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What is the purpose of learning if it does not turn into education? But most of all what significance should be assigned to pedagogic learning? Which is the relationship between “knowledge” and “learning”? The attempt of the educators to define learning in order to determine its consequences have not led to an unequivocal conceptualization. Hundreds of definitions contradict and complete each other, which is regarded as a positive aspect, learning being a dynamic process, although it skips any notional formula. In the same time learning “is not located neurophysiologically” and “we have not the slightest idea about what is happening inside us when we say that we have learnt something” (Foester, 1996). What do we learn? If we accept the idea that the whole life is both an empirical and a pedagogical learning, then the human being’s development is a continuous process of knowledge.

1. Everyday learning means assimilation of elements belonging to the surrounding reality, the way they stimulate interest and draw attention on ourselves. The familiar facts from the social, cultural, economic, political environment do not arouse the motivation of knowing and recognizing them, only if they have changed their configuration. On a trip our interest is stimulated by the novelty that “raises our attention determining learning or retaining promotional knowledge”. “New cognitive maps” (J. Novak, 1977) are drawn based on new contexts. The learning process takes place anytime, daily, by assimilating new knowledge that is added to the already existing cognitive schemes. When we mention “new knowledge” we place ourselves on the territory of “knowledge”. This is a sign that learning can somehow be identified with educating. “Knowing” is not synonym with “to know” because “knowing” would mean “learning”. Nobody learns if s/he knows, and who knows something does not need to learn more. We will focus on learning as a form of knowledge resulting from the necessity of interaction between the individual and the surrounding reality. Knowledge is achieved by “originally copying reality”, as simple reflection form and by “reconstructing reality”, a subjective, personalized reflection. Learning as means of empirical knowledge allows sensations and representations to turn into personalized cognitive maps. The physical and psychical context assigns the perception of signs a special and “autopoetical” significance. For instance, an individual born in a leve country will differently perceive and reflect upon a mountainous landscape. A countryside individual will discover the city or the art museum in a different manner. Moreover, an enchanting landscape (natural or not) can be perceived (as sign of learning) differently by a sick person and a healthy one, by two young man, one thinking about his girlfriend, by a boy or a girl, by a teacher and a merchant. The psycho – physical mood of an individual determines a certain attitude of knowledge that is reflected in his /her mental and affective being.

2. Pedagogical learning (having a coherent, conducted, standard schedule) is based on assimilating the knowledge considered relevant by the educator for shaping the personality of the teenagers. Even though such a curriculum is focused on abilities and competences, knowledge is the main element that outlines it. There is always disequilibrium between the pupil’s knowledge and the content of the curriculum. The settlement of equilibrium (apud J. Piaget) is the consequence of learning, of knowledge suggested for assimilation. When pupils signal a conceptual disability that endangers “the mental order” irritation and discomfort are created. But no one accepts the idea of refusing to learn, especially professionals and parents. There is even a system of punishment and reward (grades, qualifications) established by school and family in order to motivate and oblige the pupil to learn what s/he must (?). If
learning is an interaction between the human being and the environment, pedagogy proposes a too abstract, second-hand, para real environment: formulas, numbers, definitions, symbols, graphics, schemes, concepts, structures. The disruption of the cognitive system and the necessity of reshaping it with new structures and significances leads not only to distress but also to internalized ambition and motivation. This is the reason why pupils overcome a series of natural barriers: laziness, lack of interest, intellectual comfort, preconceived beliefs, and complexes of inferiority. By creating motivations pupils can achieve performances according to the models proposed by the others. These can turn into models of good behaviour. Let’s take as example a student, named Ronaldo, who learnt everything he was asked to in elementary school under his mother’s care and his father’s pressure; he was awarded prizes, disciplined, obtained efficiency in all school subjects and was considered a pupil with “encyclopaedic capacities” and “a good pupil”. To his mother’s despair and the father’s irritation his efficiency was lower in high school; he selected “learning” according to the teacher and the assigned homework. He successfully passed the national examination but refuses to go to university, refuses to get hired, hoping at a financial success that would outcome from gambling.

“I have learnt in vain because nothing would stick to me. I have been afraid of my father and ashamed of my mother. I don’t even know what I like because you wouldn’t leave me alone. You would have wanted me to become what you had wanted, not what I had. You have destroyed even my wish to have a wish.

This is somehow an unusual situation. School or pedagogical learning contradicted with the individual’s personality and the teachers did not consider his mental structure and his motivations.

All “learnt” knowledge crumbled in front of a perception error coming from the adults. The child was an object, explicitly formed by the educators through a procedural knowledge. Ronaldo discovered himself, has a picture of him and can re-shape his development by learning according to his own type of personality.

Primary conclusions:
1. Everything is learning.
2. Learning is empirical and pedagogical.
3. Everyday learning is contextual.
4. Pedagogical learning is procedural.
5. There is a likely conflict between the curricular learning schedule and the personal motivational schedule

3. Constructivist learning. The learning process begins with perception of the information, its procession into knowledge and ability, the establishment of an interest in connection to what is already known. Specialists mention three stages: acquisition (contact and procession), interiorising (understanding and integration), and behaviourising (operationing and operational acquisition). We acquire a representation of the environment or we cause through a new type of learning, a change of this representation by means of all personality’s psychical processes. Everything is re-learning because the surrounding reality, intuitional or virtual consists of problems of interest, meaning situations that can remove a certain discomfort. The problems of “learning” (S. Bernat, 2003): unity, sequence, context and learning framework. Unity is “a logical division of a content that will be learnt”. The smallest component of a learning unit is the learning sequence and it involves solving a task in a given timing in order to obtain a result. The learning context (or situation) contains “the outlook of the relationships between learning agents and the environment they are settled in” (S. Bernat, 2003). Finally, the learning framework sums up the sequence and the context, aiming at a covering background factors that allow proper assimilation of tasks, knowledge transfer, creativity and opportunity to use the results.

The simplicity of a process so difficult to explain generated a series of theories, aiming to facilitate human learning and to grant it full efficiency. The psychologist J. Piaget, through his constructivist theory created a valuable literature of learning. Even if the new constructivist philosophy has a long lasting career in the theory of knowledge (Pyrrhus, Vico, Kant, Schopenhauer etc.), it generated very exciting and productive opinions: “Constructivist thinking seems to be fashionable in an age when traditional
certainty and truths become fragile and questionable” (Siebert, 2001). **Constructivists** come from different scientific fields joined by P. Watzlawick problem – question “how real is reality?”: Evolutionist (Riedl), scientists (Janich), neurobiologists (Maturana, Varela), philosophers (Mandl, Singer), linguists (Schwitz), sociologists (Searle), statisticians (Suhman), psychotherapists (Stierlin, Simnon), pedagogues (Reich, Kosel, Siebert, Bocş, Joiţa), computer scientists (Watzlawick) etc. cause a change of the paradigm, considering that thinking, knowledge and learning are “autonomous processes of building the reality” (Siebert, 2001). As far as we are concerned, we consider that the following definition is relevant: “Learning is an active and constructive process, that takes place in a context, so it is situational, multidimensional and systemic. The learning results can not be foreseen, because the process of building reality is individual and situational” (apud Siebert, 2001).

4. **Social constructivist learning** is a construction, reconstruction and deconstruction of representations of reality. What reality?! The represented reality is a consequence of its percolation through our mental projections animated by emotional impulses. Each human being has his/her own reality and s/he creates the own way of relating to it. In pedagogical learning the educator suggests the pupil a reality. Its artificiality is given by the second-hand situation, by how the others process it according to their own cognitive organizers. Moreover, an identical assimilation is a compulsory demand, fact that gives the pupil enough thinking independence. The obsession of “must” and the threat of punishment reduce pedagogical learning to memorizing and compilation.

Constructivist learning avoids suggesting a model; its main target focuses against pedagogical organization of learning where the teacher and his/her curricular instruments remain tributary to manipulation and herbartiene models. Moreover, pedagogy insists on the usage of the word *instruction* (making discipline) and *methods* (as learning networks), places education in front of learning, and assessment (of process and product) become forms of school efficiency (?) .

How do constructivists understand learning? “The one that learns, says M.Bacos (2002) basically produces epistemological constructions; s/he goes over a constructivist process/step; (re-)elaborates concepts, operations, competences, behaviours, attitudes, etc and integrates them in his/her own cognitive schemes that are frequently used and permanently updated and modified”. Epistemological constructions are the so-called cognitive schemes created as a result of a sequence of actions and a group of thinking operations. The learner, according to J. Piaget, re-builds his/her equilibrium through assimilation (the transfer of the previously acquired scheme) and through adaptation (to the new challenge). The Russian psychologist S. Văgotski mentions “the area of proximate development” as the distance between what the learner knows and what s/he wants to know. We find the same attitude in the beliefs of psychologists M. Doise and J. Mugny. According to their beliefs learning is the result of a “socio-cognitive conflict” between what the learner knows and what s/he knows s/he does not know. There are endless epistemologies like this and their values lies in the fact that learning derives from pupil’s active involvement in building his/her own thinking structures and his/her own system of model experience selection. Learning as knowledge process is developed individually, according to the meaning each individual assigns to the text, called reality.

5. **New educational role.** The learner has a cognitive scheme s/he operates with, which is receptive to improvements. Dona M. Ogle’s worksheet (*I know/I want to know/I have learnt*) is a principle of interactive learning where the learner is invited to design his/her own strategies to assimilate knowledge. In this approach, the teacher/educator acquires a new identity. He is not a knowledge transmitter anymore, but becomes a facilitator, instructor, guide, organizer, consultant for the learner who has become autonomous, independent and a discoverer (“autopoeitic”). His primary competence is management, he has to organize and monitor learning and the professional-scientific competence passes in the background. An efficient teacher is pupil-focused, being gifted at creating learning situations, being capable of promoting
interaction, interactivity and independence. S/he becomes a learning partner, takes part in formulating both questions and answers, encourages reflection, gets involved in students’ actions having a deep feeling of empathy and a careful sentimental release.

The skills and competences resulted from a constructivist and humanistic type of education are the consequence not only of cognitive learning but also of meta-cognitive learning, as derived from the developments of the hidden curriculum and from the integrated personality building.

Because Education, understood as behaviour generative learning, is a fundamental factor for a desirable cohabitation, the educational activity is necessary for the individual’s adjustment to the evolution of the society. The society develops mentalities and promotes new configurations of values. Education is not only “proper upbringing”, it is also a dynamic survival process in an ever-changing community, assigning significance to a dignifying, true and humanistic existence. No education can be done outside learning.

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SYNOPSIS

The present study constitutes the follow-up of the article published by the authors in the preceding number of the magazine, focusing on the features of emotional intelligences and alexithymia in sight-challenged children.

The results obtained pursuant to the application of the Emotions Awareness Questionnaire for children - EAQ, helped us identify the main dysfunctions related to the capacity of emotional awareness and expression in sight-challenged children, objectified in the level of their alexithymia.

For the therapy of alexithymia in this category of children, we conceived a complex programmer intended for the training of abilities involved in the affective development and maturation, applicable both at the class level as well as within the psychological counselling offices in the cases of a more severe level of emotional disorders.

Essentially, the programmer is based on the exercise of skills that provide the development of emotional intelligence, depending on the age of the subjects, organized per cycles.

The advantages of the programmer we propose manifest both at the individual and the social level.

At the individual level, it stimulates students to improve self-awareness, to control their emotions and inadequate impulses and consolidate empathic capacities.

At the social level, this type of intervention contributes to the education of the character, the prevention of violence and aggressiveness as well as the combat of school indiscipline.

The case study, presented in the conclusion, shows the positive effects over the affective equilibrium and the subject personality, as introduced in the programmers conceived by the authors.

Theoretical Premises in Drawing up the Programmer

It is good to be aware of our own emotions and to be able to talk about them. Knowing them we can go forward, learn to manage them and use them in solving the problems we face day by day. It is as important to communicate to others our emotions in order to find emotional support and understand what we want from those around us, as it is to understand the others’ emotions as well as to offer our emotional support when they need it.

According to the “Mayer&Salovey” model of emotional intelligence, the training /development of the ability to identify emotions by name is the first step in the development. The two state that, the EI (emotional intelligence) development will not occur but for this first step (correct labeling of emotions being the second step in the development of this type of intelligence – understanding emotions). As we emphasized in the last part of our paper, this inability is named alexithymia and may be treated by therapeutic and educational means.

Romanian has several words expressing and referring to the name of emotions but we do not use them, for different reasons. Two of these reasons are: the incapacity to be aware of them and a very scarce emotional vocabulary (lack of education as far as emotions).

Why is it necessary to investigate in detail this capacity? Just as the other subjects, emotions start from easy and get complicated. Skipping a step prevents the development of the next, etc. the
questionnaire for the awareness of emotions, used in the paper, is a valid instrument, because, in the results obtained from the six scales, as well as at the general level, we can accurately see what a subject can or cannot do and to what extent. Knowing such details we can structure a program for the formation or development of this capacity. It is indicated that this programmer should have educational forms, applied at the level of the class, but, then when the subjects’ issues are greater, it is good to offer them individual psychological help, within the counselling offices.

Why is it important to form/develop this capacity, which is in turn made up of several capacities? Just as the students shall reach a certain competence level in Mathematics or Romanian, they shall master as well these abilities essential to life.

It is important to master these abilities for the development of emotional intelligence.

Why is it useful to develop emotional intelligence?

At the individual level, it helps the child improve self-awareness, control inadequate emotions and impulses and develop empathy. Improving these, the child’s behaviour and the academic results will also improve.

The results of a study performed over a numerous population, under the management of Roger Weissberg (coordinator of the Committee for Academic and Social-Emotional Learning - University of Illinois at Chicago — leading the way for the introduction of social-emotional learning in the schools worldwide), shows that these social-emotional learning programmers caused improvements of the academic successes. In the schools participating in the study, up to 50% of the children showed improvements of the results by up to 38% and improved their yearly average.

At the social level, the development of emotional intelligence, through such programmers, one can achieve several things among which the build-up of character, the prevention of violence and aggressiveness, the combat of school discipline issues and the improvement of the school climate.

As we know, the sight-challenged have dysfunctions in perceiving body language in other people, having difficulties in decoding the message sent visually. One knows that the spoken language is only a small portion of language. The largest weight is held by the body language (studies show that 90% of our communication is non-verbal). Also, the tone of voice, the rhythm, the inflections are important. In a normal child, the development of these abilities goes by itself. The sight-challenged need additional education support achieved by the development and training of hearing as important perception means and decoder of the spoken emotional language.

The programmer used in the case study shows that the formation/development of these abilities results in positive effects on the development of the personality of the subject participating in the study. We mention that this programmer refers only to the first level of emotional intelligence representing only a stepping stone to be improved.

It is important that the structure of this programmer has gymnasium cycles. Thus, in the grades 1st to 4th it is necessary that the children learn to recognize and label accurately their emotions and the way they influenced their actions. By the end of the elementary school, they shall be able to identify verbal and nonverbal indicators of someone else’s feelings. In middle school they shall be able to analyze the stress factors for themselves or whatever motivates them in performance.

Although the programmer has fixed milestones – a well determined scope and clear objectives – they were adjusted to the study case subject, its duration as well, was adjusted to the inner rhythm for development.

The programmer has an educational character but, as it involves a deep change, the psychotherapeutic feature is obvious.

Programmer for the development of emotional intelligence by training/developing the ability to identify / name/communicate emotions

Purpose of the programmer

Throughout the programmer there are certain therapeutic “topics” by which the subject is invited to exercise as new, and
then, in the next meeting, they shall discuss the topic and how he/she feels doing so, in a self-awareness process.

Programmer objectives:

O1: Developing the emotion related vocabulary
Activities:
- One offers a list of positive and negative emotions; one discusses over each emotion; if the term is not known, one gives explanations;
- One uses the terms expressing emotions: the subject is invited to search for moments of his/her life when he/she has felt helpless, displeased, relaxed, proud, etc.

O2: Identifying emotions by name
Activities:
- One shall have the subject describe certain circumstances of his/her personal life and discuss the emotions accompanying such circumstances;
- One shall cause the subject to name/label emotions. He/she is offered life situations and is challenged to identify the emotions the characters experience

O3: Expressing the intensity of emotions by the use of words expressing not only emotions but also their intensity
Expressing the intensity of emotions one can communicate what one really feels; exaggerating or minimizing emotions distorts one’s reality and the efficiency of communication is undermined.
The activities the subject is taught to express the intensity of emotions:
- Assessing the slightly modified emotions: I feel slightly hurt/I feel very hurt
- Choosing a specific word in a continuous row of words with different degrees of intensity of the same emotions: I feel embarrassed/furious/angry
- Using a 0 to 10 scale for becoming aware / expressing intensity of emotions (“I feel hurt at a level of 2 out of 10”).

This third method is the most interesting and helps us have a real perception of our own emotions. And this correct estimate helps us regulate our behaviour or understand the adequacy.

O4: Developing and training hearing for recognition of emotions in the voice of other people
Activities:
- The subject shall recognize/infer emotions in the voice of people recorded on tape

O5: Replacing indirect expression with direct expression of emotions
The direct expression of emotions is not always socially accepted. We are afraid to offend others, to reveal our unhappiness or suffering, not to feel socially disapproved. However, we live in a world where appearance is more important than reality. Thus, instead of directly and honestly expressing our emotions o do it indirectly. We often lie in expressing our emotions. When we start to conceal our emotions or we lie in this regard, or tell people what they want to hear, we prevent communication, we distort reality, we combat evolution of intelligence and we dishonour human nature.

We give you some examples of the way we do this:

**Disguising emotions.** There are several ways to do it. We sometimes lie merely about how we feel. We say we feel good when in fact we are irritated, worried or stressed out. Sometimes, we say more or less purposely, “I hope it won’t rain” when in fact we are afraid it may rain.

**Exaggerating.** We sometimes or often exaggerate our emotions to draw the attention of others. The people who exaggerate their emotions and have neglected them and they risk pushing other away. These expressions are not literally and truly adequate: “I feel devastated” or “I feel desolate”, etc.

**Minimizing.** Many people minimize their emotions, especially when they are angry, worried or depressed. They use expressions such as: “I am well”, “I feel ok”, “Don’t worry about me”. Many are too proud, stubborn, and afraid to share their emotions. They desperately want to feel close to others but they do not let others get close. There simply make other reject the sincere and honest expression of their emotions.
Activities:
• The student shall note when he/she uses such communication and shall replace it with an honest/sincere expression of emotions.
• The student shall discover this type of communication.

O6: Becoming aware of emotions in indirect communication

*Since we are not used to directly express our emotions, we use indirect communication expressing how we feel through examples, labels, or figures of speech. The avoidance of this means of communication to communicate and express emotions leads to a better knowledge and awareness and enables a more precise self-awareness. The communication examples shall be analyzed (known) and replaced with direct forms:

- “I feel (expressing emotions by a label)... like a child, like lose” instead “I feel I am a child”, “I feel I am a loser”. This is self-labelling and causes emotional unease. Moreover, this labelling determines a mental programming, so that we repeat actions leading to such emotions.
  - “I feel (thought) … that he will win, is wrong”, etc. But I fail to express how really feel about this;
  - “I feel (expression of emotions as behaviour) like beating him, giving him a lesson”. The people using such expressions are not in fact in touch with their emotions and they are not aware of their emotions.
  - “I feel you are criticizing me…” instead of directly expressing it in the first person: “I feel criticized”.

Activities:
• The subject is invited to identify such communication in themselves as well as others.
• The subject shall analyze what he/she feels when he/she communicates through labels, figures of speech, etc.;
• Replacing through exercise the communication of “I feel you are criticizing me…” with direct 1st person expression “I feel criticized”. The first means makes the other defend themselves, accuses them, which makes the communication process suffer more than help it.

• The subject shall discover the importance of this type of communication.

In this type of communication we assume what we feel. It may seem difficult at first but, along the way one notes that it becomes easier to express yourself in such a manner.

O7: Replacing predictions with expressing emotions;

Activities:
• The student shall discover this type of communication and shall replace it with direct expression (e.g. “You will hurt yourself” with “I am afraid you will hurt yourself”; or “You’ll be late” with “I’m afraid you’ll be late”, etc.)
• The subject shall analyze how he/she feels replacing this type of communication and will discover this type of communication in the people around.

It follows a study case where we applied the above-presented programmer.

MI is 15 and he is in the grade. He comes from a normal family, his parents are high school graduates and divorced when he was 7. The mother takes care of the boy. The father is no longer in touch with him. The father’s relations with the family have been tense: fights with the mother and physical abuse of the child. The family has a low cultural level. They live in a three room apartment with the maternal grandfather, the maternal aunt, her husband and child. Their relations are amicable, without arguments or fights.

The data of the anamnesis show that this child was born at term, pursuant to a caesarean, APGAR score 9. There was no problem at birth. Pursuant to the interview with the mother, we find out that the parents wanted the child and nothing had appeared throughout the pregnancy.

The child attended a normal school, where he had a hard due to his sight problems, although he was very industrious. Being a child with a normal intelligence potential he developed a school phobia pursuant to the low results. Upon the suggestion of the teachers in the normal school, the child underwent a medical eye control and they discovered he suffered from isotropic, hypermetropic OS- astigmatism and low hyperopia OD (grad accentuate). The medical certificate attested a breakdown. They
suggested that he should be oriented towards the school for the sight challenged, and he was in the 6th grade. But the child refused to go to school. A group of teacher went to his house numerous times coaxing him into attending classes. The mother was really helpful. In time he succeeded in integrating the class and having good relations with his class mates.

The intellectual potential, the support of the EPV office and the understanding of the teachers helped him recover the difference between himself and the rest of the class mates. His results were good.

Before starting therapy, MI’s psychological profile was established.

The psychological portrait shows

\[\text{an 87 IQ in the Raven matrices and 92 in the WISC test.}\]

In the WISC test, in the “Comprehension” scale the quality results indicate a certain apathy towards the others, a lack of involvement (in the Item: “What do you do if you see smoke coming out of the house in your neighbourhood?”, the answer was simple: “I call the fire department.”, without any other form of help. In the item: “Is it better to give money to beggars on the street or to an NGO?” the answer was: “To neither, as nobody gives me money.”).

Anxiety, slight depression (projective tests), high sensibility (flushing, at the level of the bodily emotional expression), shyness.

The clinical interview revealed the follows:

\[\text{an identity problem of gender and role and in contouring self image. MI had no male role model; the father by his behaviour and by leaving him denied his individuality, the self image being distorted;}\]

\[\text{weak, anxious, heisting pr rebel behaviour. MI has two tendencies to relate with the others, he either fights with the others (he is the aggressor – identification with the father), or he is silent (he is the victim – identification with the mother). Under such circumstances it is difficult to assume one’s masculinity, the attachment and the blame for separating from the mother (victim) are high, favouring a precarious psychological condition, non-assertiveness or excessive control;}\]

\[\text{the development of hopelessness feelings, feeling “small and helpless”, embarrassment, insecurity and blame with a poor self image;}\]

\[\text{not being able to explain his father’s reactions, MI considered (unconscious expression) that he was to blame for the persecutions he and his mother suffered. Thus, he no longer expressed his emotions, feelings and wishes and he blamed himself when trying anything.}\]

The EAQ questionnaire offered surprises related to the scores in “differentiating emotions (19), “Sharing feelings” (6), “Body awareness” (15), “Release of emotions” (18) and “Analysis of emotions” (15). He got bad grades in the scales “Attention to others’ emotions” (10). It is obvious that MI is slightly empathetic; he is reluctant to communicate and share his emotions. He find it difficult to be aware of emotions at the level of his body (the fact that he blushes when he is nervous and has headaches when he is tense). In the counselling office they observed the need to talk about his problems, his availability to talk about himself, without any opposition. Only when he wanted to express his feelings did he find it difficult as he did not know what to express, how to express and what words to use. Briefly, he did not realize the emotions at the level of his body (flushes and headaches). But apparently nothing differentiated him from the other children.

For six months MI was counselled one hour per week. Before starting the programme, they had three sessions for the anamnesis, the profile of the personality and the work schedule. The last two sessions of the programmers were for the verification of the acquisitions.

The strong relation subject-psychologist, the subject’s high motivation and his awareness of some inner problems determined MI to want to change and actively participate in the programmed.

At the end of the seven months, the EAQ questionnaire applied again, as well as the IQ and projective tests.

After the second application of the questionnaire, after some eight months, the scores dropped. This shows that such a programmer focusing on the decrease of the emotional awareness is necessary and useful in such cases. Also, there was a modification
at the level of the WISC intelligence test. The results indicated an increase by 2 points in the “General comprehension”. The projective tests, the Tree and the Person show an increase of self esteem and lower degree of anxiety, and the depressive tones disappeared.

At the behaviours and relation level, MI is more assertive, communication is more direct and without any aggressive traits. He talks to the others about the emotions he experiences less then before since the unconscious “cry for help” towards the others turned into a better self analysis and a higher self confidence. The expression of emotions by behaviours acts diminished, proving that he learnt to better analyze his emotions and their intensity.

<table>
<thead>
<tr>
<th>EAQ scales</th>
<th>(initial) score per scales</th>
<th>(final) score per scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiating Emotions</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Verbal Sharing of Emotions</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Bodily awareness</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Acting Out Emotions</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Analyses of emotions</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Attending to others’ emotions</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>T= 85</td>
<td>T= 63</td>
</tr>
</tbody>
</table>

Below, there are the compared charts for a better emphasis on the results.

All these activities aiming at awareness, correct “labelling” of emotions and naming the, considered an important feature, i.e., after some time, only the expression of a word naming an emotion may determine the occurrence of this emotion. This means that identifying an emotion one accesses the part of the brain where the emotions are stored. This step in identifying emotions by name may be essential to the development of this innate ability for affective processing. Also, the focus on oneself being aware of the fact that one does not adequately expresses emotions, may result in the increase of the emotional awareness. This may help the further development of subtle communication by which the human relations may improve.

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My generation of historians could be considered the luckiest by discovering, at the age of maturity, unlimited potentialities of professional achievement. Even if the oasis where we harboured was in the middle of the previous century, a fact stressed in the knowledge maps of history and geography, discovering history still remains an adventure in ex-communist countries.

Social change brought about in 1989 represents, maybe, the biggest social transformation in human history. Thus, no empire of human history has the amplitude and consistency of the communist one. In less than ten years the number of the population grew in multiplicative for five, from 170 billions in 1939 to more than 845 billions in 1949! From 8-10% of earth’s peoples which lived in 1939 in the communist area (Soviet Union and external Mongolia) in 1949 the earth’s population being under “red flag” was 33% from entire earth’s population. Around this empire, surrounding by borders hardest to step by than Chinese wall, gravitated the devoted protectorates of communist and labors parties of the communist’s countries knew as traditional democratic system, colonial independence movements or unaligned, unmarked by communist ideology from around the world.

Like any great change, after the communist wall failed, the historical production becomes important, solid (Soulet, 2000). By amount of events and information, historical present himself appears pilfering to a specific method. What we know in this regard is the pertinent observation of Fr. Furet (2000) first at all the lack of symmetry in this amount of information and seconds the lack of interpretation instruments. A cultivated man from the end of the XIX th century, appreciated Furet, seems to be more instrumented for give a sense his epoch than his twine from XX th century.

The study of communist history draws out important difficulties also in others countries from Europe. The differences between academic programmers concerning teaching history in schools specifying the old and modern history is impressive. In the 50’s of previous century almost all academic history programmers stopped in 1914 or 1918. Beginning with the 70’s, in west Europe schools the study of history ended with themes containing the second words war, reconstruction and “cold war”. Nowadays the study of history is expending on communist past and his consequences. The difficulties of this study could be reported to the interests of the study itself.

Concerning our interest the Romanian communism appears as a product of acculturated process that is the result of Russian borrows assimilations of institutes, practices and techniques which drove to developing of a civilization characterized by communist ideology circumscripitive to individual/leader/crowd (Betea, 2001). The line of this history consists in the dispatch imitated model-imitative society model enforced by Russian Union, the fatherland established by communism.

How does we describe the history of communism implicit the effects of the year 1989?

A question who Romanian historiography responds is generally repetitive. Frequently are reproduced consecrated schemes of communist historiography, that significant events and figures were displaced with others with positive resignation, after communism failed in the same binomial operative content: communism anti communism. For December 1989 events’ interpretation, without archive documents the oral testimonies said by the witnesses that was in key position by the time of past events (political decedents in foster regime, situational leaders or revolution participants. Them information and opinions are spread out without conjunction with others historical sources, mostly
Communism historiography and implicit his failing can’t be explain without thinking to the accelerated developing of information technology in the previous century. Our universe was troubled by that more than discovering steam engine. Electronics rushed the whole world and loud-speaker; radio, TV-set, mass media becomes largely used in ex communist countries. The East European societies global alphabetized in the communist regime, permanent was obeyed to the informational bombardment and this without having mechanisms of inoculating information created by authentic democracy neither comparative alternative. With their help were propagated the ideological contents wanted by communist power, history of communist party itself was changed term by political moment by a complex of procedures that could be named the process of rewritten of history (Betea, 2001).

Either on these changing the history of communism regime was included in “proximate history” (Soulet, 1998), yet this history don’t be written in a traditional form. Historical narration, as J. F. Soulet (2000) presents is itself influenced and determined by following factors:

1. The historical information available: the objectivity and diversity of sources;
2. Valorises, attitudes, options: the existence of historical evidence, depending on a lot of others data, but also depending on “the politic” of dominant politic influence; historian’s personal opinion, adept of a one or other current of historical theories, influenced by personal values and professionals;
3. The presentation (criteria) style: string of data, facts or presentation and their interpretation.

Illustrating Fr. Furet’s ascertain “telling History” is transformed in “problem History” (2002, p.12). Simultaneous this discipline become more plentiful of subjects and methods by recourse to the old socio-human science, also maintaining the ambition to rich the higher level of comprehending the social phenomena.

The year 1989—“annus mirabilis”, like is often named, constituted the point mark of discussions and demarches about post-communism theme, complicated by absence of some explicative, productive and viable hypothesis, happened previous historical event. “it is a lot of theories that prefigure the imminent failing of capitalism and inevitable emerging of socialism-between that Marx’ “The communist manifesto” and Hayek “The way for servitude”, but nowadays we know that all are wrong, sustained R. Dahrendorf. We do not have theories which help us to accomplish or at list to understand the transition from socialism to open society. Maybe this is an aspect of great “trahison des clercs”: the intellectuals are explained the events which don’t have place ever, but they dodge to spoke about those which covers itself behind 1989 revolutions” (2002, p.12).

