

"BABEȘ-BOLYAI" UNIVERSITY, CLUJ-NAPOCA
FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES
DOCTORAL SCHOOL "EDUCATION, REFLECTION, DEVELOPMENT"

THESIS
SUMMARY

Scientific coordinator:

Univ. Prof. Dr. Vasile Chiș

PhD student,

Prof. Stefan Eduard Gazsi

Cluj-Napoca,

2023

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**THE IMPACT OF USING THE INNOVATIVE DIDACTIC STRATEGY "EXERCISE
COMPANY"**
**IN THE DEVELOPMENT OF PROFESSIONAL SKILLS OF HIGH SCHOOL
STUDENTS, TECHNOLOGICAL FIELD**

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TABLE OF SUBJECTS

TABLE OF SUBJECTS	Error! Bookmark not defined.
Key words	Error! Bookmark not defined.
Abbreviations	Error! Bookmark not defined.
List of figures	Error! Bookmark not defined.
List of tables.....	Error! Bookmark not defined.
ARGUMENT	Error! Bookmark not defined.
1. TECHNOLOGICAL EDUCATION IN ROMANIA.....	Error! Bookmark not defined.
1.1. High school and professional education in Romania	Error! Bookmark not defined.
1.1.1. Organization of high school education	Error! Bookmark not defined.
1.1.2. Curricular cycles	Error! Bookmark not defined.
1.2. The specificity of the curricular area Technologies at high school and professional level	Error! Bookmark not defined.
1.2.1. Key competences, entrepreneurial competences	Error! Bookmark not defined.
1.2.2. Curriculum documents	Error! Bookmark not defined.
1.2.3. Correlation between vocational training standards and school programs	Error! Bookmark not defined.
2. APPROACHES IN THE TEACHING OF DISCIPLINES FROM THE AREA OF TECHNOLOGY	Error! Bookmark not defined.
2.1. The educational instructional process in professional and technical education.....	Error! Bookmark not defined.
2.1.1. Calendar planning. Development stages	Error! Bookmark not defined.
2.1.2. Classification and characteristics of plans	Error! Bookmark not defined.
2.1.3. Typology of instructional-educational activities. The lesson.....	Error! Bookmark not defined.
2.2. Teaching methods: trends and classification.....	Error! Bookmark not defined.
2.2.1. Expository methods; operational models	Error! Bookmark not defined.
2.2.1.1. Conversation method with heuristic effect	Error! Bookmark not defined.
2.2.1.2. Explanatory communication method	Error! Bookmark not defined.
2.2.1.3. Descriptive communication method	Error! Bookmark not defined.
2.2.1.4. Problematization method	Error! Bookmark not defined.

2.2.1.5. Method of theoretical and/or logical demonstration	Error! Bookmark not defined.
2.2.1.6. Personal reflection method	Error! Bookmark not defined.
2.2.2. Active methods	Error! Bookmark not defined.
2.2.2.1. Critical thinking	Error! Bookmark not defined.
2.2.2.2. Discovery	Error! Bookmark not defined.
2.2.3. Active methods by expressing the student's personality; operational models.	Error! Bookmark not defined.
2.2.3.1. The essay	Error! Bookmark not defined.
2.2.3.2. Brainstorming	Error! Bookmark not defined.
2.2.3.3. Technique 6/3/5	Error! Bookmark not defined.
2.2.3.4. Philips 6/6	Error! Bookmark not defined.
2.2.3.5. I know-I want to know-I learned	Error! Bookmark not defined.
2.2.3.6. Clusters	Error! Bookmark not defined.
2.2.3.7. Gallery tour	Error! Bookmark not defined.
2.2.3.8. Case study	Error! Bookmark not defined.
2.3. Elements of didactic communication	Error! Bookmark not defined.
2.3.1. Verbal communication	Error! Bookmark not defined.
2.3.2. Nonverbal communication.	Error! Bookmark not defined.
2.3.3. The use of new technologies in communication	Error! Bookmark not defined.
2.4. "The transition from school to active life through the exercise firm"	Error! Bookmark not defined.
2.4.1. Entrepreneurship	Error! Bookmark not defined.
2.4.1.1. The meaning of the concept of entrepreneur and	Error! Bookmark not defined.
2.4.1.2. The evolution of entrepreneurship in Romania	Error! Bookmark not defined.
2.4.2. Exercise company - didactic model of a real company	Error! Bookmark not defined.
2.4.2.1. What is an exercise firm?	Error! Bookmark not defined.
2.4.2.2. Actors of the exercise company	Error! Bookmark not defined.
2.4.2.3. Interdisciplinary collaboration	Error! Bookmark not defined.
2.4.2.4. Procedura de înființare a unei firme de exercițiu	Error! Bookmark not defined.
3. PEDAGOGICAL RESEARCH - DIDACTIC EXPERIMENTE	Error! Bookmark not defined.

3.1. Formulation and delimitation of the research theme.....	Error! Bookmark not defined.
3.2. Research hypothesis	Error! Bookmark not defined.
3.3. Research objectives	Error! Bookmark not defined.
3.4. Development of the research project.....	Error! Bookmark not defined.
3.5. Methods used in research	Error! Bookmark not defined.
3.5.1. Observation method (non-experimental data collection method)	Error! Bookmark not defined.
3.5.2. Test method	Error! Bookmark not defined.
3.5.3. Method of analysis of activity products and document research	Error! Bookmark not defined.
3.5.4. Method of experiment	Error! Bookmark not defined.
3.6. Organization and conduct of pedagogical research.....	Error! Bookmark not defined.
3.6.1. Pre-experimental stage	Error! Bookmark not defined.
3.6.2. Analysis of results	Error! Bookmark not defined.
3.7. Experimental stage	Error! Bookmark not defined.
3.7.1. Conducting research	Error! Bookmark not defined.
3.7.2. Examples of activities carried out in the exercise company	Error! Bookmark not defined.
3.7.2.1. Example 1.	Error! Bookmark not defined.
3.7.2.2. Example 2.	Error! Bookmark not defined.
3.7.2.3. Example 3.	Error! Bookmark not defined.
3.8. Post-experimental stage.....	Error! Bookmark not defined.
3.9. Data analysis, processing and interpretation	Error! Bookmark not defined.
CONCLUSIONS.....	Error! Bookmark not defined.
BIBLIOGRAPHY.....	Error! Bookmark not defined.
ANNEXES	Error! Bookmark not defined.

