

HIGHER EDUCATION AS A SECURITY ELEMENT

*BUGA Oleg, Hab. Dr., Univ. Prof.,
Alecu Russo, State University, Bălți, Moldova
PĂVĂLUC Sabina-Elena, Novice (English) Teacher,
I. V. Liteanu-Technological High School, Liteni, Suceava, Romania*

Abstract: *It is known that after church, the oldest and the most important leading institutes involved in any civilized human community was and remains school. Because it is one of the resistant pillars of the society, from the beginning it was created under the church and the first teachers, as we know, were called dascăli-inspired, devoted teachers, willing to guide the younger generation.*

Keywords: *higher education, education, demographic crisis, project, national security.*

It is known that after church, the oldest and the most important leading institutes involved in any civilized human community was and remains school. Because it is one of the resistant pillars of the society, from the beginning it was created under the church and the first teachers, as we know, were called *dascăli*-inspired, devoted teachers, willing to guide the younger generation. However, the mission of education is not simply the provision of information to audiences, but rather the challenge of their interest in acquiring in-depth knowledge. Education today, at the beginning of the century, is an indisputable element of national security, and the future of each state formation depends on this system, the state of society in general and all spheres in particular.

Higher education in particular, in all times, has been given greater attention, as it produces a skilled and intelligent human force, able to cope with human competitions, to propel a state into the world hierarchy of achievements. For instance, making a retrospective of the higher education in the former USSR, we mention that in 1975 there were 856 higher education institutions, where about 4.9 million students were learning (the country's population was 245 million). That is to say that 20-30% of the graduated became students. That is the way things are now in most developed countries. Today, there are 5.7 million students in Russia, with a population of 144 million people (we mention that in 2014, Russia increased the number of budget places from 56 to 100 graduates of the middle schools). Like the Republic of Moldova, Russia is experiencing a major demographic crisis, and in the years to come, the number of students will decrease about twice (but we mention from the beginning that the Russian government is making great efforts to demographically stabilize the population). In such a situation, there are the Baltic countries or even Azerbaijan (which is a state with Islamic religion and where demographic processes have other determinants). Such problems are also faced by some educational institutions in Romania, for example, at "Ștefan cel Mare" University, three specializations closed in 2013-2014 due to the lack of students.

So, one of the characteristics that dominates higher education today is the poor demographic situation of decreasing the students number. How can this situation be managed? It is a situation of deep crisis, the state when globalization as a phenomenon draws into its nets the Moldovan higher education. From the start, we consider that the efforts of the Ministry of Education are absolutely correct, because in this process of globalization, Moldova can not remain an oasis of non-qualification, non-revival of higher education according to the standards of the contemporary world. In another case, the Republic of Moldova will have shortcomings in the competition field and will remain at the level of the African states. The Republic of Moldova today has about 25 higher education institutions, which we believe it is a lot. Some of them have the same profile, they are located in the same city and they are partially financed by the state.

What is their role? What is the role of this situation? They train teachers for schools, but in the districts of Nisporeni, Falesti, Cantemir and others there are not such profiles. Is not it better for them to make efficient use of financial resources, strengthening university development strategy and scientific research? Is not this a matter of national security, including economic security?

Other universities are simple "diploma sellers" and the quality of teaching and training is low. If in Romania, only from 1 September 2014 to 31 December 2014, the activity of 4 higher education institutions has ceased, in the last 10 years in our country the number has increased.

The third group of educational institutions is part of the "strange" category. For example, the Military Institute - Republic of Moldova, as it is known, is a neutral state and has an army of about 8000 people. Is this institute necessary against the backdrop of this situation? What do we prepare officers for? Is not it better to be trained in prestigious and experienced institutions abroad? So, against the backdrop of tightening the baccalaureate requirements (absolutely necessary in order to be able to focus on quality and to resist competing in globalization, educational services, the demographic decrease of the number of students - this year at high school only a few thousand people were admitted), poor training, etc., in order not to put the national security in the field of human petitions in jeopardy, radical measures are needed both at university and ministerial management level.

