociology of education*. *The classical functionalism* (Durkheim) highlights the objective, general function of education, of the methodical socialization of the young generation that does not exclude the individualization of the activity, but achieved in accordance with the requirements of the "social self" in fundamental institutions such as family, school and community.

The systemic functionalism (Parsons) proposes the "internalization of the social self" within certain institutions. They propose *a system of educational action* based upon the correspondence between *the functional imperatives* and *the structural*

requirements. The education contributes to *the internalization of social facts* progressively, gradually, within a process of: *adaptation* (up to 2 years old); *emotional dependence* and *autonomy of the Self* (2-4 years old); *integration* (4-6 years old); *latency* (7-14 years old); *overcoming the crisis of adolescence* after 15 years old and *maturation* (up to 25 years old) (Stanciulescu, 1996: 55-68).

The sociological phenomenology (Schutz) approaches the social reality not from the perspective of objective facts (Durkheim), but according to the way in which each social actor understands his actions at the level of continuity between the common and scientific knowledge. *The education actors* must know, observe and capitalize on two functions of education: (1) The construction of the activity; (2) The involvement in the achievement of the main components of education (Stoian, 1983).

The phenomenological constructivism (Berger, Luckmann) emphasizes the "role of education in the elaboration of the social architecture of reality" as a higher quality product, which represents the "subjective totality of the meanings of action" of the social actors, institutionally involved in activities with formative purpose (reproduction, socialization, innovation, & legitimation), achieved by capitalizing on some subjective psychological resources (*the* pre-theoretical *competence* / of empirical knowledge and the *theoretical* / knowledge based on rational models and strategies). *The symbolic interactionism* (Mead, 1863-1931) allows for the analysis of education as a social process of "symbolic communication" achieved at the level of the pedagogical message, "dependent on the common organizational framework of society (represented by the teacher) and the social and *the* personal *self* (represented by the social consciousness and the individual development of the pupil)" (Cristea, 2000: 343).

The dramaturgical model (Goffman, 1922-1982) emphasizes the analysis of *the* social *actors* involved in communication relations in a *theatrical* public setting. This *model* can be capitalized in school, where *the* two main *actors of education* (the teacher and the pupil) are in a theatrical relationship, of moral interaction, "face to face" that allows for the "the affirmation of *the self*" socially and individually. *The ethnomethodology* (Garfinkel, Cicourel) provides a model of microstructural analysis of the social reality. In the school context, the "actor of education" asserts himself through ordinary procedures, necessary in daily activities, in the class of pupils, defined by the formula of *ethno-methods*.

The structuralist constructivism, the theory of cultural reproduction (Bourdieu, 1980) capitalizes on the notion of social *habitus* (*social habit*) and *psychosocial field* existing in any social activity. In education, the two notions define the reference sphere of "actors of education" characterized by: (1) *The personal style* ("the individual habitus"); (2) *The thinking of the social group* ("the group habitus"); (3) *The practical rationality* of the individual in collective action (*the strategic habitus*); (4) *The reproduction and change of experiences* (the historical habitus).

The theory of educational transmission (Bernstein) is complementary to Bourdieu's theory. It analyzes the pedagogical communication related to the quality of the linguistic code (restricted – elaborated), acquired by pupils, dependent on the characteristics of the socio-community environment (family, etc.), which generates a model of "i*ntegration* curriculum, with *different contents* in open an report to each other", supported by "a high level of ideological consensus among teachers" (Bernstein, 1978: 53-105; Malvern, & Skidmore, 2001).

The evolution of *the sociology of education* in *the postmodern* (*contemporary*) era capitalizes on the theory of *new social sciences*, which promotes a new model of inter-disciplinarity between *sociology* and *pedagogy*, "which already forms a hybrid field". It determines: (1) the development of the "capital patrimony" made up of the fundamental concepts of pedagogy and sociology; (2) Extending the field to the level of relations between several "neighborhood sub-disciplines": the education management, the education economics, the education planning, the education policy, the political sociology, the family sociology, the social psychology and so forth; (3) "The mutual fertilization" of the object of study, "which globally improves the scientific research" (the sociology of the curriculum, the sociology of education policy, the sociology of education planning (Dogan & Pahre, 1997: 133-148). *The evolution of the sociology of education*, in postmodern (contemporary) society, at the border between the XX-XXI centuries is influenced by "the hegemonic paradigms" (the functionalism, structuralism, Marxism) and by "the theory of new social sciences". The theoretical and practical dimension of the sociology of education is extended and deepened by the analysis of special themes and problems: the inequality and the equal opportunities in education (Jacobs, 2010), the social causes of school failure (Vogt, Jordan, & Tharp, 1987) the interaction between *social actors* and *education actors*, the *curriculum* definition from the perspective of the structural functionalism and the sociological phenomenology, the global crisis of education and the possibility of solving it by designing viable school reforms (Milner, 2013), the ethno-methodological approach of the school and the class of pupils, the managerial analysis of the school organization (Meier, & O'Toole, 2002).