The communist empire, constituted in few decades, apparently is dissolved in a single year. But in reality, judging about shorten/records of CAER, yet at the beginning of the seventh decade of previous century, economical crisis of communist system seems to be impossible to overtake. The lack of goodies and much worth the lack of elementary foodstuff, correlated with unmanageable to finding those mechanisms to improve productivity and restructuring centralized economy by time were emphasis. The history of polish strakes which were droving to setting up free labor union “Solidarity” is a good (2002, p.12). g illustration of a system crisis. Generally, like F. Braudel (1985) said even economical crisis are that which “completed the failing of the old regime already shattered, acknowledged the new one.” (p.70)

A schedule of political events concerning year 1989, could has, no doubts, the following marks:
- January. Hungarian Parliament accepted the political pluralism and the idea of free elections;
- March. Hungary signed UNO Convection, concerning the status of refugees. So that Hungary will not return emigrants from communist countries. This will determine a massive exodus of East Germans to Germany by Hungarian custom via Austria and Romania;
June. In the fourth June, in the Tien An Men Perkin’s Market demonstration against communist regime are brutal repressed. The Polish free union “Solidarity” wins election in Poland. In 16 th June, I. Nagy the leader of 1956 revolution is reburial in national honor.

-August. In Poland becomes prim-minister one of the “Solidarity”’s leaders T. Mazowieckzi; In Chisineu approximate 300000 peoples ask for Romanian be official language of Moldavia, demonstrations wining;

-September. In Bulgaria beginning demonstrations Pro Democracy;

-October. Contested demonstrations in Democratic Republic of Germany allover the world performed changes of the top of leadership;

-December. In 2-3 December G.Bush and M.Gorbaciov have a meeting in Malta. In the third days of their meeting the whole leadership of DRG resigned under the street pressure, followed by free election. In 4 th December in Moscow has place a meeting of the leaders of the Varsovia Trait, where Gorbaciov presents an report about Malta’s problems discussed. In 10 th December in Timisoara begin anti-Ceausescu demonstrations, ended with Ceausescu spouses getaway on 22 December.

A vision more adequate to scientific investigation about some events is the immediate interface of psycho-social history. Psychosocial theories and methodologies could contribute to nuance and to a good clarification of a so controversial event such is Romanian revolution from 1989.

A psycho-social perspective, useful to a serious historian, who is preoccupied, sincerely by the changes that affected people, is the so called “social memory”. The rule of this process are conditioned the effort of communist regime leaders interested to reorganize and to resignify social memory by different practices and rituals. As a conclusion in the individual mental plan emerge a retroactive interface which purpose is to determine a unreal image about present reality according with their ideology. This was possible to implement at this level of social scale because of developing of control mechanisms based on mass media.

1. Social memory and “work to party’s history”

In understanding the masterpiece operated between “practical psychology” and a “scientific psychology”, Le Ny (1989) observed that the first one “get answers about real psychological problems”...(like that) concrete knowledge who interest individuals and their particular problems...”(Muchelli, 1996, p. 12). Thus the problematic of psychology intersected in each investigation field with contemporary historiography.

Which is the role of the present History? How easy and unfailing for every level evaluator is the answer contained by the methodologies of teaching History with fifteen years ago! History “as a science”, they said before, studies human society evolution from the beginning to nowadays. But with different and significant restrictions: its explication used “the principle of historian materialisms “guide” and social phenomena are being under the low of “production modus” determined by “classes fight”. Historical value of this phenomenon or a selected event in order to be included in History discipline as a assessment mode and its significant reported to the present ideology and by instructive-educative assignment established in those scholar stage. (Băr bubuleanu, Radu, 1988).

Developing a social knowledge theory, implicit a historian one, assumed establishing of the presuppositions which on it will construct the same theory and which it will differenced by previous presuppositions. While the fundamental presuppositions look out unhistorical explanations, historical representation formed in communist regime belonged to the category of teleological and functional representations which start from the theory that said that organisms along of their diachronic evolution headed to a determined purpose. Conclusion result of this is that histories that follow a purpose are unhistorical histories; their attention is centered on anticipated results (Markova, 2004). This is a vision that imposes reconstruction efforts of a social memory according with present ideology. From socio psychological perspective is produced a distortion of a process of memory itself, the accepted reaction driving to the change of significiation of memories. In the historical side it is produced an inversion of the terms in causal
relationship, the effect being the one who generate (invent) the reason. So that evocation of the own past is made by the marks assessed by society. The structured of social memory is realized by term related with culture and general interests that are under political control. “The work to the party history has own political history” said Trotki (1932) talking about falsify made by Stalin concerning Bolshevik revolution. The present moment counts as first stage from a long process of political manipulation operated by a think that could be named the process of rewritten of history. (Betea, 2001)

An important moment for social memory in communist regime was the emergency of “Short history course of PC(b) of URSS” (1938). This is a written that constructed a parallel history, propagandistic, of communist party in Russia. By it the fake history of Bolshevik revolution was commanded in Soviet Union, in censured conditions, without the possibility of confrontation with others sources. In the same time was prohibited evocation of any unofficial event, as well as according of other significance than this accredited by propaganda and official characters. The operation of rewritten history, so initiate, functioned like an operation for brain washes to the peoples who lived in large soviet state.

“The short course…was translated in numerous languages, in thousand of copies. In Romania, this written circulated, in the years of illegality of the communist party, reproduced and spread on cigarette flimsy. After 23 August 1944 a first block of this book was edited in 735000 duplicates, a performance without precedent in Romanian publisher. As far as XX-th Congress of PCUS (1956), “The short course…” was the most important book of world communist history for entire socialist casing. Consonant with its theory and its style the national history of communist countries was also faked. In Romania, in 1947 spring up a school discipline The Romanian History, between its authors being Roller who in book’s preface said: “we follow the I.V.Lenin’s learning”. (Tugui, 1999, p.13)

From the point of psycho sociology view the success of manipulation which attributed fake significance to some events of national history, in the wished way by the communist power, could be set in the theory of national identity correlated with the categorization one. After trying without any result to transform the planetary population in “homo sovieticus”, in communist countries was used the value of nationalism. The positive or negative significant of being part of a cluster is bounded with social comparison; a simple necessity of a personal assessment becomes a necessity of a social cluster in which anybody is evaluated in term of comparison with the cluster-this concluded Taifel and Tumer (1979). The principles of their theory could be sensitzed as:

1. The individuals try to get a positive social identity;
2. The positive social identity based in the most way on favorable comparison between clusters affiliation and other pertinent clusters;
3. When social identity is unsatisfied, the individuals attempt to leave the cluster for a better one, or to present their own cluster in a better way. (Cioldi and Doise, 1997)

2. Methodological perspective
How do we write the communism history and how its do write the proximate past from the perspective of the social actors and the effect of events on collective mental? Who are the work methods and the documentary sources?

When and how can we use a specific strategy is an essential question in socio-human science. A main condition in choosing is determined by a series of familiar questions: who?, What:, where?, why? In the qualitative researches category are included empirical studies who accomplished, in A. Muchelli vision, the following characteristics:

1. the research is made, in principle, by comprehension perspective;
2. the object of investigation is ample and open tackled;
3. they contain a picking of data realized by qualitative methods (methods who in the investigation moment don’t imply quantification or processing –for example unstructured interview, direct observation, documentary stage);
4. offers the occasion of data processing in which the words are direct analyzed, by others words, without being subjected to a
Generally the attributes attached to a qualitative research are the following: comprehensive, naturalist, holistic, humanistic, ecological, natural, and sensitive to an explosion phenomenon and marginal, contextual. Qualitative research is headed to explanation and discovering. This kind of research doesn’t need preconditions and constrains concerning results that will be obtain and the variables could be understand sometime from results. Investigation and estimation of lived events can offer important results can’t be obtained in an experimental place, specific quantitative research. We could conclude in the follow some particularities of sources and methodology of communism history in historiography and psycho sociology interface.

1. The comparative method traditionally used in History—it firstly satisfy the necessity of contextualize the phenomenon of socio-human science. In psycho sociology the correspondent of the method is “the processing of the finished past”, the case study and the main answers to the questions like: who? and why? (Yin, 1989, p. 26). This method (such any other methods has a partial validity) can concentrating on contemporary events, being recommended to those cases which the borders between phenomenon and context they aren’t well designed. For its implementation assume an empirical research concerning contemporary phenomenon and it is based on multiple evidence sources with data which converged in a triangle manner. Although sometimes the studies cases and biographical studies interaction, the main point of the study cases lay on ability to cope with large, variety of evidences which are revealed by documents, testimonies, interviews and observations. The most frequent questions about validation of the results and the possibilities of implement was put in by the less of rigor of the methodology of the study cases, also the imitated bases of data and facts for a scientific generalization, the long time necessary for the case analyses.

The difficulties results in putting together in a typeset methodology of manifold studies cases. In some domain (like economic or demographic), the manifold studies cases was considerate different methodologies of individual study cases. An individual study case is considerate similar with individual experiment and the conclusions must be followed; it look out for a “logical rejoinder” by analogy with manifold experiments and manifold study cases.

Putting together under the umbrella of same manifold studies cases we can successfully analyze Romanian’s communism history, based on this methodology, we can study theme like:

- scenario obsession and their exploration in the political process (inquiries and lawsuits by the time of “Stalinist terror” in Soviet Union, return by the post-Stalinist political lawsuits, like inquiry “right diversion”, Vasile Luca’s lawsuit”, Patrascanu inquiry and lawsuit”;
- sever dissemination based on criteria form of some social and professional categories (denunciation of Romanian gulag, “constrained residence” in Baragan by analogy with practice in Soviet Union and reeducation in communist China as “model practices”, imitated more or less different by the European communist countries who were Moscow’s satellite-states;
- the study of Ceausescu’s “cult of personality correlated with Stalin, Mao Tze Dun, Tito, Hodja cult of personality so on.

The fact that manifold study case exceed the requires for other tips of research, it showed also in “the techniques of putting questions”, in accumulation of an among of row information, reading “between rows”, the continuous adaptation and flexibility of the researcher. Establishing programmers, finding and accession to relevant sources are, also, important for the management of the case study. Not haphazard the manifold study case is considerate by methodologists one of the hardiest type of research. Between the main difficulties is that the project of the study case seldom could be completed at the beginning of the investigation. In its elaboration must be run the following stages:

1. Construction of a data base for each study case;
2. Maintenance of a string of information;
3. Analyze of information concerning each study case;
4. Elaboration of the necessary theory;
5. Elaboration of an explanation for study cases and a commune pattern.

2. Oral History, its correspondent in socio-human methodology is, in generally, unstructured interview (creative). Tackling qualitative phenomenology of socio psychology has in the dialogues analyzed a perfect study object. The practice of the individual interview referring to a specific category of persons, named “privileged witnesses” (because they was to the top of political structure or in the area that are unacceptable for another tip of investigation), it is seems to be more a journalism tip than a scientific one. The quality of interviewers’ themselves could be more a journalism patter named “firs hand source”.

The oral History has nowadays in Romania a generous practice. A lot of interviews, with communism victims, but also with ex communist leaders, are constructed in itself papers. In principle those paper with survivors of the communist prisons served like examples of manipulation practice and impersonalized of the individuals in the place of ousinglhs and political prisons (detention regime, torturing, and resistance). The declarations of the other categories could have the status of “parallel testimonies” about communist leadership or political decision context, events or communist leaders’ profile.

Contains of what the subjects said brought by interview could be taken like correct or incorrect affirmations (factual truth), like cultural expressions (narrative truth). The answers couldn’t be necessarily reported to an “credible referent” exclusive (terms like truth or false), in concordance with some real data, but it must be considerate like idiomatic expression of symbolic-cultural representations and practice of the subjects.

In theoretic methodologies about unstructured interview doesn’t stress on stages and rules (Ilut, 1996). The necessity of methodology adaptation to situations and persons assessed also the expression “creative interview”. In the case of interviews with history’s “privilege witnesses”, the result is nearly of the method of life history. In these cases important are those moments considerate by subjects like being crucial in the way of their life. Epiphonies, like J.Joice named change the peoples’ experience of life and emerge the future one. Relevant are interaction between operators and subject well as distortions of typical creative interviews. The preface tendency is manifested as a fear for negative appreciation by historians or contemporaneous. Because this tendency the persons interviewed presents with exaggeration or mineralized the importance of their opinions and actions. The participants to the political decision of the communist regime presents admitted social pattern. They was motivated their actions by ideological command of their political party, which they belonged, as Stalinist common low and the characteristics of Ceaucescu’ dictator.

3. Biographical method has different acceptations. Among them we present Fr. Parot şi M. Richelle (1992) acceptation:

- classic understanding of social biography, individual and cluster biographies;
- activities and procedures which help authors to construction the biographies of ordinary people and personalities.

For studying the communist history must to respect some accuracy in written autobiography. This is an alternative to biographical method (see the case of memoirist literature), to procedures which typification the behaviors of”professional revolutionaries, than the members of communist party. For verifying the communist party documents that started in 1937 in URSS beginning with these autobiographies, information being verified than by another deposition of party’s member and official documents. Must be stressed the role of critics and auto critics emerged from these documents (impersonalized of the persons with the specific purpose to “atomize the society”) which we find in different declarations of the inquiry of the political processes. In the case of autobiographical literature we must to reveal the effect of “front tendency” and particularities of affective memory.

Projected on the described background individual biographies are important as typical examples for the social and familial cycle of life or for the problems of generation in the stage of “historical fracture” (the case of Romania between 1944 and 1989). From Stone (1981) was taken up the idea of cluster biographies with speculation of its scientific advantage (Ilut, 1997).
This is, in principle, because the political actions have its origin in motivations, values, interest conflicts, personality features and characters of the leaders. The private events, from behind propagandistic curtain, show a different politic than this presented by mass-media and official documents. We must to present the role of secondary characters, less known by the public, who by their direct intervention in the private life of leaders could have a decisive influence in political decision and in the route of personal life of an individual.

From parallel biographies, like “revolutionary profession” and “form enemy, in its variants, could be called specific pattern of communist regime. The biographical studies of the cluster offer new understandings and enlightens concerning vivid processes of interactions, concerning personal interests, describing a reality in a specific time. The subjects’ actions are unreeled in two parallel and distinct plans: the official, propagandistic one and behind curtain one, where we see the straggle for power between different clusters from the nucleus of the leadership. So we can make the distinction between the language and public behavior, where the character represents the prototype of “party leader” who exemplifies precepts from the code of “revolutionary profession” and the plan of private life where imitate, generally, practice and habits of “Borghese life”. The biographical method and the documentary study are methods frequently used in contemporary history; in nowadays they are imposing interpretative valence beside political essays and journalism, successfully practicating in the first years of Romanian post-communism.

4. The study of documents is a connected method with all methods used in historical investigations or psycho sociological investigation. For example, between the benefit of biographical methods beside the study of documents, we can see the interference between the personal life of an individual and macro social environment (political institutions, special services, socio/political changes). According with the specific of these methods, the interaction between individual and cluster and society could be restore as temporal processes developed on a few decades.

5. The content analyze, named qualitative trait of a symbolic, qualitative material, is defined like a research technique for a objective, systematic and quantitative description of a manifest communication content (Berelson, Lazarsfeld, 1991). The common factor of this multiple technique is calculated of the frequency considerate as “a hermeneutic established and controlled by inference deduction” (Bardin, 1993, p.28). What do we obey on a content analyze? The method is appropriate to the documents study that contains complex information with a rises communication value: mass-media messages, official statistics, information, reports, and documents with juridical inquiries, lows and decrees. In other words “all it is spoken or written is susceptible to be put on content analyze (Henry, Moscovici, 1968). As soon as the work hypothesis is established and the correspondent documents are selected, the method is implemented with respecting some important steps. First at all we must to formulate the hypothesis that will be reformulated in categories (classes), and that in items numbered in text. Important is also to establish the analyses units. So we have a unit mark (which is given by the lengths of the text where is recognized the theme) and a content unit (the minimal length of the text which must be read and analyzed for decide if theme is favorable, unfavorable or neutral represented). For using this method we must take into account the need of the unit of the text which followed to be study: homogeneity, exhaustive, exclusivity, objectivity, adequate or pertinent (Bardin, 1993).

Between the advantages of the method remarkable is its note of rigor imposed in the study of extensive materials such as; journals and political speeches. Being implemented to a document that are independent produced and with others purpose than research it is excluded distortions bounded with dispatch researcher-investigation object, like how happened in the case of observation and experiment. Farther more it has a lower cost than others methods used in qualitative analyze of socio-human domain. In plus we benefit in nowadays by a real tradition in computerized content analyze, this aspect allows to realize an expansive comparison, in space and time, per historical stages, countries, institutions. Between the difficulties and limits of the method we stressed, first at all the difficulty of establish of the test.
category and the pointers. For establish a system of categories which can be used in concordance with the examined text we must continually to re-examine and correct them. The consequence of this applicative flexibility could put in discussion the validity and fidelity of the method.

A problem that can be studied by the content analyze method is that referring to the theme and particularities of the communist political language named “wood language”. Regarding the particularities and individualities of the communist political language we recommended also the observation of one of the founder of the method, Laswell (1978). He said that the method could be integrated in a larger analyze scheme of communication which follow the questions: who, what, whom, which results make the communication? So the analyze imply the focalization to the process of discourses production, to the persuasive techniques used and their effects. The concrete analyze of a political discourse named “wood language” drive to the conclusion of differencing a structure of fixed combination. They could be thematic, lexical, stylistic and varied by the modification appeared in the time ideologies. This must be specified.

The document produced in the communist regime which will be obeyed to a content analyze arise also the problem of their organization. The careful analyze of the personal dossier made by the personal staff of party organization and the “robotic pattern” of newspapers showed that the recorders and the way that they were made reveal the political constrains and the expectation of the persons of party hierarchy. We must made the correlation with the propaganda techniques used for rewritten history, according with it is manifested the political constrains for producing this type of documents.

The most difficulties are arising by the study of documents produced by the special services of the communist countries. The facts that appear in a dossier are generally the results of a selection and organization so that the respective document will conduct to the established conclusion. The dossiers for prosecution or inquiry present supplementary particularities, depending on the methods for physical and physical constrains. It is hard to establish the truth of these documents. It aren’t easy the efforts and demarches to investigate the archived documents in institution with a special regime. No doubts using such a various methodologies give the possibility to reconstruct the social memory based by truth value.

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THE LANGUAGE OF LANGUAGE
IN S. CRANE’S WRITINGS

Abstract. The paper is guided by Bakhtinian dialogism, which considers a diversity of voices and languages. It stresses the concern with language at the close of the 19-th century, a reflection of which is to be found in Crane’s works. The “language of language” is analyzed in a number of short stories by S. Crane in terms of language thematized and metaphorical and language in dialogue. Language, the paper suggests, relates in many, often oppositional, ways to action; it also helps negotiate the position of the subject and the change of the subject.

Key words: Crane’s works, short stories, language thematized

Introduction

For Mikhail Bakhtin, diversity is the foundational state of language and the novel is its ideal representational form. In “Discourse in the Novel” he sees his favourite literary form, particularly the novel of Dostoevsky, as “an artistically organized social diversity of voices and languages” (Bakhtin 1982: 116). It is in the individual pluri-voicedness that the novel orchestrates its themes, its concrete semantic universe. Each of the compositional units (author’s discourse, narrator’s discourse, interrelated genres, characters’ languages) allows for the diversity of social voices and their relations and correlations. In his view, “languages” means utterances or discourses, not as words alone, but as whole systems of meaning. Each “language” constitutes a set of beliefs or norms. Therefore, for Bakhtin, “language” approximates “ideology” in meaning. Each person, he says, is constituted as a hierarchy of languages, each language being a kind of “ideology brought into speech” (Booth 1986: 151).

This, in fact, relates to what M. A. K. Halliday calls the” ideational” function of language. He states that the experience of the individual is encoded as sets of ideas and that linguistic structure is constitutive of a speaker’s experience of reality and a community’s experience, pointing to their dominant preoccupations, to the theories and ideologies involved (cf. Barry 1987: 75).

Crane and the Language of Language

The end of the 19-th century was marked, among other things, by battles between views on language; such views were ranging mainly between seeing language as part of the science of nature, of psychology or of sociology, and seeing language as F. de Saussure does, as comparable to other systems of communication, as an instrument for communication (cf. Graur, Wald 1977: 168). Such views found their resonance in the way Stephen Crane infused his writings with the image of the language of language. In many places Crane’s language points to itself, to ways in which words are spoken and to the importance of speaking words and of words spoken.

Language, thematized and metaphorical

In “The Bride Comes to Yellow Sky”, the opposition between West and East is also sustained by the opposition between the revolver, that is, crude destructive action, and speech/words, that is, intelligent, reasoning persuasion, as in the confrontation at the end.

When the narrator introduces Scratchy to the reader, he speaks first about his’ long, heavy blue-black revolver” and only afterwards about what he uttered, which was yells and cries:

Often he yelled, and these cries rang…shrilly flying over the roofs in a volume that seemed to have no relation to the ordinary vocal strength of a man… These cries of ferocious challenge rang against walls of silence (Crane 1970: 448).

As it occurred to him, he roared menacing information…The only sounds were his terrible invitations. (448).

He swore at himself, and went away. (449).
It is but natural that such utterances should get no answer. He therefore thinks of Jack Potter and decides to go to his house and "by bombardment", not by speech, "induce him to come out and fight" (449)

Face to face with Potter, he of the revolver" (449) is allowed to speak but what he says is highly repetitious: "' tried to sneak up on me,' he said, 'tried to sneak up on me'" (449).

His speech borders on the absurd when Potter's "enforced reasoning" (450) calms him down: "' If you ain't got a gun, why ain't you got a gun?' he sneered, 'Been to Sunday school?'", and his speech dwindles away into repetitions of Potter's "married", in total stupor: "'Maried!'", said Scratchy, not at all comprehending" (450), or is slow and low: "'Well'", said Wilson at last, slowly, "'I suppose it's all off now'" (450), and it ends with "'Married'" (450) as Wilson goes away, having lost any trace of confidence.

Potter's language is poor and hesitating at the beginning, when he feels the burden of his "crime", and even the fear of confronting Scratchy gun less:"' They have to take water here', said Potter, from a constricted throat and in a mournful cadence, as one announcing death" (445). Gradually, however, he gains confidence: "'I ain't got a gun on me, Scratchy', he said, 'I ain't'. He was stiffening and steadying..." (449). He feels obliged to resume responsibility and impose order. His speech becomes longer and argumentative and more and more resolute and compelling, forcing Scratchy into accepting the new reality, where language silences the revolver.

There are other elements too which define the East as verbal and the West as non-verbal. Such is the existence of a parlor-car, carrying connotations of socializing, which is a mark of the sophisticated East, while the Winchester in the bar owner's hand is the only means of communicating with Scratchy.

Potter has great confidence in language, but has made a mistake:

He... had gone to San Antonio to meet the girl he believed he loved, and there're, after the usual prayers, had actually induced her to marry him, without consulting Yellow Sky. (444).

"Prayers", "induced" and "consulting" do share connotations of 'asking', 'appealing', 'convincing', but "consulting" also connotes 'togetherness', 'involvement'. By not consulting Yellow Sky, where he was a leader and a friend, Potter has broken the code of his community and is reproachable. To prevent reproach, he thinks of issuing some sort of vocal bulletin" (445), to inform them and keep at a distance from them for a time, to let language do his job for him.

The drummer in the saloon is a great talker. The repetition of the verb "talk" suggests the importance of language in a social milieu:

There were six men at the bar of the Weary Gentleman Saloon. One was a drummer that talked a great deal and rapidly; there were Texans who did not care to talk at that time; and two were Mexican sheep-herders, who did not talk as a general practice in the Weary Gentleman Saloon. (446).

Whoever speaks does more than communicates; he gains a central position, attention, authority, social status, superiority. Whoever does not, like the Texans and the Mexicans, is kept down. It is in such a circumstance- to come full circle- that Potter's abundant language at the end vanquishes Scratchy's gun sustained by uncontrolled fury: "So much enforced reasoning had told on Wilson's rage" (445).

In "The Blue Hotel", language has its part, too. From the very beginning we are told that the light blue of the Palace Hotel is a shade to be found on the legs of a kind of heron, causing the bird to declare its position against any background" (800), the surprising "to declare" connoting conspicuousness, centrality, attractiveness. The hotel kept "screaming and howling"; by comparison to it, the winter landscape around seemed a grey swampiest hush" (800).

The opposition loud-silent appears here, too, like in "The Bride Comes to Yellow Sky". The Swede is silent a long time ("The Swede remained near the window aloof" -802) before he repeatedly voices his fear of being killed, and before the challenging" You're cheating" (810). If silence marks anxiety, fear, reserve, withholding of the truth ("I think you are tongue-tied", said Scully-805), speaking up means courage, readiness to act at any risk. The" little silent man from the East, who didn't look it and didn't announce it" (801) will not side with the Swede to condemn Johnnie's cheating, which he
has noticed and will not thus prevent a fight and its later consequences. The Swede first covertly accuses the cheating in his reference to people having killed in the place, and then does it directly and fights dishonestly.

Language in dialogue.

In dialogue, language may both excite and appease. An interesting example is the passage presenting Scully and the cowboy immediately after the fight. They let their feeling of anger sound loud in crescendo of passion and the seventh part ends on this, with no later development:

The old man burst into sudden brogue. 'I'd like to take that Swede', he wailed', and hould 'im down on a stone flute and bate 'im to a jelly wid a shtick!'

The cowboy groaned in sympathy: 'I'd like to git him by the neck and hammer him'- he brought his hand down on a chair with a noise like a pistol's shot- 'hammer that there Dut chman until he couldn't tell himself from a dead coyote!'

'I'd bate 'im until he-'    'I'd show him some things-'    'And then together they raised a yearning, fanatic cry-    'Oh-o-oh! If we only could-'    'Yes!'    'Yes'

And then together they raised a yearning, fanatic cry-

Oh-o-oh!'(817).

Language then can serve all purposes. For the Swede, it serves to accuse dishonesty, to defend the moral code of the west. For the others, touched by eastern values, it serves either for theorizing, as in the case of the easterner, who denies individual responsibility, or for selfish self-defence, as in the case of the cowboy.

Crane goes on deeper with the scrutiny of language, announcing a future linguistic concern with literary language. In”"This poor gambler isn’t even a noun. He is kind of an adverb””(821), we have a suggestion of the grammar of language and its hierarchies as containing and thus dominating, literary human experience. The world exists as language, as text.

In “The open Boat”, language has its own place in” the desperate search for meaning, hope, and destiny, with direction and control minimal, if not inexistent”(Autrey 1974:101). There are moments when language lacks an ideational function and preserves only its textual and, particularly, its interpersonal function (Leech and Short 1985: 3). It then stresses the difficulty of knowing, the epistemological uncertainty, a very modern condition and, on the other hand, it actually builds the shared humanity which keeps people going in spite of self-delusion.

The men in the open boat are able to shape reality according to their shared hopes, each contributing to the common mistake which helps them along in their dream of survival. Although on the first occasion the correspondent had rightfully disagreed with the cook” as to the difference between a life-saving station and a house of refuge” (Crane 1957: 259), on a second occasion, the cook wrongly reassures the men, by persisting in the mistake:

That’s the house of refuge, sure said the cook. 'They’ll see us before long, and come out after us'(265).

The captain, who should have known best, reinforces the mistake:

The keeper ought to be able to make us out now, if he’s looking through a glass’, said the captain. "He’ll notify the life-saving people.'(265).

The argument is soon forgotten and the correspondent finds four still- incredibly- dry cigars in the pocket of his coat and the men" rode impudently in their little boat, and with the assurance of an impending rescue shining in their eyes, puffed at the big cigars"(266). The reader does accept that” the community of error and false hopes is humanly understandable” (Shulman 1978: 456) and the narrator state this in an undertone:

It is fair to say that there was not a life-saving station within twenty miles in either direction, but the men did not know this fact, and in consequence they made dark and opprobrious remarks concerning the eyesight of the station’s life-savers.(Crane 1957: 267). Neither was there any house of refuge around.

The same hope-sharing and speech-sharing appear in the carefully constructed dialogue about a man on the shore signalling to the men in the boat. This time the speakers are not identified, to
underline that the contribution of each of them is important, not what each one contributes, as that may be meaningless:

‘What’s he doing now?’
‘He’s standing still again. He’s looking; I think…There he goes again. Toward the house…Now he’s stopped again.’
‘Is he waving at us?’
‘No, not now! He was, though’
‘There comes something up the beach’
‘What the devil is that thing?’
‘Why, it looks like a boat.’
‘Why, certainly it’s a boat.’
‘No, it is on wheels.’
‘Yes, so it is. Well, that must be the life boat. See? They drag them along shore on a wagon.’
‘That’s the life-boat, sure.’
‘No, by-, it’s an omnibus. I can see it plain. See? One of those big hotel omnibuses.’
‘By thunder, you’re right. It’s an omnibus, sure as fate. What do you suppose they are doing with an omnibus? Maybe they are going around collecting the life-crew, hey?’(270).

And yet,” the subtle brotherhood of men that was here established on the sea”( 263) could not prevent the death of the bravest of the men, the oilier. Consequently, when night came and the wind brought the ”great sea’s voice” to the men, they” felt that they could then be interpreters”(286), that is, they could find various answers to questions related to human capacity, limitations and to” the mystery and power of existence”(Shulman 1978: 459).

Conclusion

Besides thematizing language in communication, Crane also helps us in examining the relation between dialogism and the subject, by considering the character’s relation to language and ideology and by defining and understanding individuals in terms of fully intersubjective relations. In a dialogical conception, the subject is plural, historically specific, ever-changing (‘unfinalizable). It is a subject as ‘self-in- relation’, defined by his choice of addressee and by his relations with them. Scarcity of interlocutors and absence of reciprocating others leads to failure. The most dialogically- oriented are those most versed in spoken or written language. Language is the space through which changes in the position of subjects can be negotiated. Language is the pattern for the construction and the medium for the change of the human subject.

References

  • Barry, P. 1987.Issues in Contemporary Critical Theory Hong kong: Macmillan Education..
RESEARCH STRATEGY FOR IDENTIFICATION OF GIFTED CHILDREN

Abstract: Gifted children appear in all cultures, in both sexes and at different ages. A form of doubtless identification of gifted children is represented by that capacity for fast and effortless learning we readily observe with these children. The intervening problem is that the higher their intellectual abilities are, the more difficult it is to integrate them into some pattern of academic assessment; these children are so different in the structure of their personality that they must be treated individually.