ABSTRACT OF THE DOCTORAL THESIS WITH THE TITLE

The impact of the use of the innovative didactic strategy "exercise firm" in the development of the professional skills of students in the upper cycle of the high school, the technological branch

Keywords:

Simulation training, teaching, learning, assessment, didactic strategies, curriculum, student-centeredness, practice firm, professional skills, interactive methods, entrepreneurship, labor market.

Introduction

The training and acquisition of skills in contemporary society takes place in an institutionalized educational framework, under the guidance of teaching staff. The quality of the training of the young generation will ensure future prosperity, because only through professionals, in their fields of activity, will we be able to contribute to increasing economic competitiveness. School and the quality of training are the foundations of society, they are the basic engines of sustainable development without which evolution, in all its forms, and progress are not possible. To train competent and high-performing young people means to ensure their insertion on the labor market, it means to achieve the much-needed balance between theory and practice, understanding that the applied part is the one that ensures success, since *"The job is a golden bracelet!"*

The present paper designed as a doctoral thesis and entitled "The impact of using the innovative didactic strategy „exercise company in the development of the professional skills of students from the upper cycle of the high school, the technological branch" aims to bring to the fore the importance of the choice of didactic strategies effective, active and participative didactic

methods, centered on the student, the use of modern educational tools in the training of skills and practical skills among students in the upper cycle of high school.

In this context, the scientific research carried out falls within the directions of progress of didactics in recent years. Over time, researchers' interest in activating and participatory strategies has played a crucial role in shaping a broad view of conceptual approaches to simulated and interactive hands-on training. The paper also investigates some of these concepts, relevant to our research, emphasizing the implications of related concepts in the detailed understanding of the "exercise firm" strategy.

The modern practice firm concept involves the creation of learning situations that simulate the activities of a real firm, where the focus is on the development of students' economic, legal and entrepreneurial skills, to facilitate their adaptation from the school environment to real, professional life.

The paper emphasizes the importance of the didactic strategy of the exercise firm in the teaching-learning-evaluation process, so that the student achieves performance. Performance implies the development of skills, practical skills, the performance of tasks in a team, implies a good ability to lead, make decisions and assume responsibilities, critical thinking and creative thinking skills, practical use of theoretical knowledge, solving problematic situations and, last but not least, perseverance.

In the analysis of didactic methodology, as a central element of educational activities, the emphasis is placed on the importance of didactic strategies in improving school performance. After going through the specialized bibliography related to the instructional-educational process, it is found that the optimization of didactic approaches is based on didactic methods. In this context, we identified the didactic strategy "exercise firm" which was considered significant for an interactive approach to the teaching-learning-assessment process.

The optimization of the didactic strategy "exercise firm" requires an appropriate approach in relation to the specific learning activities. To achieve this goal, it is essential to consider the key factors that play a significant role in the teaching process. In this context, we have identified and analyzed some of these factors, which we consider relevant for improving teaching-learning-assessment.

Thus, the planning of didactic activities, their organization, informative resources and curricular products are essential elements that require special attention, with the aim of highlighting their impact in the didactic act.

The research carried out by us focused on the didactic aspects, focusing on the identification of essential benchmarks for improving school performance in subjects within the technology curriculum area.

Within this approach, we developed and implemented models of didactic activities, based on the pedagogical approach of simulated and interactive training strategies, with the aim of supporting students in their effort to learn in a coherent, dynamic, interactive way.

In order to produce a well-structured and coherent paper, I have organized the material into three distinct parts. The first part is dedicated to the importance of technological education in Romania, the second part is the theoretical foundation of the "exercise firm" strategy, while the third part focuses on the presentation of the experimental approach. Each part is subdivided into several chapters, through which we aimed to verify the established hypothesis and present the relevant information in a pragmatic and logical manner.

In addition to them, the Conclusions section has the role of synthesizing the main theoretical and praxeological directions identified in the work, while the appendices and the bibliography are proof of the steps taken and provide a detailed perspective on the consulted sources.

The work contains a number of 133 pages, 7 figures and 16 tables.

In chapter I, entitled Technological education in Romania, I highlighted the importance of a continuous approach in reforming education systems, given the rapid pace of social, economic and technological changes at the international level. Educational reforms have various stages, including moments of significant transformation, less obvious intermediate periods, and periods of consolidation of knowledge and skills acquired in previous stages. The educational policy documents aim to outline the prospects for restructuring the national curriculum and its implementation in accordance with the specific legislation in force and the national reference strategy for the development of education.

The main directions for restructuring the national curriculum aim at two aspects:

1. The first direction of approach consists in centering on the student and in transferring the emphasis from teaching to learning - promoting a flexible curriculum, which allows the

diversification and adaptation of learning situations for students, in accordance with the characteristics of age and level of development, interests and abilities of each student, while respecting ethnic, cultural, linguistic, religious diversity, etc. as well as society's expectations.

2. A second direction consists in focusing on competences as a central organizing element in school programs specific to different disciplines and fields of study. This approach implies equal attention to all components of competence, not just knowledge and learning content.

Regarding vocational and technical education as well as vocational education, the school curriculum development model is based on the concept of learning outcomes. Thus, the aim is to achieve learning outcomes in two distinct directions:

1. The first direction consists in reassessing the relationship between the disciplinary approach and the integrated approach to the learning process. This integrated approach values the benefits it offers, such as adapting to the needs and interests of the contemporary individual, promoting knowledge transfer, developing creative thinking and problem-solving skills, and others.

2. A second direction aims to reconsider the allocation of learning time, taking into account the impact that educational framework plans, the curricular content of school programs and didactic practices have on students' personal time. This approach involves a reflection on how time is used in the learning process, understanding the individual needs of students and adapting the structure of school programs to allow more efficient and relevant time in learning activities. (ISE, Bucharest, 2015).

Ensuring a quality professional and technical education requires the existence of mechanisms and tools for determining the skills required by the labor market, providing advice for professional guidance for students and parents, with major importance in establishing the professional path of students, investments in school infrastructure to carry out a quality educational process - including through partnerships concluded with economic agents, the existence of modern didactic materials, the remodeling of the content of the curriculum that includes most of the content elements of the teaching-learning-evaluation process, whose reformation is essential for the efficiency of the professional and technical education system .

