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400129 Cluj-Napoca; B-dul Eroilor nr.6-8
Tel./fax: 0264-431920
www.casacartii.ro; e-mail: editura@casacartii.ro



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INSTITUTUL DE PREGĂTIRE DIDACTICĂ
CENTRUL DE CERCETARE ȘI INOVAȚIE ÎN CURRICULUM



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Coordonator:

Prof. univ. dr. **Mușata Bocoș**

Editori:

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Prof. univ. dr. **Mușata Bocoș**

Prof. univ. dr. **Vasile Chiș**

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RELIGION AND RELIGIOUS EDUCATION IN ROMANIAN SCHOOL (II)

CRISTIAN STAN, MUȘATA BOCOȘ
“Babeș-Bolyai” University, Cluj-Napoca

Zusammenfassung

Erziehung ist eine typisch menschliche Tätigkeit, die sich als Ziel die Entwicklung und die Formung der Persönlichkeit der Erziehenden setzt. Diese Ziele dienen der Erreichung einiger klar und präzise festgelegten Ergebnissen, die den Erwartungen und den Perspektiven der Gesellschaft entsprechen sollen. Als Erziehungsmaß, setzt die *religiöse Erziehung*, die Existenz einiger Lehr- und Lerntätigkeiten voraus. Diese Tätigkeiten dienen der religiösen Modellierung des menschlichen Wesens. Die *religiöse Erziehung* ist eine typisch menschliche Tätigkeit, die auf gut überlegte äußere und innere Eingriffe basiert. Diese Eingriffe werden von den Lehrern, Pfarrer, Kirche und von der Familie organisiert, mit dem Ziel, die menschliche Persönlichkeit aus dem Sicht der religiösen Werte weiter zu entwickeln.

Religious education – a necessary dimension of the Romanian contemporary education

Although contested by certain authors because of its identification with indoctrination, religious education imposes itself ever more in the sphere of contemporary educational concerns. There are multiple and various reasons for the reversal of the religious education, starting with promoting the fundamental liberties of people on a large scale (including the right of faith) and ending with the assertions of some of the contemporary cultivated people who consider that religion and religious education are the main means of counteracting the actual phenomenon of alienation, which discards the people from their own human being, from their own essence and mission. Irrespective of the reasons which have generated and are still generating the demand of religious education, school should be able to adequately and scholarly respond to this request.

Therefore, forming the human personality through educational actions realized in and outside school cannot elude the aspects which belong to the religious component, to the part it has always played within the human communities throughout time. In Romanian post-revolutionary society, after regaining the religious liberty, “the need of capitalizing the religious education at a superior level” (M. Ionescu, 2005, pp.5) in practical ways adapted to the new Romanian curricular and educational context is necessary. A primary acquisition

in the theory and practice of religious education is that the basic value, the premise, the result and the sine-qua-non condition in religious education is the *liberty of people*, excluding any form of constraint or submitting.

Religion represents the free, conscious and personal relation of the human being to God, underlain on love and liberty and developed through various forms of paying honor to Him, in private and in public: the prayer whispered or sung, participation in sermons and religious rituals, bringing gifts etc. Religion supposes the existence of a doctrine or of a certain conception about deity and of the relation with it; religion implies the moral which derives from the respective doctrine and the religious cult or the forms through which man expresses his relationship with his own divinity. The common element of all the religions is that their essential characteristic is the experience of the sacredness and the presence of one deity. (M. Bocoș; D. Opriș; M. Opriș, 2006).

Forms of organizing the religious education

In the process of religious education, the messages and the educational influences may be transmitted in formal, non-formal and informal contexts, by creating proper learning environments and learning situations which should generate profitable and constructive learning experiences.

There are various forms of organizing the religious education in and outside school:

1. activities involved in school, in the classroom or outside it, under the teacher's guidance: the Religion lesson (or the lessons related to an optional course offered within the curriculum decided by school), religion meetings, private lessons, educational-religious manifestations, competitions on religious subjects, meetings with religious figures, school celebrations, individual study etc.;

2. activities carried on outside school/ related activities, organized by the teacher or by the representatives of other educational institutions outside school: going to church, camps, viewing exhibitions, shows, films, visiting museums, memorial houses, institutions of superior education from the theological field, trips to monasteries, pilgrimages, conferences on religious themes, meetings within certain Christian youth organizations etc.

In fulfilling the religious education, the accent must be – maybe even more than at other subjects – on the interweaving of all the forms of organizing the activities, so that their educational valences should be capitalized, completed and reciprocally potentate. Thus, we are talking about a system of the forms of organizing the educational activities in studying religion.

Admitting the educational role of Christianity, generally, and of religious education, especially, results even from the presence, within the various objects, of certain contents with religious Christian character or with religious implications, can support significantly the process of religious education.

Examples

- **philosophy** – the work of the Christian philosophers, the interrelations and interferences philosophy-religion, philosophy-religion-science, the role of religion in the development of philosophy, religious philosophy, religious values, philosophical-religious guidelines
- **history** – the evolution, in time, of certain religions and the values promoted by them, the popular religious culture, the church history, religious traditions, church art and culture, the religious factor in politics, religious politics, religious doctrines, religious rites, religious unity, the social active role of the church in community and in promoting culture, religious institutions, religious services, religious minorities, religious confessions, religious ethnic groups, religious crisis, religious expansion, religious films
- **Romanian literature** – Romanian ancient literature, universal and Romanian religious literature, religious literature, religious poets and novelists, religious elements in various literary works, religious poetry, ideological and religious motives, thoughts about religious education, the reflection of certain religious rituals and holidays, literary characters and their religious portraits, the role of certain religious works in elaborating coherent theories about school, education in school and general education
- **music** – church music, various types of music, with religious shades, musical adaptations with religious tints, religious songs, religious chorus, religious dance
- **design** – religious paintings, religious drawings, religious statues
- **civic education/ culture** – membership in a religious group, the role of the religious phenomenon in man's life, the religious coordinate of man's existence, religious liberty, religious options, religious behavior, the right to faith, religious beliefs and convictions, religious experience, religious ideologies
- **geography** – tourist tracks including monuments and places of religious importance
- **biology** – seeing creation as an alternative to the origins of the world and of the people (generational theories)
- **pedagogy, history of pedagogy** – the role of the Church in the educational activities, Christian pedagogues, the role of the lodes of Christian thought in the evolution of education and in the scientific development of pedagogy, the contribution of various Christian authors to the constitution of the educational phenomenon, highlighting the Christian basis of education, the contribution of Christian theologians to conceiving and realizing the educational action, religious phenomena, religious education, religious symbols from public schools etc.
- **form mastering** – approaching various themes with religious character planned by the teacher or requested by students.

Finalities of the religious education

Achieving religious education supposes the exertion of an intentional steps system, carried on according to specific principles, rules and norms and oriented towards achieving certain delimited educational finalities, so it has a theological, purpose character.

As a first approximation we may consider that the finalities of religious education consist in realizing the religious instruction based on religious information and completed by religious experience, by religious practices and behaviors. Therefore the finalities of religious education are delineated especially in two major, distinct plans, which are in interweaving reports, reciprocally conditioned and complementary: the one of religious conscience and the one of the religious behavior.

As a complex educational finality, forming the religious conscience and behavior needs specific instructive-formative long-term, systematic efforts, carefully articulated from the logical and psychopedagogical point of view and also attentively monitored by the educator and by other educational agents.

As a finality with a high general degree, the ideal of the religious education, the same as the ideals of the other dimensions of education represents an abstract construction related to the ideal pattern of religious personality, pattern which man strives to during his entire existence. The ideal of religious education expresses, thus, the necessity of the gradual discovery by the human being of his own divine essence, the necessity of establishing the relation with his own divinity and of his progressively approaching the divinity.

For exemplification we resume one of the multiple definitions of the concept education: ...educating means... raising the child morally and in piety, shaping his intelligence, building an athlete for Christ. Education is like an art, but there is no art greater than education because all arts bring a benefit for this world. The art of education is carried on in the view of reaching the next world. (Ioan Hrisostom, apud D. Fecioru, 1937).

We can see in this context that religious education is seen as a supplementary modeling side of religion which, through the ideal proposed to be attained, transcends the border of the immediate perceptible world and this way it translates its finalities towards dimensions which are much farer from the horizon of the objective existence.

In this context, religious education as a dimension of the educational phenomenon, becomes equivalent, in a great percentage, to recovering man's divine essence from the inside. Seen as a spiritual salvation of the human being, education generally and religious education in particular is placed this way under the empire of certain necessities with non-temporal and absolute value.

Unlike the other dimensions of education, religious education is founded, in its strictest sense, on the double premise of the necessity and possibility of saving the human being through religion. The process of pedagogical derivation, seen as a deduction of the educational purposes from the content of the educational promoted purpose and also of the didactic aims from purposes, makes though very difficult the actual rendering of the

percentage in which the assumed objectives and purposes lead effectively to reaching the aimed purpose.

Generally, the purposes of the religious education start from the fact that, from the point of view of most religions, the sin, as a severe deviation from the religious norms, principles and values, supposes the reunion of two main conditions, respectively the consciousness (the carrying on of the abnormality takes place whereas the respective person, although knowing the prescripts of religion, declines them and contravenes through the steps undertaken to them) and the will (the defiance of the religious prescripts is realized intentionally, with the existence of an entire freedom of decision).

From this perspective, we may say that religious education aims at achieving two main categories of purposes stated above: forming the religious conscience as an ensemble of ideas and knowledge entirely assumed and interiorized which lead to the crystallization of religion as a religious fact and shaping the religious behavior seen as the totality of the attitudes and ways of guidance in accordance to norms, values and canons promoted by a certain religion.

With regard to Christianity, religious education integrates, by the assumed purposes, both steps of instructive (informative) nature and actions of formative nature, intended for the global development of the personality.

Among the activities subordinated to the instructive purposes there are the input of data and information related to events and facts recounted in the Bible or in other works with religious character, highlighting the specific of the Christian religion, the description and explanation of the principles of Christianity and of the content and significance of the main rites and church ceremonials.

The steps afferent to the purposes of formative nature of the religious education are focused mostly upon favoring the appearance and development of faith as a religious feeling. Virtually, we are talking about the totality of the undertaken steps towards forming and shaping certain attitudes and skills characterized by sanctity, about the induction of the habit of thinking, feeling and acting constantly through the prism of values and canons proposed by religion.

The distinction between the religious conscience and religious behavior as religious education objects is a formal one, with classifying value. Both from the religious education point of view and from the one of the religious phenomenon, the two levels enunciated above are reciprocally completed and supposed. For example, especially with regards to Christianity, it is stated that, although facts (religious behavior) are important, they have no value in the deity plan if they are not doubled by a proper intentional support, respectively by faith (religious conscience).

The subtle dialectics of the relation between facts and faith, between religious conscience and religious behavior may also be retrieved, as a result of an attentive analysis, at the level of the objectives specific to this dimension of education.

Thus, the same as for the other dimensions of the educational phenomenon, the objectives of the religious education aim at producing certain changes concurrent in the

cognitive plan (knowing and assuming religious values, canons and settlements), affective-motivational (favoring the manifestation of faith and motivational support necessary to the conformity to norms) and behavioral (assuming skills specific to the religious behavior).

Also closer to the actual level and more specific from the point of view of the content than purposes or ideal, the objectives of religious education integrate elements with a high complexity and globalization degree. Under these conditions, the externalization of the objectives of religious education, their transposition in terms of direct noticeable behavior becomes complicated or almost impossible. Moreover, the essence and specific of religious education make in such a way that there appear pretty long time intervals between the actual instructive-formative sequence and the effective prominence of the achieved results. This is why the capitalization through objectives of the efficiency of this education dimension often proves to be difficult and toilsome.

The difficulties related to the process of materialization at the level of religious education have determined the appearance in the specific bibliography of a certain reticence related to the efficiency of this category of instructive-formative steps.

As regards to us, we consider that the materialization difficulties mentioned above do not decrease the instructive and formative value of religious education. This statement is based, on one hand, on the fact that similar difficulties are to be met also at the level of certain well-known dimensions of the educational phenomenon and on the other hand, they are based on the finding that this resistance to materialization is developed especially with regard to the objectives focused on the formation of the religious conscience.

The integrative approach of the finalities of the religious education, irrespective of their level of generality and of the time interval necessary to their achievement leads to the idea according to which they are focused mostly on the religious dimensioning of the cognitive, affective-motivational and conductible structure of human being, respectively of man's way of living generally.

The content of the religious education

The term of content of education defines, generally, all the information, values and skills which are to be spread through the instructive-formative actions in the view of shaping the personality of the person who is being educated according to the model proposed by the educational ideal of the respective society.

Thus, the content of the religious education alludes to an informational ensemble structured on logical and psycho-pedagogical criteria, ensemble designed for shaping the personality of the students reported to the values and canons of religion, respectively to shaping the religious dimension of man's personality, by forming the religious conscience and the moral-Christian behavior.

Although depending on the specific of the religion it refers to and also on the actual social-historical conditions it is part of, the content of the religious education includes, firstly, knowledge with historical character related to the appearance and

evolution of the respective religion, to its central personalities and to the facts through which they have affirmed and confirmed their belonging to this religion.

If up to this level the content of the religious education includes structural elements that draw it nearer to the comparative history of religions as a scientific discipline, the difference reported to it is due to the introduction and usage of certain specific instructive-formative contents. The proper approach of the content of religious education needs, due to its complexity, taking into account a double distinction: on the one hand the distinction between sacred and profane, and on the other hand, the one between the explicit curriculum and the hidden curriculum.

The categories of sacred and profane are used from two different perspectives. According to the theory promoted by E. Durkheim, the partition of the world into two spheres, the sacred one and the profane one, constitutes the basis of any religion. From this perspective, the sacred appears and develops only within the society and rejoins a set of beliefs and rites religiously deferred and capitalized. Reported to these, the other areas of the social reality are seen as profane and worshipping the sacred, become in time anonymous and impersonal, is eventually the modality by which the individual loves and treasures his own society.

Unlike this perspective, Mircea Eliade asserts that the sacred and the profane belong to the essence of the human nature itself and not to the mechanisms of generation specific to a certain society. The intimate ontological structure of reality would include, thus, the differentiation between sacred and profane as a main premise. The genesis of the sacred is explained (according to Zamfir, C., Vlăsceanu, L., pp. 513, 1998) by the religious nature of man and in the relation sacred-profane the only possible trajectory is the one from the sacred to profane, trajectory that wears naturally the actual shape of unsacredness.

From this point of view, through its content, through the spread information and values, the religious education would have the task of familiarizing progressively the student to the beliefs and rites of the religion of reference and also of “retrieving” the sacred dimension of man’s existence and favoring and emphasizing the movement of ascension of the contingent towards the divine, transcendental dimension.

We specify in this context the fact that analyzing the distinction sacred-profane, Rudolf Otto states that this differentiation is not important by itself, but only if the rational and irrational components of the sacred are emphasized, respectively the essence that remains as a result of eliminating the ethical content of the sacred category.

A second differentiation becomes thus useful. It is necessary to set the analysis of the content of religious education under the sign of this differentiation, analysis between the explicit curriculum and the hidden one, as we were stating above.

The explicit curriculum is characterized by its quantifiable and noticeable manifestation in various school documents of objectifying the educational content. In other words this type of curriculum rejoins all the information and values included in an explicit manner in the curricular planning and intended for realization through the didactic purposes and objectives.

Unlike the explicit curriculum, the hidden curriculum appears as a result of the existence of a series of collateral educational influences derived from the actual instructive-formative action, influences which produce, depending on the personality structure of the student and on his provenance environment, reorganizations of their cognitive, affective-motivational and behavioral system.

We specify that by its own nature, the effort of achieving the finalities specific to religious education, although constantly based on the structure of the explicit curriculum, gets a whole fulfillment only through the shaping actions that appear as a result of the existence and manifestation of the hidden curriculum.

Synthesizing, we may say that, due to its specific, the content of religious education is selected, organized and concomitantly structured on two main axis or dimensions: the one of the sacred-profane report and the one of the relation between the explicit curriculum and the hidden one.

We are talking about the fact that, under the roof of the content of religious education various values and knowledge are rejoined, some of them having purely religious character and others belonging to the morals of profane nature, some of them designed in an explicit manner for the curricular planning and others resulted as a consequence of the personal experience of the student and of his various relations with the social-cultural environment.

Generally the content of religious education includes data regarding the historic, the appearance and the development of the reference religion, the canons and values it is based on and it also promotes for observance, the essence and significance of various religious practices or ceremonials etc.

The constituent elements of the content of religious education rejoin thus in an often symbolical and metaphorical way, information, knowledge, values, canons and settlements considered to be able to allow the emancipation of the divine essence of human being and its getting to a superior spiritual level.

From this perspective it becomes obvious that religious education subordinates its content on the one hand to ensuring the understanding of the essence and symbolism of various religious rites and ceremonials and, on the other hand, to individual's preparation for facilitating a proper participation in the various religious ceremonials.

We specify that through the spread content, religious education aims at forming and shaping a religious personality, beyond transmitting some punctual information. It respectively aims at forming a human model characterized by precise religious beliefs, strongly anchored in the belief specific to the respective faith and who constantly develops behaviors and attitudes in accordance to a religious ideal assumed by his own will.

The characteristics of the contemporary society have determined significant changes in the content of religious education which, nowadays, surpasses the status of a simple prescriptive-reflexive conceptual ensemble of mystic nature. The content of religious education, although based in a great percentage on the works considered to get

benefit from the attribute of sacredness, includes, beside the main religious books, various artistic, literary or plastic works that present instructive-formative valences useful to the process of progressive forming and shaping of the religious conscience and behavior.

Nowadays religious education, although keeping on as a final purpose the salvation as an exonerating act, contributes through its content not only to man's approach to religion and faith, but also to the approach of the church to the existence and daily problems of society and man. In this context we have in view that religious education aims at unifying, under the wide roof of faith and transcendentalism, the moral, aesthetic, religious, social and cultural values and canons, aiming thus at the global harmonization of man's existence and, implicitly, at man's better integration in the life of the community he belongs to.

The specific and the principles of achieving religious education

By its own nature, religious education supposes a permanent oscillation of the instructive-formative steps between intellect and emotion and, many times, it supposes even a subordination of thought reported to faith.

Speaking about this aspect, Ignacio de Loyola said that, from all types of sacrifice, God loves most the sacrifice of reason. The precariousness, very natural, of the facts and of the evidence that can be called by the religious education needs, in most of the cases, the appeal to abandoning the positive knowledge, based on coherent direct experience.

Although most of religions and especially the Christian one include the cognition as a main activity (*Christianity is full of inducements like "knock and the door will be opened", "search and you will find what you were looking for", "truth will set you free"*), achieving religious education often implies the primordial need of accepting the sacred in the name of faith reported to its acceptance on the basis of rational knowledge and of the direct empirical proofs.

We specify in this context the fact that the primacy of the sensitive-motivational dimension upon the cognitive one in the case of religious education is not an absolute one. Faith and intellect, thought and feeling do not represent at the level of human existence reciprocal-contradictory and exclusive coordinates, but complementary dimensions which ensure the wholeness of the human being if they are combined harmoniously.

Due to this fact, religious education, irrespective of its actual ways of fulfillment (*presentation with religious character, reading and explaining certain sacred texts, giving certain significant religious examples with model value, individual or collective prayer, familiarization to various religious rites or ceremonies, conversation based on certain literary or artistic works which disclose the sacredness dimension etc.*) implies the observance of all the didactic principles already consecrated.

For example, irrespective of the register, mostly cognitive or sensitive-motivational which the actual steps of achieving religious education are based on, there are canons such as the one of students' conscious and sensitive participation in the lesson or the

one of deferring the age or the individual particularities of the students which are still globally valid principles.

As the basic didactic canons also keep their validity and consistency in the particular case of achieving religious education, no less present are the methodology norms of projecting, organizing and carrying on the instructive-formative activities afferent to achieving the purposes it sets.

The efficiency of achieving religious education is though conditioned in a great percentage, besides taking into account the general canons of didactics, by the observance of the particularities imposed by the specific and nature of this dimension of the educational phenomenon.

Although important, elements as the stages of the intellectual development or the leveling character of student's moral development are not enough for ensuring the optimal carrying on of the activities specific to religious education. We consider necessary for this the following two types of steps: the adaptation of the already famous didactic principles to the particularities of the realization of religious education and their reduplication with action principles specific to this dimension of education.

The adaptation of the already famous didactic principles to the particularities of the realization of religious education shows the necessity of adapting the content and the prescripts launched by them to the specific of the reference religion. For example, *the principle of keeping the leveling character of student's intelligence and moral development* supposes the processing and pedagogical adaptation of the concepts and behavioral prescripts supposed by the religious education at the level of their development. The abstract character of most of the concepts and norms which religion promotes need, maybe in a higher degree than other educational objects, the observance of the principle stated above.

Ignoring the leveling of development and asking the small pupil to understand phrases like "God is at the same time intellect, feeling and will" or punishing him drastically for having not internalized yet certain religious canons means placing him in an externalization report with the essence of religious education itself and distancing them from religion and faith, fact that could be difficultly edified later. The pedagogical tact and mastery are to be identified in this context with the capacity of catching the student's cognitive and sensitive-motivational availabilities of the moment and of permanently adapting the content of religious education (concepts, values, canons) reported to these particularities.

A similar adaptation knows in the case of religious education, the *intuition principle*. The high level of abstractization and generalization of most of the contents of religious education makes the observance of this principle to be more than necessary. We mean that the instructive-formative steps specific to religious education frequently need to call the repertoire of symbols with religious character (icons, warship objects etc.) and the faith facts shaped suggestively, elements with a great suggestive power and which offer the students an intuitive support in their efforts to approach the transcendental and sacredness.

Related to this aspect, C. A. Teodorescu, quoted by C. Cucuș, stated that intuition should not be reduced to its external dimension, to its sense of highlighting something in a purely sensitive, visual, auditory, tactile etc. way. External intuition must be, especially as regards religious education, doubled by the internal intuition of forming and shaping the feelings, “of transmitting feelings and this point represents the most valuable part of all religious education” (Teodorescu, C.A., 1990, pp.52).