Key words: gifted, identification, samples, methodology, domain of interest

Argument

Identification of gifted children should be performed as early as possible for subsequent pedagogical investment in these children, for their development in accordance with their personal abilities. According to the studies carried out by Romanian psychologists, gifted persons represent 4-6% of Romania’s population, while among schoolchildren, 15% have over-the-average intelligence. This evidence is in favor of the need for identifying gifted children for them not to lose these capacities and to offer them most adequate conditions for developing their potentialities.

I. Identification gifted children research

Education plays the most important role in attaining success for gifted children. Experimental research and practice have demonstrated that when a human being is submitted consistently and constantly to a coherent educational influence, which is directed to the gifted children’s interest domain, no doubt he/she’ll obtain excellent results. Each cerebral area is specialized in a distinct domain: the right cerebral hemisphere is specialized in the non-verbal area; it is the intuitive part; the left cerebral hemisphere is specialized in the verbal and logical area. If each cerebral hemisphere is activated repetitively, in time, the specific area could be developed up to a maximum level. Experimental researches have proved the capacity of the human brain to improve the synaptic (specialized) network, which gives high opportunities to access excellence.

The specific area of the brain which is responsible with memory has been tested in experimental laboratories by electromagnetic stimulation. The researches could observe improvements in the capacities of accumulate data and to retain more information in the memory for a longer period of time. The positive results were encouraging.

Our experimental research tries to improve the methodology for the identification of gifted children, in order to find the best educational strategies that help gifted children to attain excellence. This research is an action/research whose main aim is to join different strategies of identification gifted children. In this experimental research is respected the specific structure of a consecrated pedagogical research. So we have integrated the following steps:

- Choosing the research issue based on bibliographical results;
- Initiating a discovery study conceived on a SWOT analysis which is necessary to design and implement the experimental intervention;
- Laying down a inventory list of theoretical and practical premises which are the foundation of the real experiment based on synthesized research data in accordance with experimental issues and conclusions;
- Formulating general hypotheses and specific hypotheses;
establishing objectives of the research; describing research methodology for each step; choosing subjects samples; establishing the experimental content; attaining each step of the research: pre-test, test, post-test, re-test, processing data, qualitative and quantitative interpretation, conclusions.

The main aim of the explorative action described in this paper is to investigate the real situation at the level of educational reality, concerning the general opinion of the practitioners in the domain, those views on the teaching, learning, evaluating efficiency of identification methods, as the first step in optimization gifted children’s education.

Preliminary investigations put together relevant data in order to confirm the premises that lay at the basis of the project concerning the formative experiment. Thus, we used the sampling of the subjects in accordance with the objectives of our research.

During the documentary stage we gathered the subject samples, to whom the pre-test was administered. This pre-test was administered to samples, the experimental and the control sample. The main purpose of this stage was to reveal the level of the subject samples in the interest disciplines/domains.

In conclusion, the documentary stage of the research was an investigative process which revealed a comprehensive image of the gifted options.

2. The objectives of identification stage

In designing the documentary investigation, for choosing the adequate instruments, we decided that two objectives were the most important:

- Objective nr.1: identifying the gifted children among 400 children of different ages;
- Objective nr.2: identifying the disciplines for which the gifted children manifested interest.

The first part of this paper presents the content of the investigative methodology and it describes the subject samples and the gifted children identified.

The second part describes the analysis and interpretation of the pre-test data. The quantitative and quantitative data show the different disciplines/domains in which the gifted is interested in. So that we describe the research methodology and the results obtained in accordance with the research objectives.

3. Methods, techniques and strategies used for identification

For the identification of gifted children we start from a number of 400 children of different ages:

- 100 pre-school children;
- 100 primary school children;
- 100 gymnasium children;
- 100 high school children.

Table 1: Components of the samples

<table>
<thead>
<tr>
<th>Samples</th>
<th>Components of the classes</th>
<th>Total</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school</td>
<td>28 22 24 26</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>26 24 27 23</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td>29 21 30 20</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>32 25 21 22</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Team work (collaborators):
- Psychologists in psychological and social work in the Arad county.
- School psychologists
- Centers of Excellence.

In choosing different strategies we respected the exigency of researches in domain. So that, we used a large number of instruments:
- The Observation method.
- Testing.
- Pedagogical experiment.
Quantitative (statistics) and qualitative (content) analysis concerning experimental results.

Analysis, interpretation and evaluation of resulting data.

The most important methods used in the identification of gifted children were the following:

a) IQ testing;
b) Analysis of the school results;
c) Nomination and denomination.

Table 2. System for gifted children’s identification

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Stage</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% criteria based on non tests</td>
<td>1</td>
<td>screening based on informative sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observations and nominalization by professors;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Denationalization by colleagues;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis of schools results;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation of children’s products by experts: written work, papers, posters, practical activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation of children’s level in each discipline/domain</td>
</tr>
<tr>
<td>50% criteria based on tests</td>
<td>2</td>
<td>IQ evaluation using standardized tests on Romanian people</td>
</tr>
</tbody>
</table>

Our research used the inter-subject experimental design, in which we will use the technique of parallel/equivalent samples, tracing the variation of the dependent variable function of the independent variable in the experimental sample. These aspects oblige us to use this single group of subjects, to which the experimental variables are applied, their effects being registered in different stages: pre-test, intervention, post-test, re-test.

The documentary research initiated by us concerns a sample of 24 pre-school children and schoolchildren identified as gifted (see Table 3. and histogram 1.), of which 12 subjects will belong to the experimental sample, which will benefit from the training program devised by us, the other 12 representing the control sample.

Table 3. Synthetic presentation of the sample of the gifted children identified

<table>
<thead>
<tr>
<th>Level</th>
<th>Group/Grade</th>
<th>Number of subjects identified</th>
<th>Name initials and sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school</td>
<td>A</td>
<td>1 child</td>
<td>D. G. - b</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>1 child</td>
<td>C. N. - f</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2 pre-school children</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>A</td>
<td>1 school child</td>
<td>I. M. - f</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>1 school child</td>
<td>B. A. - b</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>1 school child</td>
<td>D. F. - b</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1 school child</td>
<td>U. L. - f</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4 primary school children</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>E</td>
<td>3 school children</td>
<td>B. M. - b, A. S. - f, C. S. - b</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>2 school children</td>
<td>L. C. - b, V. B. - b,</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>2 school children</td>
<td>B. V. - b, T. I. - f</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>2 school children</td>
<td>I.O. - b, T. G. - b</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9 secondary-school children</td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>I</td>
<td>3 school children</td>
<td>I. U. - f, F. H. - b, I. O. - b</td>
</tr>
<tr>
<td></td>
<td>J</td>
<td>2 school children</td>
<td>A. S. - b, T. G. - b</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>2 school children</td>
<td>P. O. - b, F. G. - b</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>2 school children</td>
<td>S. D. - b, U. I. - f</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9 high school children</td>
<td></td>
</tr>
<tr>
<td>Overall total</td>
<td></td>
<td>24 gifted children</td>
<td></td>
</tr>
</tbody>
</table>
The level of intelligence of the gifted selected

Nivelul de inteligență al celor 26 de supradotați

The level of intelligence of the 26 gifted children

In our research we collaborated with school teachers, preschool teachers, primary school teachers, psychologists in various schools.

Table 4. Institution and teachers involved in research.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Nr. of subjects</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pres-school teachers</td>
<td>Kindergarten nr. 14 - 2 teachers</td>
<td>4 teachers</td>
</tr>
<tr>
<td>Primary school teachers</td>
<td>„Dimitrie Tichindeal” High school of Arad - 2 teachers</td>
<td>4 teachers</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>„Dimitrie Tichindeal” High school of Arad - 2 teachers</td>
<td>6 teachers</td>
</tr>
</tbody>
</table>

Sampling of the subjects in the documentary stage of our experiment was done according to a selective methodology. Thus, we used the sampling of the subjects in accordance with the objectives of our research. To increase the level of representativeness of the sample, the subjects were chosen from various schools. As concerns the group of trainers, we followed the recommendations of the Arad County School Inspectorate; we considered their professional competence, class experience and degree of implication in the program proposed by us. The group of trainers consisted of teachers from the humanities and exact sciences curricular areas, specialists in the subjects the gifted showed interest in.

3.1. Content of the documentary stage

In accordance with the proposed objectives, the documentary stage has the following main directions:
- identification of the interest domain of gifted children by selecting the disciplines which gifted children are interested and manifest high aptitudes in (see Table 5);
- establishing the initial level of learning results of the gifted children in their interest disciplines;
- selecting the formative teachers who are interested to work with gifted children.
Table 5. Disciplines which gifted children are interest in

<table>
<thead>
<tr>
<th>Interest discipline</th>
<th>Nr. of gifted</th>
<th>Level of education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-school</td>
<td>Primary</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Romanian</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Initially, we identified a number of 4 pre-school gifted children, but two of them did not participate in our research for independent reasons.

3.2. Methodologies and instruments of the research investigation

This investigation has a documentary purpose, as we stressed before. So this stage of the research was structured on an investigation based on a conservative list of queries. For the best evaluation, we considered elaborating adequate lists of queries which the subjects completed without any outside influence. These lists of queries were adapted to the level of the subject’s age. Each level of age: pre-school, primarily school, gymnasium and high school have a distinct list of queries. The list of queries contains items which try to reveal aspects of the psychological and pedagogical profile of the subjects, besides the subjects’ interest for a specific discipline or domain. These items include open questions. (According to Table 6)

<table>
<thead>
<tr>
<th>Observation questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the gifted child:</td>
</tr>
<tr>
<td>Level of education:</td>
</tr>
<tr>
<td>Family:</td>
</tr>
<tr>
<td>Domain of interest</td>
</tr>
<tr>
<td>Emotional stability:</td>
</tr>
<tr>
<td>Character</td>
</tr>
<tr>
<td>Risk factors</td>
</tr>
<tr>
<td>Affect:</td>
</tr>
<tr>
<td>Temperament</td>
</tr>
<tr>
<td>Friends</td>
</tr>
<tr>
<td>Hobby</td>
</tr>
<tr>
<td>Dimension of personality</td>
</tr>
<tr>
<td>Interest in learning</td>
</tr>
<tr>
<td>Behavior</td>
</tr>
<tr>
<td>Motivation</td>
</tr>
<tr>
<td>How the child is seen by colleagues</td>
</tr>
<tr>
<td>How the child is seen by teachers</td>
</tr>
<tr>
<td>His school results</td>
</tr>
<tr>
<td>His/Her results in the discipline of interest</td>
</tr>
</tbody>
</table>

4. Results of the documentary stage

4.1. Data concerning the interest of the gifted in the specific discipline/domain

In this stage of research we discussed with each subject, in order to identify the discipline/domain of interest of the gifted children. According with each subject aptitude, high interest and passion for a specific discipline/domain which will be an accelerating feature of motivation, we considered that this type of
approach the best way.

Before application the training programmer we propose to make an evaluation of the gifted children’s school results (see histogram nr.2).

Then we thought of performing a coherent, personalized, adapted training plan for each gifted child, according to his/her aptitude for a discipline or domain. (Tables 7, 8.)

Table 7. Personalized plan of training

<table>
<thead>
<tr>
<th>Implementing area strategies/activities</th>
<th>Strategies monitoring</th>
<th>Evaluation of interventions</th>
<th>Coherent interventions</th>
<th>Time</th>
</tr>
</thead>
</table>

Table 8. Operational training plan

<table>
<thead>
<tr>
<th>Style of learning</th>
<th>Description</th>
<th>Learning strategies</th>
<th>Progress</th>
<th>Obs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete learning experience</td>
<td>Introducing gifted children to a new experience of learning</td>
<td>Practice activities, laboratories, movies</td>
<td>To link one activity to another</td>
<td></td>
</tr>
<tr>
<td>Observations and reflections</td>
<td>Effective ascertainment according to personal experience or following some patterns</td>
<td>Journal in registrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Producing concepts</td>
<td>Logical explanations of observation</td>
<td>Using reading, knowledge and concepts analogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice experience</td>
<td>Application of theory in problem solving</td>
<td>Simulation, study case, independent work, homework</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We thought to an individual project, a training plan elaborated special for gifted children by the formative teachers/professors voluntary participants to this research. This training project pursues and suggests respecting some exigency concerning implementation and interpretation of research data. (Bocș, M. 2003), (Table nr.9)

Table nr.9. Teachers/professors exigency to be followed

<table>
<thead>
<tr>
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The studies completed in the documentary stage of our research revealed a comprehensive image of the options of the gifted, the willingness of trainers as regards their commitment to
participation and achievement of the proposed objectives. Following
the consecrated structure of the pedagogical experiment, we
proceeded to delimiting the sample of subjects for the training
experiment. The criteria for this were the results of the first stage of
the research. Out of 400 subjects, 24 proved a high intellectual
level, they constituting the experimental sample. Of these 24, 2
subgroups were formed, of 12 subjects each, a first group
representing the experimental sample proper, and the other group of
12 subjects representing the control group. Pre-test administration,
in which all the subjects in the sample were involved, allowed us to
check the equivalence of the experimental and control groups and to
collect the initial data concerning:
- the equivalence between the subjects of the experimental
groups as regards school success and the results in the subjects of
interest;
- equivalence as to age level;
- equivalence as to genre;
- equivalence at intellectual level.

Attentive measurement of the initial levels along the above
dimensions was our constant concern at this stage, the results
allowing us, then, to establish the formative relevance of the
proposed program.

A first finding reveals to us that the pre-school children and
schoolchildren identified as gifted have school results ranging
between grades 7 and 9. This first finding confirms, once more, the
fact that not always does the high level of intelligence and talent
correlate with very good learning results; exceptions strengthen the
rule (see Histogram 2).

5. Conclusions

In general, the gifted child has his/her capacities distributed,
at a high level, along all directions and shows abilities in many
areas; this characteristic should make him/her easily identifiable.
However, as to actual fact, things are different; the complexity of
their personality makes these children hard to identify, some of
them are endowed with high general intelligence distributed along
all directions and, if these children have support, they will develop
along an ascending direction. The types of intelligence are
unequally represented in gifted children, in various areas of
development. In general, sensorial intelligence positively correlates
with emotional intelligence, which can be tested. On the basis of
emotional intelligence, the layers of analytical, critical, spiritual etc.
intelligence are developed. This is relevant for the development of
didactic strategy, in which the capacity for absorption of the
processed information is being trained in parallel with the capacity
for logical processing of this information and with the development
of abilities.

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MANAGEMENT OF ORGANIZATIONAL CULTURES

Abstract: The term "organizational culture” first appeared in the literature in English in the 1960s as a synonym for "climate”.

Key words: culture, essential quality, system of values

Introduction

The 1970s invented” corporation culture” as an equivalent, whose popularity increased considerably after the publication of Terence Deal and Allan Kennedy’s book Corporate Cultures: The Rites and Rituals of Corporate Life (1982). It entered everyday vocabulary due to the great success of the book In Search of Excellence: Lessons from America’s Best-Run Companies in the same year,1982. The authors wrote: “Without exception, the dominance and coherence of culture have proven to be an essential quality of perfect companies. Moreover, the stronger and more market-oriented the culture is, the less need there is for handbooks of policy, organizational structures or detailed procedures and rules. In these companies people find, in most situations, the expected solutions as the ways of solving critical situations are very clear.”(Peters and Waterman 1982:75-6)

Most generally, organizational culture is a system of values, assumptions, beliefs and norms shared by and uniting the members of an organization. Commonly, it reflects the perspectives and points of view on “the way things stand here”, whether “here” means, as it initially did, the main corporations or, today, even non-profit organizations, universities included. Culture is important for organizations because their individual members act on the basis of
their shared values, as well as on other aspect of organizational culture, their behaviour being likely to have a significant impact upon organizational activities.

**Definition, Assessment and Dimensions**

No standard definition of the concept exists, yet most specialists will agree that “organizational culture” is:

1. **holistic**, referring to a whole that is more than the sum of its parts,
2. **historically determined**, reflecting the evolution of the organization,
3. **anthropology-related**, having rituals and symbols,
4. **socially-grounded**, being set up and kept up by a group of people who, together, form an organization,
5. **relatively hard to change**.

If “culture” is defined as “collective mental programming/software by which the members of a group or category of people distinguish themselves from others”, then “organizational culture” may be defined as “collective mental programming/software that distinguishes the members of one organization from the members of another organization” (cf. Hofstede 1996:208).

Three major dimensions of organizational culture can be analyzed in terms of the possible impact of culture upon an organization:

1. **direction**, referring to the measure in which a culture supports, more than it hinders, the attainment of organizational objectives,
2. **penetration**, or the scope of dissemination of the organizational culture as performed by the members of the organization,
3. **strength**, pointing to the degree of acceptance of the values and of other aspects of organizational culture (Ionescu 1997:127-8).

In other words, a particular culture may have a positive impact upon organizational effectiveness if it supports the organizational objectives, is widely spread and deeply internalized by the members of the organization. If its directions are far away from those of the organization, the effect will be, definitely, negative. Inequalities in distribution and strength are very unlikely to have great impact (positive or negative).

Practically, the term “organizational culture” is used by managers to refer to a system of consensus of the members of the organization in terms of diachronically established value systems or models, symbols, rituals and practices. These shared values determine the view and perception of managers and their manner of reacting in the real world (cf. Smirch 1983:339). It is organizational culture that limits what managers do by suggesting the proper way of action in accordance with the way conceptualization, definition, analysis and solution—the problem is to be handled in that particular organization/corporation.

The definition of “culture” involves two aspects:

- **perceptive** aspect. Culture is perception, at the level of the organization, not of the individual. The degree of education of individuals allows them to describe that particular culture, at various levels of the organization, in similar terms, to evaluate it. This is the shared aspect of culture;
- **descriptive** aspect. It concerns the way the members perceive the organization, not their liking or disliking it. The individual, thus, only describes; s/he does not evaluate.

No final method has yet been established for assessing organizational culture. Yet, American researchers and managers have suggested analyzing organizational cultures by studying the degree in which an organization praises and cultivates the following characteristics:

- **individual initiative**—the degree of responsibility, freedom and independence individuals enjoy,
- **tolerance of risk**—the degree in which employees are encouraged to be competitive, innovative and risk-taking,
- **direction**—the degree in which organization formulates clear objectives and the expected level of performance,
- **integration** - the degree in which the various decisions in the organization are encouraged to operate in a coordinated manner,
- **management support** - the degree in which managers provide clear communication, assistance and support for subordinates,
- **control** - concerns the number of regulations and the scope of direct surveillance used in employee behaviour control,
- **identity** - the degree in which the members identify with the organization as a whole, more than with their own work or with the domain of professional experience,
- **rewarding systems** - the degree in which rewards are in agreement with performance standards, by contrast with seniority, favouritism etc.,
- **tolerance of conflict** - the degree in which conflict solving and criticism are encouraged.
- **communication patterns** - the measure in which organizational communication is limited to the authority of the formal hierarchy (Ionescu 1997:129).

One single example for the operation of this mechanism: poor, ambiguous information of employees may be common practice of authoritarian management to avoid availability of necessary data for a correct decision of the employees.

Six **dimensions** of organizational cultures have been found:
1. Focus on process versus focus on results,
2. Focus on employees versus focus on work,
3. Limited versus professional (i.e. identity derived mainly from the organization versus identity derived from way of working),
4. Open system versus closed system,
5. Poor versus intensive control,

The names for these dimensions tried to avoid suggesting a “good” pole and a “bad” pole. The interpretation as good or bad, along one dimension, depends wholly on what the administrators of the organization wish to achieve.

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**Management of Organizational Cultures**

The management of organizational cultures is part of the general management of an organization, which may be seen also as management with organizational cultures.

The classical studies carried out by Eberhard Witte in Germany, presented in two works (1973,1977) have revealed the need for the coordinated activity of 2 parties: a **Machtpromoter**, a power holder, and a **Fachpromoter**, an expert, as distinct persons. The latter must diagnose the current state of the culture and of the subcultures of the organization. The former must achieve cultural considerations that should fit into the strategy of the organization.

The main **steps and considerations** in the management (by means) of organizational culture:
1. It is a non-transferable part of higher management, requiring both power and expertise, based on knowledge of the cultural configuration of the organization and on a cultural diagnosis.
2. It requires:
   a. **strategic options**:
      - Is current culture in agreement with the strategy? If yes, can the strategy be adapted? If no, what cultural change is needed?
      - Is this change efficient- do we have the people we need?
      - What will the costs be under the preoccupations and money conditions of the management? Will the expected profits exceed costs?
      - What is the period of time necessary for such changes?
      - If there are doubts, it is better to change the strategy in some way.
      - Different subcultures may require different approaches.
   b. **creation of change agents in the organization**:
      - A number of “key” promoters at all levels,
      - If the “key” members trigger the action, the others will follow suit,
      - Can opponents be avoided?
   c. **Designing of adequate structural changes**:
      - Departments for initiation and finalization,
- Departments for fusion or separation or for work tasks,
- Individual or group movement?
- Do tasks fit abilities?

d. **Designing of adequate process changes:**
- Elimination or establishing of control modalities,
- Automation or not,
- Establishing or interrupting communication links,
- Replacing input data control with output data control?

e. **Revising the human resources policy:**
- Reconsideration of hiring criteria,
- Reconsideration of promoting criteria,
- Is management aware of their new tasks?
- Periodical scheduling of post rotation.
- To be suspicious about the specialization projects of some persons; the need for specialization must be felt by the persons who are to be specialized.

f. **Continuing extension of organizational culture monitoring:**
- Sustained, persevering attention,

**Conclusions**

Most organizations have moderately strong cultures. Their strength depends on how intensive the key values are, how resolutely they are kept, cultivated and disseminated. There is a close correlation between what is felt necessary and has, therefore, become definitely important for the organization and how “good” its employees will become.

The art of the manager consists in identifying and promoting the body of referential values (the ethics of the organization) which should guide the adequate behaviour of each type of structural configuration, as well as in harmonizing the referential values of the team with the preferential values of each member of the group.

**References**

RESEARCH AND OPTIMIZATION DIRECTIONS IN TEACHER’S MANAGEMENT COMPETENCES

Abstract: Ensuring the quality of the managerial act in school organization and in the default group of students, concerns all management skills, management styles, the way teachers promote and exploit best practices in management education.

Key words: managers, competence, methods

1. Educator’s managerial competence and responsibility

Dynamic leadership and effective changing management are key conditions in effort to achieve a high degree of social and educational inclusion, effort made by educator-managers with a clear conception of educational policy. This vision is present in the educator’s works, by way of their relationship with other educational stakeholders: students, parents, local community. It’s based on school values and the general concern to provide for the students more support and achievement opportunities, closely related to the concept of sustainable school development, reflecting a strong commitment to improve educational standards for all students. (SEED, 2003)

Experts who support the school opening to society, the benefits of professionalism through lifelong training and places the self-image construction in the center of teaching process, those who promote new technologies in computing and communications, whether humanists, teachers or entrepreneurs, relishing the frequency of using in the term of competence and its triumph in human resources management. Definitions of managerial competence and its assessment methods are subject to broad social debate, fueled by the scientific contribution of disciplines and contribution of different social actors, trainers and consultants.

Managerial competence is a term recently used in human resources management. If today concerns organizational world, is because it has to show a major shift within professional relationships: the need for initiative exploitation, autonomy and responsibility as a condition for development of new forms of performance, allowing the members of the school to adapt to the competitive demands.

Managerial skills is therefore essentially a practical concept that focuses more on individuals and collectives to which they belong, than the institutions, making possible the differentiation in terms of success. The concept of managerial competence in cognitive psychology, educational science or human resources management emerges as an artefact that encircles, shape existence, but is in the middle of individual and collective performance.

It can be analyzed the concept of managerial competence like a dynamic structural-functional complex, consisting of:

- **cognitive components** (knowledge, information, data, etc.)
- **operational components** (action schemes, work algorithms, techniques for solving problematic situations, etc.)
- **attitudinal components** materialized in character features, behaviors and personality qualities.

According to the famous French specialist in the management and skills development, Guy le Boterf (2004), the competence is a combination of resources to produce a performance. Competence concerns the process leading to performance, to achieve the desired result. For example, if the professional environment recognize at a person, or teacher who’s aspiring to the school director / manager position, that has the ability to animate a meeting (identified performance), this fact is understood, by default, that person masters also other skills: to resolve interpersonal conflicts, to speak in public, to regulate the intervention of various participants, to synthesize, to rephrase etc. All these capabilities combined synergistically enable it to properly maintain a meeting and it will lead to efficient outcomes in managerial practice.
We are taking off the following conclusions from the study of French specialist, Guy Boterf:
- Competence is produced by a person or a group in a given situation (to be able to operate in a field of conditions and resources);
- It is called socially recognized (validated directly by the social environment);
- Corresponding to mobilize in action a number of personal resources: knowledge, practices, skills, combined in a specific manner and completed by social environment resources mobilization;
- The goal is to generate a predefined performance.

Mark K. Smith, in his article "Competence and Competency" (2006) refers to the difference between being competent and have skills starting from his work "To have, to be" (Fromm. E., London, Abacus, 1979). This explains the term of competence, referring to the fact that it born from a spirit of competition.

The British School makes difference between "Competence and Competency":
- Term competence refers to the general scope, the quality of a person or set of qualities that enable it to act in certain situations.
- Term competency refers to a set of traits that predispose you to certain actions, specific competences, a set of activities that you can use to measure, to demonstrate general competence.

The competences can't be measured directly, but watching the man in action, in certain situations. It can be considered that man is the maker of his own competences. A person is responsible not only for because he has knowledge or practical experience, but above all, because he knows how to combine, to mobilize resources in a given context. Double fitting with resources, both internal and external, allowing combination. There are several possible combinations, means that there is only one way to be competent.

Competence is seen today as a response to regulate market requirements, focusing on a better resource use and the involvement of social actors in seeking solutions.

Person competence is not consisting in having practical experiences, it should be able to chain and combine a number of practices. Competent work, or practical experience is defined by "being able to ...". Competence is not perennial, it evolves in time and space, a change in terms of affection may have a huge impact, positive or negative, on the personal competence.

Managerial competences can be built if there are prerequisites for (theme Boterf Guy, 2004):
- To know how to act (savoir agir);
- To want to act (vouloir agir);
- Be able to act (pouvoir agir).

We can say that it is the result of these three components. For educators, training and development of the strategy in managerial skills, is a process conducted throughout the entire teaching career, requiring continuous specialized training programs, conducted both within the school organization and other institutions offering expertise in this area.

We are sharing the point of view that it is not possible that after a formation course in educational management training someone will become an effective manager. This is about a personal transformation process, which involves widening the perspective and outlook on world and life, increase the awareness level on managerial responsibility, systematic self training, discover motivation and the correct principles which creates prerequisites for becoming a person able to lead others, to be followed by them, take care and not subordinate them.

Optimistic people who communicate and relate effectively with others, organized, equipped with intuition and empathy, giving evidence of character strength, have a developed sense of social community, while developing technical skills in the management process of conducting the school organization, are clearly advantages in employment and the successful performance of managerial functions.

The theoretical information gained and practical experience have created favorable conditions for overcoming limiting managerial styles in leadership processes, which means planning, organizing, regulating, control, guidance, etc. The emphasis is
currently on the mobilization of human resources’ ‘talents and skills management’ (J. J. Servan Schreiber), on their motivation, humanization decisions, information and communication, on getting the performance. This requires managerial culture, to professionalize management, interdisciplinary approach in theoretical and practical management.

Valuing individual and his capabilities is the major objective of the managerial process in the school organization. Therefore, educators must “be not only the manager-administrator, but a manager-educator” (E. Joiţa, 2004). Manager is one of the key factors of the introduction in any educational changes. Without competent managers, trained, able to decide quickly and effectively in various conditions, educational change will fail. In the context of managerial activity defined as the art of making things to be done in organizations through others, the manager is one who procure, allocate and use physical and human resources to achieve goals.

Teaching research issues in this area remains open, training programs must adapt to specific situations in the educational environment. This is given by the analysis needs to precede any continuous training program.

Managerial skills needed to conduct educational organization effectively, in the present context, the orientation toward leadership professionalization, mentoring and educational control, may be listed by categories and application domains (The competence frame toward the office of Director, CNFP, 2005):

- communication skills and networking;
- psychosocial skills;
- skills to use information technology;
- leadership skills / coordination and organization;
- assessment skills;
- management skills and resource management;
- competences in institutional development;
- competences aimed on self-management skills.

Introspection and self-reflexion on their own careers enable educator-manager to relate to the requirements and standards of management function, to become aware of the gap between personal aspirations, level of development of their own skills and training opportunities. Responsibility for professional development is belonging to the educator-manager, the career development path being established with respect to personal aspirations, with its vision of what will be done in future.

We considered that is necessary such an approach, been justified both by management roles interference in an educational unit and the need to develop a management team. We consider appropriate to present these skills, especially because they are in the present the starting point for continuous training programs accredited at national level, directed to the school managers in function or those who’re aspiring to a leadership position in education.

Phrases like "it’s a professional, it’s responsible", "I wish this kind of competence" became current in the education space. An old dispute between management experts, concerns about the possibility to teach the managerial skills. It requires research and guidance of the managerial act in a prioritary direction, the training and development of strategic management skills, of specific managerial styles adapted to the coordination process, monitoring and regulating the education type relations.

2. Training needs and optimization analysis of management competences

Managerial styles research in the school organization reveal multiple meanings and dimensions of factors involved in the management process, and also key aspects of the teaching behavior dynamics, towards optimizing all institutional activities. Investigative approaches have facilitated the analysis of the teachers managerial competences skills, capturing elements of managerial skills and attitudes, as a mediator between vocational aspects and those acquired in the course of training and professional development.

In conducting this research with a scientific character, we start from some assumptions, outlined in educational practice:

- in current school organizations changing processes do not develop by itself, necessitate active orchestration, voluntary
intervention of educational stakeholders, which direct the educational process in a particular direction, through practised management styles;

- ensure the quality of the managerial act in school organization and in the default group of students, concerns all management skills, management styles, how teachers promote and exploit best practices in management education;
- the complexity of development process in management styles among teachers, is that they act in differentiated learning environments, but can be identified elements that’re overlapping and interinfluencing each other, generated by simultaneous roles that the educational subjects can adopt;
- assuming some management styles in complex situations, witnessing the revalorization of the educators role in management, correlated to planned and flexible change, with professional skills, information and communications technologies;
- in the educational process management styles will bear the mark of creativity in overcoming reflection stereotypes, by their release from the captivity of mental patterns and pitfalls of routine.

In this scientific approach we overcame a number of scientific prejudices manifested in the collective mind and barriers that is reflected at the institutional level:

- conservatism and resistance at teachers changing;
- indifference and educators disinterest for training management;
- educators turnover in management staff;
- reduced involvement of the school members in the management process.