A crucial aspect is the reassessment and reconfiguration of the role of teachers, as the development of students' skills is greatly influenced by teachers and their level of professional training, as well as the learning methods they use. Thus, revising and updating didactic approaches,

adapting to students' needs and requirements, and implementing innovative teaching methods are essential factors for ensuring quality education.

We believe that, through the current curriculum reform, to a certain extent, the importance and role of socio-human subjects (including economic and legal) in the development of students' personality, thus contributing to the development of their ability to understand and appreciate the real world and to - express interest and positive attitudes towards essential values, institutions, society, culture, etc.

The economic and legal disciplines are particularly valuable because of their deep social content, even if they involve some abstract and generalized economic notions. These disciplines contribute significantly to the development of critical, analytical and divergent thinking, the spirit of observation and the ability to distribute attention. Students have the opportunity to approach issues of an economic, legal, social and political nature in a coherent way and systematically, which allows them to develop skills in these areas. (Albulescu, Albulescu, 1999).

In the second chapter, entitled *Approaches to the teaching of subjects in the area of technologies*, I presented the instructional-educational process in professional and technical education that refers to the way in which the theoretical and practical training of students is carried out in order to carry out their activity in a certain field of activity. This process takes place within technological high schools or vocational schools and aims to prepare students to become qualified specialists and enter the labor market.

In this chapter, I presented the introduction of the didactic strategy "exercise firm" in technological education in Romania, which took place starting in 2001, through a project initiated within the Stability Pact for South-Eastern Europe. The project was carried out by the National Center for the Development of Professional and Technical Education (CNDIPT) from Romania, in collaboration with the Ministry of Education and Culture and Kulturkontakt from Austria, under the name of the ECO NET project.

The didactic strategy of the exercise firm is based on learning by doing. It consists in simulating a real company, with the direct involvement of a coordinating teacher. By choosing an open exercise firm without real products, the aim is to simulate various business phenomena, covering all aspects of commercial and business activities, without involving entrepreneurial risks.

Within the exercise company, students can work in various departments, having the opportunity to carry out concrete activities, such as: establishing the company's marketing

objectives, applying effective principles of communication with consumers, analyzing the market and researching consumer needs to identify opportunities, the evaluation of external factors that influence the company, the realization of marketing research in order to develop effective strategies and the application of legal provisions regarding contracts and commercial practices.

The teacher plays the role of facilitator, communicator and collaborator, actively involving himself in the learning process. The methods used may include observation, independent work, experiment, simulation, problem solving, role playing, exercise, critical thinking group discussions, project learning, case study, brainstorming, etc.

The practice firm is the model of an enterprise whose purpose is concrete learning. The model allows the simulation of activities in a real economic enterprise.

The actors of the exercise firm

In order to ensure the prerequisites for the professional integration of graduates on the labor market and for continuous professional training, there is a need for flexibility and adaptation to the types of skills identified as necessary today and especially in the future, in a constantly changing labor market and adaptation to the requirements imposed by economic development (Ștefănescu, 2012).

The student and the teacher form a "team" in which everyone has their role, carrying out an activity with indisputable educational effects.

Thus, the student develops personally and professionally, getting directly involved in the learning process. Within the practice firm, he exercises and acquires, on the one hand, key skills (entrepreneurial and legal skills, teamwork skills, leadership ability, work autonomy, decision-making and assuming responsibility, gathering and independent processing of information, creative thinking, practical application of theoretical knowledge, solving problem situations, perseverance, organization of the workplace), and, on the other hand, specialized skills that include: organization and management of companies' activities, substantiation of strategies, development of product offers and services, concluding and executing contracts, accounting records, staff recruitment, performing the analysis of the economic-financial efficiency of the company, etc.

The coordinating teacher of the training company has a decisive role in the training process in or through the training company. He must have expertise in the field, skills and knowledge of business, legislation, management, IT skills, communication and negotiation skills. His role is

different. He must support the activity, coordinate it, plan it and control it. The tasks of the practice firm coordinator teachers are: to give advice and ensure learning situations in which students carry out practical activities independently within a practice firm, to check the knowledge and skills acquired by the students, to set clear tasks for the students , to organize the activity in the exercise company, to motivate and guide the activity of the students.

The school makes available to the training company the space necessary to carry out the activity, a fact recorded in the (simulated) rental contract concluded between the owner/tenant school and the training company-tenant/tenant. The registered office of the training company is the same as the real office of the school. The equipment, the software, the consumables, are a support given by the school to the training companies for the smooth running of their activity.

The parent company is a profile economic agent with activity on the real market - it is a commercial partner company, which supports the exercise company with specialized information related to both the range of products or services, as well as the supporting documents for the development of processes and activities in -a real business environment. This ensures the optimal framework for practicing entrepreneurial skills among students, for a better orientation on the labor market. The material support offered for the participation of training companies in domestic and international fairs allows the development of the image and the promotion of the activity carried out in a professional setting, which develops the creativity and critical thinking of the students.

The ROCT Central (Central of the Network of Exercise Firms/Simulated Enterprises from Romania) is the electronic platform through which the authorization, coordination, counseling of the exercise firms in Romania, but also their integration and representation in the national and international network of exercise firms is carried out.

Among the main attributions of ROCT we mention the following (Ștefănescu, 2012):

- coordinates the activity of the national network of exercise firms;
- simulates the activities carried out by the state institutions in order to ensure the services necessary for the operation of the exercise companies;

- Trade Register;
- Territorial labor inspectorate;
- Pension House;
- House of Health Insurance and other Social Insurances;
- Agency for Employment;

- Public finances administration;
- Court of Arbitration.
- fulfills the role of a bank, facilitating the proper circulation of payments for domestic and international settlement activities;
- ensures the exchange of information and communication between the practice firms in the national network and between the Romanian practice firms and those in the international network;
- supports, organizes and monitors the participation of exercise firms in fairs, programs and profile projects in the country and abroad;
- organizes, conducts and monitors competitions aimed at practicing firms (for example, the "Business Plan" Competition);
- verifies and certifies the degree of fulfillment of the quality standards by the exercise firms ("Quality Mark" evaluation);
- organizes activities and programs for the purpose of continuous training of teaching staff regarding the "exercise firm" learning method;
- participates in international events and projects related to the activity of exercise firms.

