

## CLASS MANAGEMENT AS AN EDUCATIONAL GROUP

Bacter Calin Florin\*, Climpe Elena Manuela\*\*

\*Colegiul National „Iosif Vulcan” Oradea, Jean Calvin, nr. 3, Oradea, Romania, email: [calinbacter@yahoo.com](mailto:calinbacter@yahoo.com)

\*\* Colegiul Economic „Partenie Cosma” Oradea, Armatei Romane, nr. 1F, Oradea, Romania, email: [manuela\\_lara@yahoo.fr](mailto:manuela_lara@yahoo.fr)

### **Abstract**

*Education management has the capability to achieve only interdisciplinary, as it targets the main criteria of efficiency and effectiveness, as well as educational success, using the superior parameters of human resources, processes and key relationships that occur, but especially specific strategies.*

*The expansion of management in the field of education has been essential, since it has not been limited solely to the level of school as an organization and its leadership, overcoming obstacles that originate in the economic, management and last but not least, the fight against the bureaucratic mentality typical of staggered structures, as well as the unconditional compliance with certain normative acts.*

*The field of study of educational management, regarded as art, science, theory and practice, is clearly systematized as a complex social activity which is carried out in conscious, systematic and organized actions, with a view to becoming an active and creative personality, corresponding to contemporary social conditions.*

*Education is a complex process with a variety of tasks, with an impact on society as a whole, and it is possible to identify the changes brought about by education and numerous educational factors, with schools playing a fundamental role by focusing efforts on achieving the educational ideal, thus contributing to the achievement of the social ideal.*

**Key words:** management, school, class, students, efficiency.

### **INTRODUCTION**

Achieving a successful management in education is dependent on compliance with fundamental requirements such as: putting quality first, clear objectives, motivating the factors involved, rational use of resources and permanent corroboration of processes with results.

The educational process, at the level of the study formation, class and group of students, must be coordinated by teachers who plan the didactic activity, realizing didactic activity projects.

The teacher organizes the class of students according to the objectives pursued, the main goal being to create learning situations favorable to study. It establishes the training objectives by choosing methods and means

of education, controlling, guiding, evaluating, both the students' activity and the results obtained by them.

Through his entire contribution regarding the design and realization of the training, the teacher carries out a specific leadership activity at the classes he coordinates, the group of students constituting the psychosocial framework that follows the instructive-educational activity.

## **MATERIAL AND METHOD**

The contemporary social and pedagogical reality highlights the fact that the role of the school as an institution of education has become more and more complex, the reforms promoted in this difficult period having the purpose of moving the education center on the student, the main beneficiary of the educational inductive process. Largely formative education system, focused on respecting individual particularities.

## **RESULTS AND DISCUSSION**

The school proposes to the students the paths of intellectual formation that involve them actively in their own formation and that determine them to practice their behaviors, attitudes, reflective power and acquisition of new information through their own intellectual efforts, emphasizing the freedom. intellectual development of the student and autonomy, fundamental values of education.

In the contemporary educational management, the term *class management* is used with a double connotation: *in a broad sense*, it constitutes the accomplishment by the educator of all the recognized managerial functions; *in a narrow sense*, it aims to achieve the managerial function of operational management of human resources in order to apply the established objectives and obtain the expected results.

The manager is one of the main factors of any educational change, this being the one who procures, allocates and uses financial, physical and human resources to achieve his goals in the context of managerial activity.

In the case of any educational unit, the modernization of its own classroom management consists in objectives of improvement and efficiency of the teacher's activity, each having its own style based on experience and personality, being able to decide the approach style (authoritarian, participatory) to achieve success.