The investigational field was the state of knowledge and application of management alternative at the educational level within the meaning of efficiency and effectiveness of leadership styles. The objectives of the record type investigation are converging to outline a picture with shadows and light, the situation in the educational activities. In this direction I followed:

**O.1. Identify concrete ways of developing skills and management styles of teachers in rural schools**

**O.2. Set advantages and difficulties to implement interactive managerial styles at educational level**

**O.3. Establishing consistency between initial pedagogical training and the needs, interests and continuous training in managerial domain.**

**O.4. Identification of viable solutions for the organizational climate development.**

In terms of information content, we are noticing that we referred to reveal the following key areas: the role and the importance given by teachers to the managerial styles, the extent to which teachers have the necessary information to apply these management alternatives, the practical aspects to optimize training teachers in managerial perspective. The sample was consisted by educational institutions (school groups) in rural areas, from Arad County: “John Buteanu” School Group Gurahonț / “Moga Prince” School Group Hǎlmagiu / School Group Săvârșin / Cermei School Group / ”Gheorghe Lazar “School Group Pecica / School Group Vinga / School Group Miniș / School Group Beliu.

In conducting the study we have used methods and instruments for collecting data, both qualitative (interviews and focus group) and quantitative (questionnaire). The instruments were applied on the occasion of some visits to all schools in the sample, are:

- **Secondary analysis**. Summary school analysis was used to interpret and analyze data collected from official documents. This instrument was designed for imaging the situation in human and material resources. Filling them was done with the Director’s help, based on discussions with the concerned persons, or by direct observation.

- **Focus group** is an important qualitative source. Using this method we obtained useful data in terms of how managers relate and act with school members. Focus group type interview used in our case was structured and focused. The sample consisted of teachers active in educational institutions (school groups) in rural areas, in Arad county.

- **Semi-structural individual interview** with managerial of school groups in rural areas (Arad county).
d. Inquiry-based questionnaire. We developed and applied an opinion questionnaire sent to manager-educators at the school, and teachers of these institutions. We have applied this method of investigation to a number $N = 280$ teachers and $120$ principals, from Arad school.

3. Certifying the study’s conclusions

In this regard we showed some important aspects of managerial practices and styles used in the school organizations, which I found through direct observation, individual and group interviews and interpreting questionnaires administered by school managers and teachers:

a) In the school organizations:
   - educator-managers face diverse and complex issues in designing, organizing, directing, evaluating and adjusting multiple situations of interaction (student-student, student-group of students, student-teaching strategies, student-teachers, teacher-teacher; executives -teachers);
   - in educational interaction are involved many random factors which should be oriented towards the individual progress, to individual and organizational changes, establishing a balance between flexibility and rigor, through managerial styles;
   - in the management process is ignoring the effective use of some relevant aspects of cognitive processes involved in the interaction:
     - specificity and the learning experiences level;
     - reasons for involvemen / non involvement;
     - active involvement modalities in teaching tasks achievement;
     - representation on other skills;
     - method to report the success / failure.
   - in the application of managerial styles, the vast majority of teachers are limited to certain templates, can’t adapt them to different students group educational specific contexts;
   - teachers refer to a body of principles and rules governing accepted behavior in school organization, students group, their learning leading to educational success;

   - educator-managers are absorbed by the complexity of roles and tasks generated by them, partnership with school members is a form without substance, without substance that generated it, and practiced managerial styles do not support this;
   - misuse of managerial styles and communication forms associated them, causes some emotional blockages.

b) At the individual level:
   - the management skills development process is not addressed in a dynamic perspective, teachers considering that self sufficient theorizing, information and description of management practices at the expense of complex, practical and valuable analysis;
   - provision of organizational climate that provides opportunities for ongoing development and differentiation during the career of teaching seems to be not only difficult to put forward, but also accepted;
   - lack of social interactions experience found among teacher-managers, who shows inappropriate behaviour for social roles played: they don’t know how to advise their students, to transmit information properly, they not takes action in the group, not settle the conflicts in the group of students.

   We can say that the management process developed in the school organization many educators are reluctant to make an introspection, and when they do, refuse to recognize their weaknesses and threats work. In this situation they don’t want to admit that their defensive structures, managerial styles practiced and some traits may negatively influence the organizations they run.

   Also they deny that subjected to psychological pressures may contribute to dysfunctional behaviors and decisions, in their and educational organization disadvantage.

   Managerial work performed in school organization is estimated to be essentially natural, with teacher-managers involved for the smooth running of the organization and its evolution. These assessments, however, ignores the dark side of the leadership (look Darth Vader), which derives from the desire to increase and the acquisition of power, often leading to narcissism, deception and abuse of power.
Reality shows that always and will exist a gap between good intentions and management strategies focused on changing processes, developing institutional projects by guiding groups of tasks and active intervention in the debate issues.

It is essential that each teacher-manager to establish his self-assessment criteria of effectiveness, to take in time the required measures. An efficient manager use natural human, resources, or time optimally, it organizes and directs the staff, has the informational system and provide horizontal and vertical communication, delegating tasks, use the advanced advice techniques and made objective assessment.

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**Abstract:** The Resonance Method was created by Gundl Kutschera, Austria, who derived it from the classical NLP created by Richard Bandler and John Grinder in the USA. The basic outcome of NLP is teaching people communicational skills, helping them in achieving better performances in their professional and personal life, building more fruitful relationships with the others. Furthermore, with the Resonance, people learn how to explore themselves on different levels: spiritual, heart, cognition, the environment into which they live and act. As an outcome: less effort for better results.

When I first heard talking about neurolinguistic programming (NLP) it seemed a very scientific and complicated approach about which I was so eager to find out more. At the time I was studying psychology and one of my teachers mentioned something about how it is possible to determine if someone is telling the truth, by observing the movements of his eyes (known as the “accessing
cues”). Then he said this has to do with what they call NLP. At this point my curiosity was triggered.

Starting with the beginning, we can take a look at the NLP definition as it appears in the Oxford English Dictionary: “a model of interpersonal communication chiefly concerned with the relationship between successful patterns of behaviour and the subjective experiences (esp. patterns of thought) underlying them” and “a system of alternative therapy based on this which seeks to educate people in self-awareness and effective communication, and to change their patterns of mental and emotional behaviour”. The co-founders Richard Bandler and linguist John Grinder started their research in the 1970’s, in the USA, and developed NLP into a form of psychological therapy who claimed to produce efficient results in a full range of issues psychologists might encounter, such as psychosomatic illnesses, depression, learning disorders, phobias, etc.

As it turned out, due to little or lack of firm empirical evidence supporting its claims, NLP has enjoyed no support from the scientific community. Even though it makes no impact on mainstream academic psychology, it has quite an impact among private psychotherapists and hypnotherapies who are trained in the NLP Method and who use it as a tool in their professional practice.

But let’s take a closer look to what NLP stands for and what it means exactly. Neurons refer to the way words and information are decoded at a neurological level. There are 5 representational systems: visual, auditory, kinaesthetic, olfactory, gustatory and only one or two are the major ones for each person. Therefore the way each person treats information coming from the surrounding world is quite subjective and personal. There is a fascinating and entertaining book written by W. Gallagher centred on how people experience life and about the complex relationships between people and the places in which they live, love and work. The book is drawn on the latest research on behavioural and environmental science and it examines people’s reactions to light, temperature, the seasons, and the other natural phenomena, explores the interactions between our external and internal worlds. Linguistics is the science of language, its subject being the pursuits of knowledge about the phenomenon of human language. Linguist study the structure, function and history of human language. In particular, NLP has incorporated Noam Chomsky’s work on Transformational Grammar and Generative Linguistics as well as Alfred Korzybski’s work in General Semantics. Programming, contrary to what sometimes its being associated with: “brain washing” or “mind control”, is associated as in informatics with a way to work out a sequence of operations to be performed. The brain is our personal computer and much of the NLP approach to the mind is based on viewing the brain as functioning similar to a computer in some ways. In fact, much of the NLP terminology incorporates the language of computer science (e.g. The T.O.T.E. Model and the SOAR Model come directly from the fields of computer programming). The internal processes of human beings, unlikely the computers, are predetermined by social factors, cultural issues, family background and the overall individual experience. One of the major hypothesis in NLP is that the internal processes and programmers can be changed, transformed and modelled.

The classical NLP developed in the USA rapidly reached the European continent. The first trainer NLP in Europe is Gundl Kutscher, who studied and formed herself under the direct supervision of Richard Bandler and John Grinder as well as she studied under people like Robert Dilts and Virginia Satir. She has taken NLP to another level and founded a new approach called the Resonance Method. She developed the Kutschera Institute in Vienna and started a resonance network in Europe.

What is the difference between the classical NLP and the Resonance Method is a legitimate question. The latest one has the basic guidelines as the classical approach, to which some new visions are added. The Resonance Method is a holistic model which integrates elements of Superlearning, systemic methods, hypnosis,
mental training, logo therapy, NLP, pedagogic and results from human brain research.

For those who want to have a better insight on NLP and Resonance, here are some milestones:

The first NLP development was “The Meta Model”, created by Richard Bandler & John Grinder in 1975, and described in their first book, The Structure of Magic Volume 1. It was the first creation in the field of NLP, and formed the basis for subsequent discoveries in the field. The Meta-model works on the following principle: people don’t experience reality directly, but rather through the ‘maps’ of reality they create in their minds. When people have a problem or challenge, it does not typically exist “in reality” - it exists in their map of reality. If you can enrich their map, their experience of the world will become richer. Enrich their map enough, and their problems will be solved, their challenges overcome. The Meta-model is the principle tool for discovering where and how to enrich a person’s map, and is probably the most powerful NLP tool there is.

Another important development in NLP is “The Milton Model”, modelled by Bandler and Grinder from the hypnotic techniques of the famous hypnotherapy’s Milton H. Erikson. This model is based on using non-specific language and creating ambiguity through some key language patterns: casual connections – statements which imply a direct causal connection between two events; ambiguity – statements or commands which have multiple meanings; presuppositions – a statement or suggestion which already presupposes some behaviour in the other person; embedded commands – emphasize certain parts of a message; metaphor – talking about someone or something as if they were something else; non-verbal marking – voice stress, gestures, eye movement etc.

Worth mentioning are the rapport and the mirroring. The first one is one of the most important skills in NLP and refers to the ability to establish rapport with others (building trust, harmony and cooperation) while the second refers to the process of reflecting physical patterns of behaviour of another person, such as sitting in a similar posture as another person, using the same gestures as that person.

As for the newly developed NLP, we might start with understanding what its name derives from. Resonance is a physics term which refers to the tendency of a system to oscillate at larger amplitude at some frequencies than at others. In nature everything has its resonance and everything is in resonance with all the rest. Through the Resonance Method people are thought how to find their own resonance state, how to be in resonance with the others and the environment, how to access their own potential and how to use it in a creative way. To be in resonance means to live life following one's heart desire. The two essential concepts in the Resonance Method are Self Competence – being in resonance with the self, and Social Competence – being in resonance with the others.

Further more, the Resonance Method has developed new techniques and exercises combining different cultures and beliefs. Both body and soul need to be taken care of and therefore special exercises have been conceived and adapted from Shamanism, Hawaiian traditions, Inca and Maya tradition, and many others. Just to have a larger picture, people who learn the Resonance Method, get to discover their Inner Power Source, learn about the Big Matrix into which we all relate and connect, discover their Crown and Roots and how they help us to be stable here on Earth and how in the same time we are connected to the universe, get to know their Power Animal and even master the Fire Walking.

Over 25 years of experience in the Resonance method show that people in resonance have access to creativity and intuition to adapt themselves and their knowledge to ongoing change processes,
are more focused on given tasks - errors are reduced, get more results in less time, have more fun and excitement for common success and generate good atmosphere, conflicts are transformed to challenges, are able to make decisions in a clear and respectful way, have work-life balance and are healthy.

In Romania NLP has started to develop not so long ago. Nonetheless both classic and Resonance method are on the market. People willing to learn and to get introduced to these methods have plenty of choices and quality trainers. Gundel Kutschera has developed a wide network for the Resonance in Europe under the name of Kutschera Institute (Austria, Germany and Switzerland being the first countries). In January 2010 Kutschera Institute will officially make part of the Romanian NLP market. For the time being there are over 20 qualified trainers in the Resonance method working in Romania and covering domains such as education and youth, health, business, personal development.

All in all the neurons-linguistic programming has become an important way for people to learn communication skills and how to develop fruitful relationships with the others, ways of improving leadership, how to become a better salesman, how to organized time and work in the most efficient way. Sometimes it's even difficult to draw the line between mastering communication and manipulation. Once one learns how to make use of words in order to achieve a certain result, which is the exact terms that will bring the audience in a state of active listening, cooperation and willingness to reveal them - it's easy to assume it's all about manipulation.

But once the shallow surface broken, we discover the moral code and ethics behind the method, the principle of positive action and positive intention behind the action, the ecology of the intervention and so on.

As for myself, I can say that living in resonance has become a way of life. It started as a curiosity towards a field related to my professional life, developed into precise techniques I use while counselling, coaching and training people and evolved into knowledge supporting all aspects of life. I warmly recommend the Resonance method to my fellow psychologists as a way to enhance their professional approach, as well as to all those who want to disrupt life with all of their being and who want to let their inner sun shine upon the others.

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RESIDENTIAL AND FOSTER CARE.
THE ROMANIAN PERSPECTIVE EMERGENCE OF ALTERNATIVES TO RESIDENCE?

Abstract: This paper intends to outline the novel conflict zones and configurations which currently take place in the field of the residential and non-residential child care system in Romania, in comparison to some other European countries and presents a short analysis of the processes that have been taking place after the demise of the “communist golden era” and determined a specific evolution of the entire social care system. This article attempts to highlight the most important trends with regard to the residential and foster care and other alternatives for children and young adults who are placed away from their families as a result of their emotional or behavioural problems or simply as a consequence of dysfunctional family environments.

Key words: Residential care – actual trends, the decline of the “children’s homes” - foster care, small living units, small scale accommodations, supported lodgings, day care centres, ecological perspective, care needs of the minority ethnic groups, professionalizing the staff, long term strategies.

Introduction

The recent evolution of the child welfare system in Romania was strongly influenced by a long series of cultural variations, profound and relative unexpected changes in political history and economic circumstances. The contrasts existing at all the levels of the entire Romanian society and also between regions within the country1 influenced in a specific way the structuring of residential care and generally of the social care measures, alternatives and long term modernizing projects.

Perhaps in no other European country the situation of the children, adolescents and young adults in residential care has been as dramatic as in Romania. Similar to Bulgaria, Romania has preserved a system based on large scale institutions (the well known “children’s homes”). Along the last decades of the communist regime they developed as an undesired sub-product of the school system, as an insignificant component of the entire process of “creation of the multi-developed personality” of the communist citizens. Slowly they were surrounded by a high “wall of silence” and they functioned as a deliberately “ignored world”.

Europe and many people in Romania were first of all surprised and then shocked when they realized (discovered) the real dimensions of the child abuses, humiliations and the catastrophic life conditions that existed in some residential care centres, in the “special schools” and in the “special” institutions for handicapped children. A large and rapid reform of the residential care institutions took place in the last two decades. The results are mostly positive, despite the material and financial deplorable situation of almost all the care centres.

In a relatively short time the necessary administrative and management structures were created, the legislation was renewed (according to some of the existing European models) and implemented, alternatives to institutionalisation were looked for, a large pool of foster care families was created, etc.

Despite all those successes, the reform of the care system is not complete and not all the goals were achieved satisfactorily. The criticisms are frequent, mostly because the discussions are influenced by the insufficient coherence of the theoretical approaches, like:

- The contradictions between the theoretical and empirical researches.

The apparent contradiction between the quantitative and qualitative investigation methods.

The insufficient integration of the theory and praxis, new acquisitions in the researches concerning the residential care.2

We will try to point out some of the possible future strategies to modernize the residential care in Romania. Nevertheless, certain common trends can be distinguished among EU countries, which can also be identified as components of the actual development of the Romanian system and might play a decisive role for the further development of the residential care institutions.

1. Actual trends in the EU – warning indicator for an indisputable decline of the residential care?

In almost all the countries of the EU there was observed a strong trend against the residential care and a decrease of the number of residential provisions along with an increase of the number of children placed in foster care. The process was stronger observed in the early fifties. This shift away from residential care reflects on one side, the changing of the young population in need (for instance the decline of the number of orphans in most countries) and, on the other side, represents the result of the welter of criticism (of concern over the social isolation and poor life conditions experienced by children in residential institutions, the vulnerability of such children to abuse, the inadequate development of general and specific skills and their inability to integrate themselves in the society, etc.), dating back to the ‘50s (Bowlby3,4 Rene Spitz5,6, Goldfarb7,8 Pringle and Bossio9 and many others), that has created a negative image of residential care and stressed its adverse effects on children’s psycho-social development. Particularly important is the evidence that the decline is gradual and of long standing.

For instance, the reductions in residential care are strongest in the UK, the USA, Canada and also Norway and Sweden. There is then, a wide variation in opinions about, and use of, residential care in Europe. In some countries, such as the UK and Norway, the foster care plays an important role. Many children are placed in foster families. In Denmark, France and the Netherlands there is a more equal balance between residential and foster care, while in some Eastern European countries residential care is still the predominant form of provision. In Germany, for instance, small autonomous units have formed networks with one another in order to offer a wider range of activities. This pooling of resources helps to overcome the high costs which otherwise discourage the development of small units. Even within a country there can be wide regional variations.10

Some authors consider that also the crisis of the residential care that influenced the care system between 1975 and 1982 is also at the end. The residential “survived” because it was capable to reform and modernize.11 The system proved itself as flexible enough.

1.1. Criticism and scepticism.

The post-war decline in institutional care has been related to virtually any phenomenon (social or economical) that took place in the last decades. According to some of the recent empirical studies, official inquiry and theoretical investigations, some of the most

7 Goldfarb, W., - “Effects of psychological deprivation in infancy and subsequent stimulation” in American Journal of Psychiatry, nr. 102, 1964, p. 18
plausible suggestions for the decline were the budgetary pressure, greater concern for children’s rights, demographical evolutions, higher living standards and the rise of moral relativism. Film, television, press, the entire mass-media have added their voices of unease. It is argued, that the residential care is not consistent with our values, is not legitimate, is inefficient and expensive.

According to some authors, three other factors also contributed to the decline of the residential care:
- Society seems to have become more tolerant towards deviant behaviour.
- Preventive work in the field of child care has been strengthened.
- A strong preference for keeping children in or close to their home environment.

It may also be noted that the financial costs of residential care have risen considerably. This has to do with the continuous increase of the expected quality of the care programmes and services, of living conditions in the specialised institutions and, because of the professionalizing of the social workers and other categories of practitioners in charge in the care centres, the rising of the staff fees.

The exodus from residence can be explained as a phenomenon that has been held back until recently by structural constraints and the absence of alternatives, rather than by ignorance or conservative values. In the last years there have been invested interests to overcome it, public opinion to be mobilized, the viability of alternatives to be demonstrated and new staff to be recruited and trained. The role played by professionals, journalists, politicians in this process has been far from marginal, but only with the advent of the necessary social policy context, particularly in terms of financial benefits, are such campaigns sufficient to achieve a transfer of relevant resources towards community-based alternatives.

If there is now less “need” for residential provision than previously is still controversial. Anyway, the policy-makers, practitioners and other concerned agencies and NGOs seek to meet the needs of the “groups in need” in different ways and to face for instance the unemployment and criminality, the child abuses and the problems of the one-parent families using flexible programmes and innovative strategies.


Practitioners and researchers claim that recent years have witnessed changes in the population of the institutionalized children. Some comparative studies suggested that the family circumstances have become more problematic in the past ten years. Divorce rates and relationship problems seem to be increasing. At the same time, it appears that a rising proportion of separated children have experienced difficulties in their relationship with family members, peers and teachers. Some studies contributed to the idea that the children in residential care are not simply “children without families” but “children from families with problems” (one-parent families, households affected by unemployment and poverty, parents addicted to illegal drugs).

1.2.1. The problems presented by children in residential care become more and more challenging. They may also be related to the trend towards strengthening foster care, various forms of community care and other alternatives and preventive measures. Some of these aspects:

a) Children are admitted to residential care only when foster care or some other alternatives to residential care have failed to produce the desired effects and to conduct to the expected development of the behaviour and personality of the young person in care.

b) The tasks that have to be accomplished by the residential care establishment are different from country to country. In the United Kingdom, for example, one of the main tasks of the residential sector involves helping to deal with the aftermath of fostering breakdowns.

Some children can be placed directly in residential care, mostly when those responsible believe that foster care or alternative forms or help are unlikely to be successful.

12 Colton, M., “Dimensions of Substitute Child Care: A Comparative Study of Foster and Residential Care Practice”, Alderschot, 1988
• The age of the population in residential care is also decreasing and in future the proportion of young children accommodated in institutions is likely to decrease further.

  c) Despite the fact that the number of children placed in residential care is declining, it is believed that the needs of those currently accommodated are greater than it was the case a decade or so previously. This trend is more evident in Romania. After a period of great enthusiasm in regard of the results of the placement in foster families (or “substitute families” as they were named some years ago) it became more and more clear that a relatively important number of children (and especially the adolescents and young adults) had to remain in institutions. The placement in foster families was obviously more efficient in the case of younger children. The care centres were not any longer over-populated but they could not be completely closed.

1.2.2. Meeting the needs of families from minority ethnic groups

In many countries, children from ethnic minorities (from different ethnic backgrounds) are disproportionately over-represented among the population of children in residential care, and this relative imbalance is increasing (Ligthart et al.15)

The largest population of children, adolescents and young adults in residential care in Romania came from minority ethnic groups (Roma families). Beside their disabilities, their special educational needs (particularly because of emotional and behavioural difficulties) most of them also showed a challenging behaviour, mostly culturally predisposed. This made their integration difficult and emphasizes the need to develop specialized services, which are accessible and acceptable to all the diverse needs of families within a rapidly changing and increasing multicultural society.

Defining needs for this particular group of institutionalized children has never been easy, partly because of the formal or informal rejection they had to face from a society having its own difficulty to accept a plurality of models or different behavioural and thinking patterns, and partly because the adult community is increasingly challenging what they see as a medical model of disability, which perpetuates notions of “charity” and “curability”, in favour of a social model of disability which in turn acknowledges that it is society’s reactions and the hostility of many of our physical environments which create the barriers and not the disability itself.

A set of currently accepted but counterfeit assumptions about Roma families and their children have been observed in the last years. Only two examples:

- Cultural differences. Professionals (and voluntary organizations) may not understand the significance of culture and lifestyles – or they make inaccurate assumptions about what the families and different ethnic minorities’ desire and need. A series of prejudices and discriminating prejudice induced distortions of discernment and facilitated the implementing of erroneous strategies and action plans. The end results of residential care were, under these circumstances, disappointing and the integration of children coming from these families was inappropriate. The past (or present) experience of racism may make the families suspicious of “formal” organization offering help and reluctant to any form of cooperation.

- Economical standard. Acknowledgement of the knock-on effects of poor housing, economic and social disadvantage and family illness was only partly taken into consideration. Sometimes the child’s “disability” and its incapability to integrate itself in the local community or in other formal or informal groups is not the main problem of the family.

Working with the children coming from minority ethnic groups remains one of the most controversial problems of the residential care system in Romania (and not only of the care system). Some of the projects implemented in different regions of the country conducted to only partial satisfactory results, mainly because the complexity of the targeted social field and because of

13 Dragoi, C., - “Sindromul Titanic si reforma sistemului de protectie a copilului (IV) – in Protectia sociala a copilului, FICE Romania, Bucuresti, 2000, nr. 6, p. 49 - 53
the cultural aspects which were ignored or underestimated. The integration of minority ethnic groups still remains one of the main issues for the reform of the residential care system in Romania.

2. Development of small living units – an efficient solution?

As mentioned before, there is an increasing trend away from large scale residential provision and towards small scale provisions. This tendency may be recognized in most of the European countries, despite of the inevitable differences due to the local specificity. In certain regions of Spain, for instance, only few large institutions remain. In some other regions the process of reform has only just begun.

In most EU countries, the strong move towards small-scale provision has not resulted in the complete abolition of large institutions. Some local government social services continue to invest in residential care.

In most of the cases the old, large-scale structures have been split up into a number of smaller units. The model is still very popular and it was implemented in different shapes. For instance some of the large buildings of the institutions were split up into “living units”, basically into a number of smaller units. Several small units in one and the same building or a group of homes (houses) outside of the main building may be located on one site.

In addition, a large institution may serve as the operational centre for a network of smaller units dispersed throughout the locality or the area.

The newest researches show that the quality of the results is not depending on the scale (size) of the care centre. Operating on a small-scale does not by itself ensure success. A study of Klüppel and Slijkerman indicates that young people’s satisfaction is strongly shaped by the opinion they have of their group leaders. It also appears that the nature and seriousness of young people’s problems influences the way they evaluate their stay in the children’s home. The small units do not automatically improve the performance of care workers or educators. On the contrary, it was found that the care workers employed in small-scale homes tend to display more symptoms of stress than their counterparts in large facilities. This is due to the less support they receive and to the lack of intensive communication and cooperation with the institutionalised children and young adults.

Other factors than size should be taken into consideration in evaluating the advantages and inconvenience of different kind of residential provision. However, even when such factors are taken into account, there remains the case that small-scale homes are more conductive to child-oriented care practice than large establishments.

Nevertheless, within institutions it is the quality of the staff that is found to have the major influence upon the attitudes and abilities with which young people leave the residence. Thus, to a large extent, the workers are the system – their idealism is its strength, their cynicism its decline.

3. Foster care – illusions and realities

Perhaps in none of the east European countries the foster care alternative was as popular as in Romania at the end of the nineties. The literature of that time provides a long series of materials considering the foster care as almost the “ideal” solution to all the difficulties of the child care system and the only one chance to close the existing “children’s homes”. The very bad reputation of those institutions (partly artificially over dimensioned by a mass-media interest in sensational more than in a faithful and accurate

presentation of the reality, itself not very hopeful) contributed to the structuring of long term strategies regarding the best, the easiest and the more efficient methods of “closing” the traditional “children’s homes”. Most of these strategies were elaborated by teams of experts from abroad (more or less experienced with the particular evolution of the Romanian care system and the existing social and cultural patterns) and tried to “modulate” the reality according to some patterns which have functioned in other countries. The results were controversy.

Two of the possible strategies were with priority implemented: “return to the biological family” and changing to “foster families”.

Concerning the second mentioned strategy, a body of “foster parents” was trained and in a rather short time a relatively large number of children were “removed” from their institution and “placed” in a family.

Despite the original enthusiasm, the expected success has not occurred.

4. Professionalizing the staff – The way to a new quality

Perhaps in no other European country the situation concerning the trained staff working in the residential care institutions was not so desperate as in Romania at the beginning of the ‘90s. The legislation shortly voted after the fall of the communist government permitted a large scale “migration” of the qualified educators and other categories of teaching and care staff by offering the possibility of being formally “reassigned” into public schools or kindergartens as teachers or educators. The qualified staff left on a large scale the care institutions and easily found better paid and less stressing jobs in the public teaching. This “haemorrhage” of staff had unexpected consequences for the entire care, educational and teaching processes in residential care institutions and contributed, more than some of the specialists are ready to admit, to a further decline of the care services. Particularly the long term consequences for the quality of the care services were, in the first phase, completely underestimated. The practitioners and the decisional factors (also on the political and administrative level) were with priority busy to solve the imminent material and financial problems which confronted the care system and neglected almost completely the implication of the crises on the level of the human resources.

A rapid development of a network of private and public universities and faculties compensated the deficit only to a certain extent. Additionally the general lack of experience and coherent theoretical orientations and points of reference increased the heterogeneity of the training of the future practitioners, respectively the confusion at the level of the care institutions. The theoretical researches and studies were not numerous and consistent enough to contra balance the already established working and thinking clichés.

5. The ecological perspective

The ecological model was taken over in the social sciences from the theory of systems. Many countries of the European Community recognised that it is an illusion to try to help effectively the children and young people in care without taking into account their origin, social networks and cultural environments. From the systemic perspective the child placed away from home is viewed as a product or “symptom” of a dysfunctional family environment. Therefore it is considered essential to involve the whole family in the care process.

5.1. From the practical point of view, more emphasis is placed on involving the parents to exercise their rights and encouraging them to participate and share in decisions concerning their children. This principle can be found in almost all the legislations about the child care, including the ones from the East European countries. The problem that occurred in the past years was that, generally speaking, there was not enough effort put into preparing the parents for their children’s home return. For instance for the large “return to home” initiative that was initiated in Romania in the late ’90s there was no (or insufficient) professional support available and it was not followed by an accurate feed-back and evaluation of the results. According to our data, many of the

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children, adolescents and especially young adults which had to return to their family (and not always benevolent) did not achieve the expected social integration and could not find their way to success. For quite a lot of the young people and their families this “return” represented a fiasco.

5.2. Another idea that gained in the last decades international currency is the view that, in order to be more effective, care services should be located near the children’s family home, partly also because of the legacy of institutional care provisions that virtually all EU countries have to cope with.

5.3. The principle of “normalization” holds that children separated from their families have the right to have access to the normal experience of growing-up. The price of being placed away from the family should not involve missing out of opportunities that are taken for granted by the majority of children and young people.

5.4. The schools must be more involved in intervention programmes. For example, in many European countries can be observed that far fewer residential child care institutions have a school on the premises. Residential care givers are beginning to place greater emphasis on maintaining constant links with the schools. Some up to date studies confirmed that one of the main reason why children in care have such an insecure foothold on the labour market, is their generally poor level of educational achievement.24 The “Green Paper” that appeared in 2006 in Great Britain (“Care Matters: Transforming the Lives of Children and Young People in Care”) postulated as one of the main reasons for a poor integration of the young persons in care on the labour market, the poor school leaving certificates and the lack of apprenticeship places.25 This is not surprising that the children in care often have a poor start and this affects their later behaviour and progress at school.26 27

6. Alternatives to foster and residential care

The idea that the children in care represent a heterogeneous category, that they have different needs and aspirations which can be taken into consideration in different ways, have led to the development of community-oriented alternatives. An important role has also played the relatively high costs of the residential care.

Three distinct aspects have been taken into consideration:

- Prevention, respectively care interventions in order to prevent the institutionalization.
- Keeping the young persons in their own “live-space”, in their own environment.
- Assuring a short-term institutionalization and a reasonable social re-integration of the children, adolescents and young adults in their environment.