Analyzing the multitude of attributions that the ROCT Central has, we can say that clear situations are created for the acquisition of legal and entrepreneurial skills for the students who train through the practice firm. For example, in the activity of registering the company in the Trade Register, the steps to follow are similar to those in real life (Law no. 26/1990), the activities related to the Territorial Labor Inspectorate within the Central ROCT are based on the specific legislation (Law no. 108/1999 and the Labor Code-Law no. 53/2003), the pension system coordinated by the Pension House (Law no. 263/2010), the insurance system coordinated by the Health Insurance House and other Social Insurances (Law no. 95/2006), relations with the Employment Agency (Law no. 202/2006), the method of establishing and paying taxes and fees to the state through the Public Finance Administration (Law 500/2002 and Fiscal Code-Law 227 /2015), disputes settled by the Court of Arbitration (Law 335/2007).

Material resources (exercise company office, computers, consumables): the specific activity in the exercise company is carried out within the technological laboratory hours in professional and technical education, the service profile, representing a component of the national curriculum for grades XI- a and twelfth.

The place of activity of the exercise company is a cabinet/laboratory equipped with appropriate furniture, with equipment (computers, printer, video projector, etc.) necessary for learning, thus ensuring the performance of entrepreneurial activities that simulate the activity of a company in the economic sphere real.

The student, employee of the exercise company, and the coordinating teacher of the exercise company form a "team" in which each has a well-established role in the simulation activity. The cabinet/laboratory, "exercise firm" represents the space where the exercise firm operates. The space allocated for this cabinet must be large enough to allow separation into departments (furniture must be modular). It can include 15-16 workplaces, equipped similar to the conditions in the real economy, namely office furniture and all the necessary means of information and communication. It is advisable to have a special space arranged for meetings.

All these examples justify the fact that the students, who train through the training companies, come into contact with the legislation specific to each field of entrepreneurial activity, these fields are dynamic and in permanent change and adapted to social needs. Thus, students gradually acquire and develop the legal skills/knowledge that are necessary in entrepreneurial activity.

Through the practice firm, competences specific to the practice firm and specialized skills are developed.

Competences specific to the exercise firm are (Ștefănescu, 2012):

- "development and improvement of social skills (ability to interact, resolve conflicts, team spirit, responsibility, leadership)";
- "development and improvement of personal skills (flexibility, willingness to learn, critical spirit, creativity, initiative)";
- "the use of coaching techniques (motivation, guidance, counseling, etc.) in the current activity of a company. familiarizing students with the specific activities of the real company;"
- "simulation of operations and economic processes specific to the real business environment;
- perfecting business-specific language";
- "the development of skills necessary for a dynamic entrepreneur: critical thinking, decision-making, assuming responsibility, teamwork, initiative, self-organization and self-evaluation of individual resources"; (Ștefănescu, 2012)

- "facilitating the transition of graduates from school to working life and adapting to the needs of the labor market." (Ștefănescu, 2012)

Also according to Ștefănescu, 2012, the specialized skills of the exercise firm are:

- "self-assessment of entrepreneurial skills by students;"
- "realization of the planning of the quality of the processes and the quality of the products/services in the exercise company;"
- "application of legal provisions in the matter of contracts and commercial practices;"
- "to identify the sources of information regarding the legal regulations necessary to carry out economic activities: the Official Gazette, specialized magazines, newspapers, the Internet, Chambers of Commerce, the Trade Register;"
- "to analyze the information necessary for one's activity: laws, ordinances, government decisions, internal rules, methodological rules;"
- "to use the legal provisions in terms of commercial practices in their own activity: trader's rights, obligations, legislation;"
- "to draw up the documentation for carrying out the trade activity: authorizations, contract, statute, other documents;"
- "to identify/recognize the characteristics of economic contracts: legal characteristics, conclusion, effects, methods of payment, termination;"
- "to use economic contracts in their own activity: sale, purchase, work;"
- "to identify the measures that can be applied in case of non-compliance with contractual obligations: bank account blocking, insurance seizure, insurance garnishment, damages;"
- "to identify the parties involved (economic agents, individuals, legal entities) and their conduct: rights and obligations;
- "to draw up types of contracts according to a given context: work, sponsorship, advertising;"
- "to follow the company's interests in contractual relations: delivery conditions, transport conditions, payment methods, deadlines, delivery schedules;"
- "to decide the way to resolve disputes in the most favorable way: amicably, in court."

The achievement/achievement of these skills shows the quality of a didactic approach that mobilizes, involves, stimulates and motivates students towards their professional training at the expense of a learning based on the reproduction of purely theoretical notions/knowledge.

The practice firm's activity is structured, as in practical activity, by departments: human resources department, secretariat, marketing, sales and accounting. The students work within the departments and carrying out their specific activities, they will be put in situations where they have to reach/achieve legal and economic objectives.

A strength of the exercise firm is simulation. Wrong decisions, which in real life can lead to the endangerment of one's own enterprise, have no real economic consequences in the practice firm. They are an important part of the students' own experience, an essential factor in the learning process. It is even advisable to practice these possible failure situations in the real economy, the students being thus prepared for solving/preventing them.

Thus, it can be concluded that the didactic strategy "exercise firm" represents an interactive and innovative approach in the learning process, being intended for students from pre-university education, with a service profile, but also for other students or trainees interested in developing entrepreneurial skills. The purpose of this strategy is to promote the development of the entrepreneurial spirit by simulating the establishment of virtual companies, thus following the model of the functioning of real companies.

The third chapter, entitled "Pedagogical Research - Didactic Experiment", presents the conceptual and methodological foundations of the research, the theoretical premises of the research, the purpose, objectives and hypothesis of the research, details regarding the samples of subjects and content included in the research.

The research problem answers the question: "Can we develop the professional skills of high school students through the internship?"

The instructive-educational process carried out in the high school cycle, as well as the observations made throughout the school years, have convinced me that, through an age-appropriate didactic strategy, the firm didactic strategy, we can contribute to stimulating the intellectual potential of high school students. Acquainting the student with what happens in socio-economic life allows him to acquire skills necessary for his professional development, thus being able to integrate into the labor market. Based on these acquired skills, high school students can

orient themselves towards a certain professional career or towards a certain specialization in higher education.