The analysis of these themes and problems is possible by combining the two research perspectives of the relations between education and society: *macro-structural* or *macro-sociological* and *micro-structural* or *micro-sociological* (Cristea & Constantinescu, 1998: 153-215). *The macro-sociological perspective* analyzes the relationship between *school* and *society*, reflected globally and particularly in the relations between *the global social system* and *the education system*, open to partnership with the family, the educational community (local, territorial, national, European, global) (Epstein & Rodriguez Jansorn, 2004). In relation to the global social system, *the general functions of the education system* are determined, validated and legislated by the National Education Law no. 1/2011, with subsequent amendments and completions: the general *cultural function*, which defines the mission of the school as a factor of culture and civilization

and the main functions of the civic training (Gay, 1993) and *the professional development* of the personality of the educated, in order to integrate him or her into society as a factor active from a political, legal viewpoint, on the one hand, and an economical viewpoint, on the other (Bekh, & Pelekh, 2020)

In this context, *the sociology of education* records the major social roles of the school: (1) *Economic*, proven by the connection between school / university success and the economic development of the society, by the contribution of the professions practiced by the graduates; (2) *Political*, proven by the power relations reflected by the school that can lead to the reproduction of inequalities or equal opportunities, to social mobility or social rigidity, to the affirmation of the values of democracy, and so on; (3) *Cultural*, proven by the cultural and community models that the school promotes (computerization, globalization, emphasizing the national / universal character of education, etc.). At this level, *the sociology of education* advances another classification of the general functions of the education system: (1) Cultural – to promote the "dominant culture"; (2) Political – reproduction and social mobility; (3) Economic – of "labor production" (Mahler, 1977: 187-232).

The structure of the education system is analyzed by *the sociology of education* "from the perspective of the relations between the organization of school levels and the quality of the school curriculum", in general, between "the basic school culture (general and compulsory) and *the common core of general culture* (core curriculum)" (Cristea, 2000: 345). The main arguments are: (1) *Political* – equalizing the opportunities for quality education, insofar as "all pupils are equal human beings"; (2) *Psychological*, given that "all pupils, whatever their socio-economic origins, possess the same innate learning capacity"; (3) *socio-cultural*, *legal* and *managerial*, determined by the fact that "all pupils must enjoy a similar quality education, enjoying the same right to succeed in life, regardless of class" (EC, 1997: 19-20). In the macro-sociological approach, the global formative contribution of the education system and the educational community is highlighted. The education system is defined as a system open to the family and the educational community. The main functions of the family are highlighted: (1) Basic *moral guidance*; (2) The *promotion of socio-professional training models;* (3) *Reproductive;* (4) *Economic*; (5) *Educational* (Zamfir & Vlasceanu, 1993: 238-245).

The educational community defines, on the one hand, a broad socio-educational reality that integrates in its structure a set of social agents directly or indirectly involved in the formation of the human personality: the school, family, economic units, cultural institutions, and some factors of political power, church representatives, and so forth. On the other hand, *the macro-sociological analysis* highlights several *significant social processes*: (1) *The evolution of the school population* – "at the line of intersection between the natural system and the education system"; (2) *The education planning* – "at the line of intersection between the economic system and the education system"; (3) *The democratization of education;* (4) *The computerization of education* – "at the intersection between the

cultural system and the education system"; (5) *The administrative decentralization of education* – "at the intersection line between the community system and the education system" (Cristea, 2000: 346 -347).

The micro-sociological perspective of education analyzes the concrete actions within *the school organization* and *the class of pupils*. The school organization is the basic unit of the education system. Unlike the school institution focused primarily on formal norms, the school organization is designed at the level of viable links between: the general and specific objectives proposed in the long and medium term – activities carried out according to objectives – their products obtained over time (Johnes, Portela, & Thanassoulis, 2017). The sociology of education proposes taxonomy of school organizations, based upon the degree of: (1) Structuring: formal – non-formal school organization; (2) The involvement of its members, *primary – secondary – derived* school organization; (3) Reporting to other organizations: school organization in direct relations with the school organizations integrated in the system – the school organization in indirect relationship, in partnership with *the family, local community*, and other *social actors* (McBride, Bae, & Wright, 2002; Gartu, 2017).