Policy is that care should normally be temporary, with strong links to family, pending return to birth family or placement in a new family, or “preparation for independence”. (Diagram 1)

Some of the most commonly mentioned types of community-based services are:

d) General (for all individuals): assessment (on an individual’s or family’s social, economic, physical and psychological situation), service plan (care plan), case management, advocacy, hot lines, early warning system, transportation.

e) Family support: respite care, child care (at home), parents training, counselling, peer support groups, crisis interventions (risk management), home visiting, domestic violence counselling, alcohol (drug abuse) treatment and rehabilitation, family planning, day treatment for troubled children and youth.

f) Children with disabilities: inclusive education, special classes, sheltered workshops, job training and placement, day centres, rehabilitation (to promote self-care and self-reliance), technical aids.

g) Put-off-home placement: foster care, temporary shelter (for battered women and their children), supportive apartments
(supported lodgings), small group units (“homes”), relocation homes for a family (with supervision and therapeutic treatment) and adoption.  

In most of the EU countries, money saved by the closure of residential establishments in the public sector is largely channelled back into the provision of alternative services. The patterns of closure do not lead imperiously to the diminishing of the global costs of the care measures. For instance the authorities which closed temporary or permanently the residential units that functioned under their coordination can hardly be considered to be under less fiscal pressure than other authorities.

In the early ’90s Romania initiated, under the pressure of the EU community of experts and politicians, a large range of development projects in the field of child care. One of the most important issues was the diminishing of the “traditional”, over-dimensioned residential care centres (the well known “children’s houses”) and the creation of a new system, based on foster care families (“placement into families”) and other alternatives (small units, supporting the families, etc.). Despite all the efforts and the financial support, the residential continued to exist. The children, adolescents and young people who remained in the institutions are “different” if compared to the institutionalized population of the late ’80s, but the necessity of the residential units is still obvious.

6.1. Some of the most common alternatives to the “traditional care” are the day centres, the centres for independent living under supervision and the home-based care measures.

The day centres take children and adolescents after school and in the holidays. Parents gain respite and support and the children professional help and care. The day centres became very popular in the last decades in many of the EU countries like Germany and France. The child, the family and the school are involved in the running care programmes. Most of the children benefiting from the specialized services offered by these centres are the ones which are at risk of being placed away from their own family. In the day centres they have the opportunity to be sustained in preparing their home works and to organize different leisure activities or to get specialized support and care. The staff working there are mainly educators and carers.

The trend was also observed in Romania. The difference consists in the fact that many of the so-called day-centres function under the coordination or direct management of certain schools and, despite of a certain similarity with the models described above, the accent is not put on the acquisition of social competences and skills but on the training of learning skills and amelioration of school performance.

6.2. The centres for independent living under supervision (supported lodgings) represent a form in which young people living in apartments (either by themselves or in small groups) are supported (supervised) by care workers or educators based at larger residential establishments in order to give them the opportunity to develop essential practical skills for an independent living (like cooking, household, budgeting, etc.) as well as social competences (like taking decisions, use the time constructively, maintaining harmonious relationships with friends and inside different social groups, etc.).

In many EU countries there were registered in the last decades more and more services specialized in this form of care. Financially it represents an interesting alternative, mostly because of the lower costs, compared to those of the residential care and the relatively high flexibility at the organizational level. Despite some researches showing that the results could be improved when the families are involved, in most of the cases the care is focussed exclusively on the young people themselves.

6.3. The home-based care represents the opposite of the residential care. The care and the intensive support (instructional, educational, therapeutic and behavioural) is provided by professionals (social workers, carers, pedagogues and other categories of practitioners) in the child’s family home. A number of times each week, family members receive training and help with regard to the material, practical and social aspects of the family life.

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The care offer is usually individually structured and financed, according to the real needs of the family and especially to the particular care needs of the child. Such models are popular in Holland, Belgium and Germany.29

**Conclusion**

In the early ‘90s we tried to present a scenario concerning the development of the residential care system in Romania30, taking into consideration the existing data at that time and the current trends which could be identified. Some of the actual trends confirm the structural elements identified in our scenario (Figure 1). There have already been presented in this article some controversial aspects of residential care, some characteristics that influenced the development of the care system in the last two decades in east Europe and particularly in Romania.

Some trends could be identified as characteristic for many care systems in Europe, like for instance:

- Decrease in the number of residential provisions and children accommodated in residential care; in some east European countries (Bulgaria, Romania) the process was called “de-institutionalization” and was flanked by strategies like: supported re-integration into families and their local communities, supported lodgings, supported small living units, gate-keeping policies of potential admissions (including transfers from other institutions), ensuring appropriate placement based on accurate and comprehensive information.

- Increasing of the number of children (mostly very young children) placed in foster care.

- Changing of the categories of children, adolescents and young adults which are admitted in residential care; they are more challenging than there was traditionally the case.

- The move away from large-scale “children’s homes” towards small-scale residential care centres (small units) situated not very far away from the regions where the children are coming from.

- Development of an ecological perspective (the recognition of the role that the family still has and the necessity to involve the parents and relatives in the care process as frequently as possible) and the involving of the existing cultural and social local networks and environment.

- Attempt to meet children’s needs on an individual basis, which implicated individually structured care programmes, and a new pedagogical approach (individual needs – individualized care interventions and measures).

- Professionalizing of the residential care workers, educators and foster parents;

- Development of alternatives to the residential and foster care (like, for instance, day centres, supported lodgings, home-based care programmes).

The transition from residential care to community-based services is a long and complex process. It requires adequate resources, involved constituency and careful planning. Based on the mentioned trends we can envisage some possible strategies (Diagram 2), which could contribute to a more efficient use of the existing human and material resources without fundamental (and expensive) reorganization of the existing structures and combat against some of the main weaknesses of the system, like: children being pushed out of the system at 18, placement instability (placement breakdown), poor educational achievement, concern about control and restraint, poor health status (often not improved once in residential care).

- Correlated programmes of training on the job of the existing staff. The management of the training programmes should be coordinated by the social care county administration in cooperation with the existing universities, faculties and specialized colleges.

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30 Dragoi, C., - „De la pseudo- si supra-calificare la competenta profesionala. Managementul pregatirii professionale a personalului care lucreaza in domeniul protectiei sociale“ in Protectia sociala a copilului, FICE Romania, Bucuresti, Anul I, nr. 1 pp.62-70
• Reform of the curriculum of the social sciences faculties and other institutions in charge with the schooling and teaching of the social workers, educators, carers and other categories of staff working in the child care system. A special attention should be given to the initial training and the further formation of the foster parents (for instance programmes of training on the job).

• Sustain to establishment of networks of supported lodgings and home-based care measures (logistical, financial, political and “moral” support and sufficient training for the practitioners involved).

• Establishing of networks of day-care centres (others as the ones that are coordinated by the schools and school inspectorates) under the management of the residential care centres, of the responsible county administration, as formal structures that could assure the implementation of individually structured care programmes.

• Development the organization and management of the daily routines in the care units and the formal training programmes, in order to be more purposeful and effective with young people acquiring personal and practical skills in and for daily life and future social integration. Providing of satisfactory networks of supportive and alternative services and successful programmes (offering a broad spectrum of services, which are coherent and easy to use).

• More effective specialization of the role for each unit. Improving of vision and models of “re-thought” local authority residential care. Changing attitudes and practices of social workers and managers, as key-elements of any modernizing process.

• Establishing community-based social pilot projects to develop a network of community-based social services. They can lead to the development of the most cost-effective service models for a country, despite the fact that they reach only a small proportion of the population in need and the policy environment is not necessarily changed as a result.
DATA REGARDING THE METACOGNITIVE SKILLS OF STUDENTS AND WAYS OF APPROACHING LEARNING (A DIAGNOSIS RESEARCH)

In order to act as independent subjects, responsible for their learning, students must have both efficient learning strategies and developed mechanisms of analysing their knowledge, reflection and introspection process, the tracking progress and of assessing their results. We have conducted a diagnosis research to identify students' approaches to learning and the level of their metacognitive skills. The diagnosis was followed by a training program and by proposals to improve the strategies of regulating students' learning.

1. The results of the focus-groups regarding students’ learning

This article presents the results of the diagnosis study on the topic: **evaluation and self-evaluation at the level of metacognitive skills and the learning approach of the students following the pedagogical module in AVU, Arad.** In this study we have proposed to achieve the following objectives:

O1- identifying the way of approaching independent academic learning by students attending the pedagogical module (deep, strategic and superficial);

O2- Highlighting the student's concept of learning

O3- Highlighting students' opinions, knowledge and feelings towards the mechanisms of self-learning.

O4- Highlighting the perception students have about their own responsibility towards knowledge acquisition;

O5- Identifying subjects' preferences for a particular teaching style;

Valeria Roman, primary school teacher, Sc. Gen. No. 6, Arad
O6-Highlighting the teachers' skills and knowledge about pedagogical contexts which allow the development of metacognitive competences in students.

O7- Shaping working assumptions for conducting formative experiment.

To highlight the students and teachers' views on metacognition, we used the focus-group method, because it shows the subjects' thoughts and attitudes regarding the investigated aspect and it allows the understanding of differences in perspective among various categories of people or groups. In the study we used the project with multiple categories (Kreuger, R.A., Casey, M.A.2005)

Category 1- Students:
- from faculties with a didactic specialisation:
  - group 1: 12 students from two departments: Romanian-English +Mathematics -Informatics
  - group 2: 12 students from The Pedagogy of Primary and Preschool Learning Primary and Special Psychopedagogy
- from faculties with a non-didactic specialisation:
  - group 3:12 persons from the Faculty of Economics
  - group 4: 12 students from the Faculties of Engineering

A total of 4 groups of students- 48 people

• Category 2 teachers - 15 university teachers from „Aurel Vlaicu” University in Arad, The Polytechnique in Cluj—Napoca, North University of Baia Mare. Students' questions were developed as such: 1 opening question to create a relaxed atmosphere of trust between interviewers and subjects, 11 introductory questions designed to make the subjects to start thinking about the discussion and to encourage them to speak with each other. 1 transition question that guides the discussion to the key questions about how students learn and how aware they are of strategies they have; 7 key questions on the knowledge that students have about their own cognitive strategies, about the learning tasks and about yourself and the mechanisms through which they plan, monitor and evaluate learning, 1 concluding question designed to highlight issues that were not mentioned in the previous questions. In the case of teachers, the types of questions were the same as for students. These included ways in which teachers consciously and systematically contribute to the development of metacognitive skills of students and of deep approach to learning.

Regarding students' learning process, this is done systematically especially around summative evaluation time. Only two students out of 48 said that they learn constantly, throughout the semester. This is due to students considering that learning is memorising. Starting from this premise, students don't think that the activities they do during their courses, seminars, solving problems, working at a project or a portfolio, etc. involve learning. Most of the strategies used in learning want to facilitate memorising the material to be learnt and they don't represent strategies of approaching a text in depth.

Most answers concerning how they monitor and evaluate learning refer to criteria such as the percentage of memorising and applying the information from the courses. We noticed students' preferences for memorising something that is logical, meaningful and based on associating ideas. There were also people who mentioned using rote learning. Few students stated the usefulness of learning by applying their knowledge in new contexts, in practice and in daily life.

The results of these group interviews prove an approach, based on high levels of cognition. This is due not only to students but also to teachers and their teaching styles and especially to the methods of evaluation they use. Students approach learning as memorising because of the methods of evaluation which appeal to rote learning rather than understanding, analysing and applying what they had learnt.

In addition to cognitive factors, learning involves affective-motivational and psychosocial factors. Thus 'to know' means not only cognitive analysis of their own learning process, but also the subjective perception of their own experience, prejudices, superstitions, etc. Responses have shown the effectiveness of learning through cooperation, achieved through discussions, evaluation in pairs and common projects.

Regarding awareness of their knowledge process, the interviews showed difficulty in differentiating cognitive from metacognitive strategies. On one hand this is due to the fact that
students don't reflect on knowledge production and, on the other hand, the two types of strategies are correlated, metacognitive strategies being possible after the student has acquired specific cognitive strategies in that field of knowledge.

The answers provided by teachers have stressed that their involvement in the processes of planning students' learning focuses more on the correlation of time with learning activities, while exercises of establishing priorities and goals in learning are less mentioned.

The strategies for approaching the texts that teachers had referred to involve higher processes of analysis and organisation of the text but there were not mentioned recent techniques presented in the specialised literature (Neacsu, I., 2006). Continuous teacher training and application of the techniques of the kind mentioned above, is necessary in order to improve learning based on support writing among students.

The students involved in the focus-group named strategies which helped monitor the learning activities of students rather than strategies used by students to learn to follow their progress in learning. Monitoring strategies are applied in actively, with a great educational impact regarding their self-regulated learning abilities.

Some of the monitoring strategies for learning named by teachers refer to process evaluation activities which prove the regulating dimension of evaluation, monitoring and evaluation being actually difficult to separate.

The evaluation process used by teachers is formative targeting the development of self-evaluation competences in students, evaluation implying not only the students' knowledge, but also their attitudes and behaviours.

The teachers' answers talk about the active-participatory way of organising students' learning. Their excitement regarding their chosen profession, the trust in students and their potential, humanism and active, constructive learning are just a few words we can use to define the didactic activity of the teachers participating in the focus group.

Comparing students' answers with the teachers' we notice the discrepancy of answers regarding the evaluation process. Students tend to relate to a summative evaluation, which is stressing, coercive and focused on measuring and assessing the amount of memorised information, while teachers mention formative evaluation, on the way, focused on processes and highlighting competences rather than memorising knowledge. The explanation for this discrepancy could be that students didn't relate exclusively to pedagogical subjects (taught by teachers participating in the focus-group) when they answered questions in the focus group but they characterised their own planning, regulation and evaluation of their learning applied for all subjects. From the answers received we can say that students have characterised independent learning, while teachers, of course, have referred to learning in a formal framework. The involvement of metacognitive skills of students in a formal framework is reflected in the effectiveness of independent learning.

On one hand the answers provided by the beneficiaries of education, the students, prove, once again, the continuous need to train university teachers (particularly those who teach non-pedagogical subjects) to know and apply principles and university pedagogy strategies and, on the other hand, the specialists in science education are called to investigate the field of university education, and the results to find application in the teaching process at this level.

2. The level of metacognitive regulation in the process of solving problems

Because of the importance of knowing the characteristics of metacognition in the process of solving problems, in all the metacognitive processes developed by students, we have included in the investigation research a study meant to highlight the mechanism of the metacognitive functioning in students involved in solving problems. The specific objective of this approach aims at: stimulating students to analyse and reflect on their resolute approach. Between April and May 2007, 52 students from the faculties of Engineering, Economic Sciences and Human Sciences were given three types of problems to solve during the seminars at pedagogical disciplines.
The type A problem contains a well-defined problem (closed with a close response) whose solving involves logic interpolation. Students had to solve the classic problem of the jars with water. The type B problem is one of a divergent production: closed problem and open solutions and was developed by us. The dialectics problem of type C is a poorly defined one with open solutions based on creating a conflicted situation. The method used in the study was self-observation. The tool we developed to facilitate students' self-observation on solving the problems has been called "sheet analysis of the process of solving a problem." With this tool we have tried to highlight: the students' belief in resolution skills; assessing problem difficulty (item II), metacognitive knowledge about the problem - identifying the strategy chosen to solve it, placing the problem in a broader category, awareness of the steps taken to solve the problem and the reflection on the resolute process, metacognitive monitoring and regulation involved in the resolution; evaluating the solution obtained.

Processing of the results in the sheet shows that, although the difference between the scores and averages obtained from three types of problems is not significant, overall, lower scores were obtained at the first type of problem, the logic interpolation. This is due, in our opinion to the fact that many students have failed to resolve the problem properly, therefore, scores on item 5, which aimed at estimating the correctness of the solution, were lower compared to the scores of other problems. The type II and III problem with open answers were rated by students as being easier to solve. On the other hand, the practice of solving other types of problems had formative effects on student, positive differences, although small, were in the scores obtained at the analysis sheets. Involving students according to their faculty, in creative, divergent, heuristic and analytical, algorithmic thinking, had a great impact on their metacognitive processes, the students in humanities getting higher scores in the problem of dialectics with open answers, while the students in engineering are better aware of the problem solving process of logic interpolation.

Awareness of the stages and strategies involved in solving the first kind of problem, of logic interpolation is more obvious, the scores obtained in type II and type III lowered significantly (scores obtained in item 3 have been considered). This is due to previous experience and training of students in solving problems. Generally the problem solutions that allow multiple solutions, conflict situations, do not fit into the students' definition of a "problem" and were not approached as such.

In what concerns the problem of logic interpolation, the more student is convinced that the problem is easy or very easy, the more the belief that the solution obtained is the correct one grows (the correlation between these two variables is strong, positive). For other types of problems the correlation of the variables above decreases because there are possible solutions are multiple, equivocal and the degree of certainty on the correctness of the solution obtained lowers.

The link between changing the strategy on the way and estimating the correctness of the solution is obviously a strong and negative one for the first two types of problems. If the strategy was changed, the degree of certainty on the correctness of the solution obtained decreases.

The scores obtained in each type of problem show a medium level (slightly below average for the problem of logic interpolation and slightly above average for the other two types of problems) of the metacognitive processes of teaching students from the AVU Arad. Pedagogical intervention for the development of both metacognitive knowledge, and metacognitive self-regulation is required to be made from low-age school. At the university level, metacognition involved in problem solving situations, and in other forms of achieving learning, is a catalyst for achieving thorough and lasting learning.

3. Identification of the students’ learning approach

Another direction in the investigating study with a pre-test role has been the identification of ways to approach learning by students involved in the pedagogical module. The sample of subjects had the following structure.
Table 1 The distribution of the results of the ASSIST questionnaire

<table>
<thead>
<tr>
<th>Types of courses specific to pedagogical module</th>
<th>Faculty</th>
<th>Number</th>
<th>Percentage</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td>112</td>
<td>26.67</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td>Optional Economic Sciences</td>
<td></td>
<td>104</td>
<td>24.77</td>
<td>60</td>
<td>44</td>
</tr>
<tr>
<td>Human Sciences</td>
<td></td>
<td>142</td>
<td>33.81</td>
<td>60</td>
<td>82</td>
</tr>
<tr>
<td>Compulsory Exact Sciences</td>
<td></td>
<td>62</td>
<td>14.75</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>210</td>
<td>100%</td>
<td>210</td>
<td>210</td>
</tr>
</tbody>
</table>

The results show that in the pre-test the approach most used by students is the **surface approach (42.4%)**, followed by the **strategic approach (29%)** and **deep approach (28.1%)**. We have realised that we get different results depending on the compulsory or optional character of the courses in the module teaching. Thus, if the students are required to do the course compulsory, results are similar to those outlined above; surface approach is used at length, followed by the strategic approach. Deep approach is not much used. Even if the students who have the pedagogical module as an optional course, mostly use the surface approach it is followed by deep approach. The least used is strategic approach. The results for approaching learning from the point of view of the specialisation of the faculty show that a surface approach is predominantly used, with the exception of students from the Human Sciences, for whom strategic approach prevails, followed by surface approach and finally deep approach. For the students from other faculties surface approach prevails, followed by deep approach and strategic approach.

The correlation study within the AIIAS questionnaire shows that students don't regard learning as memorising, or transformation, but according to the pedagogical context and the teacher's requirements, they relate to learning as a process based understanding transformer, or as a process based on memorising information. We can distinguish between students who have a deep approach to learning and those who have a superficial one. The first think learning is both understanding and memorising. Students with a deep learning approach prefer the activated pedagogical context, which is in favour of understanding, while those with a superficial approach are in favour of a passive pedagogical context, where information is transmitted by the teacher. Self-evaluation in achieving high results is in close connection with students' conceptions of learning. If the students get a high score using deep approach or strategic approach, then it is likely for them to estimate a high performance at that subject. The more the students get higher score in surface approach to learning, the better they will estimate poor results at FP+TMC. There are significant positive correlations between age and linking
of ideas and between cognitive interests and organising the study. There are negative significant correlations between age and paying attention to requests, the contents of the curriculum and transmitting information. The more the age of the subjects increases, the more increased the efficiency of organising the study and also that of learning achieved by correlating ideas and based on cognitive interest on the topic. At the same time, with age increasing we have noticed a decrease in limiting learning to the compulsory contends in the curriculum and a decrease of the interest towards evaluation requirements and preference for a passive pedagogical context. Inferential processing regarding the equivalence of the two groups show that during the pretest stage we do not have significant differences statistically speaking at a threshold p < .05 between the control group and experimental group in terms of investigated dimensions.

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INITIAL TRAINING SYSTEM FOR ROMANIAN TEACHERS, PAST AND PRESENT

Abstract: In our approach to analyze Romanian initial training system of teachers, we found it necessary to start with stressing the changes occurred in this system, with emphasis on the last stage of reform - the implementation of the Bologna system - due to the fact that this initial training for a teaching career is done exclusively in university system. We have also considered important to analyze, when we discussed the preparation for the teaching profession, the need for teacher professionalization, seen as the main purpose of the development strategy on initial training for teacher and managers in primary and secondary education.

Key words: teacher education, Bologna process, higher education

1. Brief History

After 1800, mainly two purposes were pursued for national education, as defined by Nicolae Iorga: "... preparing the complete human, which is not entangled in life, but understands, dominates and develop it and the second preparing a noble, good, vigorous, but fair, merciful man" (N. Iorga, 1971). So, after the Union in 1859 the first universities in Romania were founded (Iasi, 1860 - by Royal Commission and Bucharest, 1864 - Al. I. Cuza) while protecting and developing the middle schools, high schools, normal schools, theological seminaries, military schools, vocational schools, etc... The main task of the two universities was to provide qualified teachers for secondary and higher education.

The establishment Preparandia in the 15th of October 1812 (Pedagogical Institute) in Arad, meant the founding of the first Romanian school dedicate don teacher training for preschool and primary education and also was a first step toward higher education. In Preparandia teachers drew up courses and books, printed books and the graduates became "the intellectuals" of Romanian villages.

In 1864, Alexandru Ioan Cuza promulgate the Law of Public Education, the first modern organic educational law, which provided a single, country-wide system of education, a free and compulsory education and, for training teachers normal pedagogical schools were established (1832 - Iasi, 1867 - Bucharest, 1870 - Craiova). This law also establishes the types of teaching functions and minimum requirements for the teaching profession at each level of education. So, these teaching functions established by law were: teachers for primary schools in villages, teachers for primary schools in urban areas, teachers for secondary schools and teachers for colleges. Initially, according to the law of 1864, teachers were chosen from among graduates of primary and secondary schools and trained through theoretical and practical courses held in schools established alongside existing primary schools in the county seats - so-called <<central schools>> (DC Radulescu, 2003 page 6).

Later on, in order to prepare teachers for primary schools, "normal schools" were established with 4 year duration of studies ("preparandia"), which were structured and operated according to the Law of organization and functioning of primary education form 1896. Although this law suffered multiple subsequent changes, the importance of the Romanian law school from 1864, from our point of view, is that it led to the initiation of more articulated and more effective standards in recruiting, training and operation of the teaching staff. Changes of essence on this law changes were made in 1896 (Law Poni) by introducing pre-school education and the subsequent teaching positions – „educator” - and then combining into a single function the teaching positions of teachers for rural areas and respectively urban areas.

In the beginning of the twentieth century, the system of teaching positions was identical to that of today: pre-school...
educators, teachers for primary education, teachers for secondary education and the four or five specific teaching positions for higher education. Also the minimum requirements for initial training were similar: pedagogical high school graduates for pre-primary and primary education, and a higher education diploma for the teaching staff in secondary and tertiary education.

An important law dates from 1924 - Law on state’s primary and normal education regarding the schools for young children, primary schools, adult courses, schools and special classes for children with disabilities. The Higher Education Act (1932), by Nicolae Iorga, ensured university autonomy.

The emergence of the Communist regime and the Education Law of 21 December 1978 led to the exclusion of the „institutor” function from the educational system and the introduction of the centralized distribution of teachers to preschool, primary, secondary and vocational education. Minimum requirements for initial training were stated as follows (chapter VII, Art. 139):

Persons who enlist in the contest to fill teaching positions must meet the following conditions of study:

a) for pre-school educators - graduation of a pedagogical secondary school with a baccalaureate diploma;

b) for primary school teacher educators - graduation of an pedagogical secondary school with a baccalaureate diploma;

c) for teachers in the first period of secondary education - graduation of an pedagogical institute or other institutions of higher education with a diploma;

d) for teachers in higher secondary education - graduation of a higher education institution of at least 4 years courses with a diploma;

e) for teachers in vocational secondary education - graduation of a higher education institution of at least 4 years courses with a diploma or graduation of a sub-engineer educational institution;

f) for teachers in apprentice vocational secondary education - graduation of a higher education institution of at least 4 years courses with a diploma;

g) for teachers in tertiary education - graduation of a higher education institution of at least 4 years courses with a diploma;

In the same time this law, by article 100, states that the teacher education’s purpose is to substantiate the knowledge and professional skills, but also "the thorough assimilation of the ideology and the Party and State policy" which led to the introduction in the whole process of initial training and continuing education of compulsory subjects related to communist ideology (e.g. scientific socialism), regardless of specific studies.

In the years since the 1989 revolution, the system of initial training and continuing training of teachers has seen a number of changes, so, by the Education Law no. 84/1995 and The Teaching Staff Law (1997) a few changes were made: the „institutor” function was reintroduced for primary education with a higher education of short duration graduation requirement, several functions were introduced specific to special education and counseling services: psycho-pedagogue professor, speech therapist teacher and school psychologist teacher; also the teaching function of „preparator” appears in the higher education system.

Thus, teaching positions established by the Statute of teachers (Law no. 128/1997) are:

a) in preschool education: educator / teacher /”institutor”;

b) in primary education: educator / teacher /”institutor”;

c) in secondary education: teacher / teacher - psycho-pedagogue / teacher-social-pedagogue / corepetitor teacher / accompaniment, master-instructor;


e) in documentation and information centers: documentary professor;

f) in pre-university schools, to provide initial training and employability: teachers- mentors and teachers - tutors.
(2) In the related units and those with extracurricular activities of undergraduate education teaching positions are:
   a) in foster care centers: educator / institutor-teacher / teacher-educator / teacher-speech therapist / psycho-pedagogue;
   b) in pedagogical assistance centers and offices: teacher-psycho-pedagogue / teacher-psychotherapist / teacher-sociologist / social pedagogue teacher;
   c) in inter-school speech therapy centers and cabinets: teacher-speech therapist, with qualifications in special psycho pedagogy, psychology or pedagogy, teacher-social pedagogue;
   d) in teacher resource center: methodist teacher / associate teacher;
   e) in school sports clubs: teacher / coach;
   f) in units of extra-school activities: educator/teacher /institutor /master-instructor.

In addition, the law stipulates the minimum requirements for initial training for each teaching function:

- For the position of educator in preschool education - graduating pedagogical secondary school with a baccalaureate diploma or equivalent schools or graduating with a bachelor's degree, followed by a course in psychology and specific methodologies;
- For the position of teacher in primary education - graduating pedagogical secondary school (primary education specialization) with a baccalaureate diploma or equivalent schools;
- For the position of institutor - graduating with a college diploma the pedagogical college or equivalent institution, followed by completion of higher education courses, long or short duration, or completion of the bachelor's degree or graduation diploma, followed by a specific course in the psychology and methods;
- For the position of teacher in the first period of secondary education and vocational education - graduating with bachelor's degree or graduation exam, a higher education institution or an educational college with the same job profile or completion of postgraduate courses lasting at least a year and half, approved for that purpose by the Ministry of Education and Research - postgraduate studies, academic postgraduate specialization courses, and also graduation of training courses organized by Teacher Training Department;

- For the position of teacher in secondary and post-secondary education - graduating with a bachelor’s degree a long-term or its equivalent higher education institution in the same domain as the indented job profile, or completion of postgraduate courses lasting at least a year and half, approved for that purpose by the Ministry of Education and Research - postgraduate studies, academic postgraduate specialization courses, and also graduation of training courses organized by Teacher Training Department.

2. The initial teaching training in Romania

Initial preparation and ongoing teacher education, a critical component of school reform, has seen a slow evolution, with some desynchronizes and differences from the other components of reform. Lately, optimistic signals can be identified on the inauguration of consistent and coherent changes in this area (Project strategy on initial and ongoing training of teachers, establishing the National Center for Training of Pre-University Education - CNFP etc).

In 1996-1997 still there was no evaluation policy of training and no support for ongoing training of teachers. The most important characteristic of teacher staff in that period was its spectacular growth regarding its numbers, Romania in this respect reaching European standards in 1994, "when teaching staff representing 2.5% of the working population of the country, in a school population representing 19.3% of the total population (A. Miroiu, 1997, p. 45). But this has changed since 2000 when the system was reorganized by establishing the National Center for Continuous Training of Teaching Staff, which has as main purpose the accreditation of training providers.

Ministry of Education and Research established in 2001 a national strategy for improving education and teacher training. System development strategy for initial and ongoing training of the teaching staff and managers of pre-university education set goals and reform measures aligned with the priorities in this field agreed
at European level (specifically those contained in the European Program „Education and Training 2010 ”). The strategy proposes the following major objectives:

1. Professionalizing teaching career in Romania;
2. Resizing the ratio between theoretical and practical component of teacher education curriculum by extending the route of initial training before obtaining the degree of teacher / institutor completed by passing the „definitive” examination;
3. Developing an "education market for continuous training programs" based on a fair competition system through which teachers receive a diversified offer from training providers;
4. Correlation between structure and steps of the teaching career and educational standards and providing a professional dynamic system using transferable professional credits;
5. Developing modern institutional structures to optimize the continuous training of teachers: National Center for Training of Pre-University Education (CNFP).

With regard specifically to the initial training of teachers, The Strategy sets out concrete measures on priority areas to be applied on short, medium and long term, as follows: design and implementation of national standards for the teaching profession; setting national curricular standards both for DPPD and the Pedagogical Faculty, based on the theoretical framework developed by experts in science education; implementing the transferable credits system in the initial training of teachers; introduction of specialist modules in ICT and computer-assisted instruction in curricula of initial training; establishing a postgraduate training institution for teachers (IUFM institution type); extending the duration of the initial training of teachers until graduation of definitive exams (practical training under the assistance of a mentor and a metodician); correlation between the certification system and the teaching career development system (the „titularisation” contest will be carried out after graduation); the introduction of a complex system of evaluation for a professor or institutor diploma (at the end of initial training process) by: professional portfolio, "pedagogical journal", written exam, defense of final paper (of psycho-pedagogical and methodical content); granting for each graduate, with the degree of professor or institutor, the actual training file; changing the methodology for funding the activities of teaching practice and mentoring; developing a permanent network of application institutions (schools and kindergartens) for teaching practice by bilateral agreements between institutions of higher education and county school inspectorates; diversification of partnership relations with services institutions for alternative pedagogical practice (counseling centers, clubs and palaces of children, media, speech therapy centers, NGOs, etc...)