As valuable as this seems to be, in the context of religious education, the adaptation of the principle of student’s active and conscious participation in the lesson, we have in view that the efficiency of the religious lessons may sometimes be expressed in terms of ensuring and facilitating certain religious genuine experience of the students.

Both faith and religious behavior suppose the continuous association of the undertaken steps with certain intentions of transcendental nature and starting certain intimate inducements towards the sacred dimension, inducements which wager on the subject’s deliberate and profound focus on them. The principle of conscious and active participation is equivalent in this context to the main way of avoiding the transformation of religious behavior into habitual unsacred behavior and of the prayer as an act of faith into reciting by heart certain sentences emptied of the essence of their content.

We might add to the principles mentioned above (according to Cucuș, C., 1999, pp.189-195), in the case of religious education of Christian nature, three more principles: *the ecclesiological principle, the histocentral principle and the principle of autonomy and observance of the individual’s liberty.*

The ecclesiological principle expresses the necessity of subordinating the knowledge, principles, norms, values and behavioral patterns transmitted through religious education to the general idea of love, devotion and respect for church as a depositary of knowledge, traditions and practices specific to Christian religion.

The histocentral principle, as a principle specific to Christianity, requires the building of a whole edifice of religious education round Jesus Christ’s personality, facts and instructions, the perspective opened this way being emphasized regarding to the sense of life and to the way of attaining salvation as a supreme and final purpose of human existence.

The principle of autonomy and observance of the individual’s liberty converges towards the essence of Christian religion itself, which lets faith and living in the spirit of Christianity to be each individual’s own choice.

Genuine assumption of the values and principles of Christianity can only be achieved from the inside, as a result of voluntary personal membership. Achieving religious education will be thus subordinated to this principle, aiming not at imposing by constraint a certain attitude reported to divinity, but at helping the student realize certain internal clarifications and make his own choice for believing in the thesis, values and principles proposed by Christianity.

The ensemble of the principles mentioned above regulates in a unitary, coherent and convergent manner the modality of effectively achieving the religious education. The

efficiency of the instructive-formative steps undertaken under the aegis of religious education is conditioned by the observation of these principles at the same extent, by becoming aware of their flexible character and by adapting them to the specificity of various actual educational situations.

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SOME METHODOLOGICAL PRECONDITIONS OF RESEARCH, SHOWN IN THE FIELD OF ETHICAL RESEARCH

MUȘATA BOCOȘ, DORIN OPRÎȘ, MONICA OPRÎȘ
"Babeș-Bolyai" University, Cluj-Napoca

Zusammenfassung

Erziehung bietet, als Prozess der großen sozialen Komplexität, einen unbeschränkten Bereich für Wissen und wissenschaftliche Forschung. Wenn die Bildungsforschung, als ein Typ der menschlichen Interaktion bezeichnet wird, bedeutet sie die Generierung eines Verhältnisnetzes zwischen dem Forscher, dem geforschten Problem, den Subjekten der Forschung und der experimentellen Umgebung. Die pädagogische Forschung hat seine eigene Ziele, und zwar pädagogische Handlungen, die, wie auch Emile Planchard zeigt, dominiert, determiniert, orientiert, modifiziert, oder falls es obligatorisch ist, in der Forschung unterdrückt sind. Die pädagogischen Handlungen beziehen sich auf alle Sachen, die zu den bedächtigen Änderungen in der Bildung und Erziehung beitragen und die die Effizienz der Bildungsaktivität beeinflussen.

Die Ausübung der pädagogischen Forschung kann auch zu Konflikten führen, einerseits zwischen der Pflicht des Forschers: die intellektuelle Freiheit zu promovieren, zu der Entwicklung der Forschung beizutragen und dabei einfach ehrlich zu sein, andererseits der Pflicht, nur die Subjekte des Wissens zu untersuchen.

As a process of a great social complexity, education offers an unlimited field for knowledge and scientific research. Analyzed as a type of human interaction, educational research implies the establishment of a network of relationships between the researcher, the researched problem, the subjects of the research and the experimental environment. The pedagogic research has *its own object*, respectively pedagogic actions or matters which, as Emile Planchard shows, are dominated, determined, oriented, modified or, if it is the case, suppressed within the research. The pedagogic matters and actions refer to everything that contributes to the deliberate, intentional changes in education and influence the efficiency of the educational activity. The practice of pedagogical research can generate conflicts, on one hand, between the researchers' obligation to promote intellectual freedom, to contribute to the progress of science, to be just, honest, and, on the other hand, to treat only the subjects of knowledge as well as those to whom the knowledge is distributed.

Ethics is the science which studies the proper actions, through several preliminary moral principles and standards, analyzing the relationships between people. It formulates principles regarding the way in which we should behave toward our fellows and toward ourselves. The explicit or implicit principles that a person has reflect this person's beliefs

and values. These beliefs and values have been acquired until a certain moment and direct the person's actions, helping him to make the final decision regarding the ethical aspects; more exactly, to make analysis and evaluations. Based on these principles, final decisions are made on the matter of ethics; that is, important judgments are made.

Irrespective of the status held – that of researcher or of test subject- each person has both rights and obligations. The persons involved decide how they will act and they take full responsibility for their actions. Thus, it can be said that organization and the management of an ethical research imply a certain development and can be better described as a **process for ethical balance**. It is not at all a simple process, which could be organized and carried on easily. On the contrary, it is a delicate process, which must be attentively planned and realized. It supposes certain projections in the mental, internal plan, projections related to providing the proper modalities of interaction between the people implied in the research, by joining attentively the variables. In a final analysis, the researcher is the chief responsible for the ethical quality of the research practice and its effects, for the ethical approach of the participants in the research and of the recipients of the research. The researcher, as a psycho-physical and moral person, interferes directly on the test subjects. He assays the subjects as “fit” or “unfit” for situation in which they find themselves and their need for development, adapting the interpersonal relationships, even suggesting changes (A. Neculau, 1999).

Another important aspect regards the relation between the analytical capacity of the researcher and the research ethics. The competency of projecting experimental steps and also the capacity of analysing the didactic strategies develop gradually, so that in time the teacher becomes able of noticing and of learning by noticing, as Marcel Postic and Jean-Marie de Ketele say (1988). The ethical balance must be respected by the direct participants in education, and also by those who have obligations regarding the spreading of knowledge and the social general process. There is a **social ethics** and this requires from every man to interfere, as much as one can, in acts of ethical acclimatisation.

In the present study we aim to configure the ethical implications of the research from the field of religious education, with exclusive reference to Christian religion. In what the pedagogical research from the religious education field is concerned, the problem of ethics is attributed with social connotations and also with religious ones: the man is God's image and likeness, and his soul values more than all the material things from this world. From this perspective, **the relationships with the self and with the others** must be based on Christian foundation, which excludes attitudes such as: deceiving, pharisaism, lying, indiscretion, manipulation, and moral stigmatization, which may appear in pedagogical research, based on the lack of morality.

The research in the field of education, in general, has the advantage of being interpretable, in the way that both the researcher and the test subjects are part of the same reality. These research can have negative connotations if the researcher, lacking ethics and the exigency of the professional code, influences persons, groups, getting even to manipulate attitudes.

Moreover, we are going to approach the main aspects concerning the ethics of the pedagogical research, organizing them into three categories according to the corresponding research stages.

➤ **Ethical aspects during the preliminary stage of the research**

For the attainment of the design of the pedagogical research in the field of religious education, a first ethical aspect is connected to the choice that needs to be made regarding the theme of the research. This must jeopardize neither the level of understanding the Christian teachings, nor the religiousness of the tested subjects (e.g.: the use of some learning methods, in approaching the contents from the area of the Christian teachings connected to faith, can bring forth doubts in the students' souls; doubts which may interfere in their faith and, implicitly, in their religious life).

The identification of the area of interest is followed by the operational formulation of the problem, the establishing of the relevant variables, the identification of the means for the subjects' selection and observation. Before taking new steps in the research direction, **a special ethical check and evaluation is required**, by getting answers to the following questions: *"Is this research projected well enough?", "What are the risks that it involves for the subjects?", "Does the research control properly these risks through the usage of procedures such as: the instruction, the elimination or the reduction risks of the physical injury risks?", "Are anonymity and confidentiality ensured?", "Were there measures taken in order to obtain the tested subjects' approval, them being aware of the situation?", "To what extent is the subjects' religiosity affected?", "Are the Christian teachings influenced?", "In what way are the social relationships between the tested subjects influenced?"*.

By checking and evaluating the research in this way, the identification and correction of the potential ethical problems is possible. After completing the preliminary stages, the re-evaluation of the ethical problems, and, if necessary, the re-evaluation of the project from this perspective, appear as a necessity before it is put into practice.

The researcher has the right, in the perspective of the investigations that are considered, to **ask questions and raise problems**, to look for answers, to have as target the personal evolution in the scientific research. In the same time, he is responsible for preparing the research, including the ethical point of view, for solving the conflicts that may occur and for establishing an ethical equilibrium, before the data is gathered. On the other hand, an important ethical principle emphasizes that the subjects have to agree to be included in the experiment and to collaborate with the researcher, in the circumstances in which they are informed correctly and completely about the objectives of the research, about the way it develops and about the possible dangers and risks, in order to make decisions objectively. Keep in mind the fact that **the instruction of the subjects in regards to what the research is about is not absolutely compulsory**, except for the situations when several dangers and risks may appear.

In the circumstances in which the pedagogical research has as a main goal the observance of the tested subjects and the evaluation of their behaviour, according to some

independent variables, it is not recommended to instruct them about their participation in a pedagogical experiment.

From the pedagogical research that needs the subjects' approval we can mention:

- the implementation of the new schooling programs in the developmental educational institutes with considerable differences from those already existent; situation which may lead to several difficulties during the national evaluation or during examinations.
- the analysis of some didactical aspects which involve extracurricular activities, and that, implicitly, require additional financial and time efforts etc. (in this type of situations we may need even the parents' approval).

In the religious educational field, **the activities which may lead to the students' moral stigmatization cannot be part of the pedagogical research**, as these may have repercussions on the students' education because *"it is dangerous for the further development of the students who are separated from the tradition of the others"* (D. Muster, 1985, p.44). In such situations, the following question may appear in the students' mind: Is Christianity the religion of love, of man's equality in front of God or is it the religion of their distinctiveness having as basis several criteria?

➤ **Ethical aspects in the main research stage**

The main research stage implies the contact with the subjects for a longer period of time in comparison to the other stages of the research so that the ethical aspects will involve, especially, the relationship between the researcher and the tested subject.

The protection of the tested subjects from any physical and psychic harm is part of **the researcher's responsibilities towards the subjects**. Not only the development of the subjects must not be influenced, but their human dignity must be respected, their developmental process must be influenced positively. The research subjects are, above all, people with qualities and faults, ideas, feelings, aspirations, convictions which must be respected and oriented to a positive and desirable way.

When it is noticed that the research has negative influence on the subjects, the researcher has the responsibility to identify them, to remove them, to correct them, taking into consideration their effects on long and short term (for instance, the subjects involved in a research concerning their relationship with their parents, may be unsure at the beginning, aspect which may have consequences on the honesty with which they answer the items). Also, the researcher has to anticipate and prevent some secondary effects of the research, effects which may appear in time, including after the pedagogical experiment ends.

The permanent updating of the students throughout the research is often necessary, as the comprehensive description of the way in which all the investigations develop is not possible before they are put into practice. The updating of the subjects is a procedure through which the information, omitted or wrongly presented, is given to them.

Throughout the research, **the subjects must be treated with consideration, empathy**, without allowing this aspect to interfere in the results of the psycho - pedagogical experiments.

Besides the aspects concerning the relationship researcher - subjects, an important role must be given to the coverage of the requirements used for establishing the samples that are necessary, and to the preservation of the researcher's identity, aspect which refers to his responsibility to represent himself with fidelity. Identity and affiliation could interfere with the decision of some people to participate in the research and it could be considered relevant for the enunciation of an informed approval (F.C. Dane, 1990). The research that takes into consideration the relationship teacher-student is a good example; this research was proposed by a teacher who has, in the same time, an executive role, such as that of headmaster.

➤ **Ethical aspects after the finalization of the research**

The researcher's ethical responsibility does not end when the subjects' monitoring ends or when the process of data gathering ends. Even if there is the possibility that they are never to meet again, the researcher must treat the subjects in an ethical way.

Thus, an ethical principle claims **the subjects' right to intimacy**, perceived not only as external expression (the time that spent in a certain way without having any interruptions), but as an inner or personal expression; that is, the right to personal thoughts or to a "*private personality*" (W.J. Ray, 1992, p. 349). Accordingly, the warranty of the subjects' confidentiality and anonymity is part of the researcher's responsibilities.

The research ethics calls for collecting and interpreting data through scientific validated methods. Beside the classic methods generally used in the scientific research, the researcher may also use personal methods but only if they are scientifically confirmed. Thus, P. Rateau considers that "*although practice in research allows the researcher to interpret, to amend the rules and to distinguish himself, of course the method is the one to occupy the forestage. The scientist may be compared to a musician: before interpreting his own way the works of the greatest composers, he must have assimilated all the melodic and rhythmic rules. Art, like science, can not avoid the technique*" (2004, p.16).

The methods of the experimental pedagogy can only be used if these insure the anonymity in the research results that regard the child's soul. The confidentiality principle demands that the research **should not to disclose data about the identity of the subjects** or private data that belongs to the subject, without their approval.

The anonymity principle demands that **the identity of a certain subject must be kept separately from its personal data**; nobody, not even the researcher, has the right to uncover the identity of the participant subjects' or to make connection between their identity and any other items of information concerning the research in which they were involved. In practice, in order to respect this principle, it is recommended to avoid collecting data or possible means of identification (addresses, clues about their jobs, symbols etc.) or to use numerical codes, which may lead to the subjects' identification. A subject is considered anonymous if he cannot be identified based on the information received, no matter how solid the information is.

The majority of the pedagogical research is elaborated in an experiment that uses a controlled group, fact which implies certain ethical aspects connected to the fact that the

subjects who were part of this group did not benefit from the advantages of the independent variable introduced (for instance, the use of methods that required active involvement). If the experiment did not use the 'rotating factors' technique, **the researcher has the responsibility to present this novelty to the controlled group**, too, under the limitations and difficulties of the impossibility to reorganize some experimental aspects with this group. These negative aspects may be eliminated by using some research methods including with the experimental groups and controlled groups, even from the beginning.

The adequate/appropriate and correct analyses of the data contribute also to the maintenance of the necessary ethical balance of the research. They are not only instruments used to give meaning to the collected facts and information, but also intrinsic elements in the act of ethical equilibration. A data analysis which is adequate/appropriate and correct implies more than a simple contribution to knowledge; it also requires the behaviour towards the others according to the ethical laws. **The research results** may be taken into consideration by other researchers who can fundament their *modus operandi* on them. If the analyses are not correct, they will not be used as a fundament of future research and, furthermore, they can develop into negative factors or error factors for other researchers who will invest time and energy in vain into these erroneous primary researches.

The participation in the research should be a learning experience for all of those involved: the researcher enriches his knowledge about the particular educational phenomenon investigated as well as his professional experience, and the participant subjects are offered circumstances for a better self-awareness. In order to fulfil these aims, the researcher can discuss with the test subjects and can, personally, give them research accounts.

The analysis and dissemination of the results must be done with true openness, sensitivity, honesty, accuracy, and scientific impartiality. The dissemination of the research results and their usage by the wide public is more complex than their dissemination towards the participant subjects. This happens because the way the public uses these investigations cannot be controlled by the researcher. Rigid ethical rules cannot be formulated in this context; it is necessary to respect the *ethics of the situation* which is due to establish what is acceptable or not, in that certain research context. However, the implementation of research in a certain field implies the obligation to avoid negative influence on that science. At the end of a research, it can not be enough only the establishment of its positive results because the ethics calls for the fact that all the effects of certain subsequent actions, determined by the research, to be positive. Of an equal importance is the analysis of the relation between the results and the circumstances. G.E. Moore says that *"in order to consider that an action is generally a means for getting the good means not only thinking that it generally produces something good, but also that it generally produces the greatest good allowed by the circumstances"* (1997, p.129).

The coordination of debates to which the researcher should invite all the interested fractions is recommended, to the extent to which these debates are necessary and,

even, possible. In other situations developmental studies may be organized, through which some problems concerning the research can be detected in advance. When the investigations might lead to conflicts that are connected to the educational policy, the educational management, etc., it is useful to confront the different aspects and implications, to consult the relevant parts and to make readjustments in the research design.

As a corollary of the remarks referring to the ethics of the research in the religious educational field, we bring forth the researcher's obligation to promote a scientific knowledge, based on an organized research that is managed ethically, and that does not have a negative impact on the studied field.

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THE CURRICULUM FOR PRIMARY SCHOOL. MONO-DISCIPLINARY OR INTEGRATED APPROACHES

LENUȚA POPOVICI, VASILE CHIȘ
"Babeș-Bolyai" University, Cluj-Napoca

1. The concept of curriculum

One of the tendencies of development of the didactics in the last decades falls into a new framework of concepts and approaches that brings about changes in contemporary education. This deals with the interest that is invested in the curricular integration, a curriculum centered on integrated activities in the context of the development of a new educational paradigm.

Recent studies describe curricular integration as an innovative means of curriculum design that is based on the didactic syntetisation and organization of information from different areas of knowledge, so that the learners may acquire a coherent, unitary vision of the real world.

For a better understanding of the concept of integrated curriculum we will begin with the concept of *curriculum*.

The curriculum is regarded as one of the key concepts of contemporary pedagogy, (C., Birzea, 1993), that comes from Latin, where the term "curriculum" has several but relatively related meanings: "run", "race", "itinerary", "path", "glance", "briefly", thus the contemporary meaning most used: itinerary, life path or career ("curriculum vitae").

Since its first appearance in the field of education, the concept of curriculum is one of the most controversial concepts in the educational theory and one of the most ambiguous in the educational practice (M. Bocoș, D. Jucan, 2008). Thus, it has been accepted, rejected, modified in various ways, misinterpreted and misused, generated a trend, a.s.o.

The change of direction in the field of education took place during the second half of the XVIth century when, under the influence of ideological and social movements in Europe, there was a standardization of university study topics (D. Hamilton, 1989). Thus, the first mention of the term is found in 1582 in the documents issued by the University of Leida (the Netherlands) and in 1633 in the documents of the University of Glasgow (Scotland), as the authorities' response to the great university autonomy.

The initial meanings of the concept were those of contents of learning, plan or learning syllabus, itinerary, compulsory study or learning path. The term curriculum reappears in the USA in the XXth century and carries this primary, reduced meaning of contents of learning

in an instructive-educational situation with clear boundaries in time and space. However, many wished that the meaning of the term passed beyond the contents, plans and programs that represented something static, quantitative and susceptible to be transferred to the learners thanks to some rigid finalities.

In his work „The Child and The Curriculum” (1902), John Dewey, educational scientist and philosopher, marks an important moment in the consecration of the term. According to his work, the curriculum is focused on the child which becomes „the sun around which all the pedagogical devices revolve; it is the center that organizes all these devices” (J. Dewey, 1977, p. 123). For the purpose of theoretically substantiating his theory, Dewey introduces the phrase „learning experiences” of the child, organized by the school, together with the group of educational disciplines provided and studied and suggests the complexity, amplitude and dynamic nature of the curriculum as an educational reality. The phrase learning experiences were later on adopted and used extensively in organizing the concept of curriculum. It suggests the complexity, amplitude and the dynamic character of the curriculum as an educational reality. In this book, John Dewey put forward the idea of the curriculum focused on the child, which would allow the child to use what he had learned in school and during the school activities in routine daily activities, the daily experience. He suggested that the area of the curriculum should contain not just the information but also the educational strategies that would assist their acquisition.

John Dewey’s contribution is important from the curriculum perspective because:

- The curriculum is perceived as an exhaustive reality that is dynamic, retroactive and proactive;
- The curriculum represents an interactive process between the educator and the educatee;
- It predicts closeness between the educatee (the child) and education (curriculum).

After nearly two decades, the American Franklin Bobbitt, in his work "The Curriculum" (1918), provides new meanings to the concept and includes in its area of influence the entire learning experience of the learners, that is both formal activities that take place in the educational environment and the ones happening outside school, that have been designed and planned in school with the aim of accomplishing a global, integrative education.

In this context, the curriculum is seen as:

- A complex of concrete experiences, both direct and indirect, that result from the effective performance of skills both present and prospective of the individual;
- A complex of explicit learning experiences, utterly direct, conceived and predicted by the school to develop existent abilities and to complete them with new ones.

The American Ralph Tyler marks another important moment when he published in 1949 the book entitled "Basic Principles of Curriculum and Instruction". He is regarded as the first educational scientist who has elaborated a modern formulation for the theory of curriculum. The concept had been configured with a focus on the scholastic institution, on its autonomy with regards to curricular creation. In this respect, Tyler claimed that this

implied four actions that could be applied in the following hierarchical order:

- Drafting the learning objectives, that is the educational objectives of the educational process;
- Selecting the learning experiences and the contents that have formative characteristics in accordance with the formulated educational objectives;
- Determining the organizational methodologies for the learning experiences according to the selected methodologies and contents;
- Evaluating the results of the teaching activities.

After 1950 we notice a focus of interest for the curriculum in countries like Great Britain, where the affinity was immediate and total, Germany, the Netherlands and Scandinavian countries. Meantime, certain countries with strong background in the theory and educational practice, such as France, Belgium, Switzerland, Italy, Spain, had remained indifferent or even reluctant to the idea of curriculum, and USSR firmly rejected it by labeling it as bourgeois, revolutionary, decadent, etc.

In time, due to several consolidation processes, we find two senses that use the concept of curriculum, and they are:

a) *The narrow, traditional sense*, according to which the term curriculum presents similarities with the term of contents of learning (reflected in the scholastic/academic official documents that plan the contents of teaching);

b) *The broad, modern sense*, according to which this concept is an integrative one in relation to other dimensions of the educational process: educational objectives, teaching contents, teaching, learning and evaluation strategies.

By the end of the XXth century, the research areas on the curriculum focus around two major terms: the teaching discipline and the study program.