In the research that I started, I used the didactic strategy of the exercise firm, within the technological laboratory hours, to see if they contribute to the development of professional skills and the efficiency of the instructional-educational process, by increasing the school results obtained.

The experimental research undertaken in order to optimize the didactic approach, in high school education, aims at two interrelated components:

Practical-applied research is an essential component of the research process, carried out on a group of 186 students. The main objective of this stage was to make concrete observations and to enable easy and efficient selection of topics and contents of interest. This constitutes a stage of ascertainment within the pedagogical research, realizing the connection between theoretical foundation and action research.

Action research aims to improve practical instructional strategies by experimenting with didactic approaches in the high school environment. In the framework of this research, systematic findings obtained by valuing the experience accumulated during the years of teaching activity were followed. These findings guided the research and contributed to the identification and implementation of more effective teaching methods in the context of high school education.

The experience gained at the department shows us that all students, starting from the 9th grade, acquire professional skills, if they are prepared for this purpose and the appropriate conditions are created for them. Thus, a good combination of didactic methods contributes to solving work tasks, as well as to the development of students' intellectual capacities.

A significant problem that requires attention is the decrease in students' motivation and interest as they go through the curricular cycles within the technological high school. There are several reasons for this trend, but we believe that by effectively capitalizing on interactive methods that stimulate motivation, we can develop their desire to learn and thus ensure a better retention of the acquired knowledge, thanks to active involvement and personal intellectual effort.

We have also noticed that when students are given the opportunity to search and find solutions to everyday life problems, their academic performance improves. Starting from these premises, I initiated a research within the typology of experimental, practical-applicative, development research with prospective value, within the category of action research.

Pedagogical research is based on a methodological framework that includes the following approaches: the pedagogical experiment, the interview method, the survey based on the questionnaire, the sociometric test, the study of the products of the curriculum design activity and the analysis of the content of the products of the students' activity, direct observation, evaluation samples and statistical analysis.

The fundamental objective of the action research was to highlight the advantages and limits of the didactic strategy "exercise firm" and the development of professional skills in high school students.

The operationalization of the experiment's objectives was carried out in two plans:

1. objectives aimed at the activity of teaching staff;
2. objectives aimed at the students' activity.

1. Objectives are proposed that aim to improve the activity of teaching staff within the pedagogical experiment. Thus, the participating teaching staff must:

- to be aware of their essential role as organizers of learning situations and to know how to direct the learning process;

- to encourage students' involvement, to help them identify and formulate problem situations and to encourage them to ask questions, so as to arouse their motivation to find their own solutions;

- to structure the activities in a coherent and progressive way, so that the students go through them in a complete and orderly way;

- to develop and offer adapted lessons, focused on the active participation of students, promoting didactic methods centered on the student;

- to develop projects of didactic activities suitable for the proposed purpose.

- to implement a formative feed-back process, through which to adjust their actions and approaches to overcome the reported dysfunctions and learning difficulties.

2. Objectives aimed at the activity of students from the subject samples are proposed, so that they:

- to participate in teaching activities and to solve problem situations by themselves or in collaboration with colleagues under the guidance of the teaching staff;

- to discover, recognize and use simple correspondences and sequences of related activities, according to the legislation in force;
- to explore different ways of carrying out economic and legal operations, using various types of representations;
- to use the tools offered by new technologies in various contexts.
- to use a specific language for the entrepreneurial environment;
- to develop a correct and efficient style of intellectual work, which he can apply in solving problem situations.

In order to formulate the research hypothesis, we relied on personal observations and considered the theoretical aspects regarding the connection between the use of the didactic strategy of the exercise firm and the learning performance of the students.

Working hypothesis: If teachers in the technology curriculum area organize creative learning by correctly and effectively combining didactic strategies based on real simulation (through the exercise firm), then professional skills will be acquired in a more attractive, interactive and accelerated way and this will lead to increased interest and motivation for study and profession.

The independent variable represents the effective combination of didactic methods in teaching, consolidating and evaluating contents through the didactic strategy of the exercise firm. This leads to the research itself.

The dependent variables consist of the competences acquired by the students, the school results obtained in the subjects of the studied technologies curricular area and the confidence in one's own potential.

The research was carried out with 11th grade students as a sample from the "Transylvania" Economic College from Târgu-Mureș and from the "Ioan Bojor" Technological High School from Reghin, during one school year.

In this research, the technique of parallel, equivalent samples was applied (Bocoș, 2005). Class samples were used, working with 3 parallel classes from the "Transylvania" Economic College in Târgu-Mureș, respectively 3 classes from the "Ioan Bojor" Technological High School in Reghin. The samples are chosen so that they are equivalent in terms of average capacity, they are chosen according to the results obtained in the initial evaluation in the period before the experiment.

- the experimental sample - consisting of students of the XIth grade (3 classes, 90 students, aged between 16-18 years)

- the control sample made up of 11th grade students (3 classes, 90 students, aged between 16-18 years).

Sample subjects			
Experimental sample		Control sample	
3 classes	90 students	3 classes	90 students

After analyzing the results obtained during the initial evaluation of the two samples of subjects, we found that:

-73.68% of the students of the experimental sample have good and very good results in the initial assessments in all subjects;

-78.94% of the control sample students have good and very good academic results.

This demonstrates the level of preparation of the two samples at the beginning of the experiment, the fact that they are equivalent in terms of intellectual capacities. The two samples were initially provided with identical conditions, then the experimental factor (independent variable) was applied to the experimental sample. In the control sample, the educational process took place under normal conditions, uninfluenced by the independent variable manipulated in the experimental sample.

The sample content covered the following topics:

- the entrepreneur, necessary qualities;
- choosing the object of the company's activity;
- choosing the legal form;
- drawing up the constitutive act;
- circuit of establishment documents;
- development of the business plan;
- drawing up the organizational chart;
- job description;
- accounting records regarding the supply of goods;
- job descriptions.