Implementation of this program began in the second half of 2001 both for initial training component and for continuous training. Some of the measures proposed for the current stage of education reform, however, are still pending: the mentor's professional status, initial practical stage period as part of initial training, changing the certification assessment system, etc... Most of these measures require either amendments to existing legislation or a new legal framework.

The functions, competences, responsibilities, rights and obligations of staff are covered by the Education Law (84/1995) and Law on the Status of Teachers (128/1997). According to these laws, the teaching staff is defined as "persons who qualify for education under the law are able to exercise full rights, a consistent moral conduct and professional ethics and which are medically capable for these functions ..."

The complexity of the teaching profession is apparent in several specifications (after C. Petrovici, 2005, p. 183):

- The nature of the teaching profession requires a broader set of skills that includes both specialized skills in one or more areas, and more especially teaching skills;
- Teaching profession requires certain skills (mainly teaching skills), but the selection of aspirants to become teachers is not taking account of these skills, but only on cognitive skills already developed.
- This profession is conducted in a constant "tension" generated by some of the discrepancies that arise between their own resources (cognitive, psychological) of the teacher, in adapting to
the requirements of the students that they educate and secondly the
direction and norms of authority (minister or inspector).
• Deepening the gap between formal and informal and
non-formal learning hypostasis.
• And last but not least the gap between economic status
("slender") and cultural status of the profession.

3. Initial teacher training for pre-primary and primary
education

As in many other European countries, initial teacher
training in Romania is mainly based on a concurrent model:
thoretical and practical training for the teaching profession is
carried out in parallel with training in a specific field of study or
general courses.

Until recently, the „Normal School” and Pedagogical High
School were the responsible institutions for training teachers for
preschool and primary education. European trends oriented towards
professionalization of teachers, increasing the social status of the
profession and equalizing opportunities for social and professional
success of this category of teachers, led to the institutional
rethinking of the teacher training system. The emergence of
University Colleges for Institutors, institutions with clearly defined
mission – initial training in a higher education form in a system of
short duration period - was a profitable solution for this segment of
education in a limited time frame. But this was only a solution for
the moment, because after the transition to the Bologna system in
higher education, colleges were closed down, now preparing
teachers for preschool and primary level being the responsibility of
the Faculties of Education Sciences, specializing in Pre-primary
Pedagogy and Primary Education. Gradually, the functions of
teaching at kindergartens and primary school level (institutor,
teacher or educator) will be replaced by professor (which is
currently only present at secondary education level).

Why quit preparing teacher in pedagogical high schools and
institutor’s colleges? The Ministry of Education and Research had
multiple reasons, among which may be mentioned: explicit
educational policy trends throughout Europe and internationally,
which makes access to the teaching career available only after
completion of a form of higher education; inequality of status and
pay, which appears on the labor market between teachers who teach
in secondary education (middle school and high school) and
teachers who teach in preschool and primary education;
opportunity, in terms of preparedness, to fit teachers at 18-19 years
of age (the age of graduates from pedagogical high-school) to work
with children in the most difficult period of age and also decisive
for their further development, etc.. There were many voices that
questioned the abolition of normal schools, bringing various
arguments for continuing pedagogical high school teaching: a rich
tradition and quality people. The most important argument relates to
teaching practice, the organization and its deployment, the number
of hours spent being considerably higher than in colleges or
faculties, and also the fact that "practitioner” is directed by a team of
experts including the professor of pedagogy, the methodist teacher
and the classroom teacher.

Implementation of the Bologna process on the establishment
of the European Higher Education Area, to which Romania is party,
and restructuring of higher education in accordance with the three
courses of study: Bachelor - Master - Doctoral Colleges University
led to the transformation of the Colleges of Institutors (short period
university studies) in Departments of Primary and Pre-school
Education within the Faculties of Psychology and Educational
Sciences. It was considered that in this way the discrimination
between teachers is eliminated, all having the same minimum level
of training: the Bachelor degree. Thus, in accordance with the
provisions of the European Qualifications, specific skills for
teaching career can only be gained through higher education studies.
Professionalization of teachers for all levels of education is a
necessity for the future quality of educational services.

This faculty within the universities is targeting young high
school graduates who wish to specialize in psychology and
pedagogy for primary and pre-primary education. Graduates of this
faculty are teachers for primary and pre-primary schools, receiving
academic-type training. Duration is three years long, for obtaining a
Bachelor degree, after which graduates are able to complete the Master specialization, lasting an additional two years.

The curriculum for initial teacher training depends on the level and type of education. Assessment and certification of the initial training is organized by each institution according to specific procedures and regulations. The curriculum for preparing teachers for preschool and primary education is part of the core curriculum, mandatory for all students. It includes fundamental disciplines such as: Fundamentals of Psychology, Fundamentals of Pedagogy, Curriculum Theory and Methodology, Educational Psychology, Theory and Methodology of Instruction, Theory and Methodology of Assessment, Special Education Foundations, Management of Class / Group, Age’s Psychology. The specialized disciplines address: Psychology of the game, Preschool and Primary Education Pedagogy, Romanian Language and Methodics, Children's Literature, Mathematics and Methods of Mathematical Activities, History and Methodology of Teaching History, Geography and Geography Teaching Methodology, Music Education and Methodology, Methodology of Sport and Psychomotor Education, Plastic Education and Methodology, and Environment Knowledge, Practical Skills Methods. Teaching practice is carried out over two years of study (II-nd year-112 hours, III-rd year - 120 hours) totaling 232 hours.

After completing the curriculum, a total of 180 credits are added together, of which 144 in fundamental subjects, general and specialized, and 20 credits for the Bachelor exam.

4. Initial teacher training for secondary education

At present, preparation for a career as a teacher staff in secondary education is provided by specialized structures within universities, with specific responsibilities for initial and continuing training of teachers (Teacher Training Department - DPPD).

Initial training for teaching staff is a matter of strict relevance today as we are in the process of reorganization of universities in the country for compatibility with systems of higher education in EU countries. This reorganization has immediate effects also on the Teacher Training Departments, the institutions empowered to prepare students for future teaching career. It is the time of initiating curriculum change of the psycho-pedagogy module and curricula, credit system is being introduced to subjects within this module and also the module is changing its distribution of disciplines over the years of study.

The Teacher Training Department is a university level institution providing initial pedagogical training for students and graduates who opt for a higher education teaching career. Assumed overall objectives aims at preparing the psychological, pedagogical and methodical training for future employed teachers, usually in secondary education and vocational education, training which is necessary to achieve optimal design and teaching of educational activities, organized according to curriculum and school programs.

In this formula, providing pedagogical skills is being done through a concurrent model (educational psychology, pedagogy, teaching practice modules), amounting hours of theoretical and practical training, staggered over the years of academic study. As such, preparing for the teaching career is produced in parallel (concurrent model), intersecting it with the scientific – professional training, over the years of study in university. Simultaneously, there is the possibility of choosing a training course based on the consecutive model for applying for a job as a teacher in secondary school and postsecondary education: university graduates can apply to a teacher education program, to obtain the certificate which entitles them to teach.

Initial training activities conducted by the Teacher Training Department are based on the Minister of Education and Research Order approving the curriculum to obtain the certificate of graduation of the Teacher Training Department, no. 4316 of 03.06/2008.

Thus, for teaching in secondary school education the candidate should be attending the program for obtaining a certificate of graduation of Teacher Training Department, as follows: module I during the Bachelor's degree studies, with accumulation of 30 credits and obtain a Graduation certificates (which provides partial certification for teaching profession and give the right to exercise
temporary teaching profession). In the case Bachelor's degree studies with dual specialization, minimum number of credits required to obtain Level I certification for teaching profession is 35 credits. They result from the addition of 5 credits appropriate didactics of the two specialties. These 5 credits do not accumulate in the package of 60 credits corresponding to Level II certification.

Psycho-pedagogical studies program ends with a graduation exam. The exam consists in developing and defending a teaching portfolio. This is a package of documents that reflect the level and quality of the skills acquired by graduates from attending psycho-pedagogical curriculum. Structure and content of teaching portfolio is regulated by each DPPD. Graduation exam for each of the two levels of certification in the teaching profession is awarded with 5 credits, 30 credits separate from the related disciplines and educational activities of Psycho-pedagogical studies curriculum program.

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DIVERSIFICATION OF TEACHING

Abstract: This article refers to issues of differentiated learning. Given the diversity facing the classroom the teacher considers this important aspect of providing differentiated learning situations. It thus provides greater access to education for all students aiming at individual performance on the progress of individual students raportătă not necessarily external standards imposed by the teacher.

Keywords: differentiated learning, design teaching, learning methods

Contemporary society wants to be an inclusive society. This means changing attitudes and practices of individuals, organizations so that children and young people can participate in community life and culture. An inclusive society is one in which difference is respected and valued, and the discrimination and prejudices are combated. The traditional didactic content of the educational process knowledge is generally expressed in other words which are defined by background information cognitive value of education.

The pedagogy of contemporary semantic scope of the concept of the educational content is reconstituted by exploiting the concept of curriculum and defining content as a separate component of the curriculum currently in relationships with other components of its determination (educational goals, principles of teaching and learning methodologies teaching and assessment, ways of organizing learning experiences). Besides content knowledge is included in education and education skills and attitudes targeted by the planned school experiences learned in agreement with the ideal and with the aims of education. They are marked as informative functions and the training of content.

For a fair education and inclusive society we need to reconsider some parts of the educational act. It is desirable that emphasis should be placed not on the abundance of information but on capacity building. The teacher is not only a source of information but also the organizer, guiding learning activities, assisting in capacity building for self-study, ensuring adaptation to new situations.

The difference should not mean the renunciation of the program unit, whilst maintaining the common objectives and content. Differentiation means creating situations conducive to each student to discover the interests, skills and their opportunities.

- Differentiation of concern:
  - teaching technology
  - appropriate treatment of students
  - Differentiation of independent work tasks
  - Present appropriate content

The concept of differentiated curriculum is a complex concept. The idea that no child is identical to the other, seems appropriate curriculum differentiation depending on the specific differences.

Differentiation refers to methods of selecting and organizing content, teaching learning methods, evaluation of performance standards, teaching resources, psychological learning environment to adapt learning experiences, the educational process skills and understanding of the possibilities to the interests and educational needs, the pace and learning style of students.

1. Differentiation through the organization of group and activity

There are four ways of organizing work:

- a. collective work is characterized by transmitting the information front, from teacher to student;
- b. activity groups - is characterized by the organization on homogeneous groups formed after a certain criterion;
- c. Team work - characterized by heterogeneous groups formed by students preferences;
- d. individual activity, independent.
The activity groups, the number of pupils must not exceed 6.7 in a group, the group to achieve as a criterion or at the discretion of students settled relations between group members (coordinator may be a teacher or student).

Relationship teacher - student is amended: the teacher supports the student, it establishes content and materials, preparing the work, provide guidance on key points, summarizing the results. The teacher does not direct the business.

Jean Vidal said: "The work group is characterized by specifying duties as members of the motivations and capabilities, ensuring the content business unit, coordination, convergence effort, there is a responsibility and a goal. (2004, CCD Deva)

2. Differentiation content

Differentiation is achieved through the core curriculum content, curriculum at the school, the complementary activities of the program mandatory for all different activities that level the same discipline, extracurricular activities related to the school. Examples of content differences:

a. The capitalized units - content is divided into units corresponding to a semester / year / education cycle. Some units are mandatory, some not, the student choosing those suits. It ends with an examination which offers a number of credits.

The units provide:
- Master Plan which includes the interdisciplinary training of basic units;
- Special plan includes specific units of content;
- A cultural unit includes enriching the student's cultural universe.

b. modular system - content is divided into modules structured with precise relationship between them. Each module includes objectives expressed in the knowledge, activities that have variety like rhythm and level of development, final and intermediate.

c. extracurricular activities - we know that education is provided in a formal (business school), informal (everyday experience) and non-formal. Currently recognized the impossibility of considering education a process limited in time and space.

3. The difference in methodology

Differentiation is achieved through such methodology:

- Students with low learning capacity to be included in the work front, but treated individually;
- Students with learning difficulties increased the ability to be trained in groups, but differentiated themes employed;
- Students with lower learning capabilities to be included in special classes.

Individualization through independent work is done by:
- Individual issues in the classroom / home;
- Custom work;
- Work with different content.

There are four types of strategies in the development of training activities:

a. bus strategy - the teacher has the role of absolute ruler, deciding objectives, contents, methods, means, evaluation, criteria for success;

b. stimulation strategy - placing the learner in a context that stimulates real professional and social situations in which you live;

c. The draft strategy based on collective or individual - allows blending rational activities with the group, individual tasks required in the choice of students, teacher-directed work with the students work independently;

d. controlled individual learning strategy - the use of specific, diverse educational resources.

Harald Mitzel (2004, CCD Deva) proposes five senses of the concept of individuality:

a. attending a rate determined material specific psychological structure of the student;

b. allow students to work at certain times, the conditions they require staff, requiring modification of the traditional organization of school activities;

c. the opportunity to address a topic in a given phase, based on previous knowledge;

d. the introduction of unit training in vocational school students know little or some of the skills strengthened;
4. Active and creative approach to measure learning

In the second half of last century, Piaget suggested already promoting education of active and critical discovery that depletion excess verbalism active nature of learning. School of Geneva has demonstrated that small group learning is the most favorable development of students' intellectual structures. Jean Marc Monteil raises the question of competition and cooperation within a group.

The new teacher-coach in an inclusive school's mission is to stimulate the desire to learn, ie to make science and foster an enigma enigma knowingly desire is to teach students to learn. Learning becomes a personal project of the student teacher assisted by coach (organizer, manager) effective learning situations, and the school, a diverse set of workshops. Mircea Eliade anticipates such a temple and school laboratory.

A goal should be to develop critical thinking, complex process that begins with the assimilation of information processing, belief formation, decision making, resulting in effective and appropriate behavior. Developing critical thinking is done by using active-participatory strategies by creating situations which put them out of students who object depiction of training, transforming them into active subjects, co-participants in their own becoming. Romanian education is predominantly theorized note, the trend of information overload. Rather, teaching and learning should involve the use of methods, techniques that involve him student. Formal methods are side action that characterizes the entire set a curriculum.

In this context we consider the following methods:

- Methods that promote understanding of concepts and ideas, leverages their experience to students, develop communication skills, networking, aimed at forming an active and creative attitude (discussion, debate, role play);
- Methods that stimulate thinking and creativity it determining student to critical reflection, to compare and analyze data situations (case studies, problem solving, educational game, year);
- Methods that develop students' skills of cooperation and mutual support (mosaic, cafe, small group project).

5. Methods for differentiated work

a. Reading in pairs / summarized in pairs

This method is advantageous for the following reasons:

- Working in pairs, students can discuss the content of a colleague and they can clarify concepts that do not understand themselves;
- Roles of students maintain their attention and immediate opportunity to reflect on the text;
- Pupils talking on the content of the text read to enable the presentation of the fragment;
- Students do an exercise in active listening and bear joint responsibility for teaching and learning taking place;
- As several pairs read the same passage, the content fragment is presented several times and in different ways which allows students to better understand the text;
- In discussion with the whole class, the teacher seeks students understand how the content and can correct any confusion or misunderstanding.

Description method

Before beginning this lesson is preparing a material which is divided into four parts, students form pairs and will work with the same partner throughout the lesson. Each student will need to know the content throughout the text, but the first stage of the lesson each pair will focus on one of the four pieces (pairs count to four and
Each pair will receive the number that corresponds to them). Each member of the pair will play two roles. Role report - Rapporteur's mission is to read the passage carefully, be prepared to summarize. After he read the passage, the rapporteur will present his partner with his own words what it was in fragments, and the role of interlocutor implies that reading passage and then listen carefully to the rapporteur, when it has finished summary, interlocutor he addressed questions that can clarify the text read, the questions will be of type: "but about ...?, Remember ...?, It said something about "

Each fragment will be divided into two for the first half of the fragment one of students will be the rapporteur and the other interlocutor, then reverse roles. It is very important that the teacher's instructions are clear and understood by all students. Each student will have to present the class content fragment.

b. Method corners
Corner is the name of an activity whose purpose is to generate a debate and to use group processes to generate discussion contradictory. Can be used as an active and enjoyable way to lead the debate for controversial issues, situations in which participants can discuss different views. The activity can be used in class after reading a text, after hearing a lecture or watching a movie or simply by stating a theme to which students are invited to think. The purpose of business is to really make students take a position on certain issues and able to support this position. It also encourages, carefully listening to other offers students the opportunity would change his mind if his other arguments convincing.

Description method
This strategy includes several steps, some involving individual work, others work in groups. After choosing the theme to do so; students think about the issue or topic. Determine what items may be taken in relation to the topic discussed (two to three options), students choose one of the positions argued for. Those are in favor of the position a go in a corner of the room, those supporting the position b will go in the opposite direction. Those who are determined can be placed in the middle of the room. If there are groups with a different view they will be positioned in other parts of room. For students pass five minutes to review their arguments for their position and set the group's arguments. Two groups will be spokespersons in the debate that will follow. During the debate each group expresses succinctly the views and arguments that support it. Students from all groups should be helped to participate in conversation. If the debate students changed their opinion, they are encouraged to move to the group that supports that opinion; it forced the members of each group to try to be as convincing to avoid losing adherents or attract other supporters. It is good for students to write down ideas while they come to listen and discuss. This will help later when you need to express and sustain their position in writing. After the discussion ended and everyone got a position in the group whose shares are required each group to express their position and arguments in writing.

c. Project
It is a way of organizing learning that allows browsing of interdisciplinary learning activities and trans-disciplinary, student-centered, rooted in practical problems of everyday life. Project-based learning is a teaching method that involves students in learning content and skills through an extensive process structured around authentic and complex questions or issues that will result in one or more products. One of the advantages is that students can be motivated to undertake responsibility in their own learning. Are given the opportunity to pursue their own interests and seek answers to their questions to decide themselves how to seek answers and how to solve problems. The skills they develop are project-based learning work skills required in real-world skills required by employers in the workplace such as: ability to work together, to make well-founded decisions, to take initiative and solve complex problems. In the classroom, project-based learning provides teachers the opportunity to develop valuable relationships with students. Teachers will have the role of coaches, facilitators but not least will be able to learn themselves. Products of the project, plans drawings, prototypes are excellent conversation topics on which teachers and students can extend learning.
Characteristics of project-based learning:
- Recognizes the natural inclination of children and young people to learn, to do important things, to solve complex tasks and their need to be treated with seriousness and confidence;
- Involve students in exploring central concepts and principles of a discipline;
- To make complex issues, real questions that will guide student exploration over the project;
- Will result in a product or more products that will explain the dilemma, or will this information generated in the process of investigation;
- To assess both process and product, self-assessment and assessment by colleagues;
- Encourage collaboration and cooperation;
- Gives the whole a very good framework to express their creative potential.

Description of work: The question that will start based learning project must be one that arouses students' interest for them to be actively involved. Should be open and reflect a problem or situation that students can solve investigating, covering the present and resolving to be felt by students as a significant achievement.

When planning the project, the teacher must think about the content, concepts and principles essential to be addressed in the project. To ensure the success of the project, the teacher should involve students in this stage because they may feel that the project belongs to them and they can take responsibility for his success. For a better organization is needed to establish a working agenda and deadlines for various stages of the project.

The teacher must be aware that changes may occur in the calendar, so you have to be flexible and to help those students who may not perceive time pressure. Central question will always be reminded students, functioning as a catalyst for all activities. When some students depart from the path set out in the resolution, motivating action is required if it is warranted, students are helped to reorganize the project.

It must facilitate the investigation and modeled the desired attitude towards learning. Students are taught how to work together, help to choose their primary role in the group, but to assume responsibility for all activities and the group. Students should be guided, appreciated, encouraged, to follow group processes, group dynamics, the originality of products, creative involvement of participants is drawn up sheets, but also self and evaluation criteria to be recognized by students. Whenever possible, students should be given the opportunity to self-assess and to evaluate colleges. If the time for reflection is provided, students will be able to synthesize the learned.

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INNOVATION AND REFORM IN ROMANIAN PRIMARY EDUCATION-AIMS, TENDENCIES, POLITICIES AND EDUCATIONAL PRACTICES. MANAGEMENT OF CHANGES IN EDUCATION

Abstract: The passage from a centralized economic system to a market economy requires structural mutations with direct or indirect effects upon the educational system: forming a middle social class, revaluing the concepts, performance, excellence, creating a new market for the workforce because of coming up of new professions.

Key words: innovation, reform, finalities.

Educational reform
Definition: educational reform seems to be a global transformation, deep and conclusive of the educational system, born and applied in function of the actual and future hard to please societies, but also in function of the benefactors’ inspirations of this system: pupils, students, parents-adults, society in major.

Consolidation of the educational system points the following levers of action:
- educational management;
- articulation of a legislative frame, flexible and clear;
- the variety of the economic resources;

The reform seems to point the transformation of the dominator elements of the system (Cristea):
- the finalities of the education: the reform of the educational system involves repainting the educational finalities in a microstructure and macrostructure way, being an objective and absolutely necessary in conditions of the social changes;
- the organization and function structure of the educational system mark the interdependence between the levels of the education, assure the system’s unity, interaction between subsystems and the system’s opening to society;
- the content of the educational process require elaborating a new curriculum fit for the educational finalities in the present.
- successive innovations are necessary, they are produced in an unitary system, under the regular changes, as much structural as functional, orientating and coordinating many elements of the educational system for a long term (Cristea):
  - innovations can be valued just in statement with the objectives of the educational system, in unity with the teaching’s consolidation or individualization, with a superior elaboration of the education’s programs and involve the suitable changes of the teacher’s attitudes and activities.
  - they are determined by the exigencies of the economic force, by the changes appeared in different kind of jobs, by the removal of the social structure and has the role of ameliorating the unequal chances or-and the access to the educational opportunities.
  - it is necessary to distinguish the change and the innovation: the innovation has a deliberated character, planed and voluntary and its aim is to determine the change’s settle, agreement and application. Changes in education are slow because education is a domain where are not produced accurate breakings between new and old, and the process of adopting new ideas or practices are natural through its slowly and successive nature. (Hubermann).

The strategic planning, the main useful instrument of the education
Definition: -the strategically organizer of the education gives us many instruments and pertinent techniques for elaborating and piloting the reform’s projects and for a real evaluation of the school’s future.
**General directions for developing a strategically planning (Neașu):**

• in the reform’s process there shows up the “quality factors” : structure and functionality of the school as a social institution, preoccupation for institutional development of short, medium or long time;
• the informational contents are focused on specific aspects building the new kind of society and respect the idea of conforming with the psychology of that who learn.
• development of the human resources points the teachers strongly prepared and motivated for an action well prepared in education.
• the methodological and strategically factor is focused on didactic methods and techniques for at least a lower performance.

**The main objectives of the political education from the last 5-10 years (Bârzea):**

• making the educative system democratic refers to the permanent tendency to much more acceptance, flexibility and decentralize of the educative systems, to much more efficiency involving the educational realization for the entire population.
• improving the education’s quality, it keep the eyes open on the educative and pedagogical levels of the performance for the internal and external improvement of education, through innovation.

**Other elements which mustn’t be ignored when it’s about reform:**

• the educative political crises refer to the missing objectives of the reform. Elaborating the national politics in education is made by the minister of this resort.
• self – knowledge crises mean the absence of a complete and objective diagnose above the situation of the Romanian education.
• knowledge crises refers to acknowledgeable of the alternative reforms and the absence of the competitors in educational management of changes.

• guidance crises refers to structure’s centralization of decision and lower grade of participate to different social actors and teachers in elaborating solutions and taking decisions.
• financial crises are determined of the insufficiency of the financial resources allocated to education and by the worse utilization of these.
• projecting crises refers to the absence of the coherence of the general lines of education development and especially projecting the reform.

**Causes of the reform’s failure (Miroiu):**

• exacerbating the Romanian educational tradition from the communism period, give a value to the Romanian tradition in association with the refuse of the occidental methods.
• the exception quality of the Romanian quality, which is associated with the feeling that school is enough itself, that it doesn’t have to be opened for the communitarian, economical, social and politic background. Demographics evolutions characterized through the population’s decrease, , the population’s age, so that the elder persons’ number is increasing, so that the beginning of the intelligence and migration from the village to city.

**The educational reform takes in consideration the following directions (Marga):**

• reducing the informational quantity of the educational programs and the European compatibility in the curricular domain.
• the educational reproductive conversion in a creative one.
• the replacement of the scientific examination to the base of the university studies.
• creating productive partnerships between schools and universities, and on the other side between the educational institutions and the economic domain, administrative and cultural.
• the educational management is turned to competition and performance.
• integrating in international networks of educational institutions.
The main conditions of the success of educational reform are (Miroiu):

- casting the innovations through the taking over of the successful experiences, the voluntary noting of the schools from the changing network, stimulating the partnerships between school and civil society.
- the strategic guidance of the reforms by the superior management of educational institutions.
- the teacher’s and school’s facility to involve in their own problems.
- decreasing the resistance at changes through consultancy and through offering the necessary support (pedagogical) to multiplicity the innovations.

Practical ways of introduction for the “new educations” in scholar curriculum (Văideanu):

Changes at schools document level (plans, programmes):

- being introduced new subjects centred on a particularly kind of education; being created specific modules with interdisciplinary character inside traditional subjects with the “approached infusion” technique (which takes in consideration the new dimension’s introduction of the contemporaneous society and its problems in traditional matters).

Some kinds of education:

- the education for democracy and the human rights can be understood as a reaction of the attacks against democracy from the polit extremist characterized through xenophobia, racialism, anti-Semitism, violence but also as a way for the democratic development of the society through encouraging the critic reflection, respecting the human rights, accepting the different points of view and learning non violence strategies for solving the conflicts.
- the education for peace is based on the fundamental values, promoting the fundamental values of life, liberty, tolerance, solidarity and equality between women and men, religions and nationalities. Education for peace suppose forming positive attitudes reflected in harmony relations, cooperation and reciprocal help between people, communities and states, forming students in peace spirit, cooperate, tolerate, respect for human being as supreme social value and trust in human’s destiny and human values;
- the education for ecology or relative education means to form an objective point of view above the reality, to guide to participation. Through this kind of education is showed up the conscious development and the responsibility of the human being, forming attitudes and ecological values.
- the education for health means systematic actions, developed in an organized background. The main aspects taking in consideration by education for health refers to individual hygiene, sexual hygiene and education, nutritional hygiene, mental hygiene.
- the intercultural education presents that kind of education which has as purpose student’s sensibility to diversity, tolerance and solidarity, showing up people’s preparations for living in a multicultural society.
- education for communication and mass-media is related with preoccupation for self respect for the human values, rejecting the violence, pornography and discrimination and forming a critic attitude for no artistic and no valuable, generated by the commercial interests, forming a selective attitude and responsible, using the optima modalities of forming and communicating, forming and developing the capacities of cultural value from mass-media.
- education for changing and developing means forming and developing peoples capacities for a fast adaptation, responsible and efficiency at economical, social, cultural and technological changes through creative attitudes. Our world is a world in a continue change, the changes are radical, global and complexes. School have to give to people capacities to face these changes.
- education for a new economic and international order refers to study over different cultures, religions and civilizations but also to problems which occurs form the interaction between different countries, cultures and religions. The objective of this kind of education is not only the information transmission, but solidarity feelings, peace and self respect. The biggest part of the economical education is realized unexpected and non formal. It is necessary that
the economical educative methodology adapt to the specific objectives and pointed contents.

- the modern economical and home education means economical optimization of family, in conditions where the home activities are part of our quotidian life. For having a equilibrate life and a perfect social integrate, each of us must know the changes causes and the adaptation modalities to this. Economical preparations for individual life, initiation in home’s economy and forming the cooperating spirit for work build the essential factors for developing a better life.

The list of the “new subjects” is still open, so are waited modifications, through some disappears of subjects, as much as the reality permit this, through new tasks or educative contents.

The most frequent modalities to introduce “new education” in school curriculum:

- introducing new subjects based on one certain type of education (the difficulty here is about overloading the teaching programmers and the teachers’ training in teaching such objects);
- making specific modules in the traditional subjects (having an inter-objectual character, such as: ”The environment that we belong to and the one we live into”, “Europe’s cultural and spiritual unity”, “What a developed society means” etc). Dtthe difficulty here is about making the schedules, the work of many teachers being needed. It is also difficult to train the teachers to work as a team.
- the “aproche infusionelle” technique means the infusion of messages that are linked to new contents in the “classic” subjects.
- The tendency and the preoccupation in absorbing the new types of education:
  - is growing, but the delay between the recommendations, the solving and the studies that are being realized at an international or national level and the educational practice remains still high;
  - the problem of the contemporaneous world is not yet a source that has to produce the education contents for the authors of school plans and programmers in many countries;
- the tendency to organize the contents mostly for one discipline, the overloading of the school programmes is putting serious obstacles when it comes to acceptance and the structure of the new contents in completing the general education of the teenagers and the young people (Vaideanu);

The contents, the finalities and the purposes that are specific to the new kind of education are asking for a way through which education is trying to answer the questions of the world that we live in, and to produce a paradigmatic change of the educational act, giving priority to the kind of education based on the innovative, social and adaptive learning.

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THE I AM AND WHAT I SHOULD BE LIKE

MOTTO: “remember that love and discipline go hand in hand.”

Key words: behaviour, love, aggression, discipline, education

More and more often we hear parents talking among themselves about their children. How nice! If only these discussions were connected to normal behaviour, which should not raise any problems to anyone! But what parents say is: “I do not know what to do with my boy anymore, he has so much energy, he runs, he spreads the toys all over, he does not listen to me!” or “He has a very strong personality, he does only as he pleases, I cannot tell him what he has to do!” There are so many times when we see parents unable to impose on their children. Is it because they love their children? No! This is not love! Children have other criteria through which they show their love towards their parents, criteria through which they judge their parents...

Many of us become parents without knowing what this means, without knowing what we are going to do, the way we are going to raise our children, what relationship we will have with them. Everyone wants to have the most obedient, the quietest, and the tidiest child. But we never think at the steps we have to follow in order to have such a child.