Starting from these terms, various definitions given to the concept of curriculum revolve around the following aspects (M. Bocoș, D. Jucan, 2008, p. 109):

- Learning experience;
- Objectives, contents and their relations;
- Contents;
- Its axiological and prescriptive dimension;
- Design nature;
- Design nature and the necessity of its implementation.

For each of the above mentioned aspect we can identify various definitions provided by pedagogy specialists such as J. F. Kerr (1968), R. Doll (1988), G. Mialaret (1979), D. Walker (1990), L. D'Hainaut (1981), A. Glathorn (1987), C. J. Marsh and K. Stafford (1988), Al. Crișan (1994).

Currently, even if the needed opening took place especially after 1997, there is no definition and a unanimously accepted operationalization of the concept of curriculum.

The Romanian pedagogy specialist Miron Ionescu drafted an operational framework for the concept of curriculum. Thus, „the curriculum is theory and practice that articulates in a systemic manner all the many and complex interdependencies between the

content of teaching, operational objectives, instruction strategies in school and outside school (in both formal and non formal contexts), evaluation strategies of educational activities. The curriculum refers to the educational offer of the school and it represents the system of direct and indirect learning experiences provided to the learners and experienced by them in formal, non formal and even informal contexts.” (M. Ionescu, 2007, p. 131).

In conclusion, we present a synthesis of the stages of evolution of the concept of curriculum (S. Cristea, 2000), which can be defined in the following terms:

- the traditional stage: the curriculum means „official course”, organized in a specialized educational environment (school, college, university), that tends to keep up with the structural changes brought about by the social level;

- the modern stage: the curriculum means pedagogical project, organized by correlating objectives/disciplines in the classroom with the direct and indirect learning experiences of the learner even beyond the school environment (Dewey, John, 1902; Bobbitt, Franklin, 1918);

- postmodern stage: the curriculum means pedagogic design, organized on principles that highlight the utmost importance of established objectives, that determine the choice of certain learning experiences, organizational strategies of learning and evaluation means of the results (Tyler, R. W., 1950).

The postmodern stage marks the continuous evolution of the concept of curriculum based on the technocentric pedagogical thinking trend which values the progress recorded in the field of cognitive psychology and differential didactics whose progress are mostly engaged in the design activity and in the creation of a full learning model, applicable to a social scale in all educational institutions and environments (Cristea S., 1997).

From this perspective, the postmodernity of the curriculum could be highlighted conventionally on three periods of evolution:

- years 1950-1960: the curriculum represents all the programmed activities that are the responsibility of the school for the development of the learner’s personality, from an individuality, psychological and social point of view;

- years 1960-1970: the curriculum represents the design system for the educational/didactic activities that ensure the transition of the syllabus and learning plans into actions of the learners – which aim to acquire certain values defined in objectives – and actions of the teachers – which aim to continuously improve the teaching process according to the macrostructural goals assumed at the level of educational policy (Encyclopedia of Educational Research, 1969, pp.275-276);

- years 1970-1990: the curriculum represents a design and development system of the educational process in the context of social values defined as „new educations”, that aim to integrate and capitalize fully on all contents/resources (intellectual, moral, technological, aesthetic, psychophysical) and on all learning forms (formal, non-formal, informal) for the permanent development of the human personality (Văideanu, G, 1988).

2. Disciplinary knowledge versus transdisciplinary knowledge

2.1. Defining knowledge

Contemporary life, its complexity and the technical progress demand an operational analysis of the educational act. Education is based on a universe of values that provide meaning to the human existence. The role of the educator passes through essential transformations. From teachers they become assistants and their real role consists in organizing the learning environment so that it produces reasons for permanent action of the learner. The teacher is a leader of the learners in their operations of acquisition of knowledge, in their development of abilities and skills.

Sources of learning are information of all kind, integrated in the behavior of all people, starting from birth, both by means of organized and guided acts performed by the family, school, society, as well as by independent actions performed after reaching the acknowledgement of their necessity or even at random, indirectly, without intent of remembering or finding a purpose for them, the elements that influence directly the development of the human personality are components of the formal, non-formal and informal education.

The primary purpose of education, as it is stated by J. Piaget (1972) is to develop the intelligence and especially to teach the child to develop it as long as he is capable of progress, that is long time after school is over. These ideas that come from knowledge and interpretation of the human being situated in the framework of contemporary society warn us that in this process of educating the intelligence and creativity we cannot limit our endeavor to actively acquire knowledge, but we should have a vision on the direction of their capacity of changing knowledge from exterior acquisitions into interior mechanisms of intellectual activity and instruments of continuous improvement and self-improvement. It was demonstrated that acquisitions are the basis for knowledge. In this respect we will resent several definitions, concepts, meanings and dimensions of knowledge, from philosophical, social, psychological, biological and pedagogical perspectives.

We find a philosophical approach to knowledge in the Dictionary of Philosophy (1978), where knowledge is a philosophical category that deals with relations between the subject and the object, the general principal model of acquiring and reconstructing (based on information) the objective world by the subject. Common knowledge is studied by gnosiology while the scientific one is studied by epistemology, in a process that reunites the senses and the logic, the rule of thumb and the theory and which is in a continuous development in the interaction of the subject with its world. Reflection marks the proper transfer from the object to the subject but does not wear out the knowledge that shapes the reality according to logical norms using codes and semantic means. Its specificity and its ascension come not just from the assimilation of physical world of objects, but also from the assimilation of actions which become mental operations by internalization. Thus, in the philosophical realm, knowledge is the process by which humanity develops its ability to relate to more and more exhaustive areas of existence.

Knowledge is not static, it amplifies by successive reorganizations that initially take place in the inside of separate human communities but, as the communities interact more and more, knowledge becomes an ontological performance of humanity.

L. Blaga argues the fact that the exterior world is presented as an object of knowledge due to the mysteries it contains. The nature of the mysteries can be natural, divine or demonic. They can stimulate but can also prevent the process of knowledge (2003).

The involvement of the human being in knowledge, its active and creative role suggests that its nature can be decoded taking into account semantic processes as a starting point. As I. Bronowski mentions, it is inappropriate to speak about language in the communication between animals or birds because this is a communication regulated by a code of signals genetically implemented, therefore unchangeable. It is to be assumed that the human being possesses such signal codes but they are masked by the semantic codes. Interfering in regulating the relationship between the human being and its environment, knowledge comes not only from organic characteristics, but also from existential characteristics that are contained by the being and are involved in the mechanisms that provide cognitive processes. Jean Piaget contributed to the correct orientation of the research by issuing the hypothesis that knowledge emerges neither from the subject (somatic or introspective knowledge), nor from the object (because the perception itself needs a considerable amount of organization), rather from the interactions initially produced by spontaneous activities of the organism and, in the same amount, by external stimuli (Piaget J. 1971). Knowledge is always a psychosocial process that has a historical typology and evolution and consists of the construction or reconstruction of the object of knowledge so that we can notice the mechanism of this construction. To know means to produce in thought in order to reconstruct the production of phenomena.

What we named knowledge would not be possible if people did not have social-like relations, according to L. Culda (1984). In this case, the nature of knowledge cannot be discovered without taking them into consideration. Social relations can implement meaning, can carry, can cooperate for meaning in order to produce, preserve, transmit or harness meanings.

Social processes do not depend solely on meaning; they depend on other types of mechanisms as well, which regulate the manifestations of human beings, from the neurovegetative ones to the primary informational ones. In the absence of semantic processes, the human being could not be a social entity; however, they alone cannot explain the complexity of the social manifestations. Since social processes depend on semantic ones, by the consequences they generate and by the framework created by the human being, they dictate the properties and the functioning of semantic mechanisms, cognitive performances, knowledge does not present a double nature – semantic and social, it is a product of the interaction of certain semantic and social processes, the resultant of interactions between certain semantic and social processes.

In psychology, knowledge is regarded as a complex process of subjective reflection of the objective world that consists of an intellectual action on objects, situations, issues of the world and life. By knowledge we construct and reconstruct its object (Piaget J. 1971). Gathering knowledge is the primary function involved in the intellectual means of an individual and its personality.

At the same time with gathering of knowledge we have its overall reorganization. A new act of knowledge modifies the intellectual and emotional of the personality, according to U. Șchiopu (1955). According to those structures we have discursive knowledge, ostensive knowledge and sensorial knowledge (Fig 1).

Conceptualization		Emotion		General culture	
Abstraction	Generalization - particularization	Basic vocabulary acquisition	Practical abilities formation	Quack knowledge	Scientific knowledge
Absence of objects		Perceptive in praxiologic complex		Products of knowing	
Discursive		Ostensive		Sensorial	

Fig. 1

Knowledge according to the intellectual and emotional structure of the personality

Discursive knowledge is the form of knowledge that can take place in the absence of objects and allows a very vast spread of the multitude of objects that can be taken into consideration. Since this is mediated knowledge that is formed as an expression of truth, it is above individuals and it is produced after a complex processing of perceptive knowledge. Its instruments are abstraction, determination, generalization, classification, defining, demonstration and particularization.

Ostensive knowledge is perceptive knowledge and takes place in a determined praxis complex – direct perception. Ostensive knowledge is responsible for the acquisition of basic vocabulary, during childhood, when this type of knowledge is mostly active.

Sensorial knowledge includes forms of emotional knowledge such as empathy, intuition (combined) and all the senses.

The product of the knowing process and those of adaptation is the knowledge. This is very diverse and can be organized in coherent systems. Its precision can vary widely as well as its assimilation method, since it is subjected to the demands of social requirements and internal motivations. We find quack knowledge that is being accumulated by concrete life experience. This is the primary backbone of knowledge. Scientific knowledge is the edifice of knowing. Scientific concepts accumulate gradually through culture and school thanks to the syllabus. It is represented by culture in general and the professional culture.

A special place in cognitive psychology, especially by the paths it opened, is occupied by the theory of mental actions by P. I. Galperin (1975). It presents two distinctive

elements: the object of the action, as a system of objective relations subjected to transformation and the action itself of the subject that performs these transformations in different conditions. At the foundation of this theory is the work about the genetic dependence between internal intellectual operations and external intellectual operations. This thesis has found its elaboration previously in the French psychology school (A. Vallon), as well as in the works of J. Piaget.

Of no lesser interest is the definition of knowledge (lat. Cognoscere – to know) in the Encyclopedic Dictionary of Psychiatry (1989), that is regarded as specifically human form of rational reflection, a complex, dynamic and conflicting process, by which the individual decides its membership and has access to the essence of objects, processes and phenomena, constructing, verifying and correlating mental models of objective realities. The conflicting nature of the reality reflected determines the complexity and the dialectic dynamism of knowledge in which we find combined in an architectural form that becomes more and more elaborated, moments, forms and complementary processes. Perceptive knowledge is accomplished by direct contact with the given reality through sensations, perceptions and representations, as phenomena or membership. According to the means, instruments and strategies used in the investigation process and in the elucidation of the different components or aspects of reality, knowing can be quack, theoretical and scientific (Fig 2).

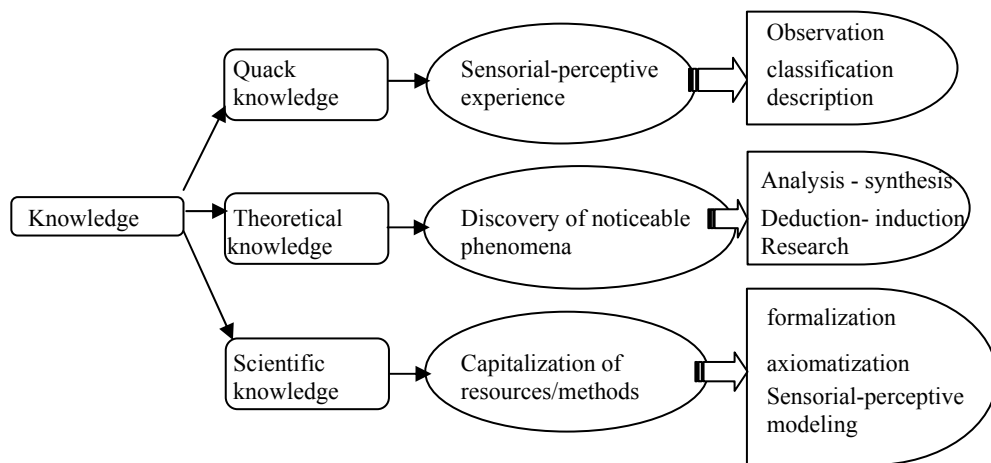


Fig. 2.
Knowing according to means, instruments and strategies

Empirical (quack) knowledge is based on experience, defined as a direct interaction, sensorial-perceptive (or assisted by instruments and apparatuses) between subject and object. Using observation, description, classification, etc, this knowledge is a gathering of information with regards to exterior properties of objects, noticing some recurrent regularity in the unfolding of various processes and series of events.

Theoretical knowledge aspires to discover explanations for noticeable phenomena, determining using thinking their essence, internal structure, causes and laws governing various realities. The main methods used by theoretical knowledge in processing data provided by empirical knowledge are analysis, synthesis, induction and deduction, etc. The limitless diversity of the reality and the multiple historical facets of human spirituality determine the gradual deepening of the differences between common knowledge and the scientific one. By common knowledge we mean spontaneous reflection upon the reality of everyday life, at the level of common sense, having a strong empiric nature and being more or less subjected to prejudice and appearances.

Practical knowledge is systematic, reflexively ordered, methodologically fundamented, argumentatively exposed and specialized in different fields. Contemporary practical knowledge moves further and further away from the common evidence of the “common sense”, conflicting with the stereotypy of mental maps derived from everyday life experiences.

From an educational point of view, knowledge can be pedagogical as well. Sorin Cristea claims that “it represents a requirement with principle value that aims the capacity of the educator to transform the information engaged at the level of various scholastic/academic programs into a resource for development of the child, pupil, student, etc. Pedagogical knowledge reflects the ability of the teacher to transform information – selected using functional, mainly cultural criteria – into a resource for the support of the permanent training-development of the personality of the child, pupil, student.” (2000, p.73).

It becomes an axiom of efficient teaching that conducts the ability of the teacher to:

a) *Support the educational message* with contents (intellectual and psychometric abilities, cognitive strategies, logical information, cognitive attitudes) determined at the level of school, university programs, that aim primarily permanent training-development of personality

b) *Permanently correlate contents objectives*, which are primarily informatory with psychological objective that are primarily formatory;

c) *Distinguish between pure scientific knowledge and didactically processed scientific knowledge*, observing the structure of science, reflected in the internal organization of scholastic/university programs at a mono-, inter-disciplinary level, pedagogically design of science, reflected in the tendency to respect the particularities of every scholastic/university level and to reduce the differences when advancing on the steps of higher education, the mental action of the pupil/student that acknowledges the difference between “objectual contents” of scientific information – that is initially non-psychological – and its potential formative effect that is psychological.

Researchers like A. Manolache and D. Muster (1979) claim that knowledge is determined by psychic activity that forms an idea, understands and receives information

about an object or phenomena, identifies, differentiates an object or phenomena, and the learning process is a knowing process, and, through the theory of knowing, philosophical theory referring to the fact that the human being is able to know reality, to the value of knowledge according to the truth, to the source of knowledge and to the forms that it takes.

From what has been mentioned above, we consider that the issue of knowledge had already received satisfactory answers. They have succeeded as the knowing ability of the human being evolved and contributed in contradictory ways to this evolution. Interpretations are very different. The fact that in this research so many theoretical sciences have been involved – philosophy, sociology, pedagogy, etc. and their answers do not combine to provide a united explanation – some actually being incompatible with each other – state the fact that the human being has not yet managed to decode his main competence, that people still perform knowing processes in ways that remain, at least for now, partially unknown and influenced by erroneous hypotheses.

2.2. Disciplinary knowledge – transdisciplinary knowledge

2.2.1 Discipline and disciplinarity. Disciplinary knowledge

The birth and development of the disciplines, initially understood as epistemological structures and later on as pedagogical structures, represents a vast and interesting investigation topic.

In what follows we will present some interpretations of the term “discipline”, from an etymological point of view and the evolution of disciplinarity as a dynamic process of producing knowledge, starting from the assertions of the Romanian Lucian Ciolan (2008, pp. 93-111).

From an etymological point of view, we will present two interpretations based on two sources:

- The Dictionary of Education, coordinated by R. Legendre (1993, p. 379), specifies that the origin of the modern term “discipline” is Latin, from the verb “discere” (to learn) and its derivative “discipulus” (the learner). According to this, discipline would be that structured body of knowledge that is being learned by the one involved in the process (the disciple);

- In addition to this interpretation, K. W. Hoskin (1993, p. 297) claims that the etymological source of the term “discipline” is the Latin word “disciplina”, that had two meanings: one referred to knowledge in the form of “ancient arts”, such as rhetoric, philosophy, and another that refers to practice of power, such as the one found in the expression “military discipline”. Hoskin claims that the actual meaning would come from a “broken” form of the word “disciplulina”, that is to make leaning reach the child.

From this perspective, discipline refers directly to the organized training of the one that is placed in school, coordinated by a magister. Thus, in time the idea of discipline from an educational point of view assimilated the idea of power as well, the one leading the teaching must control the one who is learning and support the effective internalization of knowledge.

Disciplines are forms of organization of knowledge acquired and morphological structures that come to be integrated usually in the new knowledge. The disciplines specify objects that can be studied, provide criteria for knowledge and specific methods to gain access to that knowledge.

The discipline ends by becoming criteria for the organization of knowledge, for institutional academic life and for ancillary social practices.

Any organization of the discipline reflects a theory of knowledge. Also, the research on any curriculum implies changes on how the learner will understand the nature or this world.

If we examine newer meanings of the concept of “discipline” we notice the trend of defining discipline as “a structured field of knowledge that possess its own object for study, a conceptual design, specific vocabulary, as well as a complex of postulated concepts, particular phenomena, methods and laws” (Legendre, 1993, p. 378) or as “a specific complex of knowledge that has its own characteristics in the syllabus, its own formulation, mechanisms, methods and matter” (Legendre, 1993, pp. 378- 379).

Having a starting point in the way of organizing knowledge and eventually the reality, the discipline becomes a way of organizing didactic activity. At the level of educational practice, disciplines become ways of orienting formal instructional activity and frameworks for the production of educational discourse, both by teachers and learners.

In the case of disciplinarity we should mention the fact that although the disciplinary structure of knowledge is relatively recent (less than two centuries), while as the production of knowledge in institutions of an academic type appeared less than a century ago, these models seem so natural to us that we tend to forget how new they really are. Implementing and the good functioning of disciplinary models prevent human mind to imagine other ways of producing and organizing knowledge.

Disciplinarity is the specialized scientific exploration of a certain homogenous area (study object), witch produces new knowledge and makes the old one having no importance. Disciplinary activity still results from the statement and restatement of the entire last hour knowledge about those study objects. (Encyclopedia of World Problems and Human Potential)

Disciplinarity is, according to the definition presented above, a dynamic process that produces new knowledge about an object. This one, as a process of creation and maintenance of disciplines, supports a culture of professionalism by dividing knowledge into separate territories, implies the existence of trained staff that operates in an institutional specialized frame and produces “knowledge”.

2.2.2 Transdisciplinary knowledge

One of the changes of fundamental perspective in the field of production of knowledge is the one that transfers the importance from disciplinary knowledge to transdisciplinary knowledge.

As M Gibbons and his collaborators mention (1998), together with traditional ways of producing knowledge, dominated by the cognitive context and disciplinary structures, there is an emerging trend of producing knowledge, one of transdisciplinary nature.

According to the traditional paradigm, knowing is a process that takes place in well determined spaces (universities, laboratories, research institutes, etc) and in clearly defined theoretical frameworks, broadly defined by the classical disciplines and their subdisciplines.

The new way of producing knowledge is based on the transformations and the major problems that the contemporary society is facing. This context allows the production of a new type of knowledge: a paradigmatic one, focused on solving problems, strongly socially engaged.

M. Gibbons identifies five main characteristics of the new way of producing knowledge:

- 1) *Knowledge produced in the context of its application* (knowledge becomes consensual and contextual);
- 2) *transdisciplinarity* (integrating competences in a flexible framework for action, the ability to solve problems in motion);
- 3) *organizational disparity and diversity* (various contents of personal experiences of the team members, the dynamic and flexible nature of the team);
- 4) *social responsibility and reflexive nature* (focusing the investigation and problem solving efforts on certain aspects that are urgent and relevant from a practical point of view);
- 6) *Quality control* (quality must not necessarily be the academic-disciplinary control and validation, rather an openness towards a wider, social validation).

This new way of producing knowledge is in itself a transdisciplinary way and it is not just a premise, but a foundation element of transdisciplinarity (thus, the integrated approaches of the curricula).

These contemporary times face more and more situations in which research priorities do not have a starting point in the academic contents of a discipline, but rather start from „outside” towards the inner core of the discipline, so that the determining factor of knowledge is the economic, social, political and cultural context in which this knowledge will be used.

The integrated nature of knowledge, as L. Ciolan stated (2008, p. 38), is not produced by the mere juxtaposition of the professional interests of disciplinary specialists. The integration comes from the dynamic and complex nature of the competences that are needed to solve a problem in a specific context (fig 3).

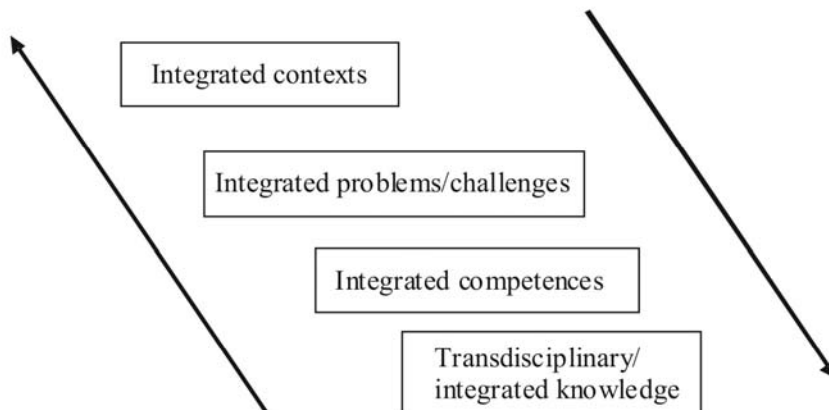


Fig. 3

From context to knowledge (after L. Ciolan, 2008)

There are two different types of pressure that act upon transdisciplinary knowledge: cognitive and social. The disciplinary cognitive structures, based on accumulation, hierarchy and structural organization are no longer fit in relation to the new contexts in which the knowledge is applied, that are generated by the great challenges of the contemporary world and defined by fluidity, change, unpredictability and risk. Since the social element exerts its pressure using the very nature of social contexts in which knowledge is used, we witness the abandonment of social discipline in favor of integrating disciplines.