These topics were included in the calendar planning drawn up by the coordinating teacher of the exercise firm and were chosen so that students could acquire legal and entrepreneurial skills in a more attractive and accelerated way. The contents used in the homework were chosen in such a way that they are relevant to the topic of the proposed research and in accordance with the school curriculum that allows teachers flexibility in their choice.

Within the pedagogical research, the following stages were completed:

- the pre-experimental stage took place at the beginning of the experimental period with the role of evaluating and verifying the level of skills/knowledge of the students participating in the experiment, both in the experimental and control samples. Identical assessment tests (initial tests) were administered to the two samples to establish the samples' overall level of skills/knowledge in technology subjects.

- the experimental stage was the moment of introducing the independent variable in the activity carried out by the experimental sample, the didactic activity carried out through the training company, while for the control sample the didactic activity was carried out under the usual conditions.

-the post-experimental stage applied at the end of the experiment a final test to evaluate the skills/knowledge acquired by the two samples.

The pre-experimental stage

In this stage we used the following methods: observation, conversation and test.

The test was applied taking into account the individual psychological peculiarities specific to age, respectively the principle of accessibility. The test tasks were grouped from simple to complex.

In order to measure as accurately as possible the volume and quality of knowledge acquired by students in the 9th and 10th grades, we applied the test presented in the following tables to the two samples:

Following the application of the initial test, for the technology curriculum area, the sample of subjects obtained the following results:

Table 3.3. Initial test results on the experimental sample

Student results	Number of students	Weight
Between grades 8 - 10	42	46,66%

Between grades 6 și 7,99	39	43,33%
Between grades 5 și 5,99	6	6,66%
Below grade 5	3	3,33%

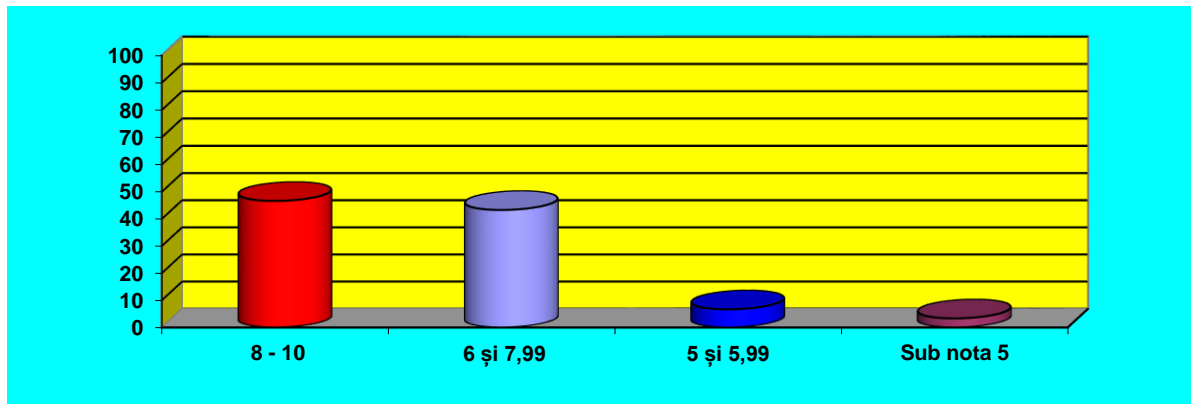


Figure 3.3. Initial test results on the experimental sample

Table 3.4. Results of the initial test on the control sample

Student results	Number of students	Weight
Between grades 8 - 10	48	53,33%
Between grades 6 și 7,99	24	40%
Between grades 5 și 5,99	3	3,33%
Below grade 5	3	3,33%

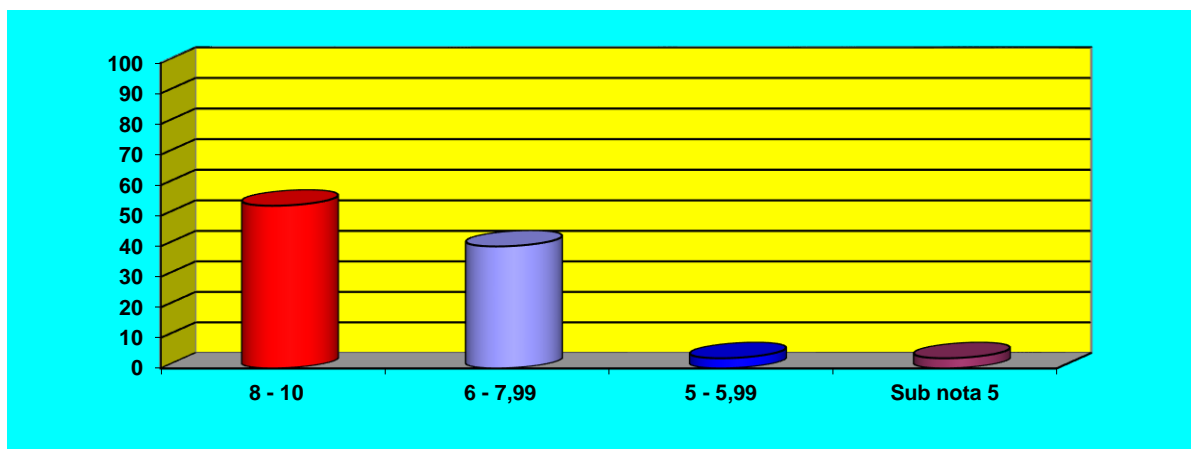


Figure 3.4. Results of the initial test on the control sample

Analysis of the results: Comparatively, the results of the two samples are presented as shown in the following table:

Table 3.5. Comparative results of experimental and control sample

Sample	Number of students	Between grades 8 - 10	Between grades 8 - 10	Between grades 8 - 10	Between grades 8 - 10
Experimental sample	90	42	39	6	3
Control sample	90	48	36	3	3