When most parents run into an inaccessible behaviour, which give them a hard time, they use the only method they have known forever and which is at hand, the force. When the child does not listen to what the parent says and does not respond to the observations he had made, he gets upset, he becomes irritated and he feels powerless. Many parents do not love their children if they have an unapproachable behaviour.

If these children are at school, the thousands of questions about the problems their children create are asked by teachers.

Children can be both sweet and tiring. Educating the sweet, quiet, obedient children is a pleasure, but educating the tiring, inattentive, disobedient ones is difficult. Some parents are more indulgent, others are less indulgent, some are patient, others are not, some have the ability to inform themselves, some do not, some are convinced that they need help educating their children, some can be resembled to a wall and they think that no one can help them to educate their children, they think that they do everything right and they do not need someone else’s suggestions. But no matter the type a parent can take, the children need to be educated. If we, as teachers, want a proper education for children, we have to subtle interfered in the family life of the children in our schools and kindergartens, we have to get to know the parents very well. This is possible only when parents want that too.

Parents have to understand that force does not help them in any way, although they can rapidly submit their children. Through force the child only understands that he has to obey his parents because otherwise he has to suffer. Most of the times, the forced punishment does not have the wanted effect unless the parents are present there, the child not being convinced if he has to obey some rules unless his mother or father cannot see and punish him. That is why we get into contact in our groups with children who seem to be very obedient at home and disobedient, without any rules, untidy at the kindergarten.

Some parents know the negative effects of using force against their children, especially when it is long-time force.

Using force does not always have to mean beating, physical violence, but any constraint method the children have to suffer in order to have a proper behaviour considered as being such by their parents.
Only a few know that they could use other methods which are less used and have special advantages, although their effect cannot be seen immediately, but they are good for the children on the long run.

Some parents apostrophize their children, telling them that they “…are not good at anything” or “they are stupid”. It is very possible that these children could end up believing it and acting in accordance with it saying: “I am stupid”, “I am not good at anything”, so I can don whatever I want because I have an excuse, one might say. But what the parents are saying is a verbal constraint, it is not beating, but it is another way of making the children obey them.

Some parents like to say the following: “Are you not ashamed of yourself?” By saying this, the parent acts without realizing the child’s feelings, creating a feeling of shame, shame which has as an effect the destruction of the image of the self: the child begins to believe that something is wrong with him, he begins to understand that he as a person is completely evil or worthless.

I have said and I repeat that not all parents have problems with their children. Most of them have very good methods which they use when they educate their children. There is no recipe in educating children. We cannot interfere by force when parents do not know how to educate their children or they do not want to be helped in understanding themselves and their children. There are parents who ardently want advice to accustom their children to good discipline. These would understand that discipline means persuasion, not constraint. Even more, I think that parents should be educated more and more often. In the last decade an impressive number of methods and programs for parents developed, having as a purpose the systematic and specific informing in the children’s education field.

This education of the parents is not an education in the true sense of the word, it is a preventive, more general information which should help them establish a better relationship between child and parent, this being a condition of the healthy and harmonious development of the child, the prevention of some serious education problems, the prevention of some problems in the child’s behaviour and of the negative spiral which is determined by this.

Parents have to understand that they can influence and guide their own child’s behaviour. Parents have to know that they can improve their basic abilities which they need in order to effectively influence their child’s behaviour. Parents have to pay more positive attention to their child, more positive estimates, more reward. Who likes the physical punishment? Every parent should ask and answer himself. So, there should be less physical punishment when the children break the rules or the limit. The authoritative style in education is not adequate. The children do not have to be afraid, to tremble in order that the education should be successful.

First, parents have to pay attention to their children (either positive or negative) but it is preferable to pay a positive attention to them if they want to stimulate the positive behaviour. Parents have to understand the fact that if they praise their children, they can be stimulated to act more often in a certain wanted manner. They have to praise their children for the good deeds, to make positive appreciation, explaining their children why they have been praised.

Dear parents, you have to understand that you can do a lot for your children. You have to know that there are ways of establishing the limits for your child’s behaviour and that parents are the ones who are going to choose which is the best way to do it. Parents have to understand that they achieve their goal only when they react positively. They have to establish their verbal limits as well. They have to know when to say “NO”, so they have to formulate as clear as possible an interdiction.

There are situations when the child’s behaviour has to be ignored-the excessive crying of some children when they are not sick-, it is not a reason to be noticed—it can be a trifle, a whim-so, it can disappear if it is ignored.

Tell your child what you exactly expect from him. You have to tell him which are the things he is not allowed to do-so you establish some clear rules. You discuss with your child about these rules, you ask questions to be sure that he understood.
Your child will never follow rules as long as you do not establish the rules of the house. Your example is stronger than the rule itself.

Sanctions can even be established for the mother, the father and the child. So you have to use only established sanctions together: the parents and the child. Do not go astray, respect the rules with strictness. This makes the child feel safe because he knows how you are going to react in a certain situation and at a certain behaviour of his.

Punish the child with the established punishment, but do not ever isolate him-as a punishment, in his room-he likes it in there, or in a dark or closed space, you can stress him, get him angry or even more.

It is up to you, dear parents, how you educate your children. So, when you are stressed, do not let your own frustrations to turn against your own child. Stop and take a break. You can control yourselves, before it can be too late. Find something to do immediately to help you calm down.

Violence and aggression are behaviours which your child often learns from you, when you commit an abuse against him. They affect the future behaviour of the child, encouraging him to plan his runaway from home or other activities which can be later directed against society. Only the discipline, by following the rules, helps the child to keep his self image, his trust and it helps him develop a sense of his own value.

The punishment or the physical and psychical aggression does not discipline the child, but using the discipline you help him accomplish himself and feel proud when he does what he has to.” In order to obtain and to benefit from your affection, the child will accept to follow the family rules, becoming thus...disciplined! Your love is for him the most precious gift.”

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THE I AM AND WHAT I SHOULD BE LIKE
SYNERGY AND INNOVATION IN THE DOMAIN OF TEACHING ROMA LANGUAGE IN PEDAGOGICAL HIGHER EDUCATION IN HUNGARY...
IN HONOR OF BARACK OBAMA, PRESIDENT OF THE USA
INOVAȚIE ȘI SINERGIE ÎN DOMENIUL PREDĂRII LIMBII ROME, ÎN ÎNVĂȚĂMÂNTUL SUPERIOR PEDAGOGIC DIN UNGARIA

Key words: roma oktatás, inovacio, sinergie, eselyeegyenlőseg, kisebbséi jogog, biztonságpolitika

My feelings are somewhat mixed today. I consider this conference very important, and it makes me hopeful. On the other hand, I cannot ignore the recent tragic events which occurred in Hungary concerning Roma people. Starting from the official statement of the police superintendent of Miskolc up until the tragic events in Veszprém, we witnessed aggravating and sad events. Fortunately, the police had managed to resolve the Veszprem case within one day and one of the perpetrators of the crime is already caught.

This cannot be said about the events that happened to Roma people two months ago when Romas were killed and their houses were set on fire. For some reasons, the police have been less effective in this case. This reinforces my belief that Romas face huge obstacles in Hungary; similarly to other minorities throughout in history, many of us have to die for a better life.

Before I start my scientific topic, let me mention a few thoughts about the subtitle of this lecture. I truly believe that the fact that the new President of the United States of America is an Afro-
American is a major historic event. This is a crucial period of multiculturalism, humanism as well as equal rights even if many people died in the States and paid for this by losing their freedom, even if many Indian aboriginals are still living in reservations.

Afro-American citizens became really equal after the presidential oath. Regardless of any previous political fights, today the president of the United States is an Afro-American person. I do hope that he will be able to stand the pressure from and live up to the expectations of the minorities, and that he will not be sacrificed in the evil political arena.

Since I belong to a minority myself, I feel he is a little bit my president as well, because his presidency is not only a message to the American minorities, but to all people living on earth.

I wish him good health, a lot of strength and good luck – he definitely needs all these.

Ladies and Gentlemen,

Szarvas has a considerable past regarding the field of research about the Roma people. Kamill Erdős (ethnographer – linguist), and Imre Domán (veterinary surgeon) have written about the Romas living in Szarvas in their works. Békés County in Hungary has two worldwide famous Roma writers, György Rostás Farkas, as well as Menyhért Lakatos who both have their roots from this region.

Besides other advantages, Szarvas also possesses a treasure, which is the fact that many Roma people here still possess the so-called ‘ancient knowledge’ of traditional way of life. This knowledge is invaluable not only in Hungary, but we can say in the entire world.

Many of us are aware of the fact that this knowledge is essential for surviving. At the same time, appropriate vocational training as well as an appropriate layer of Roma intellectuals is necessary for success. Today, Hungary does not have a centre where these three resources are present. I believe Szarvas could become such a centre serving not only the region, but the entire country.

**Synergies**

The concept ‘synergy’ was first introduced in 1986 by Stöhr; it means the complex entirety of endogenous sources within one region. These conditions managed to survive, were hidden, or were wasted in previous economic relations and development models. Among changed circumstances these conditions can be, of course, activated with the help of appropriate exogenous effects, and they can become the carriers of regional development.

**What does this mean?**

In this region there are some Roma people who have a hunger for knowledge, and there are educational institutions which are in need of students. When these two parts meet somewhere, new dimensions can be born.

**What has happened so far?**

It can often be heard that the appearance of accumulatively disadvantaged children causes problems in the educational system. However, this only means that the majority of these students were either studying in special schools, or were not present at all in the educational system previously. With this initiative we aim at providing answers to these questions, this is why we are here today at this conference.

**Innovations**

According to Schumpeter, innovation means the practical realization of new combinations. The establishment of new combinations first of all refers to the unification as well as correlation of energy, equipment and base of knowledge that are present in the economy and society. With this the available stock of
means of production and the capacity of the economy, as well as the present human abilities are applied on the basis of a new way, a method that has previously been considered unusual.

Here are my recommendations using Schumpeter’s concepts:

1. Introduction of new values, products and services in the process of economic reproduction
   Establishing “Roma ethnic minority” specialization at schools
   • Creating a centre that trains specialized social workers to help Roma youth

2. Application of new production or commercial methods
   Employing instructors and teachers of Roma origin
   • Recruiting students of Roma origin
   • Maintaining contact with the civic sector and with Roma political representatives

3. Opening of new markets, as well as new product-transfer opportunities
   In the educational system there is a great need for instructors who are familiar with Roma culture, and who possess the local knowledge, or even belong to this particular minority group. For this reason we would hope that the educational sector would welcome the graduates from this college.
   All the opportunities that come from the local community must be utilized. On the banks of the Koris River, there are excellent conditions for organizing camps for language learning, research, or for traditional arts and crafts. This can be of interest for both domestic and international participants.

4. Exploring new raw materials and resources
   We should go to Roma communities and recommend educational training for them. We should offer training opportunities in their settlements, for instance Roma studies for teachers, or professional training such as nursing/nannies. We also need to utilize the language skills of Roma people living in these communities.

5. The establishment of a new organization: creating monopoly or its discontinuance
   Creating a research centre and utilizing all the resources available
   All the Roma people who have a need for knowledge are in one place here, and here is our institution where students can attend from kindergarten all the way to earning a college degree.
   A Roma research centre can document, discover, and publish valuable knowledge and information about Roma culture (from baptism to burial rituals, relationship to nature, horsemanship which is used even as therapy) which are useful for the Roma minority, but can draw interest from the majority society as well.

   We are still far away from the American Dream, and from the legal practice regarding minorities, but if we adopted the already tested and functioning models, there would be more chance to avoid human victims in the future.

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METHODOLOGICAL APPROACH IN THE IMPLEMENTATION OF THE FUNCTIONAL-COMMUNICATIVE PRINCIPLE

Abstract: The aim of studying Romanian during mandatory schooling is to form young persons with educational and literary culture, able to understand the world, to communicate and work with his/her equals, to effectively and creatively use his/her own abilities in solving concrete life tasks, to successfully continue his/her process of education at any age, to have sensibility for natural beauties and human creations.

Key words: functionality, communication, literary culture.

Speech acts can be viewed from the angle of a “system” and it could thus be talked about the “system of speech acts” in the sense that any speech act consists of a whole range of language means available for realization of a speech act. In this case a construct of all speech acts and all language means necessary for realization of a speech act would be a system of a language. The totality of speech acts of a language would be equal to the total construction of communicative competence.

However, the dimension and unpredictability of the subjects to be talked about open to dispute to possibility to bring about the description of all communicative units. Nevertheless, this fact does not bring into question the usefulness and efficacy to be achieved in teaching through introduction of predictable and through usage systematized communicative units. It could be seen that the accent here is on the systematization according to the use of communicative units, grouping of language means according to shared communicative role.

Such organization of teaching contents could be justified by a fact that only meaning can be expressed by various language means, and that the choice of suitable means is influenced by the norms of social and cultural character, as well as by the given communicative situation. The speaker should be able to choose appropriate form in a given situation. The considered approaches are not in conflicting position in his regard, as well.\(^1\)

The conception dating from 1966 does not neglect the need for respect for communicative aim; it is also not the case that communicative approach negates the need for mastering of formal language system (i.e. linguistic competence). Language is a set of specific grammatical rules which have to be acquired. In other words, in the approach linguistic competence is a prerequisite for communicative competence.

Possible curriculum for Romanian language and literature at younger age, i.e. in lower grades of primary school should suggest fundamental implementation of the subject in teaching. Instead of artificial division of teaching discipline language and literature, a new term communicative-functional model could be applied, adequate not only for the specific features of the subject, but also for structural modalities of communicative competence of students. In other words, the model suggests integral development of receptive and verbal-communicative competencies, i.e. the reception of written messages and written expression. Anyway, communication is a result of fusion of the above stated abilities.

The development of the stated communicative competencies is accomplished by the adjustment of students to certain verbal and written activities, to work with non-verbal texts suitable for a given age. Teaching and learning at school should follow language in function, in its written and verbal variant, not language as abstract system.

Through the implementation of communicative-functional approach, language will no longer be isolated subject of study, separated from modus and registers within which it actually functions, but an instrument used by human beings in order to enter interaction. The purpose of these interactions varies from the

\(^1\) Namely, this refers to traditional, direct, audio-oral and AVGS method.
intention to transmit a piece of information, to influence the
behaviour of one’s addressee or to express feelings and personal
views. The aim of the paper is for the model to be understood within
a frame of language functioning, as methodology of forming of
certain abilities for transformation into efficient communicative
instrument.

According to the above stated, a broad typology of verbal
and written discourse imposes itself, beyond the sphere of
descriptiveness and narration, but directed towards informational,
explicative and arguments. This is why various situation appear
which frequently go beyond the strict school setting and construe
authentic non-didactical contexts (interviews with parents, letters
addressed to other persons, designing a guide through one’s native
town, editing of a school journal, etc). For speech to be a good
instrument for communication, it should be learnt as a system
consisting of its own lows, whose knowledge is necessary
precondition for fluent communication.

Practical implementation of communicative method and its
principles is a difficult and challenging task. In contrast to
traditional variants separating school from reality, learning of
practical use, the new approach makes an attempt to create
confluent space between book and life, a type of space which
simulates putting of the whole story into reality. What a modern
school is trying to realize is to connect the stated levels, to open up
a new type of setting for school to become adjusted to the world, a
zone where complexity and its shortcomings are intersected. This
could be the essence of a sound preparation of students where the
value and advantage of communicative approach is to be found.

The adjustment of teaching methodology to functional
model presupposes overcoming of traditional variant with its
modular approach to language and literature, creating discontinuous
picture of teaching discipline. This fact implies correlation within
same teaching unites, language lectures, as well as literature and
communication lectures, as well as alternation within the same
teaching units, activities for global communication knowledge
acquisition.

However, the new methodological approach anticipates the
presence of new, transparent, explicit directions in learning, through
which a teacher makes first visible steps in enabling a student
comprehend how to learn and learn how to learn.

The imperatives for transparency and coherency impose
realization of separate sequences within which the acquired
knowledge will be united according to fields, thus avoiding the
danger of delimiting the boundaries between language and literature
(realization of certain sequences which rely on knowledge on
communicative situations, on certain grammatical categories, on
book as a subject of culture, creation of certain dossiers unifying the
terms of theory of literature, the types of texts, various orthographic
rules, etc).

The first encounter with literature imposes the realization of
certain successive stages, like the one directed to permanent reading
and dedicated to valorisation of emotional relationship with the text,
creation of critical perspective, a view back. This is how reading can
become accelerated personal experience, to be prolonged through
reflections on linguistic and textual aspect. In this way, a Romanian
language lecture through reading becomes a form of a dialogue with
an author, with the text, and with oneself, while the language lecture
becomes fundamental modality for interpersonal communication.

As a possible model for work at Romanian language and
literature classes with lower elementary school grade students, a
story “Grandpa” written by Barbu Stefănescu Delavrancea coulds
be used.

“Grandpa” is a story about a child, childhood, curiosity,
childish waggeries. It starts with space and time positioning of
events and determination of their elements. It is spring. “The willow
trees are spreading rain of odours”. “Grandpa is sitting on the
porch”. He is impatiently expecting the arrival of his grandsons; he
is playing with them and imagines answers to their naïve question.
He is playing with hem but he is in constant fear that adults will
separate the children from him. Similar to Christ, he keeps repeating
to his daughter: “Let he children to me”. Not even physical pain can
diminish the love grandfather has for his grandsons. His cheeks
became red because of the slaps of children, but he quietly smiles.
Dialogue in the story is interwoven with narration and description in the function of providing evidence on grandfather’s features. He is a symbol of folk wisdom through the way he talks and behaves. He is mild, good person, a believer and puts up with all the children’s misbehaving.

Narration has a unique plan of events development, and the transition from real into irreal world is reflected through children’s imagination: - “Grandpa, I would also like to have wings, to fly high, high, up to the sky itself, a boy used to say, gently touching grandpa’s beard.” The dialogue is also semnificative with the intention to paint children soul, bursting with curiosity.

The main characters in the story are the grandfather and his two grandsons, and his daughter is to appear only sporadically, as a secondary character.

In order to create artistic dialogue and establish communication with the readers, the author uses the following means:

- epithets: “long and curly hair”, “mild eyes”, “slim woman”, “little boy and girl of full and red cheeks”;
- metaphors: “rain of odours”, “it snowed during long and difficult years”;
- comparison: “hair…like a wreath of white flowers”;
- repetition: “my…mine”;
- enumerations: “eyebrows, beard, moustache…” “and there again laughter, dance and singing could be heard”;

What could be evident according to lexical and grammatical aspect is the use of certain folk words and expressions of religious character: “Hey, Cossack, little Cossack, what are you looking for in the backyards at night…”, “may you have all the luck!”, as well as “Let the children to me!”, as well as the vocatives full of affect: “grandpa’s little cockere!” “grandpa’s heroes!”. Short sentences have simple structure and standard topics, dominated by verbal morpho-syntactic constructions.

What will also be asked the students to do is to differentiate characters from to story, to describe their physical portrait, following the expressive means the author uses: direct and indirect characterization.

The students will themselves, according to the title of the story, reveal semnification, trying to describe the ambient in which the plot is unfolding, and to describe the thought through characters through comparison. What could be given to students to do for their homework is to write an essay of up to ten lines imagining completely different ending of the story.

It is understood that the subject of interest of communicative approach is not normative, but meaningful, i.e. functional communication. Communication is not an aim for itself in the approach. The prerequisite for organization of teaching according to the approach is for functional application of language to exist learnt through communication based on the description of speech acts and starting from their meaning and searching for their appropriate forms. We have to get back to the fact here that learning of Romanian literary language starts at lower primary school age – a fact that has undisputable influence on introduction of communicative principle into teaching.

According to some theories, I problem lies in the fact that communicative method is created for some other situations, other age, while school age has somewhat appeared in the end of its interests. The majority of textbooks designed according to the approach rely on certain preliminary knowledge, bypassing the problem of real beginners. Furthermore, the considered approaches do not have to be understood as mutually contrasted in relation to the role of communication of the second language teaching. Both approaches emphasize the importance of communication in language learning, while it is subjected to the basic aim – mastering of language use.

Finally, it is necessary to underline the issue of awareness in learning, emphasizing he need to create natural, everyday situations close to the students.

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A GENERATIVE THEME APPROACH TO TEACHING
READING AND WRITING AT ELEMENTARY LEVEL

O METODĂ DE GENERARE A SUBIECTELOR DE
DISCUȚIE ÎN PREDAREA CITIRII ŞI SCRISULUI LA
CICLUL PRIMAR

Abstract: Generative themes are topics of great interest to
learners that can easily generate class discussion. In this paper I
will present a way of teaching the young adult novel “Sadako and
the Thousand Paper Cranes” by Eleanor Coerr, using Paulo
Freire’s generative theme approach. Generative words are words
used to introduce new syllables. The lesson is centered on one
theme, while the teacher and the students make new words from
combinations of syllables using new and previously taught syllables.
Students then write personal thoughts about the newly generated
words and share them with the rest of the class. Various teaching
methods will be suggested that discuss the chosen book in-depth:
timelines, map recognition, letter writing, arts and craft, interviews,
analysis of media, and poem writing.

Key words: teaching, reading, writing, young adult
literature, traditional teacher, progressive teacher

Introduction

This paper draws on my ongoing efforts to transform my
students into better critical thinkers and empower them with the
tools needed to understand and challenge the world they live in.
During the first semester of the 2008-2009 academic year, I read,
with my Grade 5 students, a young adult novel as part of the
school’s reading program. The novel used was *Sadako and the Thousand Paper Cranes* by American writer Eleanor Coerr (painting by Ronald Himler), a retelling of Sadako’s sad story. Sadako was a Japanese girl who died of leukemia due to radiations from the atom bomb dropped on Hiroshima at the end World War II.

The reading lessons that I conducted were teacher-centered, with the students reading the book out loud as a class and sometimes individually. Assessment was carried out using comprehension worksheets. In this paper I will present a different way of teaching the same young adult novel, but this time using Freire’s generative theme approach. An appendix, which includes the plot summary and the cover of the book, precedes the references list.

**Literature review**

At the bilingual school in Bangkok, Thailand, where I was teaching English at that time, reading was taught through the use of basal readers, direct instruction and standardised testing. These teaching approaches have been referred to by Paulo Freire as “banking” methods of education, where the teacher’s role is that of putting deposits of knowledge into the students’ heads (Freire, 2003). These classrooms are teacher- and text- orientated, with little discussion and reflection taking place. Discussions that require open responses involving the students’ opinion are rare, students taking on a more passive role. In the banking method of education the students are supposed to give the “right answers” in periodical criterion referenced tests (Peterson, 2003).

The methods applied in teaching reading by both a traditional and a progressive teacher are distinctly different than that of a Freirian teacher (Peterson, 2003). A traditional teacher takes on the role of the expert, the one that conveys knowledge that has to be assimilated by the students if they are to succeed (Barr, 1996). A progressive teacher organises the class based on child-centered and holistic activities, with the belief that students learn best if they have a genuine interest in the subject matter presented (Peterson, 2003).

A Freirian teacher consciously tries to blur the boundaries between knower and known, between learner and teacher, while taking on the role of initiator of dialogue (Diem, 2007).

The alternative proposed by Freire (2003) is a dialogical “problem posing” approach, where teachers and students communicate together to arrive at a mutual view of the world. Through the use of open-ended questions, the students are encouraged to engage in critical thinking, the core of the curriculum being based on questions, rather than answers.

The Freirian approach puts a lot of emphasis on the students’ experiences and an acceptance of their cultural and linguistic background. Lectures and root learning is replaced by dialogue and reflection. The students are given as much power as the teacher can give them, while problem-posing questions are raised to make the students aware of the world around them. It is imperative to create a special atmosphere in the classroom, one that makes the students confident enough to see the world in a different light and act upon their beliefs to transform it (Freire, 2003).

The teacher-centered and textbook-driven curriculum only disempowers students, who are not involved in any decision making, but just subject to uninteresting worksheets and curriculum. In a teacher-centered classroom students are not taught to take responsibility, be independent and self-disciplined. In Freire’s opinion, such a curriculum transforms students into “objects” that can be acted upon by the school and society. Instead, Freire proposes a curriculum based on dialogue, reflection, and interaction that helps the students become “subjects” ready to understand their world. Nevertheless, educators are aware of the fact that transforming students into “subjects” is not an easy task, and requires a lot of collaboration between the teacher, the school, and the community (Peterson, 2003).

Teachers need to devise activities that train the students become more responsible. Researchers have suggested that the first step in empowering students is by increasing their self-esteem and reducing their anxiety level. This can be achieved by creating a positive atmosphere in the classroom and preparing activities that develop the student’s self-awareness, respect and cooperation.
Through these activities, the students will develop their listening, speaking and collaborating skills (Peterson, 2003).

By empowering students, teachers do not give students absolute freedom in the classroom and school nor are the students given the impression that they are their teachers’ equals. The teacher’s role is that of creating an environment that stimulates learning, one in which students can take on more and more responsibilities (Peterson, 2003).

In his teaching, Freire used generative themes and words supported by photographs as a starting point of his reading and writing lessons. Generative themes are topics of great interest to learners. These themes can easily generate class discussion. Generative words are words used to introduce new syllables. The lesson is centered on one theme, while the teacher and the students make new words from combinations of syllables using new and previously taught syllables. Students then write personal thoughts about the newly generated words and share them with the rest of the class (Lane, 1999).

Researchers believe that using words that are significant to the students would motivate the students into learning. It is also important to center the students’ learning in their own experience, language, and culture. Such an environment can be achieved through a generative approach (Peterson, 2003).

Due to the fact that students are trained to look at the problems in their communities and use their skills to improve their lives, Freire’s instructional program is also known as the problem-posing approach. This kind of approach is student-centered, with the teacher being the facilitator, but at the same time a learner too, as opposed to the all-knowing traditional teacher (Lane, 1999).

A Generative Theme Approach

Generative themes can develop from writing, reading, talking, and reflecting and they can generate discussion, study, and project work (Peterson, 2003). From the very first page of Sadako and the Thousand Paper Cranes, the main theme that arises is that of the destruction caused by war and the need for peace in the world. Following are examples of activities that a Freirian teacher would engage the students in when using the young adult novel by Eleanor Coerr.

The materials needed for the following activities are: copies of the book under discussion, a map of the world, whiteboard, markers, plastic binders, blank A4 sheets of paper, soft colored paper, scissors, computer with speakers, and internet access. The classroom management and organizations vary according to the planned activity: rows for presentation, groups for discussions and team work, and a circle or semicircle for students’ presentations.

First, the teacher starts with a lesson on the student’s own family background, placing their birthdays on a timeline. The students are also asked to put pins in a world map indicating the places of birth. Then the teacher introduces the books to the class. Each student browses his/her own copy and then the whole class concentrates on the cover of the book. The picture of the girl on the cover of Sadako and the Thousand Paper Cranes has the role of supporting the generative theme. The students are asked to guess the age and the nationality of the girl on the cover and then check their answers by reading the prologue individually. Using the information from the prologue, the students place Sadako’s year of birth (i.e. 1943) and death (i.e. 1955) on the timeline, as well as her place of birth and death (i.e. Hiroshima, Japan).

Second, the Prologue also introduces the theme of the book: how children are affected by wars and the need for peace around the world. The readers are told about World War II and the conflict between the United States of America and Japan. Once again, the students put pins in the world map to indicate the two countries. A Freirian teacher then asks the students questions using the theme of the book as the object of reflection. Following are some examples of possible questions: “Why are there so many wars?”, “Why are there more wars in some parts of the globe while very few or none at all in other parts of the world?”, “Why do countries start wars?”, and “Who takes responsibility for all the child casualties?” Engaging students in reflective dialogue on controversial topics, such as war, is the bellwether mark of a Freirian teacher (Peterson, 2003).
Third, the teacher asks the students to do some research about World War II, and the atom bombs dropped by the United States Air Force on Nagasaki and Hiroshima. When back in school, the students are asked to make a booklet using their findings. The students write and draw about aspects that they found interesting regarding the topic under discussion. The unedited papers they worked on are then put together into a plastic theme binder, creating thus their own booklet about World War II. The action of collaboratively making a booklet based on the student’s findings provides a benchmark upon which, as the students read the assigned book, growth can be judged. Also, modeling organisational methods for students, such as ordering paper in a binder and placing it on the proper shelf, are tools that help develop independence and self-esteem (Peterson, 2003).

Fourth, as the students read the first three chapters, they find out about Sadako’s family, hobbies, dreams, and secrets. The teacher asks the students to write a letter to Sadako, telling her about themselves and the community they live in. These letters are then shared among the students and put together in another plastic theme binder, creating thus a booklet about their own lives. The students are then asked to read their classmates’ letters and make a list of similarities and differences between the lives they live and Sadako’s life. The harsh realities of post-war Japan and the problem-free life of the students will probably be one of the most striking differences.

Fifth, as the students read the next four chapters, the theme of peace and hope surfaces. Sadako believes that if she folds one thousand paper cranes, the Gods will grant her a wish and thus she will be well again. Her strong desire to live and her hopes for peace around the world are symbolised by the cranes she folds every day.

Sadako and the Thousand Paper Cranes ends with detailed instructions on how to fold a paper crane. Following these instructions, the students can start folding their own cranes, creating thus a message of peace. These cranes can then be sent to Hiroshima International School from Japan, a school that receives every year thousands of cranes from schools, organizations, and individuals from around the world. Then “middle and/or high school students [from Hiroshima International School] take these cranes to Peace Park, and hang them at the Children’s (Sadako) Monument on behalf of the senders. It is with pride that we make this small contribution to peace” (1000 Cranes, 2008).

Sixth, the students read Chapter 8, the second last chapter entitled “Last Days.” In this chapter, Sakako seems to get better, so that doctors allow her to go home for a visit. The students are asked to write or tell about what would happen if they were to take Sadako to their own homes or school for a few days.

Seventh, the students read “Racing with the Wind,” the last chapter of Sadako and the Thousand Paper Cranes and learn about the main character’s tragic end. It is a sad ending with a strong message that speaks about the innocent casualties of war: “Sadako sighed and closed her eyes. She never woke up” (Coerr, 2000, p.63). The teacher asks the students to write a different ending for the book and then share their ideas with the class.

Eighth, the students read the epilogue of the book and learn about the aftermath of Sadako’s real story. They learn about Sadako’s classmates’ effort in raising enough money to build Sadako a statue in Hiroshima Peace Park. A field trip to the park would be ideal, but it is not likely to happen due to the high costs involved in transportation and accommodation. Nevertheless, the students are asked to find pictures of the Sadako’s statue and make a collage. Using ideas from this collage, students can design their own statue that symbolises peace.