The educational field cannot remain inert to the challenges created by the multiple transformations that took place in the society in the last few decades, including in the field of producing knowledge.

The complex and integrated character of certain processes – issues like globalization, migration, interculturality, protection of the environment, informational boom, poverty, local and regional conflicts – demand an educational approach that is adapted to an ever changing society.

The learners must acquire strategic skills and competences that allow them to face the uncertainty and continuous changes occurring in the world today, broader knowledge and abilities than the ones provided by previous specialties. First of all, they should contain abilities to learn, abilities to solve problems, abilities to evaluate.

The division of the instruction, produced by the discipline model, is transferred in the cognitive plane by operations with very clearly defined structures, situated in the well defined „territory” of the disciplines. Real life situations however, that we must solve every

day, have an integrated nature; solving a problem, whether they are simple or complex, demand the use of knowledge, skills and competences that cannot be strictly defined as being part of one object of study or another.

Dealing with problems and challenges from the contemporary world means having the ability of transferring quickly and efficiently of information from different disciplinary „file cabinets”, collecting, synthesizing and working with knowledge, skills and competences that have been acquired by studying various disciplines.

School success is given by the ability of the learner to „perform” in different disciplinary structures and contexts, while personal, professional and social success is given by the very ability to escape the disciplinary „box”, by the ability to make connections and fast transfers that could lead to an efficient solution to a specific problem.

3. CURRICULAR INTEGRATION

The contemporary society, often called the society of general communication, is an educative society in itself. Major breakthroughs in epistemology, culture and technology demand constant adaptive reorganizations of the educational phenomena in its double role – cause and effect of the development of the society.

As it becomes more and more complex and elaborated, the space of our everyday existence demands that the human subject, who is involved in various demanding and less and less routine tasks, demonstrate abilities and competences that, in its classical form, education can provide very little of.

Contemporary pedagogical written work describes curricular integration as an innovative means of curriculum design that requires the systemization and didactic organization of contents from various areas of information so that the learners can acquire a coherent and united image of the real world.

If the education of the disciplinary type focuses mainly on rigorousness and the academic nature of education, the integrated approach of curriculum and its particular side represented by cross-curricular topics start from significant issues from real life and from the learning needs of the learners in the context of the world today.

The integrated approach of curriculum recommends school should move closer to real life, so that the children can come to school „with their world”. The focus is on the development of competences, skills and cross and transferable values that are useful for the personal and social development of learners.

The past few years we witnessed an expansion of the attention and care of the formal institutionalized education – school – towards the more extended area of learning. This one does not take place solely in schools, but in fact, the majority of learning seems to take place, in contemporary societies, outside school. The families, the community, the mass media are learning means. The culture, regarded as the main gain of humanity that must be passed on from generation to generation through education, has extended its

significance and, in addition, it has changed tones, from an academic culture to one that is oral and audio-visual, from a predominant monocultural to an opening towards crosscultural.

Scientists and researchers in education have reached, following different paths, to the same conclusion like the one issued by the International Commission for Education in the XXI century, which functioned under UNO and the coordination of Jacques Delors (2000), that the new type of education in the first century of the third millennium is based on four fundamental competences (called pylons, educational pillars), that are in fact transdisciplinary competences:

- **to learn to meet/know/learn**, in fact, for the learning methodology becomes more important than the contents when knowledge multiplies quickly and selection becomes a matter of individual choice rather than a social one;

- **to learn to do**, that is to acquire the necessary skills to do a job and to acquire psychological and social competences needed to take decisions in accordance to various life situations; to use instruments of state of the art technologies, to satisfy the basic needs and act for the improvement of the quality of personal and social life;

- **to learn to live/work with others**, that is to accept interdependence like a characteristic of contemporary social environments; to prevent and solve conflicts; to work together with others for a common goal by respecting the identity of each other; to actively participate at the life and management of the community and to create a healthy and harmonious family;

- **to learn to be**, that is to develop one's own personality and to be able to act autonomously and creatively in various life situations; to manifest critical thinking and responsibility; to capitalize on culture and strive to develop one's own intellectual, physical and cultural abilities; to manifest ethical sense and to act for the safekeeping of peace and understanding.

Thus, learning is no longer the specific trait of pupils and students, a concentrated activity mostly in the first part of one's life, because the evolution and the characteristics of the contemporary society have lead to the necessity of life long learning.

A learning that goes beyond disciplines, beyond the rigidity of traditional academic rigors, could be more profitable from the perspective of the contemporary person.

From a curricular point of view, integration means organization, linking school disciplines together with the aim to avoid their traditional isolation; integration also means „the process and the result of the process by which the student interprets the information that is transmitted starting from one's own life experience and the knowledge already acquired.” (Encyclopedia of World Problems and Human Potential)

Disciplinarity implies the existence of trained personnel which acts in an institutionalized very well defined framework and which produces written works, validated by the critics, using a specific language that is accessible only to the internal academic community of that discipline. Approaching the curricular process involves a certain

understanding of the child as a whole, as a complex person; that is why the curriculum must not address separate aspects of the development of the child but rather to consider the child as a whole. The integrated curriculum is presented by the organized education so that it crosses over the boundaries of study objectives, bringing together various aspects of the curriculum in meaningful associations that focus on broader learning fields. Teaching and learning are seen from a holistic perspective, reflecting real life that is interactive. Integration has multiple levels; those levels that are described below can be regarded as steps towards transdisciplinarity.

The Romanian secondary education displays more and more a tendency towards organizing contents from an integrated perspective. In this respect, we find a framework plan organized on seven curricular areas. The curricular areas represent a group of disciplines that have common elements in the training objectives. Also, at this level we find subjects or subject orientation.

Integrating contents implies establishing strong convergent relations amongst these elements: concepts, abilities, values from distinct school disciplines (De Landsheere, 1992).

4. INTEGRATED CURRICULUM

4.1. Premises of inter- and transdisciplinary approach

A study performed in countries that are part of the Economy Cooperation and Development Organization identified a series of major trends that determined changes in the purposes of education and led to the revision of the curriculum: focus on high abilities and cross-curricular skills, integration of disciplines, constant liaisons with the community, the use of technologies when teaching and learning, focus on learning through cooperation, the importance of evaluating the performances, a higher level of responsibility and managerial abilities of schools.

The acute need for bridges between various disciplines materialized when, in the mid XXth century, the need for pluridisciplinarity and interdisciplinarity were born. Numerous educational systems take important steps towards an integration of the curriculum, one of the most frequent ones being organizing the disciplines in curricular areas. The reason for this approach is that there is a series of general competences that are the basis of these large areas. Besides classic disciplines, some countries adopted the introduction of cross themes, project design, combining the curriculum with new educational dimensions.

The introduction of integrated subjects in the compulsory curriculum or the one elaborated at a local level was intensely experimented on years ago. Integrated instruction suggests a holistic and constructivist approach of the curricular process that aims, by establishing different integration degrees for objectives, contents, methodology, concepts or values, reaching complex results that are no longer satisfied with frameworks created for

certain disciplines. Integrated or cross-curricular themes are study units, means by which “real world” meaningful problems that are relevant for everyday life are explored.

Pedagogical written work provides several modern methodological solutions: pluridisciplinarity or theme approach, interdisciplinarity or cross-cultural approach. Promoting independent, autonomous learning means giving first priority to methodological objectives, without neglecting cognitive objectives. Thus one escapes from the strict disciplinary boundaries and the emphasis is placed on organizing learning activities and on the acquisition and extrapositioning of methods that will ensure memory retention as well as the transfer of what has been learned in another situation or context.

All these are premises that are the basis for an inter/ transdisciplinary approach of education.

4.2. The issue of curriculum from the inter/transdisciplinarity perspective

Lucian Ciolan (2002, p. 135) highlights some of the new design methods and school curriculum structure materialized in: constructivist learning theories, multiple intelligence theory, integrated curriculum approach, intercultural learning approach, learning through cooperation etc.

Integrated curriculum design implies a combined action that involves pupils and teachers, while curriculum designers focus mainly on producing support materials and consulting services. The aim is to cross over rigid limitations of study objectives and to create meaningful associations that are able to capture the integrated nature of real world. Inter and transdisciplinary design did not lead to the “eradication” of disciplines, they will continue to exist in syllabuses, but they will be flexible and interconnected.

The first draft of transdisciplinarity was elaborated in 1970, year that the UNESCO had declared “Worldwide year for education”, when the works of Jean Piaget, Edgar Morin, Erich Jantsch, Edgar Faure were published, approaching a new way of learning. In 1980, transdisciplinarity becomes a priority in the areas of research and theory and an important role was played by the Romanian scientist Basarab Nicolescu, a physicist, president of the Transdisciplinary International Research Centre (CIRET), founded in Paris in 1987. Unlike other pedagogues and psychologists, members of CIRET define transdisciplinarity as a new vision on the World, Nature and Reality, intra-/inter- and pluridisciplinarity are mere steps of this vision.

Louis D’Hainaut analyzed in detail the approaches dealing with intra-/inter- and pluridisciplinarity and sensed the transdisciplinary perspective as an instruction means in the educational process where the most important role is played by the pupil and it does not focus on disciplines but transcends them and subordinate them to the training process of the human being.

There are some differences between the meanings provided to the terms inter-/pluri- and transdisciplinarity by the research centre from UNESCO and the scientists at CIRET.

The first group approached these issues in connection to the organization of the educational process, defining them as stages and necessities of curricular integration (integrated approach, cross-curricular, modular approach), suggesting a holistic, constructivist and instrumental vision, while the scientists at CIRET define transdisciplinarity from the philosophical perspective of a science, as a vision on the World, Nature and Reality, where inter-/pluridisciplinarity are forms, levels of potential and actualization of transdisciplinarity.

Thus, we find two perspectives on the terms inter-/pluri- and transdisciplinarity:

The holistic perspective votes for a total planning strategy of curriculum, with a careful coordination for the steps of the process and cooperation between the factors involved in the process, an integrated curriculum that focuses on wider study areas.

The holistic approach sees the child as a whole, as a being that must be looked at and developed in its integrity. Teaching and learning would reflect the real world.

The constructivist, epistemological perspective claims that the object of knowledge is not finite and is built and reconstructed, permanently articulating itself simultaneously with the exploration (M. Berteau, 2003, pag. 16), knowledge being a “human construct based on social facts of life, reflecting constructed values and social human interests” (M. Berteau, apud R. Trigg, 1996). From this perspective, learning theories reflect the meanings and the actively constructing methodology of meaning for the learner.

Those different perspectives that we have just mentioned regard the subjects as integrative axes in education and differ essentially from the horizontal, vertical or transversal orientation of this axis.

4.3. Integrated curriculum

The notion of integrated curriculum is not exactly new. Since the beginning of the XVIIIth century, J. J. Rousseau anticipates the modern meaning of the concept, claiming the necessity of a curriculum based on the needs and interests of this child and starting from natural experiences, specific to everyday life. As a follow up of this definition, J. Fr. Herbart (1776-1841) speaks about the necessity of “correlating subjects”.

However, until the 1910s (Klein, 1999) there was a short period of time when disciplining the curriculum took place, by structuring and organizing it according to the discipline criterion that were in full process of consolidation, development or configuration. At the beginning this disciplinary barrier was broken by the pedagogical ideas forwarded by O. Delacroix (the pedagogy of interest centers) and C. Freinet (adapting the educational approach to the child psychology).

The movement in favor of the integration of curriculum is reinforced by the contribution brought about by J. Dewey who warns that the traditional structure of disciplines should not dictate the curriculum and that learning in schools should be of an experiential type, focused on solving problems specific to everyday life.

Dewey's theory was put into practice by several practitioners, the model that gave birth to a strong enthusiasm for interdisciplinary approaches in many schools in the USA was the one exposed by William H. Kilpatrick in his work *The Project Method* (1918).

The evolution of contemporary pedagogical practice witnesses an important dynamic movement. However, aside from the richness and diversity of integrated approaches of the curriculum, the process is far from being totally configured (Ciolan, L., 2008, p. 114). In the overwhelming majority of the cases, the integrative approach of the curriculum is still an alternative, a way to complete the disciplinary curriculum. Sadly, there are still few cases in which the integrated approach of the curriculum has become the predominant paradigm in the design and implementation of the curriculum.

Teaching the disciplines in an integrated manner implies synthesizing and didactic organizing of information from different sources of knowledge and constructing a holistic and interactive vision on the real world.

As mentioned before, the previous century witnessed the birth of several possible solutions to overcome the real danger of the school becoming too estranged from the real life and the real training of the individual for social insertion.

Aside from J. Dewey, other pedagogues who dealt with this issue are G. Mialaret (1981) and C. Cucoș (1996). They introduced in the educational practice terms with relatively equivalent meanings such as: contents correlation, subject teaching, synergic teaching, curricular integration.

The definition of the concept is done in progressive stages and the opinions of two contemporary scientists are benchmarks for the integrated curriculum approach.

Humphrey (M. Berteau, 2003) says that “an integrated study is the one in which the pupils explore globally, knowledge belonging to several scholastic disciplines but are subordinated to certain particular aspects of life and environment.” An example could be the integrated study of socio-humanistic sciences and exact sciences, plus arts, technologies, etc.

Another accredited opinion is that of Shoemaker (1989, p.5). According to it, integrated curriculum is defined in two terms “... education organized in such a way that it intersects the main subject areas of several disciplines, it constructs a holistic and interactive vision of real life.” Thus, the integrated curriculum is presented by the organized education, so that it crosses the barriers between subjects, bringing together various aspects of the curriculum in meaningful associations focused on wider fields of study. Teaching and learning are visualized from a holistic perspective and they reflect real life, which is interactive.

Integrating contents in the subjects, as well as other curricular areas is regarded as the main challenge in designing syllabuses (Chiș, V., 2001, p.135).

The term integrated curricula, as it is defined by various authors (Chiș, V., 2001, Crețu, C., 1999) suggests a correlation of contents. This endeavor requires a curricular approach, where the starting point is most of the times the final aim, which decides on the choice of other components of the educational process.

Integrated teaching of knowledge starts from an idea or an integrative principle which transcends the boundaries between scientific disciplines and groups knowledge according to the new perspective. It represents a component of curricular integration.

In an educational context, integration represents the action of making something relate to various elements in order to construct a harmonious superior whole; the integration of parts leads to a product that surpasses the sum of the component parts (Ciolan, L. 2008, p 115). On the other hand, J. Y. Boyer (Legendre, 1993, p. 732) claims that integration means organizing, creating relations between school disciplines with the purpose of avoiding their traditional isolation.

As A. Glava, C. Glava (2000, p. 120) mention, the psycho-pedagogical arguments in favor of the development of an integrated curricula are manifold:

- From the point of view of the deepness and life-span of the acquired knowledge using such an approach, the qualitative plus is obvious, the learners identify easier the relations between ideas and concepts, between subjects dealt with in school and the ones outside its walls;
- An integrated basis of knowledge leads to a faster reactivation of information;
- In the area of interpersonal relations, integrated activity encourages communication and solving tasks using cooperation;
- The pupils become more involved and more committed to the learning process (integrated activity promotes positive attitude);
- The teacher becomes a “facilitator” rather than a source of information;
- The integrated approach of the curriculum involves the methodological ability of teachers towards curricular integration, creating a proper coordination between the subjects chosen from the integrated perspective and the ones chosen according to the classical approach, establishing evaluation methods of the individual performances, especially when learning is done through cooperation, properly fitting the projects and subjects in a coherent timetable;
- Learning in such a manner that is natural on one hand and it is done according to a rigorous structure on the other hand are extremes that must coexist in an integrated curriculum;
- The parameters of an integrated curricular structure could be: concepts transmitted, skills, trained abilities and performed applications.

Taking into account these advantages, pedagogues recommend the integrated approach for the curriculum or for some of its aspects, warning the teachers about the responsibility they have in creating a proper coordination between the subjects used in an integrated approach and the ones used in a classic approach.

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THE SCHOOL, AS COMMUNITY OF LEARNING THE DEMOCRATIC BEHAVIOR

ION ALBULESCU

"Babeș-Bolyai" University, Cluj-Napoca

Zusammenfassung

Die Erziehung zu einer demokratischen Persönlichkeit kann in verschiedenen Formen realisiert werden und ist ein kontinuierlicher Prozess dessen Fundamente sich während der Schulzeit entwickeln und konsolidieren. Neben dem Studium der Pflichtdisziplinen werden die Schüler im Rahmen der schulischen Erziehung für ein aktives und verantwortungsvolles soziales und demokratisches Bewusstsein vorbereitet, auch wenn diese Vorbereitung im schulischen Alltag nicht immer als vordergründig erscheint. Im schulischen Alltag lernen die Jungen Menschen bestimmte Verhaltensregeln und Normen die sie später in ihrem Versuch umsetzen können und verschiedene Integrationsmöglichkeiten in der Gesellschaft auszuüben. Junge Menschen lernen durch den schulischen Alltag sich an bestimmte Regeln und Normen zu orientieren, sich anzueignen um die besten Wege zur Integration in die Gesellschaft für sich zu finden. Dieser Prozess orientiert sich permanent an Werte, wie zum Beispiel Toleranz, Solidarität und Verantwortung. In diesem Artikel wird in erster Linie auf diese Entwicklungs und Formierungsmöglichkeiten durch den schulischen Alltag aufmerksam gemacht.

Introduction

The formation of an apt citizen for the act of democracy is a fundamental educational requirement, a possible achievement for a school organized on democratic principles. Based on the multiple interrelations it creates and stimulates, favors a learning process which extends beyond the formal standard of Curriculum activities. In other words, the school with the best results will be that which continuously involves its students not only in efficient activities of individual studying but also in social activities.

1. Scholar life and the democratic behavior

The education for a democratic citizenship (EDC) can be achieved in different forms and modalities representing a continuous action, the bases of which are laid during childhood and consolidated mainly throughout school. The modality by which the students are prefaced as active and responsible citizens refers, as seen in the following pages, to all factors and aspects of school, which may have a significant and formative role, even though their action has, at times, no clear intention towards this purpose.

School offers a proper environment for developing the individuals' capacity to participate at democratic processes and the scholar Curriculum has an important role in this process. The educational goals for a democratic citizenship can be achieved only by constant development of cognitive and active competence of students and ethics of their personality. There are three frames of achievement for this development:

- a) Classes, through which teaching and learning processes with specific EDC objectives are accomplished;
- b) Facilitating timing location and opportunity for the students' initiatives, outside the main teaching activities;
- c) Everyday school life represented by all the situations facilitated by the school as a social medium with its collectivity rules, interpersonal conflicts and cooperative moments and situations.

The main objectives of democratic education converge towards a sustained effort for the development of an equality conscience of rights regardless of sex, social and cultural statute, religion, ethnic origins, physical or mental handicap, of educating students towards tolerance, cultivating the respect for the human diversity and the capacity to live and manifest actively in a democratic society.

A quality education implies that the students should achieve communication and civic action skills, as a general feature habits necessary to an existence in a democratic society. As criteria to ensure the quality education for democratic citizenship new indicators are introduced, such as diversity participation, the management oriented towards certain values, social skills, partnership and shared responsibilities. From the perspective of new indicators, scholar institutions should consider the decision taken democratically as a major dimension to any form of educational management (to encourage inclusively the effective participation of the scholars or students in the process of decision).

An essential premise to participating to the democratic process consists also in developing the critical sense, power of decision and autonomous thinking. School regardless of its level is considered a place which creates a democratic public.

School must also be taken as a community where the teachers and the students take part in long term activities; it should be interesting, attractive, useful, factors of satisfaction and related to the life style lead. These characteristics can become a referential point in appreciating the school life quality: „The quality of the school life is associated with the satisfaction of the activities upheld, of the expectations and the perpetually renewed initiatives. Fundamentally human and cognitive is the colleagueship, similarity of goals, options and fulfillments, differences being always negotiated and at the end assimilated” (L. Vlăsceanu, ed, 2002, p. 35). The entire organizational school structure is determined by its essential function which is achieving the instructive educational process. It has an educational influence on students, manifested through direct actions, intrinsically to the instructive educational process, as well as in an indirect manner, throughout the

scholar medium, extracurricular activities, organizing and evaluating the partnership with other educational factors.

School sets the basis of citizenship, said P. Canivez (1990); it is the place where children cease to belong exclusively to their families, to integrate in a wider community where the individuals are reunited not by biological binds or affinity, but according to the obligation to live together. In other words, school institutes the cohabitation of different entities under the authority of the same rules, which gives the necessity of teaching the children a certain order that enables them to conform to an organization.

The manner in which this habit is developed, the way authority is exercised upon them is a delicate matter, because it is a modern school, where the dominant interpersonal relations are the democratic type, upholding freedom and individual responsibilities become an educational goal. Through the diversity and the active character of the class activities, throughout stimulation and teamwork, the participative cooperative spirit can be cultivated into the mind of the student, important qualities in their formation as persons and as a perspective in satisfying their citizen duties later in their existence. It is also recommended to use didactic material such as: thematic files, diapositives, charts, video recordings, supplementary bibliographic material.

2. Training democracy in the scholar environment

Awake of the social importance it has, school as an institution exercitates democracy, eliminating authoritarian practices as totalitarian ties for teaching the students to take decisions for themselves, respect the others and to recognize the result of their interaction, to understand and follow their own interest, aware of the other's, to take action en democratic principles of freedom, responsibility, fairness, community spirit. The manifestations of hyper controlling and hyper directing by the teacher or leadership forms lead the students to conformity, passive adaptation and uncritical attitude (E. Păun, 1982). Therefore a permissive scholar climate is wanted, a responsibly assumed freedom based on trust and empathy. Education for a democratic citizenship takes place also by democratic participation to taking decisions in class, through scholar ethos or by involuntary speech in the scholar community: the atmosphere, the group subconscious, the dominant symbols, the teaching methods. Associating students to organizing the scholar activities and stimulating their initiative is developing extracurricular activities; create a stimulating scholar medium for democratic behavior. As a matter of fact, achieving the education for citizenship in a democratic society involves the cooperation of teaching environments that create the scholar context. The internal dynamics of this community of teaching represents a premise, through the daily opportunities, to an individual and collective responsibility.