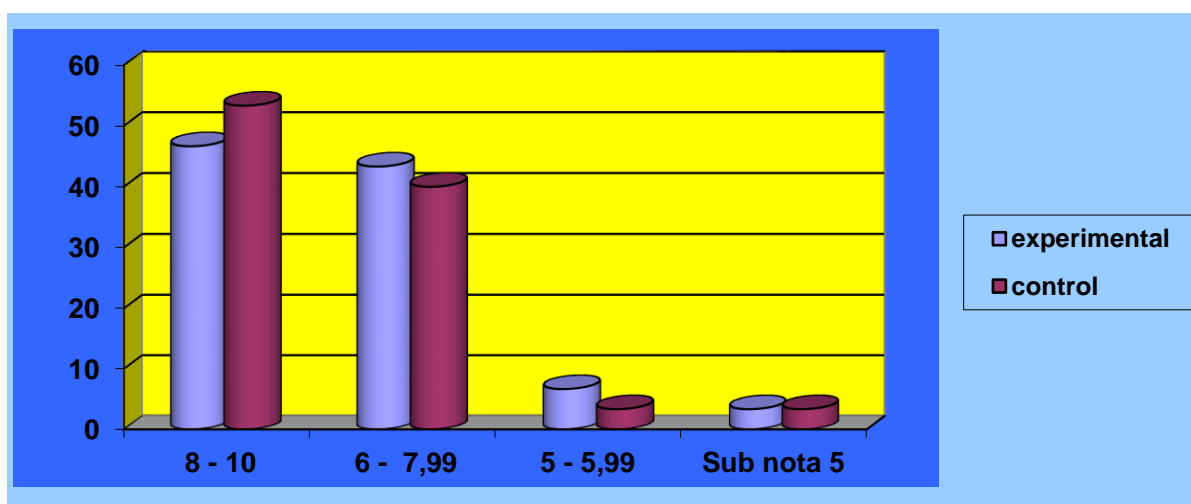


Figure 3.5. The comparative situation of the results of the two samples

As can be seen from the tables above, the level of preparation of the two samples is different, with a higher proportion of very high achievers in favor of students in the control group.

Experimental stage

At this stage is the moment of introducing the independent variable to the experimental sample, the effective combination of didactic strategies through the exercise firm. In parallel, the activity of the control sample was carried out in the usual way, without news, without being influenced by the independent variable.

The teacher of the control class did not know how the activities were designed in the experimental class, nor details regarding the organization of the learning situations, so as not to be influenced in the design of his activity.

Carrying out the research

The research was carried out during 99 hours, through several activities through the exercise firm.

The control sample went through these activities according to the classical method, with the help of the mixed type of lesson, respecting the methodical norms of teaching, learning and evaluation. In the experimental sample, the effective application of the didactic strategy of the exercise firm was introduced as an independent variable.

The activities carried out through the exercise firm were carried out according to the annual planning drawn up by the coordinating teacher for 99 hours distributed during the 2019-2020 school year.

The post-experimental stage

At the end of the experiment we applied a final knowledge test, identical for the two samples. For the application of this test, the following was followed:

- establishing the evolution of the samples;
- comparing the final results with the starting ones;

Table 3.13. Final test results

Sample	Number of students	Between grades 8 - 10	Between grades 8 - 10	Between grades 8 - 10	Between grades 8 - 10
Experimental sample	90	81	6	3	0
Control sample	90	48	36	3	3

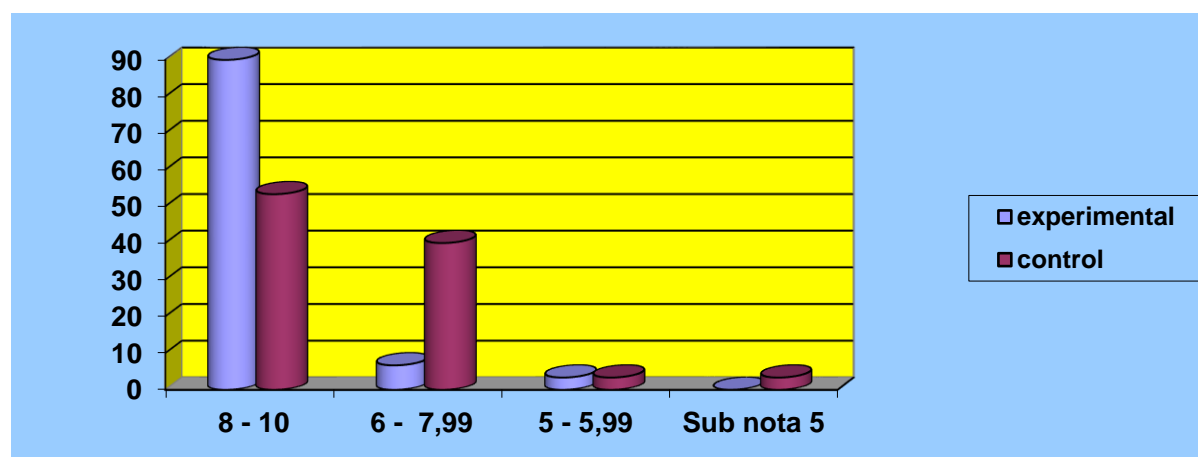


Figure 3.6. Final test results of the two samples

Data analysis, processing and interpretation: At the time of the initial test, it was found that the two samples were close in terms of the level of training and school performance. With the applied evaluation tests, at the end of the research and the introduction of the independent variable in the educational activities carried out with the experimental group, changes were found in the evolution of the results.

Gradually, the experimental sample acquired better and better results, while the control sample remained at close values, then decreased more and more. The results obtained from the final assessment test showed a clear separation of students from the experimental group compared to those from the control sample. I also noticed an improvement in the relationships between the students, who, following their involvement in common work activities, became very close from an affective and emotional point of view.

By combining the didactic strategies and their permanent use during the practice lessons, the interest of the students in the experimental group increased, but also their concern for the best possible preparation, giving birth to a competition between the students.

It can be stated that the research hypothesis was confirmed, which proves that the effective combination of didactic strategies led to the development of students' legal and entrepreneurial skills. The combination of modern didactic methods in the activities in the exercise firm ensures thorough and effective learning, motivates students for learning, stimulates and develops students' skills, familiarizes students with economic life.

The practical-applicative research that I undertook was included in the perimeter of the didactic activity, and its results should confirm the hypothesis from which I started in this pedagogical approach. We live in a period of numerous changes in education, therefore we must alternate traditional methods with modern ones, emphasizing the practical side of the instructive-educational process, because the student learns through work and through his own effort.

The methods used by teachers in the lessons must require the student's own effort and rational thinking, because nothing can be learned without understanding.