Knowing the group of students, as a social group, pursuing educational actions meant to contribute to its development, implicitly to the formation of the personalities of which it is constituted. Just as the object of students' psychological knowledge consists in their personality, so the object of

students' knowledge must represent their sensitivity having as features: structure, dynamics, team cohesion, respectively socio-affective climate, features of students' personality. Personality results from the way in which the various psychic components are hierarchized, while the spirituality results from the concrete content and the way in which different group traits are manifested in a concrete collective. The identification of the syntax of the group of students and of the personality of each of them is mutually complementary from the double perspective: gnoseological and methodological. The qualitative difference is determined by the specifics of the reality to be known, the content of the syntality being different from that of the personality. Knowing the sensitivity we will be able to appreciate some components of the personality and, conversely, knowing the personality of the students we will be able to interpret certain manifestations of the sensitivity. Thus, taking into account the interdependence that exists between the sensitivity of the team and the personality of its students, we will use methods specific to both areas to provide us with as much information about the team, as a social unit, as a whole. In order to get to know the group of students, we will take into account both methods and specific teaching techniques, listing as follows:

*Method* –observation, the questionnaire, experiment, appreciation scales

*Sociometric techniques*:- test, matrix, sociometric indices, dials.

If some methods are applied periodically, others are applied at any time, knowing the group of students being a continuous action; combining these methods in a certain way we will penetrate the structure and internal dynamics of the group of students. Regarding the psycho-pedagogical knowledge of the students, from the perspective of the fundamental elements of the training (the student, the work tasks, the learning strategies, etc.) the students' knowledge represents a premise of the efficient development of the differentiated training-education activity. The principles of psycho-pedagogical knowledge involve two stages: observation, documentation and exploration stage, the stage of discrimination of the information gathered for interpretation, for comparison. The scientific methods of psycho-pedagogical knowledge of students know a great truth and diversity, using observation, experiment, texts and surveys, case study. The empirical methods of knowing human individuality keep our attention on the most common: knowledge based on the extrapolation of personality traits *physiognomy*, psychological knowledge through the analysis of graphic productions - graphology

Thus, the principles of psycho-pedagogical knowledge of students take into account the fact that: the educator knows the student, educating him, and at the same time educates him by knowing him; the knowledge activity is a continuum throughout the student's school life; the student's knowledge has

as finality a correct school and professional orientation as an indicator of personal fulfillment. Modernizing one's own classroom management involves listening to students patiently, knowing the opinions, needs and interests they have, being a repositioning of the student's role and status in the educational process. The teacher-teacher relationship must be democratic, the teacher having the role of organizer, guide, counselor and last but not least manager of the educational instructional process, being able to facilitate the emergence of new relationships and activities that take place in groups. As a competent manager he is a body and soul devoted to his students, learning by them, permanently concerned with the accessible implementation of knowledge, treating them fairly, knowing their individual differences, giving them the opportunity to develop cognitive skills, but also encourage them to learn, to maintain self-esteem. The teacher is thus responsible for the management and modernization of the way students learn, inspiring both honesty and fairness and honesty, being a model for his students, permanently engaged in lifelong learning.

## **CONCLUSIONS**

Therefore, any educational activity takes place under certain objective and subjective conditions, but without them being sufficient. Various competencies of teachers are involved in their realization, such as communicative, pragmatic, normative and decisional competence, but especially the evaluative component, information and knowledge being the defining ones. In the last decade, rapid and sometimes unpredictable social changes determine the reconsideration of the role and functions of the teacher in the new social context.

## **REFERENCES**

1. Abdel Rahman, M., 2002, Management, Editura Risoprint, Cluj-Napoca
2. Badrus, G.; Rădăceanu E., 1999, Globalitate și management, Editura All Beck, București
3. Balog, A.; Badulescu, G., 2008, Modele conceptuale ale calității serviciilor on-line, în Cercetări teoretice și practice în managementul urban, anul 3, Nr. 8/2008;
4. Barbu, L., 2010, Managementul calității, Editura Sf. Ierarh Nicolae, București;
5. Baylei, K., D., 1978-1982, Methods of research, Free Press, New York;
6. Beker, G., S., 1997, Capitalul uman – o analiză a teoretică și empirică cu referire specială la educație, Editura All, București;
7. Bocoș, M., D., 2013, Instruirea interactivă, Editura Polirom, București;
8. Crăciun, C.; Collins, P.; 2008, Managementul politicilor publice, Editura Polirom, Iași;
9. Cristea, S., 2004, Managementul organizației școlare, Editura Didactică și Pedagogică R.A., București;