The social and scholar environment are bond in a tight interdependency; the changes suffered in the first will determinate inevitable changes in the latter and nevertheless the other way round. Without a doubt the scholar environment is not broken from the society it belongs to. On the contrary, it fulfills a variety of roles of socializing, integration and social control, of proffesionalisation, and also it is strongly influenced by

the entire social life beginning with the value and the social prestige of the school, ending, possibly, with the resources allocated. Between democratization of the school system and the democratization of the society there is a very tight bond: „A democratic school system is a condition to democratization of society” (A. Neculau, T. Cozma, 1994, p. 21). Organized as a flexible, open, permissive, pragmatic structure, the school develops a democratic medium amidst which the educational actors (teachers, students and parents) can practice desirable behaviors on a social level. Grown in such an environment, the future citizen will manifest truly democratically in the various daily situations he is involved in. Democracy can be learned. This is the reason why the school must assume new objectives and initiate activities that can permit their achievement: „The process of teaching, says M. Stanciu, the extracurricular activities must offer the opportunity to give to the student an analytic reasoning about the social, without a certain way of interpretation being imposed, on the contrary, we must stimulate diversity, the variety of argumentation of opinions, premises of an authentically democracy” (1999, p. 33-34). The activities involving the students will be united in a system of values specific to the democratic society, once assimilated, becoming constant elements to the individuals’ conduct. Participation is a major dimension to practice democratic behavior manifested not only during the activities outside the classroom or the school, but essentially during current didactic activities. Amongst other things it is about the teacher's methods and the connections he makes with his pupils. Authoritarianism has negative effects upon the scholar conduct of the students.

The teacher embracing the authoritarian working method is responsible for almost all the decisions concerning the learning process: organization, working schedule, means of approaching the themes. He stresses on the control and rigid order, an unconditioned obedience and penalty. Being in control, students’ curiosity and spontaneity are mistaken for rudeness and disobeying the rules and discipline, actions that must be ratified.

Convinced it is necessary to adopt a severe and intolerant attitude towards the pupils, his conduct aims to have a continuous and rigorous control upon the class, not conceding the sly guts disarray. His knowledge, opinions and decisions are not being contested. His teaching method is a rigid one, which does not allow students to intervene, to have initiative, to express their own personality.

The current didactic means can be enlarged as suggested in the scholar programs through supplementary activities such as: elaboration of projects, meetings between students and representatives of the local community, discussions about the solutions to the problems of children in difficulty, involvement on behalf of the students in voluntary activities for the community.

It is J. Dewey that we owe the idea, used later by the representatives of the *Active School*, that we live in an empiric manner; therefore an efficient modality to promote the formative profile that consists the object of on investigation is to transform the school into place where the democracy can be experienced.

The student personal experience in taking decisions, that effects them directly in school, will be later one conditioning factor in engaging in participating to the democratic

life of society. Any Curricula centered on the value of democracy should include numerous opportunities for the students to take decisions.

Learning democratic behavior implies the constant need for a formative code, a point of reference or a common language to solve the daily situations. Acquiring the necessary guidance to a harmonious existence in a common space is essential to achieving education for democratic citizenship and it represents the individuals' preparation to live together in a democratic society.

In the perspective of achieving the education for citizenship in a democratic society its attributions are particularly complex: "The role of the school is to help the students know the contents of the actual codification of the human rights, to understand their importance for the existence is a state of a real democracy characterized by limitation and the control of the political power, by respecting the fundamental rights of every human being in its quality of human being.

The school must help the student understand the universal character of these rights and to motivate them to promote and protect them.

3. Directions for action

Education for democratic citizenship must be conceived as a multidimensional process, achievable during the lifetime and that aims at the citizen's preparation for an informed participation active, positive and responsible to the social life. In order to fulfill those goals, C. Bîrzea (2000) considers necessary:

- The decentralization of educational politics and the transparence of the decisional process on all levels;
- Subtle educational offers an multiformal on respect of the teaching curricula structure, teaching methods, evaluation procedures;
- The existence in school of behavior models, norms, values and attitudes that accentuate the individual's dignity, encouraging participation, favoring a democratic interpersonal relation between teacher-student, teacher-parents;
- Partnership between school and other educative and non educative institutions, nationally and internationally, that should involve museums, research centers, non governmental organizations, local associations, syndicates;
- The participation of the students to the act of decision and ruling to all levels; this means the formal recognition of the student participation, open structures, access to take decisions and to scholar meetings;
- Practicing dialogue, negotiation, cooperation and achievement of consensus (or compromise) in everyday situations.

To help this evolution, the school must find efficient solutions to stimulate the students' socialization, to get involved into their permanent learning process, to exercise the human rights, democracy participative into the activities that organizes, to prove always to be open minded towards the community and the social medium.

Conclusions

Only taking the simulative manners, flexible and open to the plurality of thinking modalities, can there be developed autonomous dynamic and creative personality, able to satisfy the social exigencies. The student collaboration to organize and achieve the school activities creates favorable conditions for the development of democratic behavior.

The entire social context must be reshaped so that it can exercise direct educative influence and valuable differences upon the new generation. The school remains the main institution that lays in a systematic manner the basis of education for democratic citizenship, fact that doesn't necessarily mean that a redistribution of responsibilities would not be necessary.

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ADDRESSING THE PSYCHO-PEDAGOGY OF LEARNING DIFFICULTIES. IMPLICATIONS TO THE VARIOUS COMPONENTS OF PERSONALITY

HORAȚIU CATALANO

"Babeș-Bolyai" University, Cluj-Napoca

Zusammenfassung

Unter **Lernschwierigkeiten** versteht man folgendes: es treten Probleme auf, die die Kapazität des Gehirns, bei der Rezeption, bei der Lagerung und bei der Aktualisierung der Informationen hindern; diese Lernschwierigkeiten haben nichts mit Intelligenz zu tun, sondern nur mit der mangelhaften Behandlung der Informationen. Diese Mängel werden durch Störungen in der Entwicklung oder durch Probleme auf der Ebene der Aufmerksamkeit, des Gedächtnisses, der Koordination, der Kommunikation, des Lesens, des Schreibens, der Rechtschreibung, der mathematischen Rechnung und der Sozialisation bemerkbar.

Wenn man die oben genannten Angaben aufmerksam betrachtet, dann kann man sehr leicht darauf schließen, dass Lernschwierigkeiten durch unzählige Faktoren ausgelöst werden können, und ihre Überwindung und Heilung erfordert sehr vorsichtige psychopädagogische Analysen.

Learning difficulties are present at any age, even in adolescence and adulthood, but the frequency is higher in small and medium childhood - a period of particular relevance in shaping the individual personality, from the cognitive, and affective-motivational perspective.

Pupils / Students with learning difficulties need teaching organization - in the classroom and outside it - depending on their educational requirements. An immediate consequence of this didactic conclusions widely accepted in contemporary pedagogy is the need for individualisation of the process of learning, depending on the psychological resources of the group-class and each student / pupil. We mention in this regard, some general educational activities in accordance with these educational paradigms that are currently supported:

1. psycho-pedagogy knowledge of students, the particularities and differences between them;
2. device of alternative curricular paths that are covered in flexible ways;
3. making available flexible, individual, specific and personalized learning paths;

4. presenting learning situations likely to generate constructive and positive learning/ training experiences, depending on the student/pupil's individual profile;
5. design and use of open and flexible strategies;
6. fitting out a proper educational environment (ambient) so that it becomes a positive factor in favor of intervention and rectifying of learning problems ;
7. making use of the social relations being developed at the class and school level for the learning process and promote.

The main requirement in organizing and conducting the learning process is individual learning strategies and methods for students with learning difficulties. In this respect, it is necessary for teachers to know, to build and be able to use a range of teaching strategies with which to identify and support the process of removing the difficulties of learning in the classroom. In our opinion, regardless of the school level, the fundamental requirements that should stand out in the mind of teaching personnel (professors, teachers, teachers, educators) who educate students/ pupils with learning difficulties are the following:

- to know better / in depth the cross learning difficulties of each student, and also the specific learning difficulties in certain curricular areas and disciplines of study, together with their manifestation;
- to ensure that students who deal with these difficulties possess the necessary means (knowledge, abilities, skills, etc..) to overcome the crisis they are in;
- adapt the procedural and methodological resources and materials to the specific learning difficulties in order to reduce and overcome them;
- to purchase or create material support (teaching aids) when needed;
- to reserve for every class the time necessary to assess the effectiveness of the formative way of learning and teaching, thus supporting the efforts of such students with learning difficulties and to adjust the conditions of learning (evaluation itself becomes a tool /aid for training).

Building a secure learning environment, appropriate and stimulating for all students and for those who benefit from additional and more specialized educational interventions, in or outside class, is one of the priorities for addressing the problems of students with learning difficulties. In a secure environment, in which students with learning difficulties receive psychological, emotional and social comfort /security, so that the possibilities of expression themselves and building relationships to enhance, the chance of overcoming these difficulties are increased.

We propose the following presentation to show areas of learning difficulties:

1. The cognitive :

School activity is a chain of infinite learning problematic situations, which the student must find solutions to, adopt an intelligent behavior through the acquisitions already done through assimilation (incorporate new data into their own cognitive system) and accommodation to new demands (Cerghit , I., 1983, p. 127).

The specific activity of the school required the term "school choice / option" - term used in educational contexts organized at a micro-educational level [defined as "a complex and dynamic structure of mental functions"] . From the functional perspective, the school facilitates student's adaptation to the problem of assimilation of the rules, the rigors and demands being addressed to him by the school and accommodation to them. The structural perspective it is the convergence of intellectual processes and operations involved in the complex learning activity . Using factor analysis, Ph.E. Vernon (1981) has developed a structure of school skills, indispensable in the process of learning. The core is composed of:

- general intelligence;
- verbal-educational factor;
- motivation, attitude, perseverance, interest;
- spatial-mechanical factor;
- numerical factor.

Based on this concept was necessary to distinguish between "general school ability" whose structure is given by three factors: general intelligence/ verbal-educational factor/ motivation, attitude, perseverance, interest; and "special skills " the structure of which is generated by variables that differ from one object of study to another ; a field to another.

At the other pole, dysfunction occurring in mental activity of learners can lead to learning difficulties of varying degrees of complexity. For example, in the course of school learning of students in the primary cycle, there may be manifestations of their mental activity, which act as delaying factors in learning ,which acting cumulatively, lead to a situation of mild mental retardation (mental deficiency). These events are obvious in the sphere of perception, representation, attention, thinking, language, memory and imagination - as indicated by pedagogical analysis below.

a) *Reduced perceptual experience* - is an event that occurs because the child perceptions are not based on a series of fair representations. Students/ Pupils find it difficult to distinguish between what is significant and what is not, tell the obvious and extract the essence in the learning experiences lived. It must be pointed out, however, that there is an objective basis to this difficulty and that is that more often main features are being masked by secondary / acquired sides. These deficiencies may be accompanied by other adversely events and manifestations which affect perceptual learning, such as:

- low discriminative acuity analyzer;
- reduced spirit of observation;
- reduced selective capacity;
- unrestrained spatial relationships;
- inability to perceive accurately and correct spatial configurations;
- unclear perception of identity and non-identity of figures which do not allow children to differentiate clearly, for example, the grapheme.

b) *Sketchiness and stiffness of representations:*

Difficulties arising in the process of representation and influence school learning are linked to the influence of mental processes involved in the realization process of

representation. Thus, a first difficulty lies in a weak sensory analysis and synthesis, a reduced potential to adjust the verbal meanings that compete in the formation of schematic representations, to which, if we add the attribute static, inflexible, rigid, result in preventing performance of sound reasoning.

c) *The limits of thought:*

Often, students / pupils have difficulties in understanding correctly, in explaining the phenomena and the application of these acquisitions. The difficulties of understanding are in direct relationship with the distance between the volume or set of procedures (knowledge, abilities, skills, etc.). that a student has and the new information that he must explain at the empirical level (the term here has empirical significance of practice) or theory, and subsequently to process and transform it into knowledge.

Also, students have difficulties in solving theoretical and practical problems. Solving a problem is overcome through the efforts of cognitive obstacle encountered in knowledge, transforming the previous experiences and restoring the balance between data held by the learner and subject matter requirements.

In the face of problems caused, students meet two specific categories of data: those in which the problem is specified and those relating to what is required. Between them there is a "blank" that they should fill with the knowledge they would acquire and the methods already known to them - called the "operators". The force varies by field of knowledge, curriculum area and by discipline of study: sometimes consists of physical actions / psycho-motor, sometimes in intellectual / cognitive ones.

d) *Perceptual instability:*

There can be observed at little pupils large variations in the spotlight. Often, during classes, they are attracted by external events, falling only occasionally in contact with the lesson and the organized curricular content, retaining only bits of concepts, fragments not being able to articulate and stimulate the focus on acquisitions school activity pursues. These students with unstable behavior, and with a deficit attention are missing out in building their knowledge and their intellectual advancement in knowledge being done on "quicksand" bases, in an unsafe and unmethodical manner.

Russian psychologist, N.D. Levitov (1962) distinguishes several forms of abstraction, namely:

- distraction caused by a too intense concentration on a single learning object, which prevents further recovery;
- distraction caused by inattention;
- inattention caused by the lack of a certain kind of activity;
- inattention caused by the lack of any occupation.

e) *Poor verbal skills:*

During school learning, in the process of training and exercise the capacity of oral manifestations there are a series of malfunctions involved, that would act in a stopping mode. The most common of these can take the following forms:

- **Dyslalie**, which is a deviation from the usual pronunciation; the impossibility to make sounds or their omission; the replacement of some sounds with others; sound conversions;

- **Stuttering** is a more serious disorder that occurs more frequently in boys. There are three forms: *chronic stammering* - interruption of the fluency of speech due to extension or repetition of sounds and syllables; *fluff note*, this occurs when there is a blockage at the first word in the sentence due to an articulated, long-form spasm and *mixed form*;

- **Delays in the overall development of the speech** are met at those children who fail to attain the average level of speech as children of the same age. Such phenomena is materialized into a poor vocabulary and low possibilities in the formulation of sentences and phrases. Delays in speech development may include both noise issues, but also lexical and grammatical. Children who show such gaps have difficulty in communicating in a clear expression and understanding the speech around them.

- **Elective dumbness (volunteer)** - occurs frequently in hypersensitive children through a temporary, partial or total dumbness. Children refuse to communicate over a certain period of time, with some people, and when the phenomenon is more pronounced the refusal shall extend to all persons.

- **Dyslexia and dysgraphie**- refers to the inability to learn reading and writing. Schoolchildren with such a disorder make constant and repeated confusion between the specific knowledge acquisition, such as confusion between letters and their grapheme; inversions, additions, omissions of letters and grapheme, omissions, inversions, additions of words and even sentences. A child with such a deficiency has difficulties communicating at the highest language. This feature prevents assimilation, internal storage and automatism of spelling rules. Because the misunderstanding of readings and even their own hand writing, verbal expression of children is missing gaps; full of omissions or additions to contain elements not included in the text.

- **Infidelity of speech** - a dysfunction caused by many factors and is the disparity between the content and meaning, between what was the brand (stored in memory) and what is updated.

- **Fantasy** - is the child's ability to transform the real in surreal, capacity which can negatively influence the learning process because the student may Fantasy / Sci-Fi starting with physical or emotional needs of its, disturbing the concentration / attention to the training – educational process.

All these coordinates of the mental life of students/ pupils, if acting cumulatively, decrease the intellectual potential of the pupil, leading gradually to installment of mental deficiency in students - a psychological factor that causes school failure, inducing a decrease or a loss of cognitive functions. General intellectual activity is measured by a coefficient of intelligence (Q.I) by evaluating the results achieved in applying a standardized intelligence test administered individually. Following the research of A. Binet and Th. Simon (1904) "metric staircase" of intelligence has been developed, more and more

updated, whose specifics are making correlations between the chronological age of the subjects and their mental age by establishing more or less deviations (degree of deviation) than the standard average of the chronological age .

2. The emotional

The most common behavioral dysfunctions specific to the emotional component are as follows:

Affective disorders such as:

- Affective mobility;
- Emotional viscosity;
- Affective inversion;
- Emotional ambivalence;
- Hyper-sensibility;
- Low degree of tolerance to frustration.

Referring to states, feelings and affective-attitudinal behavior of students with emotional disturbances , we intend to point out the following:

a) **Shyness / Bashfulness** - is commonly defined as a form of behavior characterized by lack of security, self-reliance, lack of boldness, fear, hesitation, defense reaction. (Paunescu, C., 1977).

b) **Anxiety** – is resulting from a threat of self-respect, current or anticipated, based on underestimation of “inner-self “, lower self-evaluation; the most important feature of the anxious child is that he lives any situation that is involved in as dangerous and never ceases to anticipate failure for each of its own activities.

c) **Fear of school** - is the most natural and common form of fear of separation. If once the first few months of transition to school attendance have passed and fear of separation does not decrease but, on the contrary, intensifies and takes the form of having attacks of panic, then it is a symbolic type of fear called *school phobia*. Often, the base of it is a too strong parent-child relationship, that it is more intense for mother than the student. To her, the school begins to weaken the relationship of maternal dependency of the child, which played an important role in child's development up to the school age , but which if maintained would have a negative influence to the future development.

The child overestimates its skills, potential, performance, and the school threatens to scatter this belief, which is why he is heading towards preserving that situation which amplifies the image of his “ inner-self “ in a surreal and only apparently stimulating way. He finds this in the parent (mother) -child relationship.

d) **Nervousness/Impatience** - is often the way a child is responding to the conditions and relations of life and education , to family climate or the climate of a foster family care. The state of nervousness can be a passing one, without affecting the fundamental balance of the person with the external environment, and if the intensity is moderate its manifestations can easily be corrected by regular education.

Forms of expressions that shape the behavioral profile of the impatient / nervous child are varied: irritability, anger, hostility, depression, vulnerability, disturbances in food and sleep regime, , psycho-motor instability, hysterical crises, reagent dumbness, whims.

3. The motivational

In the sphere of the motivational that students/pupils encounter difficulties are correlated with the following types of expressions:

- **The absence of intention to learn**, lack of desire to achieve a specific purpose, which is either self-determined, or following explicit instructions from someone else.

- **Inappropriate/ unrealistic expectation**, that does not take into account the specific context in which the action is taking place.

- **Lack of stimulation/ motivation** - which may be due to objective or subjective factors, and which may cause may different effects regarding school activity.

- **Lack of cognitive procurement** (knowledge, abilities, skills, etc.) - leads to awareness of which often leads to lack of motivation, lack of care and participation, escape from the tasks/ responsibilities and, of course, to the appearance of learning difficulties and school failure.

4. The volitional

- **Negativism** - is children resistance to external or internal applications, which may take a passive position in which the child presents inertia and resistance to all requests or an active form that the opposite of the demands addressed to child. We may also include here forms of obstinacy, stubbornness, interposing, spirit of resistance.

- **Lack of persistence** - is characterized by the inability of students / pupils to fight against the hardships that are in the way of achieving a goal or desire; or to do only what is pleasant, interesting from their point of view.

1. The character and temper

Studying the student's personality, getting to know and evaluate him in a correct, objective and rigorous manner from the perspective of the training - educational knowledge process implies to be aware of the set of formal qualities, dynamical – energetic (temper), socio-moral, character and attitudinal features.

Character Disorders

Immaturity of the character is derived from wrong doings in the educational process taking place in the family. Students show a false understanding of moral concepts, an erroneous appreciation of other people facts and actions, or their own conduct, a total disagreement between moral knowledge and facts, views and conduct.

Character Disorders express disharmonious development of personality, entailing a maladjustment within family, school and socially; due to the modification of one or more of the constituents of the character (A. Berg, 1986), for which are regarded as exaggeration of typical modes of response , to each individual.

Temperamental disorders

Temper is a dynamic – energetic side of personality and is being expressed by the peculiarities of intellectual activities and sensitiveness, as well as through external behavior (mobility and speech). Both emotiveness and activity are closely related to the "force" and "balance" of the nerve processes, characteristics which are obvious and relatively easily to be diagnosed.

Behavioral disorders frequently occur in children with excitable nervous system, unbalanced, with poor development of the internal inhibition and a weak control of the cortex of sub-cortical regions.

For a trainer (teacher or parent) is important to determine whether a child is active or not, whether emotional or not. Because if he/she is inactive, he/she could be slow, lazy, having no initiatives - manifestations described in the character disorders section. On the other hand, if he/she has intense emotional reactions, the child would be very strong affectively involved in everything he/she does.

Attitude disorders

Negative attitude towards education is manifested by a lack of desire to fulfill the learning demands from the teachers, the lack of involvement, escape from task, absences, resistance to the requests formulated by parents and teachers, violation of rules imposed by school and during classes, formal attending of teaching activities, without actual involvement/strive to understand explanations and content taught.

6. Education-related implications

Family factors

Family, as a tonic and emotional environment, cultural dimension and degree of social integration, represents a determinant factor in laying the base of education. Edmundo Buentello believes that a child with behavioral disorders may be the product of families lacking from the psychological, moral, economic, educational, or sociological point of view (apud Neacsu, I., 1978).

Deficits in family climate and family structure

Emotional climate that dominates the origin of outbreaks, exerts a profound influence on child and adolescent, lack or excess of tenderness from parents, indifference towards their children (Dragomirescu, V., 1976). In terms of structure, the family may present weaknesses of the legal, social, moral, educational-related kind in situations such as infidelity, desertion, divorce, concubinage, death, drug -addicts or even the total absence of family environment met in orphaned and abandoned ones, among which the ones with behavioral disorders are being selected.

Failures of the educational process

- Education from a mother the first stage of childhood have a great significance because it deprives children of warmth and affection that their healthy development needs.

- Based on the personal criterion, there are several types of father: authoritarian, despotic, violent, weak, malformed, extremely busy.

- Lack of authority for a child determines stages of doubt, uncertainty, insecurity and traumatic anxiety.