The current evolution of the school organization requires, on the one hand, the "return to autonomy and localism" and, on the other hand, the "unlimited belief of consumers in the quality of its services" which must be confirmed by national and even international standards (Paun, 1999: 409-411). A main direction of evolution is the one that aims to affirm *a complex school organization* based on the values of the efficient managerial management – optimal, (systemic), global, innovative management (Zhao, & Ordonez de Pablos, 2009). The theory of organizational development capitalizes on new variables, such as those that take into account: the group dynamics, the psychosocial climate, and the informal side of relationships among the members of the organization, the motivated learning in individual, group and micro-group context (Paun, 1999: 38-46).

The class of pupils as a micro-social reality represents a psychosocial group with special pedagogical resources used efficiently in accordance with the objectives of the educational process, transposed in a moral, intellectual, technological, aesthetic and physical context, in an internal and external context (school, local educational community, etc.) (Edwards, & Collison, 1995; Ainley, & Luntley, 2007). The sociology of education highlights the characteristics of the class of pupils, in the spirit of the "new social sciences", which capitalize on a special hybridization relationship (Maroy, 2009) with the psycho-sociology, school psychology or the psychology of social groups: (1) The average number of members (20-40 pupils); (2) The stability in time of the group (at least during a certain level of education); (3) The socio-pedagogical and psycho-pedagogical substantiation of the general and specific objectives; (4) The formal and non-formal organization; (5) The establishing of circular relations made by all members of the group (teacher – pupils; teacher – homeroom teachers – class teachers, etc.); (6) The achievement of direct interaction relationships (pupil-pupil; pupil-teacher) (Zlate, 1987: 355-383).

The models of analysis of the class of pupils, developed by the sociology of education are the product of some fundamental and operational pedagogical researches of interdisciplinary type. The specialized literature records: (1) *The structural model* – analyzes the class of pupils as a "court of socialization and selection", with a function of *socialization* but also of *selection, hierarchy, classification* (Mahler, 1977: 121-135); (2) *The socio-psychological model* – analyzes the class of pupils from the perspective of *the syntality* that defines the "personality of the collective" (Nicola: 1978: 43), but also in relation to the "social mirror of the group" that aims to ensure the mental security of the class members (Neculau, 1983: 109-110); (3) *The socio-pedagogical model* – analyzes the class of pupils as *an educational team* that aims to promote common and individual *pedagogical goals*; developing *a role structure*; creating *a normative framework*; achieving *a cohesion* that "expresses the degree of unity and integration of the group and its resistance to de-structuring" (Paun, 1982: 135-151); (4) *The socio-community model* – analyzes the class of pupils at the level of practices of democratic expression of pupils in the context of school and extracurricular environment (Polivanova, Lebedev, & Sivak, 2016).

Methodology

The research was conducted between August 20-29, 2020, consisting in the application of a questionnaire with closed and open questions addressed to teachers in the Romanian pre-university education. Given the context of the pandemic as well as the holiday period, the research was designed to be applied online. The questionnaire was answered by 711 teachers, homeroom teachers in descending order of the number of respondents from the counties: Bacau, Iasi, Neamt, Maramures, Arges, Teleorman, Vrancea, Bucharest, Suceava, Buzau, Galati, Hunedoara, Arad, Prahova, Brasov, Constanta, Mehedinti, Bistrita, Cluj, Caras-Severin, Covasna, Salaj, Vaslui.

Population

The teachers responding to the questionnaire have the following characteristics:
  – by gender: 83.8% women and 16.5% men;
  – according to the criterion of seniority in pre-university education: (a) 1 - 10 years of experience in pre-university education – 16.3%; (b) 10 - 25 years of experience in pre-university education – 47.8%; (c) over 25 years – 35, 9%.
  – according to the highest didactic degree obtained by the respondents in the personal professional evolution: (a) persons who passed only the final exam in the pre-university education system – 20%; (b) persons who obtained the didactic degree II – 15.6%; (c) persons who obtained the didactic degree I – 60.9%; (d) persons who hold the scientific title of doctor – 3.5%.

– according to the status of their inclusion in pre-university education: tenure teachers of the system occupying a position / department by promoting the national competition - 91.6%; teachers filling vacancies / chairs for an indefinite period – 8.4%.