We believe that the model of the exercise company is a successful model because it is student- and activity-centered learning, emphasizes the development of thinking, the formation of skills and abilities, encourages student participation, creativity, initiatives, determines a teacher-student partnership, has a strong formative emphasis, not informative, presupposes the use of simple, accessible language.

In the practice firm, real-life situations are promoted and the application of knowledge to real problems will be pursued, in order to better take into account the needs of students, employees and society.

Students will be allowed to apply their own way of understanding the content through discovery, conversation and making materials such as: projects, schemes, portfolios.

Lesson activities can be varied so that, regardless of their characteristic learning style, all students acquire the necessary skills. Methods can be used such as: observation, independent work, experiment, simulation, problematization, role play, exercise, group discussions that stimulate criticism, project learning, case study, brainstorming, simulation in real conditions, etc. Within the training company, the legal rules that govern the real life of entrepreneurs are applied and used (laws, government decisions, government ordinances and others), thus the students will have contact with the legislation in the entrepreneurial field long before they are on the market real.

Through all these activities, the students become aware of the importance of knowing the legislation regarding the establishment of a company, the stages of establishment, learn how to correctly fill out company establishment documents.

The works developed by students within the exercise company will represent components of each student's personal portfolio, which will be subject to periodic evaluation and at the end of the semester/school year. These documents are concrete evidence of student progress and allow easy observation of their progress. The materials created by the students will serve as documentation support in order to participate in various contests and competitions of the exercise companies, such as the development of business plans or participation in fairs.

The evaluation of the students' progress is carried out through direct observation, using specific observation sheets and questionnaires, as well as through the evaluation of the results obtained within the exercise company. Assessing the student's personal portfolio, supporting projects (eg business plans) and administering tests are other methods used in the assessment process.

Participation in the "practice company" program is extremely valuable for students as it allows them to develop practical skills and work in teams, which involves responsibility, organization, accuracy, precision and the ability to resolve conflicts.

This hands-on experience gives them the opportunity to apply the knowledge and skills acquired in various fields such as accounting, marketing, law, computer science, social sciences

and others. Thus, the activity carried out within the "exercise firm" requires an additional effort and an independent qualification.

We believe that the use of the "exercise firm" method contributes to increasing students' interest in economic and legal subjects, while having a beneficial impact on society as a whole. By means of this method, a significant improvement in the level of performance achieved by the students is observed.

Students are delighted with the "exercise companies" because they can put their skills, pragmatic or creative spirit to good use, being encouraged to work in a team, assume responsibilities, participate or initiate events: competitions, company fairs exercise, business plan, etc.

CONCLUSION

The new education reform puts in the foreground the continuous improvement of the work style of teachers, the search and use of didactic strategies aimed at increasing the efficiency of teaching and learning. Thus, the student is helped to understand the world in which he lives and to apply what he has learned in different life situations.

The teacher must know how to motivate his students to learn and how to facilitate the learning process, emphasizing the usefulness of knowledge and the need to acquire it in order to succeed in life. The teaching staff must be interested in what the students want to learn and what they can do with this knowledge.

Based on some research studies, the consulted bibliography, the experience accumulated at the department, I have strengthened my conviction that in order to optimize the didactic process, to make learning accessible, the teaching staff must combine the methods and procedures with educational supports as efficiently and pleasantly as possible. as varied as possible, they must find ways to support students for a good performance of all didactic activities for the development of critical, analytical thinking, stimulation of thinking, creativity, language, causing the student to look for solutions for different problems, to make reflections critical and make value judgments, compare and analyze given situations.

In this paper, I have demonstrated how important it can be to combine and use in the classroom various didactic strategies adapted to the requirements of the school program and the age characteristics of the students, and which successfully contribute to stimulating interest in the development of legal and entrepreneurial skills.

The efficiency of the didactic methods used in the classroom depends on the way the teacher knows how to ensure a concordance between the theme and the existing didactic material, on the way he knows how to guide the students through questions, indications, explanations, evaluations.

In this paper, I have synthesized the entire experimental activity carried out, based on the accumulated experience and expertise, in order to demonstrate the special efficiency, both intellectually and emotionally, of the integration of modern alternative methods in the act of learning with the aim of developing professional skills.

From my experience in the classroom, I have noticed how a shy, reserved, timorous student becomes a much more active, more voluble and creative student through play. It is normal that we cannot always afford to use modern active-participative methods, but we must make efforts so that they are not missing a day from the students' lives. In order to have a prosperous society, based on a solid economy, to reduce social maladjustments, the school must train competent specialists in various fields of activity, depending on the requirements of the labor market, conclude viable partnerships with economic agents so that the initial training is deepened through concrete practical experiences.

We can say that, for a prosperous society, based on a solid economy, the school must train good knowledge of practical work, in a diversity of fields, according to the demands of the labor market and by ensuring a match between the offer of places for qualification and demand at the level of each county or in the economic ensemble of the respective development region.

By the already proven fact that success in a job is determined by the focus on practical training, but also by the quality of practice partners, both the school as a provider of initial training and the training partners have equal importance in training good craftsmen, in the conditions under which professional training must be applied, by field.

So, in a very dynamic labor market, of the current socio-economic changes, of Romania's accession to the European Union, the need for a flexibility of the workforce in terms of skills, skills and professional competences acquired in the current education system has arisen . We can say that Romanian education develops these capacities necessary for young people to integrate into the labor market.

Personal recruitment firms in Romania place their workforce in Europe, in general, but also in North America, starting from unskilled workers to highly skilled specialists, such as those in the IT field (on Google's aisles second language spoken is Romanian).

In today's Romanian entrepreneurship, we can say that without skills in the technical, economic, legal and social fields it is very difficult to survive or have a prosperous business. So, we can say that Romanian education, pre-university and university, is well oriented, from the point of view of training young people in an inter-/trans-/and multidisciplinary context.

The role of the contemporary teacher must be that of a mediator in the process of knowledge or counseling, alongside the traditional role of transmitter of information, which is not abandoned, but whose weight is visibly decreasing in modern education, centered on competences.

The teacher is today an agent of change, preparing his students in this perspective, to create learning activities (situations) appropriate to the designed objectives. The teacher, in this context, has the role of forming these skills in young graduates, skills that are absolutely necessary in everyday life (in understanding economic and legal news, solving situations in relations with employers or public authorities, etc.).

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