Punishment - family factor that hamper the learning process

Most often, the punishment has a pronounced external character and, hence, a very low efficiency, and negative influences in learning and training. Also, the penalty carries a negative influence on the level of aspiration of the learners.

Satelizarea - the relation of dependency of the learner on another person

In terms of training in school, the importance of **dependency** and **non - dependency** for personality development of the learner means that each is associated with a distinct pattern of ensuring learning motivation, as well as providing a distinct pattern of assimilation and internal storing of behavior and moral values rules.

Psycho-pedagogical factors at the school level

Within school environment may exercise sometimes negative psycho-pedagogy influence, non-constructive, which can cause maladjustment phenomena to other of the school students. In this category we mention :

- underestimation or overrating of the real / actual capacities of the student;
- disapproval of the motivations underlying the conduct of students;
- inter- individual conflicts among the class of students;
- the group of students may have phrenic influence for learning achieved through cooperation within the class, compared to that achieved individually. Of these, most important are: the opposite character of the goals, interests and habits;
- difficulties in communication increase as teams of students are larger because it is more difficult for students to watch and monitor each other;
- most shy of the group of students will lose ground before most daring ones, missing the chance of actively participate and demonstrate their potential, their progress in education / learning threatens to be overlooked and be considered insignificant unless teachers intend systematic coordination, direction, control and stimulation;
- as the group enlarges there is a proportional increase of the degree of difficulties of coordination and the amount of time allocated to a task ;
- such phenomena appear as underestimation and distraction in engaging in solving the tasks and concentrating in this direction, this being induced in a progressive and excessive artificially dependence of weak students on the good ones.

Other factors of psycho-pedagogy area , correlated with the hidden curriculum, which adversely affects the learning process at school level, often leading to school failure, relate to:

- the learning rate rigidity imposed by the trainer (teacher/ supervisor), which includes the compulsory assimilation of content units in a single time for all students, ignoring the differences related to the pace of learning and hence of the learning style adopted;
- significant differences between teachers and between schools regarding the nature and requirements of effective and logical learning, scientific recommendations and rules used in the curriculum;

- the educational approaches of front facing, which gives priority to the class considered as a group, to the student or the general objectives of teaching, but not to the psychological particularities of individual students, which personalizes the collection of information and teaching;

- the size of the class of students: a large number of students makes it difficult to ensure active participation of students in teaching and learning;

- heterogeneous class of students: compulsory schooling for children of same age, made out of political reasons, to give everyone the same chance at debut hamper development of intellectual skills of students with superior intellectual or rhythms;

- poor teaching styles, for example, over-intellectual and nervous strain of pupils by excess of teaching complex tasks, inconsistencies of the meta-cognitive support of students; subjectiveness in the evaluation of students, lack of reasoning for the notes and grades given, etc.;

- deficiencies regarding school resources: poor quality of school equipment, the loss of a day of school, the noneffective school schedule; various failures; tense climate in school, etc.

Learning difficulties relate to problems that interfere with the brain capacity to receive, store / stock, retrieve and update information; they do not link to intelligence, but gaps in handling information. These weaknesses are evident in delays in development or problems encountered at the functioning of attention, memory, reasoning, coordination, communication, reading, writing, spelling, mathematical calculation, socializing, emotional maturity.

Given these considerations, we can easily conclude that learning difficulties may be caused by a variety of causes and require careful psycho-pedagogy analysis in order to implement the strategies to relevant remedy and overcome.

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THE METHOD OF THE EXERCISE USED IN ACADEMIC TEACHING

RAMONA RĂDUȚ-TACIU, IOANA MAGDAȘ, NICOLETA MARȚIAN
"Babeș-Bolyai" University, Cluj-Napoca

Abstract

Das Üben ist eine Lehrmethode. Sie ist Teil der Kategorie der auf praktischer Handlung basierenden Methoden, wo die operative reale Handlung dominiert.

Diese Methode impliziert die Automatisierung der didaktischen Handlung durch Festigung und Perfektionierung der Basisoperationen, wodurch die Realisierung einer didaktischen Aufgabe auf vorgeschriebenem und wiederholbarem Niveau erreicht wird.

Das Üben ist eine grundlegende Methode in der didaktischen Handlung, da sie zur Festigung der Kenntnisse, zur Bildung von Fertigkeiten, zur Entwicklung der Gedankengänge, bestimmter intellektueller und physischer Fähigkeiten und Leistungen, bestimmter moralischer Qualitäten, zur Entwicklung kreativer Fähigkeiten und auch zur Vermeidung von Vergesslichkeit beiträgt.

Operational definitions

The exercise represents a teaching method that is included in the methods based on practice in which the actual operational action is predominant.

In the numerous typologies found in references, the method of the exercise is included in various categories, as follows:

No.	Classification criterion	The category of teaching methods where the exercise occurs	Other teaching methods in the same category
1	historical reference	Traditional (classical) methods	lecture conversation
2	task	Consolidation methods	individual study
		Methods for developing skills	demonstration
3	Teaching action	Methods based on practical action	The experiment The project Lab works
4	Manner of exploring reality	Indirect methods of exploring reality	demonstration modeling

Tab. nr. 1 Taxonomies of teaching methods containing the exercise

The method of the exercise consists in systematically and conscientiously repeating some operations of actions with the view to consolidate knowledge and to develop skills and abilities (sensorial, moving, intellectual), or to improve certain performances to develop mental operations as well as perseverance in learning. In other words, this method “involves the automation of the teaching action by consolidating and improving basic operations that provide for the achievement of the task at prescribed and repeatable performance levels and efficiently as well, when the teaching conditions are relatively identical. It supports the learning of the information and capacities typical for each step and subject as skills are formed to be later on integrated within the various teaching-learning-assessment activities”. (5, p. 140)

I. Cerghit considers that „the exercise is a fundamental method in teaching as it contributes to consolidating learning, forming skills, developing mental operations, intellectual, physical capacity and aptitudes, of moral features and to developing creative abilities and to preventing forgetting”. (3)

The exercise in modern academic didactics

In contemporary academic education, the meanings given to education are:

✓ *a wide, philosophical meaning: fundamental and dynamic teaching orientation, even teaching principle* for the activity of the learning subjects;

✓ *a simplified, operational meaning: an active teaching method.*

The distinct features of the exercise can be found in the following aspects:

- the exercise is usually marked by *a personalized action*, characterized by the availability and abilities of the subjects that make use of it;
- by repetition, the need for interaction with one's ego and that of checking one's own possibility to decode, understand, interpret of a certain situations satisfied;
- the exercise significantly supports the knowledge orientation of the individuals and groups and it is beneficial for the participants as it allows for the *individual and group reflection offering the possibility of overcoming subjective, baseless, unilateral or dogmatic perspectives*;
- the exercise requires a certain discipline to be applied in the process of building knowledge.

The relationship method-teaching procedure engages a set of interactions dependent upon the concrete evolution of the teaching-learning-assessing activity.

In this way the method of the exercise that initially is used with the first year students irrespective of their domain of specialization becomes a procedure within the conversation method when working with advanced level students in the study of a foreign language. Inversely, the teacher can give up the conversation method initially projected when finding out that students have grammar or communication difficulties that require the promotion of the exercise to the level of method from that of procedure especially with beginner groups.

As a teaching method included among the written communication, the exercise is an action used to form and develop study skills with the help of books and other information documents used for and with the learners.

If reading can be acquired by exercise and practice, beginning with the primary school, then as time goes on, the need to read is established and developed. It is for this reason that we read for pleasure, for knowing more and better, for being informed, for being documented etc.

The paradigm of teaching and learning based on exercise

- What does it mean to teach based on exercise?

Exercise-teaching refers to a set of teaching activities aimed at setting up and organizing exercise based learning situations and providing support to configure skills, to coordinate the process of revision, systemization and application of new knowledge learnt.

„The exercise method represents the automation of the teaching action by consolidating and improving basic operations that provide for the achievement of the task at prescribed and repeatable performance levels and efficiently as well, when the teaching conditions are relatively identical.” (4, p. 128)

As a teaching method the exercise can be projected and achieved and applied as well in all specialties and subjects related to the former, within the academic curriculum. It requires the pedagogical capitalizing of the stages entrained psychologically in the process of forming and developing skills, as follows:

- making students familiar with the action to be automated;
- engaging the operations needed to carry out the action in question;
- integrating these operations in the structure of the actions, already consolidated in a dynamic stereotype;
- systemizing the action, function of the general purpose and specific objectives of the activity to be carried out;
- integrating the automated action in the activity;
- improving the action in varied contexts to provide for its evolution, towards stability and flexibility. (7, p. 182)

The exercise as a method can be defined as the action of repetition that contributes to forming some dynamic stereotypes, drive automatisms, knowledge, study and application algorithms, converted into skills and abilities (and in some situation, in habits) that insure the solidity and increased efficiency in learning and the qualities for social and profession integration and inclusion. The beneficial effects of the exercise are determined by the creative and modern application of some proverbs, such as:

- „Repetitio mater studiorum est” („Repetition is the mother of learning”);
 - „Übung macht meister“ („the exercise makes one master”).
- What does it mean to learn based on exercise?

Learning by exercise represents an active and interactive participatory method for the learners involved in the educational process, that requires to repeat some operations with a view to fix and consolidate the knowledge acquired, to form and develop intellectual, physical-motion, applicative skills and abilities.

Learning based on exercise justifies the framing of this method among the as operational as possible methods while providing for capitalizing on the cognitive, affective and psychological and motion acquisitions of the undergraduates by assuring their transfer to concrete behavioral situations that reflect” on the one hand, the adaptive finalities of learning and on the other hand the technological resources of modern science”. (6, p. 128)

The use of algorithms and models of all types means first of all to learn by practicing. The exercise is used in almost all subjects: in the university curricula one can find reading exercises, summary and note taking exercises, grammar and style analysis exercises, historical documents reading exercises, problem solving exercises (in mathematics, physics, chemistry, technology), exercises to understand technical prospects, exercises to forms skills to handle certain tools etc.

By means of the exercise method students can form and develop many skills, such as the skills of solving exercises and problems, of summarizing and reviewing an specialized article, of writing reports, projects, of using instruments and tools, machines and devices, skills typical of behaviors and so on.

The exercise method is efficient when certain conditions are fulfilled during the lecture, seminar and/or practical works:

- students understand the purpose of certain exercises in the context of the current learning situation and the theory behind it;
- the difficulty of the task and complexity of exercises is graded along the subject of study;
- the exercises are as varied as possible to prevent monotony, boredom and to draw the attention of the students, their interest and availability of getting involved in the activity;
- the exercise as a method is continuously and progressively used, while its particular duration, optimal pace, and user independence degree are observed permanently;
- the immediate check, the control and self-control are made with awareness.

(adapted after Cerghit, I., 1997 and Crețu, D., Nicu, A., 2004)

A special place in academic education is held by the moral exercise. *The moral exercise* is a form of the exercise that is carried out frequently and conscientiously, through facts and actions to be turned into habits and moral conduit skills (observing the living together norms, aware discipline, help and aid, liability in front of community goods). In ancient times already, it was found that” moral cannot be learnt similarly to arithmetic” (Aristotle), but through practical actions in which the subject is put in the situation of behaving responsibly. The exercise aims at forming and developing the abilities needed to behave morally in various situations in one’s life.

In the formation of the personality of a person, moral and civic education hold a central place because the entire behavior of the individual is based on the former and this

attitude represents an indicator of one's being concordant with the moral and legal norms and rules of the community in which that person lives and at which one relates.

In a pedagogical perspective, the moral exercise is based on an action of forming and developing human moral consciousness and awareness at both theoretical and practical levels. Forming and developing of moral consciousness at "ideological" level entrains the "moral theory", based on norms projected at the cognitive level as well as at the affective, will and attitude level (2, 10, p. 42). Such a philosophical approach enables the clarification of two problems important for understanding moral education at the level of a fundamental pedagogic concept: the issue of the general objectives aiming both levels of moral consciousness, moral theory/ideology and moral practice/action, the issue of the content aiming at both levels of the personality, "with the self" (moral-individual education) and with the world (moral-civic education).

The principles of moral education capitalize on the internal determinations entrained in defining this deep dimension for the formation and development of the personality as in the "axioms" placed in an open pedagogical field. They interfere as "flexible imperatives" advancing affirmative action criteria through their capacity to demonstrate and bring arguments in concrete educational situations. The methodology of moral reflects the functional dimension of the general objectives placed pedagogically at the interaction line between theory (moral norms) and practice (moral action). The moral exercise funded on two kinds of procedures: external (orders, commands, urge, warning, appeal, hint, clarification, encouragement, stimulation by reward); internal (moral self evaluation practicing) is quite a conclusive example. Thus singing carols in elderly people's homes, taking part in liturgy, involvement in charity actions are some of the examples that can be given for this class (11, p. 148-149).

- What does it mean to assess based on exercise?

The method of the exercise can be used for the assessment of the teaching process, too. The pedagogical valorization of the latter reflects the level, degree of integration of skills acquired in certain contexts, through the intervention of the exercise in didactic sequences that ask for mastering, recovering, applying and/or analyzing some curricular sequences from lectures or seminars belonging to any of the subjects under study.

Types of exercises used in academic teaching

According to the specificity of the teaching and the objectives planned, higher education methodology operates with:

- *initiation (introductory or familiarization) exercises* used at the beginning of theory and/or practice learning; such exercises are demonstrative or illustrating in character and want to make the student familiar with knowledge repetition and application;
- *current (basic) exercises* used for application based teaching activities, or in projects;

- *consolidation exercises* used frequently in seminars and/or practical works;
- *synthesis, revision exercises* used in teaching activities aimed at restructuring the materials learnt and taught, after some courses, seminars, lab classes, curricular sequences are covered or after the topic specific of a subject is covered;
- *checking exercises* providing feed-back needed to remove drawbacks in students' educations or showing the need to build and develop certain learning skills required by increased efficiency in learning.

- Examples from the field of Mathematics -

In mathematics, the most activities relate to solving exercises of all types presented earlier. We will go on referring to the course in:

- *Real analysis I. (Analiza pe R)*, taught in the first academic year, first semester, in Mathematics, and Mathematics-Computer Science,
- *Mathematical analysis*, taught in the first academic year, first semester, in Computer Science,

In this specialization, the following will be met:

➤ *Initiation exercises (introductory or familiarization):*

1. To introduce derivation formulae for the elementary functions, the students will

calculate $\lim_{t \rightarrow 0} \frac{f(x+t) - f(x)}{t}$, in turn, for all the elementary functions: the

constant function, the power, the exponential function, the logarithmic function, the sine, cosine, tangent and cotangent trigonometrical functions, then the sum, product, ratio derivative, and the composed function of two functions. The role of these exercises consists in making students practice the calculus of limits of functions and to demonstrate and deduce the formulae for the derivatives.

2. The calculus of the primitives of the functions goes along the same idea; this time the teacher will give the students the table with the primitives and the students will have to derivate and prove the correctness of the formulae. Besides formula demonstration, these exercises serve at memorizing the definition of the primitive of a function and of the table with the primitives formulae (the student has to ask oneself when needing to remember a formula „By derivation which function can I obtain...?”).

➤ *current (basic) and consolidation exercises:*

1. In the same field as above, i.e. *Derivable functions*, current and consolidation exercises used can be: calculus of function derivatives with the already learnt formulae, study of derivation potential of some functions with braces, higher level derivatives, and later on, when studying real functions with more variables, one can use the calculus of partial derivatives.
2. In the calculation of primitives, this kind of exercises includes: the calculus of

primitives of composed functions with the help of learnt formulae and calculation methods for primitives: integration through parts the two methods of variable change.

3. With the definite integrals, due to the Leibniz-Newton formula, the integral calculation in a function f can be reduced to the calculus of the primitive of function f . Thus, this chapter is the right place to practice the formulae and calculation methods for the primitives. There are also functions for which the primitive cannot be calculated, but with specific techniques one can calculate integrals defined along specific given intervals in these functions. Such exercises serve at fixing the new knowledge and at showing new methods for solving such cases. The proper integrals, the functions with more real variables (double, triple integrals) can be calculated by transforming them into simple integrals, the curvilinear and surface integrals being another form of practicing the learnt information for a finite interval.
4. The integral calculus is practiced with practical problems, such as: the calculus of areas, lengths, volumes of rotational bodies, areas of rotational surfaces.
5. The differential and integral calculus can be applied in physics too in the calculation of work, static momentum, body weight centre, and inertia moment.

➤ *Synthesis, revision exercises:*

1. In real mathematical analysis, we can use for revision and synthesis with derivatives the following: the use of derivatives in the study of the extreme point and of the functions variations, exercises of graphical representation of functions, diverse everyday applications, algebra, trigonometry and geometry, easily solved with the differential calculus, as follows:
 - Show that among all the convex four-sided figures with given sides, the figure with maximum area will be the inscriptible one.
 - A statue of height l is placed on a pedestal of height h . From what distance from the pedestal can one see the statue in a maximum angle?
 - Write an isosceles triangle of maximum area in a circle of radius r .
 - Prove the relationship: $\arcsin x + \arccos x = \pi / 2$
 - Calculate the determinant:
$$\begin{vmatrix} x + a_1 & x & \dots & x \\ x & x + a_2 & \dots & x \\ \dots & \dots & \dots & \dots \\ x & x & \dots & x + a_n \end{vmatrix}, x \in R$$
2. The synthesis exercises making use of integral calculus refer to: the calculus of the limits of rows, the calculus of some algebraic sums, the calculus of the areas of plane surfaces and of the volumes of bodies not in rotation by means of sections.

The set of exercises used in higher education is varied enough to allow their classification according to criteria chosen by the user.

- according to the purpose:
 - o introductory exercises (to make students become familiar with actions and operations)
 - o fundamental exercises (aiming at forming automatism)
 - o consolidation exercises (aiming at consolidating skills already formed)
 - o creative exercises (requiring original elements coming from the students)
- according to the type of exercise:
 - o oral exercises
 - o written exercises
 - o practical exercises
- according to the degree of complexity:
 - o simple exercises
 - o semi-complex exercises
 - o complex exercises
- according to the degree of guiding of the automatic sequence:
 - o algorithm based exercises (strictly guided on the basis of algorithms)
 - o semi-algorithmical (semi-guided) exercises
 - o free (self-guided) exercises
- according to the specificity of the variant in which the teaching activity is organized:
 - o frontal, team exercises
 - o micro-group exercises
 - o individual, personalized exercises.

Their pedagogical evolution marks the formative leap, that can be achieved “from the practice of the automatisms” – with a limited field of actions – to the “practice of the operations”, which means a broader application field that can be improved at various levels of teaching and beyond teaching reference levels. (3, p. 193- 195)

Learning experiences generated in the students after using the exercise method

Each teaching method shows and renders how effective and efficient is the reaching of the educational objectives established in the educational process. In this respect, the concordances between the objectives, types of student actions and methods are significant as in the table made below:

<i>Objectives</i>	<i>Student actions</i>	<i>Teaching methods and procedures</i>
Learning concepts and notions	to define to recognize to distinguish to assimilate	Reading, observation, lecturing, programmed instruction
Learning rules	to deduce to formulate to modify to demonstrate to define to classify to synthesize	Heuristic conversation, debate, case study, exercise
Developing skills	to execute to perform to solve to build to practice	Exercise, lab experiment, project design, field practice

Table 2. Exercise based methodological concordances

(adapted from Cerghit, I., 1980, Cristea, S., 1997)

Learning experiences passed while using the exercise method can be rendered concrete in:

- trial and error learning;
- learning by problem solving;
- heuristic learning/ by discovery;
- creative learning;
- learning by interaction (confrontation, collaboration, cooperation) with the other and the ego;

The learning operations related to the exercise are mainly:

- information relation;
- critical and self-critical reflection;
- attempts;
- checking for the hypotheses put in application;
- individual study;
- independent individual or group actions etc.

Stages applied to the exercise method – theoretical explanations and examples

The specificity of the teaching method of exercise can be encountered in any teaching context, as the method is flexible and adaptable to the special features of any study subject, to the contents instrumented and to the concrete potentials of the undergraduates, to their experience and to the experience of their teachers.

The exercise application stages are:

- the introductory stage – the presentation of the model of action;
- the preparatory stage – getting familiar with the action to be performed and the explanation of how to work;

- performance stage – the action performance manner is surveyed, remedies are included to avoid wrong automation for the future;
- automation stage – practicing, repetition of exercises, to make action coherent, to gain the pace needed by the activity;
- improvement stage – reaching performance in correct action, observation of time allotted and needed and craftsmanship.

In conclusion, here are **some conditions for making the exercise efficient**:

- model-exercises should be proper for the sequence of education-instruction to be performed;
- exercises should be explained in a correct and accessible manner, providing for the individual and age particularities of the groups of undergraduates and the exercises to be performed later on should be carefully explained;
- wrong repetitions should be avoided to prevent the formation of automated operations or actions and to prevent the need of remedial actions that involved more and extra difficulty, time and effort;
- the difficulty level should be gradual in the exercises given, according to the requirements in the teaching of the content;
- the operations (actions) should have a specific pace and this should consider the capability of the learner too;
- the boring, tiring, actions should be avoided as well as those that lead to mnesic and/or action block;
- relaxation and rest sequences should be included from time to time.

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THE ROLE OF HYPERTEXT'S SYSTEMS IN LEARNING

VIOREL MIH, CODRUȚA MIH
"Babeș-Bolyai" University, Cluj-Napoca

Abstract

Hypertexts offer many aids for constructing a coherent representation of the text's contents and thus impose higher cognitive demands than linear texts (Foltz, 1996). Building a coherent representation of the hypertext structure enables users to navigate effectively within the text. Hypertexts allow users to reduce working memory load without constraining self-regulated learning processes. Reading of the hypertexts needs some meta-cognitive processes in order to choose the information that will be read and the sequence in which these will be accessed in order to be read.

Keywords: Hypertext, learning, text comprehension

Hypertext systems are informational systems, the content of which is organized in an interrelated network formed of frames and connections in which the frames represent documents and the connection between them, relation between them. In this paper the term "window" will be used referring to the icon from screen, which an user can visualize at a given moment. The term "frame" will be used referring to the informational frame of which is bounded in a subsidiary data base. Each hypertext window can contain more icons which can be a symbolic-icon or underlined words (relieved).