Results and discussion

From the analysis of the answers provided by the responding teachers, the following aspects stand out. The current Romanian education system, from the perspective of the 3 major functions. The function of promoting the national culture: 45% of respondents believe that it could be improved, 34.4% that it is effective and 20.7% that it is inefficient (*Figure 1*).
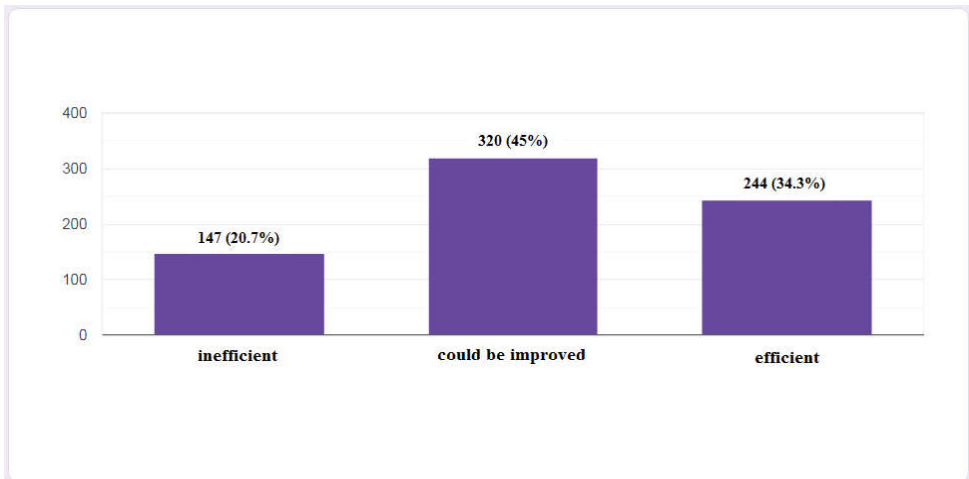
Figure 1. Respondents' assessment regarding the efficiency of the function of promoting the national culture by the current Romanian education system

The political function is considered to be inefficient by 58.9% of respondents, 32.5% believe it is moderately efficient and only 8.6% believe it to be effective for the education system (*Figure 2*).
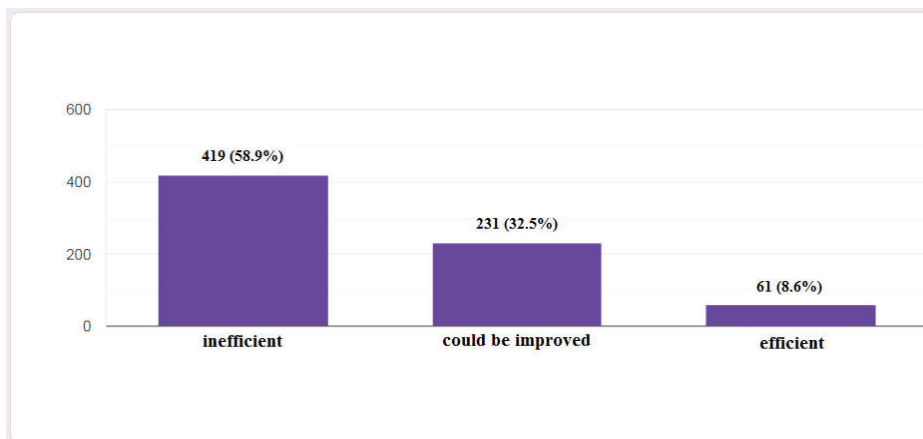
Figure 2. Respondents' assessment regarding the efficiency of the political function of the current Romanian education system

While the economic function, of professionalization of the education system is believed in proportion of 47, 4% of the respondents to have a moderate efficiency; 22.9% believe that it is efficient and 29.7% that it is inefficient (*Figure 3*).
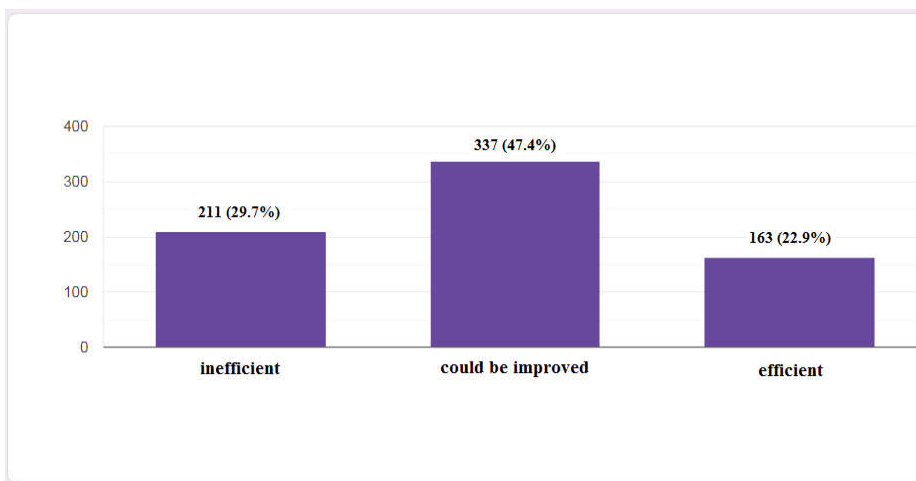