Ninth, for a Freirian teacher it is very important to bring the world into the classroom, thus giving the students the opportunity to reflect on their own lives (Peterson, 2003). As the students have finished reading Sadako and the Thousand Paper Cranes and have been involved in various activities, the teacher arranges for them to view three very short movies about the damage done by the atomic bomb. These movies are The Atomic Bombing of Hiroshima (2005), Atomic Bomb Damage to Hiroshima (2005), and The Atomic Bombing of Nagasaki (2005).

For homework, the students are asked to find newspaper articles or news about wars that are taking place at the moment in the world. Class discussion can be focused on what the students can
do to help those who suffer from the destruction caused by these wars. After further researching the issues, students can collect signatures and write letters to international organizations advocating peace.

**Tenth**, the students are divided into pairs. One of the students acts out the role of a Hiroshima bomb survivor while the other is a reporter asking questions about the way life has changed for his interlocutor ever since the atom bomb was dropped by the U.S. Air Force. By interviewing each other, the students practice their public speaking and listening skills (Peterson, 2003).

**Lastly**, the series of lessons about Sadako can be concluded with the students writing a poem that addresses the themes discussed, just like the poem engraved at the base of Sadako’s statue from Hiroshima: “This is our cry, / this is our prayer: / peace in the world” (Coerr, 2000, p.65). Their poems can later on be published in the school magazine, displayed outside the classroom, or put together in a booklet and shared with the rest of the community.

In a generative theme-oriented classroom, the teachers usually try to cover too much in a very short time. It is better to concentrate on one thing in depth (Peterson, 2003), in this case study, the destruction caused by the atomic bomb dropped on Hiroshima and the message of peace that arises from the young adult novel *Sadako and the Thousand Paper Cranes* by Eleanor Coerr.

**Conclusion**

In this paper various teaching methods have been suggested that discuss the subject matter in-depth: timelines, map recognition, letter writing, arts and craft, interviews, analysis of media, and poem writing. Regardless of the kind of activity, in the generative theme-oriented classroom, the focus of instruction is the learner rather than the teacher. The quintessence of the theme-based approach is the connections that it built between the topic under discussion, the student’s lives and the world around them (Peterson, 2003).

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### Appendix

**Summary**

*Sadako and the Thousand Paper Cranes* by Eleanor Coerr (with paintings by Ronald Himler) is the story of a 12-year old Japanese girl who died of leukemia in the aftermath of World War II. Although she was only two at the time of the explosion, Sadako is a victim of the atom bomb dropped on Hiroshima. She is a child full of energy who enjoys sports and dreams of becoming the best runner in her school. But her dreams are shattered when she is hospitalised with leukemia. Chizuko, Sadako’s best, makes for Sadako a crane from a golden piece of paper and tells her that if she folds one thousand paper cranes, the Gods will grant her any wish. Dreaming of being healthy and able to run once again, Sadako starts folding paper cranes, but she eventually dies without completing the task. The novel was first published in 1977.

### References

Abstract: The study focuses on evaluation, namely on evaluating students' reading skills. It also gives teachers some hints for designing their own tests and presents the criteria they have to take into consideration when assessing their students. There are different types of exercises that can be used for assessing reading skills and some of them are short-listed here.

Key words: assessment, reading skills, open and close exercises.


a) Validität bedeutet, das ein Test wirklich das überprüft, was er überprüfen soll. Wenn man z.B. überprüfen möchte, ob Lernende bestimmte grammatische Strukturen der Fremdsprache beherrschen, dann muss der Test so beschaffen sein, dass er genau das überprüft was man überprüfen möchte. Wenn man überprüfen möchte, ob Lernende im Stande sind sich in Alltagssituationen zu äußern, dar


c) Objektivität. Das dritte Gütekriterium der Tests betrifft die Objektivität der Benotung. Dieses Kriterium bedeutet, dass die gleiche sprachliche Leistung von allen Korrektoren gleich bewertet sollte. Eine objektive Bewertung ist schwerer zu leisten bei freien Schreib oder freien Sprechen. Eine objektive Bewertung lässt sich viel leichter herstellen, wenn man Aufgaben verwendet, in denen die Lernenden die Lösung nicht selbst formulieren, sondern die richtige aus mehreren vorgegebenen Lösungen auswählen.


- man kann den Text Wort für Wort lesen (Detailverstehen)
- man kann es nur flüchtig überfliegen (selektives Lesen)
- man kann den gesamten Text überfliegen, um nur global zu erfassen worum es sich handelt (globales Lesen)


Die Lehrer müssen auf all diese Aspekte aufpassen, wenn sie ein Text für die Prüfung auswählen. Des weiteren werden wir die geeigneten Aufgaben zum Leseverstehen besprechen.

1. **Offene Aufgaben.** Sie haben meistens die Form einer Frage, die der Lehrer zum Inhalt des Textes stellt und die Lernenden frei beantworten müssen. Je nach der Art sie formuliert sind, testen diese Aufgaben das Global und das Detailverstehen. Es gibt Fragen die vor dem Lesen und Fragen die nach dem Lesen gestellt werden. Die Fragen vor dem Lesen sind nützlich weil sie das Interesse des Schülers erwecken und weil sie ihn zeigen auf welche Aspekte des Textes er aufpassen soll. Das Ziel dieser Fragen zum Text ist nicht die freie Anwendung der Sprache, sondern die Entwicklung der Fertigkeit Lesen. Die Schüler müssen sehr genau auf den Inhalt des Textes aufpassen, um die Fragen beantworten zu können. Obwohl sie an die Fragen ziemlich beschränkt antworten müssen, haben sie auch Freiheit in der Wortwahl. Diese Aufgaben sind gut, weil dadurch der Lehrer sehen kann, in wie weit seine Schüler etwas geschriebenes verstehen aber auch wie sie sich in der Zielsprache ausdrücken können.


2. **Geschlossene Aufgaben.** Bei den geschlossenen Aufgaben müssen die Lernenden unter verschiedenen vorgegebenen Antworten, die richtige Lösung auswählen. Hier müssen sie die Antwort nicht selbst formulieren, sondern nur erkennen.


Am wichtigsten ist es, dass der Lehrer seine Schüler gut kennt damit er die besten Aufgaben für das Niveau seiner Schüler findet. Die Aufgaben sollen nützlich für den Unterricht sein, nicht zu schwer, nicht zu leicht und sehr wichtig, sie sollen das Interesse der Schüler erwecken.
Teodora Iunona SABĂU,
Clinical Psychologist, 10 (b) / 2009 p. 190 - 198
Clinical Hospital of Neurology and Psychiatry Oradea

COGNITIVE DYSFUNCTIONS IN SCHIZOPHRENIA
(Theories and studies)

Abstract
Schizophrenia is characterized by a multitude of cognitive dysfunctions, which differ within sub clinical types of the disease and within symptomatology (positive or negative). Cognitive dysfunctions have been the object of numerous studies –empirical and theoretical –in the past 50 years. This article is briefly trying to summarize the most relevant theories and studies realized in the field of schizophrenia from 1940 to 1993(except the fMRI studies).

Key words: schizophrenia, cognitive dysfunctions, positive and negative symptoms.

Introduction
Schizophrenia is characterized by a variety of cognitive dysfunctions. Information –processing dysfunctions differ between clinical subtypes such that no paranoid schizophrenics attend less than paranoid patients to connotative or contextual aspects of stimuli. The positive and negative symptoms are associated with distinct cognitive deficits. In general, positive symptoms are related to auditory –processing deficits and negative symptomatology to visual or motor dysfunctions (Strauss, M.E., 1993).

The interaction of frontal and septohippocampal brain systems, and failures of information processing automatist and self monitoring, have been proposed as the basis of positive symptoms. Negative symptoms are thought to arise from abnormalities in the complex interaction of frontal and striate systems. Studies of specific symptoms indicate that patients with hallucinations have deficits in discriminating the source of information. Delusions have

References:
• www.goethe.de/gemeinsamereuropaischerreferenzrahmen
• www.testedich.de
been related to abnormal inference process as well as abnormal perceptual experiences.

The cognitive dysfunction of schizophrenia, or psychological deficit (Hunt & Cofer, 1944), has been the subject of extensive empirical and theoretical analysis over the last 50 years (Hunt & Cofer, 1944; Buss & Lang, 1965; Chapman & Chapman, 1973; Cromwell, 1975). Advances in cognitive psychology, neuropsychological and neuroscience are allowing us to describe mechanisms of the cognitive dysfunctions typically observed in schizophrenia, as well as possible neurobiological substrates (Steinhaeur et al., 1991).

Subtypes of schizophrenia and related psychological deficits

The psychological deficits registered in schizophrenia are pervasive; patients perform less well than other groups on most cognitive or attention tasks. These deficits are also quite variable between the same group of patients, and the variability of performance in a group of patients with schizophrenia may exceed the average difference between them and healthy controls (Cromwell, 1975).

The great variability of schizophrenia patients performance on psychological tasks was demonstrated in Shakow & co early work on mechanisms of psychological deficit in schizophrenia Rodnick & Sahakow, 1940, Shakow, 1962. In the course of their researches they discovered a substantial correlation between performance, motivation, cooperativeness and interest of the patients (r=0.4-0.6).

In some cases the performance of the ill can be better than the performance of the healthy subjects (e.g. Visual estimation of the numbers, faster learning of the associations) due to the deficit in the ability to group numbers, and the dysfunction in inhibitory or selective attention (Schwartz- Place & Gilmore, 1980).

Symptom patterns are variable in schizophrenia because the disorder is not defined by a single symptom set, and like the Kraepelinian and Bleulerian formulation, the common features of these patients was something more than just symptoms. For Kraepelin (1919/1971), the common feature was the time of the onset and the progressive course of the illness, while for Bleuler (1911/1950) the common symptom was the breaking of the associative threads (Neale, 1987).

The study of relationships between cognitive dysfunctions and clinical characteristics appeared to be an avenue for rationalizing the cognitive variability in schizophrenia, permitting the identification of those whose information processing characteristics were different from each other as well from controls.

Informational cognitive processing seems to be modified during the illness’s progress, according to the type of schizophrenia and to the premorbid characteristics of the personality of the affected persons.

The study of subgroup differences was the basis of a number of hypotheses about the mechanisms of schizophrenia. Silverman’s theory (1972) of relations between cognitions and clinical features of the illness focused on three aspects of attention: - the modulation of intensity of input (stimulus intensity control), scanning control, and sensory input processing /ideational gating , where the affected person is focused on the sensory rather than the conceptual attributes of stimuli.

Most chronic patients developed a cognitive style of narrowing attention in response to states of hyperarousal.

Magaro (1980) proposed that the paranoid schizophrenics are biased toward the use of conceptual rather than perceptual processing strategies, being more governed by schemata and expectations than by perceptual analysis and inference.

Psychological deficits and their relation with positive and negative schizophrenic symptomatology

In 1985, Crow proposed two distinct forms of schizophrenia. Type I is characterized by positive or productive symptoms caused by reversible neurotransmitter abnormalities, and type II marked by the presence of cognitive deficits, negative symptoms and structural brain abnormalities.
Higher negative symptoms levels were associated with poorer performance on visual memory, while higher positive symptoms levels were associated with deficits on verbal memory and language comprehension.

Walker & Levine (1988) discovered that visual processing and motor deficits are associated with negative symptoms, while auditory processing deficits are linked with positive symptoms. Difficulty in processing auditory verbal information, especially on tests of distractibility, is a robust correlate of positive symptoms and auditory distractibility is a specific, differential deficit in schizophrenia.

The deficits that schizophrenia subjects have on even simple tasks such as visual vigilance may indicate dysfunctions at sensory processing or later cognitive levels.

In the majority of these studies as with symptom measures, insufficient attention has been paid to the psychometric proprieties of test batteries. It is difficult to isolate constructs with tests that are factorial or componential complex, as are the most neuropsychological measures.

Studying symptom–performance associations using test batteries may not permit the identification of links to specific deficits. The correlation patterns may reflect general performance deficiencies, especially if the tasks have differential sensitivity.

In schizophrenia, the cognitive task measures a generalized deficit rather than a specific ability or process.

In a cross-sectional study, Bilder & Co (1985) found that thought disorder/bizarre behavior factor and, to a lesser extend, the negative symptom factor were correlated with neuropsychological deficits. Hallucinations and delusions did not correlate with any neuropsychological measures. Some of the cognitive deficits in schizophrenia appear to be state markers that wax and wane with episodes of psychosis, while others are more enduring trait-like features. Negative symptoms seem to be more traits–like than hallucinations and delusions and are less responsive to narcoleptic treatment.

In a study, a longitudinal one this time, Addington & al (1991) found that negative symptoms were related to poor performance on measures of verbal reasoning. Improvement of these symptoms was related to improvements in cognitive functions.

Neuropsychological analysis of positive and negative symptomatology

Frith & Done (1988), hypnotized that a failure to monitor actions internally results in the positive symptoms of hallucinations and delusions, while defects in the initiation of spontaneous actions underline negative symptoms, both deficits being metacognitive processes, that is monitoring or executive systems rather than processing mechanisms.

He links his current model to neuropsychological evidence for two separates routes to action, one that is stimulus driven by environmental events and a second that is self generated (“willed intention,”). More specifically, this model proposes that information about self generated acts fails to reach a monitor system, resulting in the experience of “alien forces,” as in delusions of control, unintended thoughts, the experience of passivity, and other delusions and hallucinations.

The authors suggest that a similar deficit in monitoring one’s own responses can account for anomalies of auditory event-related potential (ERP’s) in schizophrenia. In normal controls, the ERP is diminished when subjects trigger stimuli than when the tones are externally controlled. This expectation effect is attenuated in schizophrenia.

Frontal damage is the basis of both positive and negative symptoms. In their theory, positive symptoms and associated cognitive deficits reflect prefrontal cortical impairments in interaction with the septohippocampal system. Negative symptoms and associated cognitive deficits are due to disruptions in frontal-striate connections.

In 1985, Crow had postulated that the automatist in information processing fails to develop fully in negative symptom schizophrenia. Consequently the behavior of patients with positive symptoms is less influenced by regularities of past experience than is behavior of normal controls.
**Relations of cognitive functions to specific symptomatology**

Two specific symptoms (hallucinations and delusions) have been the subject of a number of empirical as well as theoretical analysis (Persons, 1986; Oltmanns & Maher, 1988; Bentall, 1990).

Regarding positive symptomatology too, specifically hallucinations a number of cognitive mechanisms of these have been proposed, and few principal theoretical approaches were considered by Bentall (1990): - classical conditioning of hallucination-like experiences (e.g. Visual after images); seepage of preconscious mental processes or contents, either thought over arousal or dysfunction in executive controls over access of preconscious processing to consciousness (Frith, 1979); abnormally vivid mental imagery in conjunction with defective reality testing or deficits in imagery with misattribution of those images that are experienced.

A possible explanation of forming and maintain hallucinations is that of the presence of the dysfunction at neural mechanisms, a breakdown in the metacognitive process of reality discrimination, in as the hallucinatory mistake their own internal, mental or private events for external, publicly observable events (Bental, 1990).

It means that hallucinations result from deficits in the ability to discriminate between real and imaginary events.

Misattribution processes accounted for auditory hallucinations as part of more comprehensive theory of deficits in language productions observed in schizophrenia (e.g. hallucinatory experience alien voices, sound or images because of impairments in discourse planning that lead to the experience of unintended verbal images, being implicated not only speech disorganization, but also visual and verbal processing. Improper interpretation of fragmentary sensory/perceptual experiences, leading to hallucinations and delusions and thus directly linking specific cognitive deficits to specific symptoms (Strauss, M.E.).

Regarding delusions, a theoretical link between them and hallucinations was made by Johnson (1988) in terms of reality monitoring, a perspective that builds on the theoretical views of Maher (1988), who proposed that delusions are the product of normal reasoning processes applied to aberrant experience, patients showing at the same time a narrowing of informational area that they use, and a process of illusory correlations between events or information without any link with each other.

From these deficits schizophrenic patients demonstrate an absolute conviction in their delusional ideas. As a conclusion, we can say that this two positive symptoms exposed in these pages have a commune origin, gradually increasing in intensity as the illness is progressing, and from here we can say that it is degradation rather than a deficit.

**Future directions of research**

In spite of the large amount of studies in this domain, an important question still remains regarding the relationship between cognition and symptoms. Cognitive vulnerability markers should be visible before the onset of clinical symptoms, suggesting that the neuropsychological process of cognitive deficits is affecting the ulterior onset of symptomatology. But how close are related cognitive disorders with the developmental pattern of symptomatology? Are these determined by the commune mechanism or this link is an indirect one? When the symptomatology is modifying only the informational processing are all the neuropsychological mechanisms modified?

Most of our information are cross-sectional, measuring differences between chronic and acute patients, this differences may reflect sample biases rather effective changes. To learn weather this changes are parallel with the changes in putative cognitive mechanisms are necessary both longitudinal and pharmacological studies. (Strauss, M.E., 1973, 1993)

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TOWARDS A CHRISTIAN PEDAGOGY

Abstract: the formation of positive traits represents a main objective in the education of the young generation. This is possible only by getting back to the moral Christian values.

Key words: interactive education, moral Christian convictions, moral Christian behavior, religious education

1. The Need for Christian Education

While following the development of the Romanian school one can notice that with each stage of its development it aimed at the formation of a new man, one to refer to a social order. Thus, the school was intended to “deliver” a special type of man. Nowadays we have reached so close to “perfection” and thus, the educational model formed by the school becomes “human goods”. The only answer to the question “why did it come to this de-spiritualization of education” is that education was totally removed from the church.

The ideal of the Christian education is to accede to the formation of a different kind of man, the one raised from the love for man, teaching us a perfect pedagogy. Today, this ideal fades away. The main concerns of the world are of material nature we stumble across “the worldly concern” without having the courage to fight against it. The lack of courage is due to the mistrust in God, the absence of Christian education that releases fear. The nowadays school refers to a much worldly educational approach, it forms a humanist spirit within the child but when he grows up, neither is he able to see God nor can he hear the voice of conscience or listen to his parents. Saint John Chrysostom considers that “evil cannot be eliminated from the world for no parent takes care about his children; the child is not told of the purity of body and spirit, no one teaches him to despise wealth and pride or tells him about the commands from the scriptures”. God made us rulers of the earth: “grow and multiply and rule the earth” but, as well, he told us about the duty to be like Him: “be saints like your father in heaven!”

Although we declare ourselves Christians, most of us live apart from the church. Dazzled by other worldly aspects of life we forget that God has bestowed on us a good and noble soul and that our church is based on the purest Christian doctrine inherited directly from the holy apostles up to nowadays. The lack of Christian education, the abandon of church, the absence of religious convictions and implicitly of moral Christian behavior is the response of a defective education. The spiritual education, the moral-Christian education can fill this gap if it would be brought back to the position from where it was eliminated. The representatives of the modern pedagogy from Comenius and up to Forester insist to convince and motivate of the importance of religious education in the formation of the character. The religiousness or piety is the main challenge that stirs Comenius in his worldly known works such as “Didactica Magna”. He believes that this germ that is to be found in everyone’s spirit can be developed by means of education. He is in consensus with the ideas of St. John Chrysostom who said that “in humans there is no need to bring something from outside but only to expose what he hides itself, to develop and show the greatness of each moment”.

3. The sources of Christian pedagogy

After 50 years of atheism, in which religion was taken out from school, it finds itself among the objects of education as a subject taught by new teachers specially trained in this purpose by theological schools. Although it has been more than ten years we notice that its role is reflected very little in the student’s behavior. Unlike other education areas, religion fulfills an educational role.

The purpose of Christian religion is to form Christian character in the student’s soul. Methods and teaching strategies must differ from those used by other sciences as physics, biology, chemistry, etc. Therefore, philosophy, pedagogy, psychology, following the same educational objective of forming characters, must work together
harmoniously as a whole offering advice and support for religion and religious education.

The Christian-orthodox pedagogy nourishes from the principles given by the catechists and holy fathers, consistent with the most precious traditions from the time of Pantene, Clement of Alexandria and Origen. It is interesting that modern western Christian pedagogy appreciates this first Christian pedagogy of the first centuries and this not by accident. World renowned teachers, bridging the religious subjectivism, prove a sharp sense of observation by supporting the idea that the Christian-orthodox pedagogy is not anachronistic but it is necessary for all disciplines that it works with and is in accordance with the educational requirements of the time.

Christian pedagogy offers a variety of educational means and methods by which to achieve the overall objective i.e. the formation of Christian character. While carefully perusing this pedagogy we imagine, not only with teaching techniques but also with convictions that give us an educational strength and availability mentioned so beautifully by a Comenius or a Pestalozzi who didn’t forget about the Blessed Augustine, Saint Gregory Nazianzus and other orthodox patristic teachers.

4. The interactive character of Christian pedagogy

Analyzing the didactic principles from the history of pedagogy G.G. Antonescu mentioned that “today we wonder why a religious education has so little encouraging effects in school? Because religious education is provided under an abstract form, because we never take into account the fact that religion, like morality, has a normative character, and it is first called out to give incentives to action, an exhortation to work. Therefore, it must put the religion in connection with the student’s tendency to activity, in the sense that the Christian virtues that the student meets with in religious matters, to be applied in life… In this purpose concept of Comenius brings something new”. (G.G. Antonescu, 1930) According to the judgment of the English educationalist John Locke the virtue must have as basis the correct notion of God in the child’s soul. Therefore, the child must learn to show his worship to God each morning with a short and simple prayer to be accessible to his grasp and age. (John Locke 1925) And the British, according to this principle to teach the youth in the spirit of religious education, are consistent today too from the school children to university college students.

Pestalozzi, in turn, believes that religious education should begin during childhood with the first teacher, the mother, and later to develop in school with the application of the specific principles of religious education. He is also the follower of an active school whose superiority lies in the fact that it is not unilateral but contains all de spiritual elements. During the student’s education, the student is participating actively to the process by keeping a spiritual collaboration with the teacher, the work becomes a methodical principle, develops the interest, the will and skill of the student, the learning becomes enjoyable, interesting, practical, intuitive, durable and with finality.

W. F. Foerster admits that Christian education applies the active methods of teaching according to the ideal model offered by Jesus Christ to the world. Keen observer and connoisseur of the reality of human life, He works actively in the idea, sentiment and will so that, through rational conviction, his subjects come to accomplish the good with the participation of their own will. The educational character of the religious teaching must be evident.

5. Specific methods

Always recalling the teachers of the first centuries we must mention Clement of Alexandria and Origen who have sought to deepen the Christian teachings giving them life and eventually share them to their students. Eusebius had noted the formulation of the Christian doctrine in philosophic terms by Origen, giving body and life to faith and penetrating as a true master of souls by means of a clear language, persuasive, warm, forming a Christian elite who have become valuable orators, writers, providing the triumph of Christianity. The method used by them started from the simple perception to actual knowledge of the student using his spirit of
observation and, in the same time, becoming an active collaborator in the process of instruction. But what is most important in teaching the Christian education is the presence of the sentiment of love that the teacher must instil into the soul of the student in all circumstances. The kindness and sweetness of the soul of the old Ambrose had converted Blessed Augustine who has become the Christian light of the church. “Blessed Augustine mentions in his confessions that he began to love this man not as a learned doctor of truth but as a benevolent of his”. (Bulacu Mihail, 2009)

Specific to the Christian methodology is the creation of a Christian background proper to the lesson designed for the same purpose. Coming to the learning range characteristic to other sciences as geography, biology, chemistry, physics, botany, zoology that imply laboratories fitted with all necessary means, the religion lesson requires also elements of Christian spirituality. The prayer is one of those elements that the religion lesson must start and end with insomuch as each Christian work must start and end with a prayer. It represents the first means of religious education that the child must habituate to still from home. Saint John Chrysostom observes the profound understanding of biblical stories through the power of prayer: “the child must learn to pray with ardour and warmth of heart. The child’s soul is delicately formed and the heart is inclined to piety and prayer. Wasn’t Jacob the younger of his brothers while he was praying? The child’s age does not show weariness during prayer…” (Haidacher, 1907) “The Religious teaching involves communication, the infusion of ideas and of facts whose totality is less perceived by intelligence but which touches the heart, the inner life. The knowledge about God has no meaning if the one who knows God is not united with Him, if he does not perceive him as supreme reality”. (W. Zenkowsky).

The religious sentiment of the child and the religious affection of the teen-age finds in prayer the strengthening and lifting required by their hearts. The prayer put up in words or sung represents the indispensable element for Christian education. Zenkowsky appreciates the prayer and Christian singing as the center of the whole education for it opens an efficient path by the participation of the child to the act of learning.

Wilfred Monod regards the prayer as the most faithful interpreter of the heart, lifting it to God. The prayer strengthens the will and supports the success coming from God, wastes the weariness and opens the path to a fruitful activity. The essential element in Christian education is not only the training of senses for gaining of a knowledge of the real life but the stimulation of the sensible abilities of the child, the awakening of positive emotions and sentiments.

We won’t present all methods of teaching of religious knowledge minutely for they correspond in large with the other matters of study but we well describe what is specific to these methods.

Besides prayer of whose steps of unfolding correspond to any memorization, the treating gives us the opportunity to develop a religious subject by analysis and synthesis. Saint Gregory of Nice compares the educational analysis with the procedure of milling of food when we eat, starting from the idea of learning content that he considers to be “nurture of the soul” while teachers mince it into the elements of which it consists. Thus, it is assimilated by the students as the ungrounded food cannot be swallowed by little children. The splitting of the elements of the lesson must not lead to the loss of the subject unity or clarity, but the teacher is supposed to bring light upon everything that is hidden so as to avoid the appearance of errors.

According to Blessed Augustine, the biblical narration or story has the power of forming the faith and of appearance of religious sentiments such as charity, justice, morality, love… In order to gain the anticipated success, the narration must please the audience and the teller in the same time. The content must be inspired from the real life so as to wake the interest, faith, hope and love of that who listens to it. The religious emotions and great decisions are the result of some impressive religious stories. In the fourth century A.D. when the number of teachers increases, the story as a form of education becomes of high importance due to the fact that many children were baptized at that time. “The voice of the heart is considered to be a form of teaching that can move the heart more than anything else and strengthen the will applying the
psychological intuitive and active principle of learning. For the voice of the heart is the only path that can lead us to God“ teaches us Blessed Augustine. Saint John Chrysostom considers narration the most important means of teaching children, this being highly appreciated by the great German, English and also French catechists.

The association is also an important psychological moment in the lesson for it corresponds to the synthesis of taught elements it welds the new and previously taught elements together putting them face to face. We cannot reach to a conclusion referring to a theme without to associate all debated elements in an absolute order so as to build up the whole unity. The association requires the use of abstract concepts, deduction, and generalization.

Without any applicability the knowledge does not have any value no matter how good they would be assimilated and put up verbally. The application in life represents an absolute necessity; it is even the finality of the religious teaching so as Jesus Christ did not separate the ideas and teachings given by the real life but He has discovered to us the truth out from His own example. The observation and practice of the learned facts represents the main idea of education sustained also by the most pedagogical Christians to whom the modern teachers adhere today: “The school inspired from the active idealism makes that the big ideas with beautiful feelings should not remain only within the frame of the Christian ideology but to be achieved also in the social life such as the active integral school of the secular pedagogy sustains”. (Mihail Bulacu-2009)

6. Conclusions

“In spite of the new convictions that the Christianity brought up with, it has modified only in a small degree the forms of the ancient education. Clearly, starting from his ideas about the divine filiation of all men and universal brotherhood, Christianity seems to have contributed to the gradual release of the individual from the boundaries that kept him close to the human groups of the stronghold, nation or race. This offered the human person a holy value that places him above the state and above all the other social authority”. (Nicoleta Simona Martian, 2007) The Christian pedagogy is changing its objective towards the old pedagogy which used to form only a citizen for the homeland into one that forms a citizen for himself, for God. The common paternity of God to all people gradually led to a conception of universal education in which all the differences between class and sex are put aside, all men are considered equal and free. The child, as a gift from God and a possibly would be Saint receives this quality in terms of what he might become through education.

The profound moral finality of Christianity manifests itself by making to look suspicious all material and natural fulfillments of the human kind. If it takes and adopts the ancient educational system it is a proof that the prosperity of the classic culture is used to support the new faith that spreads among human souls and therefore annuls the initial conflict. The ancient culture was subordinated to a moral and religious purpose, thus being made a step forward to the Christian humanism.

The superiority of the Christian pedagogy is confirmed by the patristic model of the first centuries, by the Christian saints and martyrs but also by the modern pedagogy together with its followers who were of so much importance and who sustain the putting into practice of the specific strategies for the formation of the positive human traits.

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The volume *Pedagogic paradigms from the beginings until now: ideas and institutions* describes the evolution pedagogic doctrines constitute, overlooking an identification process of education in different historical periods until Comenius, the first doctrinaire in the education sciences domain. Are analysed the main education forms, from the popular education in China, India, Persia, Egypt, Greece, then in antiquity with the attempt of Platon and Aristotel to configure a learning system coherent and unite. The education in the Middle Age and then the Renaissance prefigured the appearance of some ideas that permitted to Comenius to compile a paradigm of education valid for all the periods and all the times. Further, the author analyses the activity of the main doctrinaires and makers up of education institutions. From the pedagogy separation from the psychology and sociology, until the educational alternatives, are presented lockets of the humanity main pedagogues (J. J. Rousseau, Pestalozzi, Herbart, Froebel, Kant, Key, Meumann, Decroly, Dewey). A special place is occupied by the contribution of the Romanian national pedagogic school, that evolved synchonic with the evolution of european pedagogy, especially after 1900s.

The chapters are then organised on thematics, in the meaning that pedagogy, as an education science, hesitated between „the psychologic pedagogy” (Piaget, Maslow, Vágotski, Dottrens, Rogers, Bruner, Bandura, Goleman, Gardner, Sternberg) and „the sociologic pedagogy” (Durkheim, Moreno, Faure, Delhors, Peretti, Gojkov, Parson, Moscovici). A special chapter presents the romanian craving to make up the national identity pedagogy and also the pedagogic „schools” around the main university centres, which prefigurates a radiography of the romaninan contemporary pedagogy contribution to the development of educational domain.

The volume has two annexes: the first one presents „The pedagogic press from Arad” from the beginnings until now, with foccuse on the interwar period, and the second one is an essay about „The idea evolution of university in the Arad space”.

As for the author testimony, the volume is open to some subsequent interpretations and enrichings, taking into account the ducation dynamic in the social context and the pedagogy craving to delimitate its own borders from the philosophy, psychology and sociology, with the aim to become a genuine education science.

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