Such an icon represents the connection to the data base for that sequence of information. When it is accessed, usually by means of a mouse, the icon makes the connection to the information frame suitable from the data base and instantly opens a new window which posts the information of that frame. The frames which contain similar information are connected. An important aspect which must be underlined is that the connections are not only simple connections between frames but they should specify also the semantic relations between frames. The author of a hypertext is "the engineer of connections", on the base of their own semantic network; thus its conceptions affined of the interconnection between the ideas from the chosen material.

The connections can be organized in two ways: in a hierarchical structure or in a network structure.

a. In a hierarchical structure the frames are bounded only of the super-ordered information and of the subordinated information.

b. In a network kind of structure any frame can be bound by any other frame.

Indifferently of the specific structure the system because of the relational structure formed of frames and connections a hypertext system is non-linear. There's no such thing as a sequential organization predetermined of components frames.

The navigation on the information section can or cannot take the form of a systematic process oriented to a purpose. In the case in which the reading purpose is a general one, the person who has the objective of understanding the text, the representation of the text formed by the reader will depend in great measure of the accessing sequence of different frames chosen by this.

The simplest form of hypertext allows the post of some documents on the computer screen. The connection buttons (which are appointed by the programmer) connect a document with another document of the same system. The user switches from a document to another by pressing those buttons with the mouse. So, the most important characteristic of the hypertexts is the flexibility which they offer to their programmers and users in what concerns the interconnection of information fragments which are conceptually related. So, the information presentation is flexible and nonlinear and there are multiple routes which the user can explore in the same hypertext system. Minor changes of the structure of interface by means of which the user can access the hypertext as well as the connections identity between the information fragments can bear an unlimited number of structures of the information.

1. The hypertext's history

The first hypertext system was described in 1945 by Vannevar Bush. Starting with the assumption that the human mind operates with associations:

“The human mind... operates by association. With one item in its grasp, it snaps instantly to the next that is suggested by the association of thoughts, in accordance with some intricate web of trails carried by the cells of the brain. It has other characteristics, of course; trails that are not frequently followed are prone to fade, items are not fully permanent, memory is transitory. Yet the speed of action, the intricacy of trails, the detail of mental pictures, is awe-inspiring beyond all else in nature” (Bush, 1945).

Bush proposes a mechanic disposition which can allow to the user to gather all the books, documents, and communications on the microfilm. In consequence, the user of a system like this disposes of a data base which can play the role of a memory supplement of this. This machine, which Bush named “Memex” should have three characteristics: speed, flexibility, and the association ability.

Based on the conceptions of Bush (1945) and Engelbart (1963), the concept of memex on a computer was introduced, thinking that it will increase the abilities of human intellect. The assumption he was starting from, was that the human abilities can be increased using the artefacts, the language, the methodology, and the training. Thus appeared the first hypertext computerized system, which contained text video images, communication instruments of the kind of data bases and electronic mail and it allowed the simultaneous access of many users.

The term of hypertext was proposed in 1965 by Nelson, who considered that the readers shouldn't be forced by a knowledge structure imposed by a study domain or by the author. Instead of this, Nelson considered that the hypertext should structure the information thus the meaning of those to be given first of all by the user. In consequence, the author elaborated more types of hypertext structures: chunk hypertext (hypertext composed from frames and connections, without a clear structure), collateral hypertext (which offers annotations or alternative points of view), general hypertext (grand hypertext) (a system which contains all the information about a subject grouped in a unique system) (Nelson, 1987).

Most researchers following this approach have argued that hypertexts offer greater degrees of freedom for self-regulated learning, but are also inevitably associated with greater demands on learners' aptitudes, for example their prior knowledge, working memory capacity, or knowledge of learning strategies (Foltz, 1996; McDonald & Stevenson, 1996; Wenger & Payne, 1996).

2. The hypertext's systems and learning

Saphiro & Niederhauser (2004) state that the majority of the researches made concerning hypertext systems are not concerning their relevance for learning. The study of the educational implications of the hypertext started in the '80s and there were a lot of research and articles on this subject which were published even then. Amade in 1996 by Chen & Rada about learning from the hypertext looked at 13 studies which compared the results of learning from hypertext with those of learning from non-hypertext systems. Eight of those had gathered evidence of the advantages of the hypertext systems. The combined size of the effect was one small-medium ($r = .12$) but significant ($p = .00$). The size of the effect and the significance levels reported in the analysis studies were heterogamous. The authors of the meta-analysis interpreted this fact as announcing the establishing role of some factor like the content and the design of the system to the efficiency of hypertext systems to encourage the learning. About those variables which belong to the system, Shapiro (2004) adverts to the factors concerning the hypertext users, like abilities, anterior knowledge, motivation and their objectives.

2. Models of learning from hypertext

Until now, there are no proper models of learning from hypertext, but a lot of authors which made studies in this domain, agree that there are models and theories of reading and learning which can explain the cognitive mechanisms involved in the hypertext's reading. More authors go to the model of Construction-Integration (CI) (Kintsch, 1998) and to the theory of the cognitive flexibility (Spiro, Coulson, Feltovitch, and Anderson, 1998; Spiro, Feltovitch, Jacobson and Coulson, 1992)

2.1. Model of Construction-Integration (CI)

The model construction integration presents the processes of comprehension and learning as being concerned with the formation of representation of information to different

levels from which the most relevant for learning is the level of the situational model. In order that this presentation be formed is necessary from the reader an active processing of the content read. Some authors consider that this is the best point of the hypertext system: the fact that the readers must decide what frame will be accessed another time, in other words they must establish alone the sequence of reading of the units of information contained by the hypertext system; it is supposed that this thing compels them to play a more active role in the reading process. Shapiro notes that this active involvement of the readers is really encouraged by the hypertext systems but it is not guaranteed by their simple using. A hypertext system can be used also in a passive way. The frame's choice which is due to be accessed might or not increase the application of some meta-cognitive strategies of the readers.

The model construction-strategy exerts a big influence about the way in which a lot of researchers see learning in general, including learning by means of hypertext systems.

The increase processes of information representing in prism of this model are very often invoked different authors, sometimes without making clear references to this model. Shapiro says that the construction-strategy model became the conceptual frame of reference for the inferences educational study of hypertexts.

2.2. The cognitive flexibility (CF)

The cognitive flexibility theory was proposed by Spiro et al. (1988) like a constructive theory of learning based on different supports. Similar with the CI model, this theory invoked the apposition role of anterior knowledge beyond the information accessed at a certain moment. In order that the authentic learning take place, the mental representations must be permanently reconstitute and not make actual again like simple static units of memory. The theory has at base the assumption adequate which the situations meet day by day are singles and multi-dimensional, so the person must consider concomitant, more dimensions. In this conditions the anterior knowledge necessary for understanding the new information, can't be made actual again like intact units coming from singles anterior experiences. The knowledge stoked in the long period memory derivative from different anterior experiences must be combined in a flexible way, in order to be applied to the new situational requirements. Spiro, affirms that the reconstruction of knowledge need in a first phase the deconstruction-the flexibility of applying the anterior knowledge depends by their disassembly, succeeded by their adaptation reassemble. This point of view sustains the fact that in order that learning take place, is not necessary only active involve and the user of the anterior knowledge for every new problem.

The cognitive flexibility theory is relevant for learning in hypertext system which needs the possibility to access a frame of information from many points of view. The reader can access a document from more points of the hypertext system, which are equivalent from some different points of view. So, the flexibility cognitive theory predict that the mental represents which results from the repeated use of a hypertext system low structured, will be multi-dimensional so the ability of the reader of using the access information will be

theoretical more flexible. There are studies which confirmed these predictions in case of the reader experts in this domain.

Conclusively, the CI model and the CF theory are verbalizing different explanations of the process which are taking place by the time of using the hypertext system. The CI model offer explanations to the way in which are created stable represents during learning. These explanations offer predictions concerning the relevance of reader's behaviour concerning the access of information units which compose the hypertext. Behaviours like choice the frames, the using of connections, the pattern of navigations and the strategy patterns used constitute the potential meditative of learning from hypertext.

The CF theory explains authentic learning of person with a big volume of anterior knowledge in a certain domain. The exposition to informational flexible structures offers the opportunity of construction and reconstruction of represents according as the specific objective of learning.

3. Advantages and Disadvantages of the Hypertext System

In spite of the claims that the hypertext gives to the reader the possibility to create his own text, individualized, Smith (1996) sustains the fact that it can't be told about the hypertext that it is democratic or anti-hierarchical. Hierocracies are also visible within the hypertexts through the navigation instruments like maps and organizers.

Although the access sequence of the information content in a hypertext is not required the author is the one who designates the structure and the content of the information, and also the connections among different frames.

The reader decides on the way in which he traverses the hypertext, making for himself, this way, a linear route through the text, following the before established connections by the author. The properly reading of the words and sentences remains, in essence, a sequential process, similar to the case in which the reader traverses a linear text.

The difference between the electronic text and the one on a physical support is that the reader has to take decisions regarding the way in which he continues to read the text.

According to Patterson (2000), this fact produces a fundamental modification in the way in which the reader processes the text, modification related to the fact that this has to establish by his own the reading order and, thus, the route through the hypertext. In these conditions, the active-involved readers tend to feel a higher controlling affection concerning what they read and the way they do it. After the choices they made, the users of the hypertext systems take part in building the significances, "writing" an individualized text which has all the chances to be different from the one that the author had transposed in the hypertext variant. The traditional text formalizes, in a way, the author's role, while the hypertext questions the author's and the reader's roles.

Thus, many authors are regarding the hypertext as forcing the reader to participate actively in conferring a sense to the read text.

These modifications guided by the specific characteristics of the hypertext in the held role of the reader may carry to auxiliary intellectual requirements. Similar to the

reading of traditional texts, the one who learns engages basic processes (like the ones involved in recognizing the letters and decoding the words) and intellectual processes of a high level (like the ones involved in associating the new information with the pre-existent ones from the long-term memory). Reading hypertexts needs in addition to these the engagement of some meta-cognitive processes in order to choose the information that will be read and the sequence in which these will be accessed in order to be read. In addition, the users of the hypertext systems which do not have too much experience interacting and operating with the computer, will use a part of the intellectual resources in operating the computer as well (mouse utilization, pressing the keys, activate the links from the monitor, etc). These auxiliary requirements, combined with the reading ability, the previous knowledge in that domain can lead to a decrement of the performances of learning from the text, in the case of learning from the hypertext.

In the literature which refers to the hypertext systems it is mentioned usually the existence of two categories of problems associated with the utilization of the hypertext systems: intellectual oversteering and disorientation.

3.1. Intellectual Oversteering

In contrast with the traditional text, the hypertext does not contain conventional indications to guide the reader through a document (for example chapters, sections, etc). In the case of traditional text-documents, the format indicates many times the type and the purpose of a document and offers to the reader indications on where to find important information (for example a juridical contract it is easily distinguished from a shopping list). In the hypertext, this kind of conventions was not yet established. Furthermore, there are very many tracks or routes through which a certain fragment of information can be accessed. This grown flexibility makes the reader responsible of the decision concerning the accessed information (which frames to access) and in what order.

The intellectual resources of the user must be allocated to more competitive purposes. The users of the hypertext have to evaluate the visualized information at a certain moment, they must remember the previous accessed information, and also its location reported to other visualizations and they need to build up a plan for navigating to the wished information (not only deciding which windows will be accessed but also the actual way of accessing these). Kim & Hirtle (1995) had labeled these intellectual tasks as:

- (1) navigation tasks: planning and performing the routes through the network;
- (2) informational tasks: reading and understanding the content presented in the accessed connections and the connections among them, for summarizing and analyzing;
- (3) the management of the tasks: coordination of the informational and navigational tasks.

The user's performances decrease at the very moment in which his intellectual resources are over past by these requirements.

3.2. Disorientation

One of the symptoms of the intellectual oversteering is disorientation. It is well known the fact that the hypertext's users often report the sensation of being lost, in the context of a decreased performance in the tasks of searching the information. Based on these subjective reports, Hardman & Bulterman (1997) has characterized this phenomenon within three categories concerning the users' experiences:

- (1) the user does not know with what to continue
- (2) the user knows where he wants to arrive but does not know how to do it
- (3) the user does not know where he is reported to the general structure of the document.

4. Navigational Instruments in the Hypertext

To avoid possible problems associated with the flexibility of using a hypertext, its author can offer to the users a series of "navigational instruments" which have the designation of facilitating their utilization.

The user has to take decisions concerning the documents which will be read and the order of accessing these. Firstly, at a certain moment, he disposes of a certain number of variants from which he has to choose. The author can leave at the user's will connections to all the system's documents, or he can minimize their number according to the accessed frame at a certain moment. It is what in this domain's literature it is known as guided exploration of a hypertext. The hypertext's author establishes how many variants does the reader have and which are these. More, he establishes the way in which these options are presented. Thus, there are hypertexts in which the user can access all the frames which compound the hypertext, in this case the reader is presented all the connections to this. At the counter pole there is the variant of the hypertext which offers a single alternative for continuing the lesson indicating a single connection to the document which can be read in addition to the one accessed at a certain moment.

Corresponding to these variants, we distinguish the control level the reader has in the system's navigation. For the first variant, the control is maximal, for the second one the control is minimal and we speak about a linear traverse of the content.

In the case, when the user disposes of more variants, these can be presented in many ways. They can be presented like variants relatively equivalent, case in which the connections are simply listed in alphabetical order or they can be structured into networks or hierarchies. No matter the situation, for traversing the documents the reader employs himself into an exploring behaviour, regarding the followed goal. The goals which can be followed during the utilization of a hypertext system, can be related to its understanding, we talk in this case about a general goal, or searching of certain information concerning the solving of some problems, the reader having this way a particular goal. Corresponding to these types of goals, the studies related to educational involvements of using the hypertexts' system used two types of tasks: open tasks, which correspond to the general goals of

exploring the hypertext and close tasks, in which the user follows particular goals of locating certain information (Boechler P., 2001).

Accessing the information from the hypertext system is influenced by the document's structure, independent of the structure instated to it through adaptation at the hypertext's format (establishment of the fragments of information included in different frames and the connections among them).

There are three types of global features of the hypertext documents:

- (1) the innate structure of it;
- (2) organizing the material within the document or the indications which signalize its structure;
- (3) the bindings' structure which can either reflect those from points 1 and 2, or to require a structure or certain compulsions.

In the case when traversing a hypertext has as goal its exploration for understanding it, we speak about an open task.

5. Structure of the Hypertext Systems

The organization of a hypertext system can be communicated to its users in the way in which the connections are organized into the interface (for example as some graphical representations or some indices).

The results of many studies imply that the persons who have a reduced knowledge level in a domain benefit thanks to well-contoured structures such as hierarchies. This conclusion was confirmed by many studies. A recent study by Potelle and Rouet (2002) illustrates clearly this effect. Some identified students as having reduced knowledge of social psychology were asked to use a hypertext for learning about a subject. They were allocated systems which presented information either as a hierarchy, either as a network without rules, or as an alphabetical structured list. The students were credited 20 minutes for studying the subjects then they were given conceived tests to evaluate the assertive basis and the situational model.

The results were cogent. Concerning assertive basis evaluations, the questions with multiple answer variants and simple making actual again, the students which had used the network-type structure had had superior performances in regard to those who had used the hierarchy or the list. Concerning the questions conceived to evaluate the situational model, the students who had used the hierarchy outclassed the students from the other two groups.

These results suggest that the students were disturbed by the random structure (at least from their perspective) of the network, the learning processes being clogged. This effect was valid even in the case of the factual information presented in individual documents (tested through factual questions). When the students were oriented by the other structural systems, they could obtain this type of knowledge from the system. The simple orientation was not sufficient to orient the students in obtaining a coherent, rational

understanding of the global information. The students had obtained in the best manner this type of knowledge when they used the hierarchy. Only the hierarchical system allowed the subjects to orient good enough to create the assertive basis and, at the same time, offering them indications about conceptual relations which permitted the forming of the situational model.

It is not absolutely necessary for the system's structure to be hierarchical to advantage the beginners. The important characteristic for the reduced-knowledge students is the clear emphasis of the conceptual relation among the documents. This thing was demonstrated by Shapiro (1999). In his study, the students with initial reduced knowledge were allocated either a hierarchy, either an arrangement of theme-structured texts, either an unstructured collection of interconnected documents, or a linear (electronic) book. All the systems presented the same documents about animal biology.

An ulterior test of association based on primer demonstrated that the students who used all the three hypertext systems remembered the conceptual associated subjects presented through the system's connections. The students who used the simple variant of an electronic book had been significantly different in this way by those who were associated the systems with connections. (The possibility of a repetition effect by the simple visualization of the name of the connecting buttons was excluded with a separated control condition). The learning in the case of all the systems was, though, superficial, all the groups having faint results at an ulterior test of problems' solving. A more attentive examination of the dates had demonstrated that the results at the problems' solving task were related to the interaction between the interface with the user and this' route through the hypertext. Especially, the theme-grouped structure presented short phrases near every connecting button, containing details about the relation between the instant document and the binding presented one. The data indicates a significant correlation between the actual utilization of these buttons and the performance related to the inferential questions which depended on their accession. Simplifying, the possibility that the students respond correctly to a question which referred at problems' solving would have been bigger if the students had actually used the connection which related the relevant question's documents. In this case not even the hierarchical structure helped the students to gain a logical understanding of the material. Still, the utilization of some explicit indications referring to the conceptual relations was related to a growing ability of problems' solving. The important point of this study is that, for novices, does not exist any "magic" in the hierarchies. Instead, any mean to explain the conceptual relations among the subjects can help the reduced-knowledge students.

Shapiro (1998) demonstrated also the importance of a clearly structured and conceptual system taking into account the accomplishment of the learning process. Especially, she demonstrated that the initial reduced-knowledge students ability of fullfil their goals can be mediated by the structure's compatibility with the learning object. In the respective study, the students were initially tested regarding the knowledge about the resemblance between animal kingdoms and the interspecies relations within the

ecosystems. There were included only the students who had good knowledge about ecosystems. Then, they were put to learn about a world of fictional animals with the help of a hypermedia program which offered an advanced organization structured around the animal kingdoms or the ecosystems. Also, they were proposed the goal to learn either about animal kingdoms, or about ecosystems, these factors being completely combined. All the groups had the same results at the subsequently questions which certified the knowledge about animal kingdoms. These results were ascribed to the previous knowledge from the respective domain.

Conclusions

Hypertexts are helpful for constructing a coherent representation of the text's contents and thus impose higher cognitive demands than linear texts. This representation enables users to navigate effectively within the text. In general, hypertexts are well suited for learners with high abilities, whereas learners with low abilities are easily overtaxed by hypertexts. Hypertexts allow users reduce working memory load without constraining self-regulated learning processes. The model construction-strategy exerts a major influence about learning by means of hypertext systems. The construction-strategy model became the conceptual frame of reference for the inferences educational study of hypertexts

Reading of the hypertexts needs in addition to these the engagement of some meta-cognitive processes in order to choose the information that will be read and the sequence in which these will be accessed in order to be read. These auxiliary requirements, combined with the reading ability, the previous knowledge in that domain can lead to a decrement of the performances of learning from the text, in the case of learning from the hypertext.

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CONDITIONS FOR EFFICIENT FUNCTIONING OF THE SCHOOL ORGANIZATION

ADRIANA DENISA MANEA

"Babeş-Bolyai" University, Cluj-Napoca

Zusammenfassung

Der vorliegende Artikel beschäftigt sich mit der Identifizierung der Bedingungen, die zu einem guten Ablauf der schulischen Organisation beitragen. Unserer Meinung nach, sind es folgende Faktoren, die die Leistungsfähigkeit und den problemlosen Ablauf der schulischen Organisation ermöglichen: die Steigerung und Erhöhung der Akzeptanz für die Veränderungen im Schulsystem, die Erhöhung der professionellen Zufriedenheit, die Einschränkung der Stressfaktoren und die Optimierung der Partnerschaft zwischen Schule und Gemeinde. Als Schlussfolgerung soll gesagt werden, dass die oben genannten Faktoren sowohl die Erhöhung des Lehr- und Lernprozesses, als auch die Verbesserung des Arbeitsklimas, gemäß den Erwartungen der Schüler und der Lehrer, fördern und sicherstellen.

A first main condition in modernizing every educational institution is that of developing several actions in the direction that the didactic staff from the institution should accept change. Although apparently, as a paradox, the only absolute constant of a system, no matter what kind it is, is change. The idea of evolution or improving is intrinsically connected to change. If changes in general can happen at random, the change as innovation implies the existence of a certain transforming intention subordinated to several objectives previously established and firmly orientated towards inducing and implementing on educational reality level of several positive changes and long lasting. But, it is obvious that the simple projection of innovation is not enough for improving the system in relation with which it was thought, being also necessary it being effectively put into practice.

In other words, efficiency of an innovation depends not only on its value and on its internal consistency, but also on *the degree of accepting the change*, respectively on the degree in which the change agents are prepared and willing to put it into practice in the organization in which they act.

The responsibility for controlling the change within the organization lies on the administration team, being only in a small degree the responsibility of its members. Those on the last position are responsible for making all the efforts that the change process implies. The way people control change is different from one person to another and it is

dependent on a lot of factors (age, health, education, motivation, the previous experience concerning the change field etc.).

Although it is unanimously accepted the fact that different people, different changes and different stages of the change have to be controlled differently, it can be observed the fact that there is a certain pattern in the adopted actions in the direction of determining the change approval, in various organizations. In the first stage the organization administration staff will concentrate on the aspects necessary for preparing the change: precisely inventorying the contextual features of the change, the estimation of the human, material and time necessary resources, resources the innovation claims, the identification of the possible obstacles that can interpose at the level of putting the change into practice.

Subsequent to this approach, the administration team attention will focus on establishing communication with the organization members with the aim of reaching the following objectives:

- *to help the organization members to see the change as an opportunity and to demonstrate it through adequate reactions to the change;*
- *to present a reasonable and logic reason for change, to underline the positive aspects of change and the advantages it can bring, as otherwise the organization members can not understand why they should take part to this process;*
- *to offer support for acquiring competences and abilities necessary to face the new;*
- *to participate, to encourage, to put away the fear, to establish intermediate reasons, and to subsequently reward the registered successes.*

Not less important is the permanent monitoring of the way in which the implementation of change is produced and the evaluation of its immediate and on long term consequences. The constant developing of these actions allows the organization leading team to intervene prompt and adequate both in the way of getting over or diminishing the possible resistances to change, and in the way of revising the possible unwanted effects generated by its implementation.