Figure 3. Respondents' assessment regarding the efficiency of the economic function (professionalization of the labor force) of the current Romanian education system

From the analysis of the answers of the same 711 teachers from the pre-university education system, regarding the efficiency / inefficiency of the 4 models of analysis / approach of the class of pupils brought to attention by this paper, it is found that: (a) in the respondents' assessment of the efficiency of these models we have the following hierarchy of results: the socio-psychological model 40.1%, the

socio-pedagogical model 39.5%, the socio-community model 34.7% the structural model 27.6%, (b) in the respondents' assessment of the inefficiency of these models we have the following hierarchy of results: the socio-pedagogical model 8.9%, the socio-psychological model 11%, the socio-community model 13.9%, the structural model 14.2% .
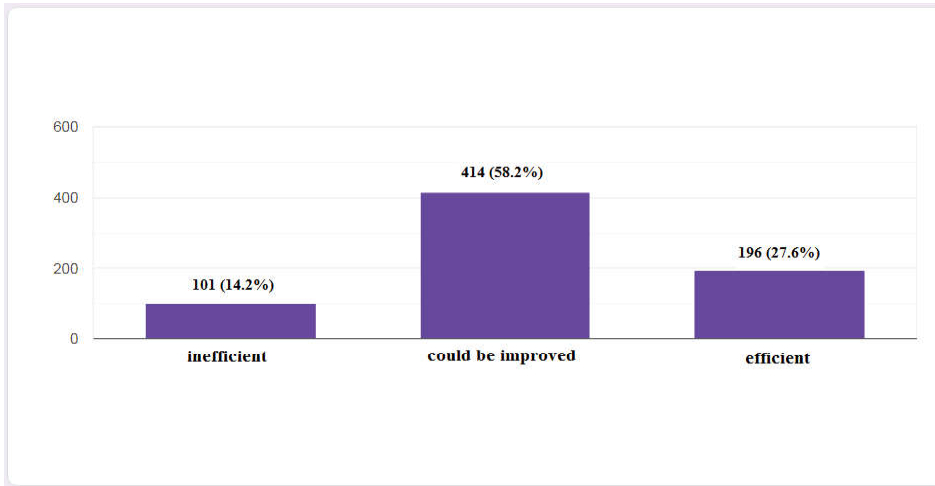