What should universities and the state do that higher education resist in the given situation?

1. There is a need to attract foreign students and this will depend on the positioning of the university, after accreditation, on its ranking (the partial classification in the 2000s was done, but it does not reveal the truth). Will foreign students come to the Republic of Moldova to learn? (Britain earns over £3 billion annually from education, Denmark - 2 billion euros). For the University of Medicine the students come to Romania. There is a need for projects at the Ministry of Education, Ministry of Foreign Affairs to attract foreigners.
2. Ministerial measures should limit the "acquisition" of abiturients by other states (Romania, Russia, Bulgaria, Ukraine, etc.). The same situation is, for example, in Ukraine or Azerbaijan with Turkish universities. For example, Ukraine has

CONFERINȚA ȘTIINȚIFICĂ INTERNAȚIONALĂ
**ASIGURAREA VIABILITĂȚII ECONOMICO-MANAGERIALE PENTRU DEZVOLTAREA DURABILĂ A ECONOMIEI
REGIONALE ÎN CONDIȚIILE INTEGRĂRII ÎN UE**

introduced another local exam, at equivalence of the diploma and Azerbaijan restricts the offer, allowing students to be recruited only for specializations that are not on national territory.

3. Higher education institutions of the same profile, such as the pedagogical ones in Chisinau, should be merged. We have come across a conglomerate of universities, essentially representing business entities worthy of all praise for the recorded economic performance, which, in fact, produces unemployed people. There cannot be teachers who will teach at school with an average grade of 5-6.
4. Attracting university employees to scientific, research projects, etc. It is not a great secret that today some of them are given preferentially to the so-called "otcat".
5. To increase the salaries of high school teachers (not as in 2014 on September 1) to motivate baccalaureate training; also, increase the salaries of university professors to stimulate the quality of teaching. The quality of training is an essential element in the competition of educational services.
6. The engagements in educational institutions should be made 80-90% only through contests. This will reduce the percentage of grandchildren, wives, etc. employed and will also reduce the costs for this category of employees.
7. To accelerate the accreditation process in order to allow the recognition of Moldovan acts abroad, the classification of universities and the increase in the quality of training.
8. To be declared projects with strategic state interest, the systems of cooperation with the economic agents practiced at Alecu Russo Universities or the Technical University of Chisinau. The Ministry has the task of facilitating this collaboration and organizing others. With the right pay to raise the image of the teacher in society, because in recent years everything has been done for the loss of confidence and the compromise of this profession.
9. To roughen the fight against corruption as the biggest scourge of compromising the status of "teacher". The Moldovan higher education enters a new phase, that of restructuring under the influence of new mechanisms of market economy in the field. It will be reduced the number of employees, it will be required revolutionary survival moves.

Therefore, university managers at all levels should not wait for the moment when a high quality level of academic teaching, learning and evaluation will be ensured, a restructuring of the framework plan, a resizing of study cycles and so on. In other words, the key to success lies in the activity centered on the needs and wishes of the audience, based on interactivity and flexibility in a world where there is a step from good to bad where the notions of "national security" and "education" are synonymous.

Conclusions: The Moldovan higher education goes through a restructuring phase in accordance with the social economic events that dominate around. The Republic of Moldova can not afford the luxury of not being receptive to these changes as it will strike at the elements of national security, human potential, the quality of tomorrow's society, the competitive capacity of the higher education system.

BIBLIOGRAPHICAL REFERENCES:

1. *A Statistical portrait of the European Union*, European Communities, 2014.
2. *Legea învățământului* no. 547 from 21 July, 1995.
3. *Strategia învățământului superior din Republica Moldova* in the context of the Bologna process, from 24 May, 2004.
4. *Legea privind aprobarea Nomenclaturii domeniului de formare profesională și al specialităților pentru pregătirea cadrelor în instituțiile de învățământ superior*, Cycle I, 7 July, 2008.