*Figure 4. R*espondents' assessment of the efficiency of the structural model in the analysis of the class of pupils
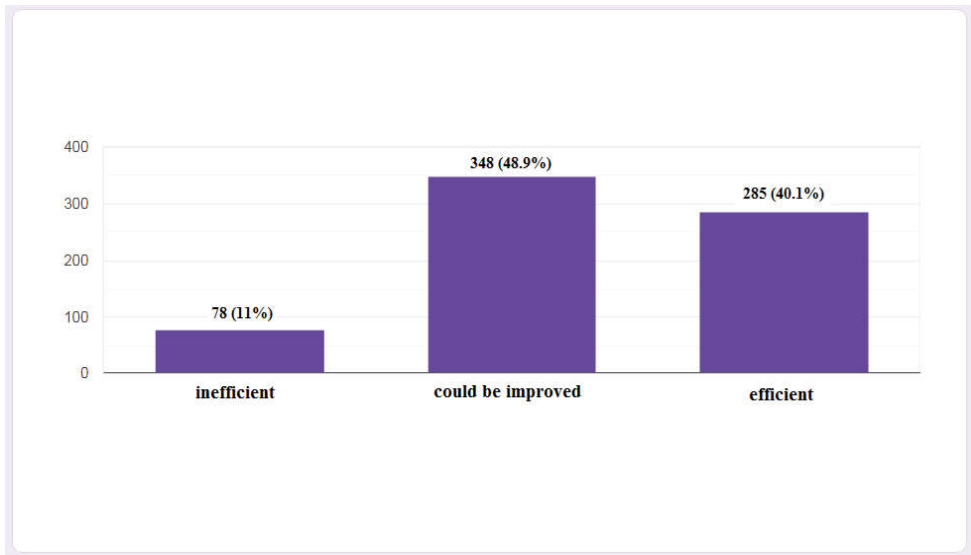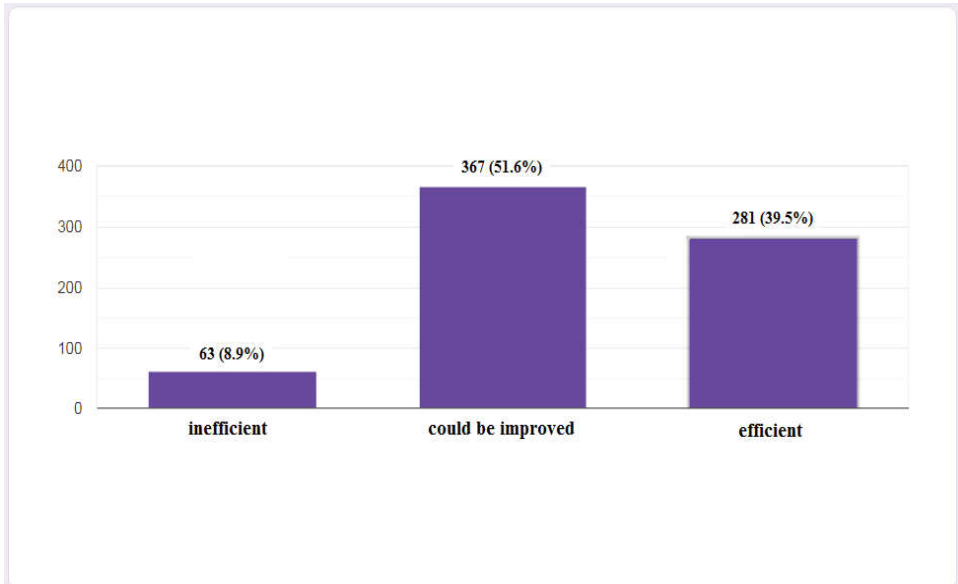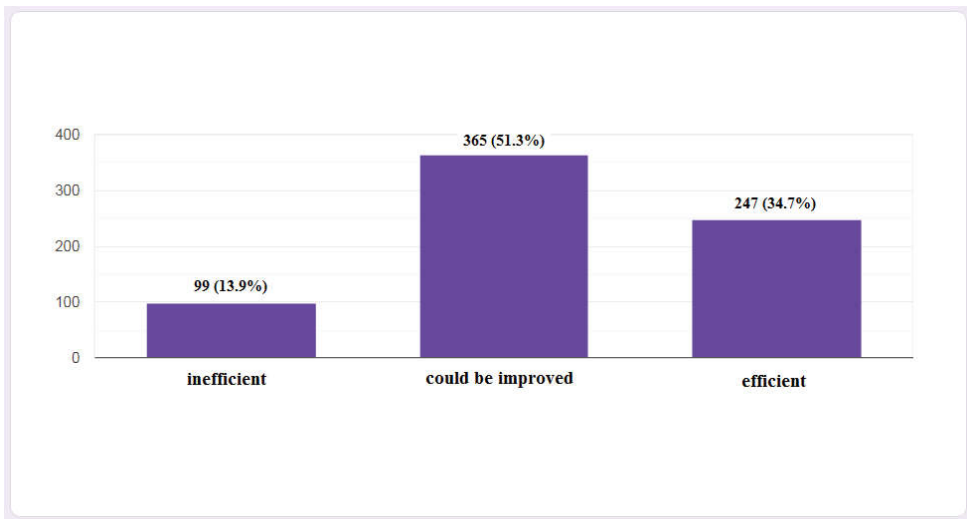

Figure 5. Respondents''assessment regarding the efficiency of the socio-psychological model in the analysis of the pupils' class

Figure 6. Respondents' assessment regarding the efficiency of the socio-pedagogical model in the analysis of the pupils' class

Figure 7. Respondents' assessment regarding the efficiency of the socio-community model in the analysis of the pupils' class

At the same time, from the analysis of the respondents' answers to the questions: "Please exemplify the main ways of expression / behavioral manifestation of pupils in the school / in the extracurricular environment, before the pandemic period ", the following answers were the most common: They developed free, expansive behaviors, specific to the chronological age, based upon team communication, empathy, spontaneity, cooperation, both in formal / non-formal learning activities and especially in extracurricular activities (trips, visits, shows, games, and so on). "Please exemplify the main ways of expression / behavioral manifestation of pupils in the online environment, during the pandemic", the most common responses were gradual: from fear / fear of the unknown up to the adaptation in the online environment and the identification of characteristics such as flexibility / precision / control / correctness; from inactivity / apathy / lack of collaboration / communication up to receptivity / involvement / stimulation of creativity and innovation.

By analyzing the results obtained by applying the questionnaire, one can notice that the political function is the most inefficient while the function of promoting the national culture by the current education system, as well as the economic function of the labor force professionalization has a moderate efficiency, which means that it could be improved considerably.

Regarding the efficiency of the 4 models of analysis / approach of pupils' classes, the analysis of the results shows that the top place in their hierarchy is disputed between the socio-psychological model and the socio-pedagogical model. This leads us to conclude that pupils need a differentiated approach, adapted to the psycho-individual particularities and the concrete application of the models of analysis and approach of the pupils' classes depends to a large extent on its particularities, as well as on the context of the instructive-educational process.

Conclusion

According to the European Commission's Digital Education Action Plan, in the context of the global pandemic, the International IT Skills Study (ICILS) is encouraged, which brings together transnational data on learners' digital skills and introduces an EU target for digital skills for pupils, (reducing, by 2030, to below 15% the number of pupils aged 13-14 who achieve insufficient results in the field of IT skills). This is how the sociological studies and research will contribute to the analysis and approach of the educational phenomenon from a social perspective, both in terms of causal relationships established by the action of social factors on the educational process and the results of the educational process on the evolution of society.

Recommendations

The results of the micro-research show that more than ever, in the context of the pandemic, the current Romanian pre-university education system is a "living" system, in full effervescence determined by the need to ensure the continuity of the educational process. The real adaptation of the Romanian education system to the conditions of health security is a difficult and long process that will be achieved in accordance with the objectives of the Work Program of the European Commission – 2021 from strategy to implementation, the Action Plan for digital education (2021-2027) aimed at: adapting education to the digital era by: (1) Promoting the development of a high-performance digital educational ecosystem (increasing connectivity in schools, encouraging digital education at all levels); (2) Developing digital skills and competences relevant to the digital transformation (the digital literacy of pupils; the training and development of digital skills of teachers) and the European Parliament Resolution (of October 22, 2020) on the future of the European education in the context of the pandemic.

References

Ainley, J. & Luntley, M. (2007). Towards an articulation of expert classroom practice. Teaching and Teacher Education, 23(7), 1127-1138, DOI: 10.1016/j.tate.2006.09.002.

Arustamyan, Y., Siddikova, Y., Sadullaeva, N., Solieva, M., & Khasanova, N. (2020). Assessment of Educational Process and its Organization. *International Journal of Psychosocial Rehabilitation*, *24*(SI 1, 2), 573-578, DOI: DOI: 10.37200/IJPR/V24SP1/PR201193.

Bekh, I, & Pelekh, Y. (2020). Genesis-modeling Method in the Educational Process. *Journal of History Culture and Art Research*, *9*(2), 90-105, DOI: 10.7596/taksad.v9i2.2614.

Bernstein, B. (1978). *Studii de sociologie educatiei*, Bucuresti : Editura Didactica si Pedagogica.

Bocos, M.D. (2019). Dictionar praxiologic de pedagogie, vol. V, Cluj Napoca: Editura Presa Universitara Clujeana.

Bourdieu, P. (1980). Le capital social. *Actes de la recherche en sciences sociales, 31*, 2-3.

Coombs, P.H. (1968). *La crise mondiale de l'éducation. Analises de systemes.* Paris : Presses Universitaire de France.

Coombs, P.H. (1989). *The World Crisis in Education, The view from the Eighties*, New York: Oxford University Press.

Cristea, S. (2000). Sociologia educatiei. In: *Dictionar de pedagogie*, Chisinau : Grupul Editorial Litera.

Cristea, S., & Constantinescu, C. (1998). *Sociologia educatiei.* Pitesti: Hardiscom.

Dogan, M., & Pahre, R. (1997). *Noile stiinte sociale. Interpenetrarea disciplinelor*. Bucuresti: Alternative.

EC (1997). *Dix annees de reformes au niveau de l'enseignement obligatoire dans l'Union Europeenne (1984-1994)*. Bruxelles : Eurydice.

Edwards, A., & Collison, J. (1995). What Do Teacher Mentors Tell Student Teachers about Pupil Learning in Infant Schools?. *Teachers and Teaching*, *1*(2), 265-279, DOI: 10.1080/1354060950010208.

Epstein, J.L., Rodriguez Jansorn, N. (2004). School, Family and Community Partnerships Link the Plan. *The Education Digest,*69*(6),* 19-23.

Gartu, M.L. (2017). The School – Family Educational Partnership. *Revista de Pedagocie, LXV*(2), 107- 123, DOI: 10.26755/RevPed/2017.2/107.

Gay, G. (1993). Building Cultural Bridges: A Bold Proposal for Teacher Education. *Education and Urban Society, 25*(3), 285-299, DOI: 10.1177/0013124593025003006.

Grass, A. (1974). *Sociologie de l'éducation. Textes Fondamentaux.* Paris: Larousse.

Jacobs, L.A. (2010). Equality, adequacy, and stakes fairness: Retrieving the equal opportunities in education approach. Theory and Research in Education, *8*(3), 249-268, DOI: 10.1177/1477878510381627.

Johnes, J. Portela, M., & Thanassoulis, E. (2017). Efficiency in education. *Journal of the Operational Research Society*, *68*, 331-338, DOI: 10.1057/s41274-016-0109-z.

Mahler, F. (1977). *Sociologia educaţiei* şi *învaţamântului. Antologie de texte contemporane de peste hotare*. Bucuresti : Editura Didactica si Pedagogica.

Malvern, D., & Skidmore, D. (2001). Measuring Value Consensus among Teachers in Respect of Special Educational Needs. *Educational Studies*, *27*(1), 17-29, DOI: 10.1080/03055690020002099.

Maroy, C. (2009) Convergences and hybridization of educational policies around 'post-bureaucratic' models of regulation, *Compare: A Journal of Comparative and International Education*, *39*(1), 71-84, DOI: 10.1080/03057920801903472.

McBride, B.A., Bae, J.H., & Wright, M.S. (2002). An Examination of Family-School Partnership Initiatives in Rural Prekindergarten Programs. *Early Education and Development*, *13*(1), 107-127, DOI: 10.1207/s15566935eed1301_6.

Meier, K.J., & O'Toole, L.J., Jr. (2002), Public management and organizational performance: The effect of managerial quality. Journal of Policy Analysis and Management, *21,* 629-643, DOI: 10.1002/pam.10078.

Milner, H.R. (2013). Scripted and Narrowed Curriculum Reform in Urban Schools. *Urban Education*, *48*(2), 163-170 DOI: 10.1177/0042085913478022.

Neculau, A. (1983). *A fi elev.* Bucuresti: Albatros.

Neculau, A. (1994). *Pedagogie sociala*, Iasi: Editura Universitati „Al.I.Cuza".

Nicola, I. (1978). *Dirigintele si sintalitatea colectivului de elevi.* Bucuresti: Editura Didactica si Pedagogica.

Paun, E. (1982). *Sociopedagogie.* Bucuresti: Editura Didactica si Pedagogica.

Paun, E. (1999). *Scoala, abordare sociopedagogica*. Iasi: Polirom.

Polivanova, K., Lebedev, M.V., Sivak, E. (2016). Children's Extracurricular Activities. *Russian Education & Society*, *58*(9-10), 642-649, DOI: 10.1080/10609393.2016.1315273.

Stanciulescu, E. (1996). *Teorii sociologice ale educatiei*, Iasi: Polirom.

Stoian, S. (1983). *Domenii ale pedagogiei*. Bucuresti: Editura Didactica si Pedagogica.

Topa, L., & Truter, T. (1971), *Sociologie pedagogica,*Bucuresti: Editura Stiintifica.

Vogt, L.A., Jordan, C., & Tharp, R.G. (1987). Explaining School Failure, Producing School Success: Two Cases. *Anthropology & Education Quarterly, 18*(4), 276-286, DOI: 10.1525/aeq.1987.18.4.04x0019s.

Zamfir, C., & Vlasceanu, L. (1993). *Dictionar de sociologie.* Bucuresti: Babel.

Zhao, J. & Ordonez de Pablos, P. (2009) School Innovative Management Model and Strategies: The Perspective of Organizational Learning. *Information Systems Management*, *26*(3), 241-251, DOI: 10.1080/10580530903017781.

Zlate, M. (1978). *Clasa scolara ca grup psihosocial.* In: Popescu-Neveanu, P., Zlate, M., & Crețu, T. (eds.), *Psihologie scolara* (pp. 355-383). Bucuresti: Universitatea din Bucuresti.