Not less important is the insurance of an organizational climate able to facilitate the insurance of a professional optimal productivity. The approach of the organizational climate from the perspective of organizational development is not a fashionable trend, as it may seem apparently, but a necessity. The discussions related to the organizational role for a good development of the activity in the organizational level are to be found in different forms within the majority of the organizational psychology compendium and they appeared on the base of the organizational reorganizing, despite their nature, both at structural and functional level, on pragmatic principles. The main question that can derive from this is the following: does the organization become a constraining tool, a rigid and classifying one or

on the contrary, a flexible one, an open one and a tool that can offer identity to its members? (cf. Anghelache, V., 2007).

In connection with the organizational culture that can be defined as “*a complex of specific values, beliefs, representations, meanings, ways of thinking shared by the members of an organization, that determines the way they will behave within and outside that specific organization that are transmitted to the new members as being the correct ones*” (Ș. Iosifescu, 2000, p.27), *the organizational climate has a more reduce level of generality.*

The organizational culture is the dominant objective dimension that determines the organizational climate, while the organizational climate is strongly characterized by subjectivity, it covering all the meanings that one can give to the people and to the elements he faces.

The organizational climate was variously defined. Thus, M. Vlasceanu (2003) speaks about the organizational climate, defining it from a larger perspective as an assembly of “things, people, conditions (resources, constraints) or influences (cultural, political, legal) that interfere with its functioning” and E. Paun (1999, p.81) defines the organizational climate through “the cultural and moral background that reigns within a group, the assembly of the collective perceptions, of the existent emotional moods within the organization.... . The climate expresses the moods generated by the confrontation between the employees’ expectances and their working and life conditions offered by the organization; [...] it is an aspect of collective psychology, a group phenomenon, a way of collective contagion that objectifies in what it can be named as the human internal organization climate”.

The leading style influences significantly the organization culture and climate, being recognized the fact that the managers are the ones that shapes the organization members’ attitudes. Referring to the importance of the organizational climate and to the role that the institution manager has, the president of the Ford corporation (apud Ursachi, I., 2001) says: “one can buy somebody’s time: one can buy somebody’s the physical presence in a certain place: one can buy even a number of muscular quick movements in a given period of time, but one can’t buy loyalty, devotion, the mind and the soul. They have to be gained.”

To the organization level, as a consequence of the influences developed by the organizational culture as an assembly of norms, symbols, significances and behavioral models that are shared by its members, it is created a whole complex of inter-human relationships, complex that gives birth to a certain behavior that practically reflects the organizational climate.

The organizational climate is characterized through more aspects, among which the fallowing can be mentioned:

- attitudes towards work and towards the organization management;
- motivation for activity;
- attitudes towards the working group in relation with organization too;
- integration within the group/organization;

Resembling to any kind of organization, school has a personal objective and it refers to the social environment in a specific way. Referring to the school organization climate, Miles (apud E. Paun, 1999) underlines that it expresses “the features of the psycho-social relationships from school, the type of authority, the motivation degree and the degree of putting to work the human resources, the satisfaction and dissatisfaction moods, the cohesion degree from the school community”. Sharing the same point of view, the above mentioned author brings into discussion the school organization climate, defining it as manager’s attachment, of the didactic staff and of the pupils towards their school, an attachment that within which the organizational climate plays an important role.

The school organization climate is not yet a given data, but it is the result of at least three types of factors;

1. **Structural type**, organized by the school legislation:
 - a. the size of the school (*the schools with a small number of people have a wormy, motivating organizational climate; aspect that comes to confirm the validity of the postmodern theories that promotes the small and dynamic organization*);
 - b. the composition of the school (*the bigger the homogeneity level is, the more motivating is the organizational climate*);
2. **Instrumental type**, these ensure the necessary conditions and resources for reaching the school established objectives. Among these, the author mentions: material conditions, the physical environment, the action strategies, the competence and the managerial style, the intra and inter-organizational communication means etc.
3. **Socio-affectionate and motivational types**, these motivate the structure of the non-formal relationships, but also the relationships between the school principle and the other members of the organization (c.f. E. Paun, 1999, p.97).

Enriching to the higher limit the ability of a certain group members depends, in a great degree on the features of the organizational climate in which they act:

- one of the basic conditions of the professional efficiency is thus represented by the generation of an organizational climate where the stress lies on the personal responsibility of the institution members, responsibility assumed with free will;
- a flexible organizational climate, where the rules are conceived as simple action coordinates will facilitate the personal initiatives in a greater degree than a rigid organizational climate, where there is a greater number of rules that it is necessary, rules that are *ad litteram* applied by different managers who on their turn are also rigid, aspect that can lead to the identification of several uncertainty areas that develops frustrations and parallel power relationships;
- the existence of an efficient bidirectional communication network, both on vertical, between the manager and his subordinates, and on horizontal, among

the organization members, offers the opportunity of the quick identification and salvation of different possible troubles that may appear during their activity;

- the existence of a positive intra-group relationship, based on cooperation and reciprocal support facilitates both the organization members' professional and personal development as the growth of the internal motivation for activity;

At the level of every organization, including that of the school, the climate is, in the same time cause and effect of the organizational development. It is the cause to the extent in which the human factor is considered as the main generator of ideas and efforts in the direction of reaching the organization goals and it is an effect to the extent in which the organization acts prospectively succeeds in articulating the organization needs with the needs of its members.

To the educational level it is, thus, recommended the promotion of an open and participating organizational climate, a climate that promotes and valorizes the human potential that establishes equilibrium between the cooperation relationships with the one of non-aggressive competition that orientates the efforts of its members in the direction of reaching the proposed objectives.

Turning efficient the instructive-educative approaches also implies, as preliminary conditions, the growth of the professional satisfaction and the diminishing of the occupational stress. From a general perspective, *satisfaction* is a subjective mood resulted from the accomplishment of the necessities, by the lack of tensions or anxieties. It is based on the positive appreciation of the way life develops in general or of one of its particular areas. Satisfaction expresses the result of the evaluation developed continuously by the subject towards his life conditions, the degree in which they resembles with their personal expectances.

Satisfaction has a complex structure, it depending both on *mood indicators* (real level of the working and life conditions) as well as by *the indicators of the evaluation criteria* (the structure of the person's system of needs and his aspiration level).

As a particular case of satisfaction in general, the *professional satisfaction*, refers to the assembly of the positive reaction connected with the activity one can develop within a certain organization, reactions that can be due to the following categories of motives:

- pleasures offered by the work itself;
- the role played within the organization;
- the values attributed to the received rewards in exchange of the developed work;

More exactly, the professional satisfaction results from the comparison, implicit or explicit, between the person's expectances and the cognitive, affectionate, relational or material rewards he is given as a consequence of to the developed work. The professional satisfaction appears as result of the subtraction between what people really obtain as a reward for the developed worked and what the estimate they should obtain as a result of the developed activity.

The work satisfaction was quantified and expressed by C. Zamfir in the following way:

$$S_m = (O_r - E_o) / O_r$$

where,

- O_r = what people really obtain, as a consequence for their activity (salary, status etc);
- E_o = what people estimate they should obtain.

There we can have the following possible situations:

- $O_r = E_o$ results the completely satisfaction mood;
- $O_r < E_o$ it appears a dissatisfaction mood, that is even greater when the registered difference is greater;
- $O_r > E_o$ it can result a discomfort or even blaming feeling. (Zamfir, C., 1980).

The bigger the work contribution is (quantity, quality, qualification level, improving effort, social importance etc.), the more the expected reward is higher. When the report contribution/reward in work is different in relation with the chose reference system (other people or groups), it can appear a tension situation, a dissatisfaction mood generated by the feeling of injustice.

The same author considers that the professional satisfaction can be analyzed on several dimensions:

a. *Economic satisfaction*, it being produced by financial rewards, it constituting in an important element for assuming and keeping doing the same job, or it dropping out. It ensures the security feeling, satisfying the need for esteem, for power, for fame and for social position.

b. *The satisfaction related to work*, related to the activity itself, to its content and to the features that particularizes its developing (working conditions, technique equipment etc.). The researches on this field underlined many important features for the professional satisfaction feeling, as: work variety, the high professional abilities claimed by this, innovation, leading requirements and the high relation between the developed work and people's aspirations and aptitudes. On the other pole it can be mentioned the monotony of the developed work, routine, the low professional abilities and the lack of correspondence between work and attitudes, elements that can transform in sources for professional dissatisfaction.

c. *Psycho/social satisfaction* derives from the fact that, during work process one relate not only to his work, but also the work of his fallows, to those from the group he integrates. The group favorable atmosphere, the positive relationships between the group members, between them and the institution management team, are, on their turn, determinant factors of professional satisfaction.

In studying professional satisfaction will also be used concepts as:

- a. *professional attachment*- affectionate structure representing the adhesion towards job;
- b. *aptitude*- attraction towards the activity determined by aptitudes and the relation with this;
- c. *positive attitudes towards new*- the willingness and the preoccupation to perceive accept and promote the newness in the developed activity, attitudes for avoiding the routine, orientation towards creativity and innovation.

Bearing initially the name of general syndrome for adaptation, the concept of “stress” was introduced by H. Selye and it refers to the aggressions against the body (stressful agents or stressors) as well as to its reaction to the aggressions. It is also established the difference between *eu-stress* (an active way of reaction, the mood in which can be a person who is able to identify the necessary resources in order to control the situation he faces) and *dis-stress* (passive way of reacting, synonymous with helpless and negative reactions as consequences of a difficult to control situation).

Stress is the conjunction mood between the action of the stressor agent and the ability of adaptation of that certain body. In general there are underlined the following stages one goes through while facing a stressor agent:

- **Alarming situation**, that includes a shock stage, its features are the: low level of arterial pressure, of the body temperature, the nervous breakdown, it being followed by a *contra-shock stage* while the defensive and coping reaction to the stress can be identified;
- **Resistance stage** or the stage of getting better, in which the body seems to adapt to the situation, acting relatively normal;
- **The exhausting stage**, it appears when the adaptation obtained due to the prolonged contra/shock reaction can't be maintained anymore.

After the frequency of the stressing agents manifestations can be mentioned the following categories of stress:

- **acute stress or episodic one**; it stops when the stressing agent disappear;
- **cyclic stress**, it is provoked by the apparition of the stressing factor with a certain regularity; this type of stress can lead to the worsening of the phenomenon, as even by anticipating the stressing situation can come close to the stressing situations (for instance the exams sessions, the negotiation of the collective working contract etc.);
- **chronic or persistent stress**, which is characterized by the fact that the stressing agent prolonged for a longer period of time, affecting the equilibrium estate of the body (a disease with an uncertain cause, constant problems with the manager of the institution).

The occupational stress is defined as being a multi/caused and multi-dimensioned phenomenon, reflected in the psycho-physiological answers of the body, in a certain

working situation, phenomenon characterized by disequilibrium between the requirements imposed by the job and the objective or just subjective perception of the person to face this situation.

The occupational stress is one of the most serious threatening of a modern life. the problem of the occupational stress as a particular way of objecting the stress is more and more present in the specialized books, aspect explained through the undesired effects that it has on the organizational climate and on the employees own performances.

The effects of the occupational stress are suffered by every person according to his own biological and personality features, to his attitude towards life in general, to his behavioral style and to his need dimension to self-accomplishments.

For instance, The International Organization of Work estimates the fact that the occupational stress provokes a loss equivalent with 10% from the internal profit of a certain country. The office of statistics in Work from USA calls the effects of the occupational stress as *neurotic reactions to stress* underlining the fact that it provokes within American economy 300\$ billiards loss, by being absent, by decreasing productivity, by changing the employees, by accidents, by direct medical expenses, by legal expenses, by expenses with the medical insurance and compensations for the employees. This loss goes beyond the whole profit of the first 500 Corporations from USA.

The most harmful type of occupational stress is the chronic one, labeled in the specialized literature "burnout". The term of burnout (to completely burn) names the syndrome of chronic stress as related to work. It is described as being a process that slowly develops, without obvious symptoms and that it leads to emotional exhausting and social reclusion. From a chronologic point of view it gets there, from the first stage in which the hyperactive person involves, without any kind of control, in an over demanding activity, as in the final the manifestation is completely different from the initial one: absentee, various without based claims and avoiding, almost in a phobic manner the working place. This behavior takes place on the ground of several emotional troubles governed by anxiety and depression. It is an estate of physical emotional and mental exhausting caused by the involvement on long term in demanding situations. Maslach and Jackson define the burnout syndrome as a syndrome with three dimensions:

- losing the personal feature-one distance himself from the others, he beginning to see them from an impersonal perspective;
- reducing the personal accomplishments;
- emotional exhausting- one feels empty of personal emotional resources and becomes very vulnerable to the stressing agents;

In the base of the occupational stress there are two central stressing agents, mostly of psychological nature:

- **The role conflict;** this stressing agent refers to the situations in which a certain person who has a certain job, goes, within the organization, through various requirements, claims, pressure with contradictory character or even unacceptable

one. In most of the cases the person that faces this type of role conflict is in caught in the middle, between superiors and employees, the conflicting situations having different forms;

- **The role ambiguity** refers to the lack or to the insufficient clear and appropriate information asked in order to correctly solve the tasks; the person that faces the role ambiguity doesn't exactly know the objectives and the tasks he has to develop, the performances required by the organization, the control and evaluation criteria; the ambiguity lived by the people is different and embedded with personality traits; the intensity of the stress generated by role ambiguity is in a tight relationship with the ability to tolerate, in general, ambiguity, ability that is different from one person to another;

Besides the two mentioned sources, the main causes of the occupational stress mention in the specialized literature are:

- ✓ **The complexity, the diversity and the character of frequent newness of the current tasks;** the contradictory claims are due to the high degree of difficulty of the tasks and the lack of time and/or updated professional knowledge asked for their salvation;
- ✓ **The high responsibilities;** the being accompanied by powerful emotions and feelings; the pressures can appear as a consequence to the desire to conciliate the organization interests, in general with the personal ones;
- ✓ **The preoccupation for the future of the organization;** the conflict appears between the complexity and the importance of the problems, to which the employer has to find salvation and the exercised pressure given to this situation;
- ✓ **The quick rhythm of decision making;** the pressure exercised by the frequent changes from environment determines the reducing of the claimed necessary time for correct, scientific decision making; the stress appear by being aware by the possible effects of those insufficiently prepared decisions;
- ✓ **The management inadequate style;** it reflects the conflict between the management type that generates a certain style and the different features of the activity and of the managed group;
- ✓ **The excessive centralization of authority;** the stress is due to the fact that there is a conflict between the desire to lead and to control as many physical, psychic intellectual and time resources limited activities and capacities;
- ✓ **Prolongation of the working day;** generated by constrains such as: deadlines, frequent changes in the organization priorities, the use on a large scale of morally used methods and techniques;
- ✓ **Incompatibility with the type of management;** generates stress as a consequence of the conflict between the employee's desire to keep his job and the tendency to answer back to different attitudes, behavior, gestures perceived as being inadequate;

- ✓ **Delegation excessively adopted by the manager;** it can lead to different contradictory pressures between the desire to promote and the effort required by the salvation of one's own tasks, and in the same time the effort required by the numerous and/or difficult tasks received from the manager;
- ✓ **Fear of loosing his job;** a cause for the stressful situation of crisis or economic recession; in general, this cause mainly affects the subordinators, but in certain situation it can also influence the managing staff;
- ✓ **Impossible requirements received from the superiors or from the superior departments;** this type of stress is due to the pressure resulted from the discrepancy between the authority, the manager's emitted pretensions and the reality of a certain situation;
- ✓ **The pressure implied by dead-lines;** it shows as a discrepancy between the obligation to solve complex tasks and the given period of time for solving them;
- ✓ **The unsatisfying motivation** reflects the conflict between one's expectances, based on the obtained results, respectively, the different appreciation received from those that are to evaluate him;
- ✓ **The lack of aptitudes or of necessary training for the job** generates stress, in the situation when the staff selection and promotion is realized based on profession competence criteria;
- ✓ **The aspiration towards superior positions;** is a cause for the stress felt by everyone who has desires, needs, aspirations and those are beyond the power and/or the money that the present job can offer; one's aspirations can come into a conflict with the low chances of promotion, chances offered by the organization, with the criteria for selection and promotion, with the unreachable performance standards, that one can't face;
- ✓ **The familial pressures** can generate stressing situations as a consequence between the time and the interest showed to the professional problems despite to the familial ones;
- ✓ **Deficiencies in projecting the job;** the deficient elaboration of he objectives or the lack of their mentioning in the individual contract, the unclear tasks that imply repeated or parallel actions at the level of different jobs or departments can generate uncertainty, dissatisfaction in work, frustration;
- ✓ **The deficient informal organization** is able to spread unofficial information that can be in an obvious discordance with the information officially delivered;

Reducing the occupational stress is in present a permanent preoccupation in the organizational management, being focused on developing to the employees certain qualities such as self trust in different stressful situations, the ability to see change as a challenging situation to competition and not as a threatening, the profound involvement in the professional and personal life, the ability to take risks, perseverance in the confrontation with the opposite situations or with different requirements, the flexibility in expressing opinions and in acting etc.

Another direction aims improving the perception of the special education in community's eyes. Nowadays socio-economic transformations, the presence and the functional implementation of the concepts such as "educational market", "educational offer", educational marketing" strongly underline, especially in special education field, the need to develop convergent actions for promoting the school image within community.

Through the structure "school image" are named an assembly of attitudes, opinions and/or behavioral patters generally shared by the community members regarding this institution. Promoting and improving the school image on community level asks for a focused effort that firstly implies a correct and objective presentation of its role and mission.

In this direction will be developed activities in order to identify and to clearly mention possible areas for interaction and *educational partnership* between school and social, cultural and economic environment in order to transform it in a center of trustful and quality educational resources delivered to community.

Educational partnership is a concept more and more present in the collaboration situations that are established between education institutions and different parts from society. The necessity and the importance of educational partnerships are due to at least two aspect:

- the need to open school towards community;
- the need to catch community attention to the school needs.

The efficient and functional way through which community can answer back to the requirements from educational system is developing in partnership projects, this being a valuable mean for which school, in general, and a gaining for children education, in particular, starting from the idea that the pupil has to be pull out from the instructive-educative environment in order to get in contact with his fallows, in order to grow and live in a diverse communitarian environment.

According to the proposed aim, there can be distinguished different types of educational partnerships:

- partnerships that have as aim to modernize the material resources and the education environment;
- partnerships that aims a as better integration as possible of the children in society;
- partnerships aimed to facilitate a reciprocal knowing and a good inter-institution collaboration;
- professional partnerships, these aim to develop certain types of competences;
- partnerships for image, in order to disseminate the positive recorded results.

The main general objectives of the partnerships developed within community are:

1. To involve different representatives of the local community as active partners within educational process;
2. To inform the community members about the promoted values in the education institution, making them direct beneficiary of the educational acquisitions through their children.

3. To manifest collaboration in the most diverse areas (education, sanitary, housing, informative etc.).

4. To develop the opinion exchange regarding the educational partnership priorities.

5. To increase institutional visibility and to consolidate the school organization public image.

Initiating and developing partnership activities is a challenging situation for the manager, implying a lot of creativity while conceiving it, dynamism while developing it, responsibility while supervising it but also flexibility while making decisions.

One of the major errors that has to be avoided in developing school-family relationships, respectively school-community, is to eliminate the excessive focusing on trying to get financial support for parents' administrative activities or for local administration ones. It is, thus, recommended as for the partnership any kind of activity to be underlined the advantages that all the involved parts will have.

Besides the partnerships strategy, the contemporary educational marketing approaches intend to create an efficient and friendly image of the school space, where all the available human and material resources are used for the harmonious development of pupils' personality, according to the his possibilities and his expectances regarding his best social and professional integration.

A general model of a company organized to promote the image of an institution is elaborated by Nowak and Warneyed, situation in which the following elements can be identified:

- *The expected effect*- it implies to clearly underline the objective of the campaign;
- *Competitive messages*- in order to have a major impact, the campaign doesn't have to be affected by competitive messages;
- *The theme*- the campaign is organized based on a certain theme and within it a certain aspect, a certain feature can be underlined;
- *The target*- is people from whom it is expected an answer when the campaign ends;
- *The communication channel*- there can be more than one channel in order to present different kind of messages for different target categories (flyers, leaflets, organizing scientific or cultural events, mass-media etc.);
- *The message*- it is conceived and transmitted in different ways, according to the public to whom it is addressed; the necessary stages are: rendering, influencing and convincing the audience as well as ensuring those that involved in the campaign that the made decisions are correct ones;
- *The effect obtained in real way*- it can be a cognitive one (the informing level of the target public grows) affective one (the feelings the affectionate side are stimulated) and behavioral one (there are put into practice ways of dealing with the institution).

In what the promotion of the image of the school institution is concerned is important that this approach to simultaneously take into account two groups of the target population: the intern group and the extern group:

The intern target-group:

- teachers;
- pupils;
- parents of the children attending the school;
- members of the teachers` board;
- non-didactic staff from school;

The extern target-group:

- the groups of the people liable to pay duties;
- residence of the school (parents whose children attended or will attend the school);
- ONGs
- representatives from town hall;
- representatives of the economic agents;
- local private and public agencies; governmental agencies;
- syndical organizations;

The success or the lack of success of a campaign for promoting the school image depends a lot not only on suiting the target-public, but also on the originality in choosing its theme. This has to be organized thus it could answer the following question: *“Which is the best way to catch the public attention?”*

The creativity in elaborating the theme of a campaign organized for promoting the school image and knowing in details the expectances of the community related to this represent *a sine qua non* condition of this type of approach. It can be underlined the fact that the effort to improve the school image it is not only a simple act of “shaping” it, but it also implies, on one hand, to facilitate the public to get contact with information regarding the promoted values and the obtained results, and on the other hand, to elaborate different programs or projects that are to come in foreseeing the present or future priorities of the community.

Improving the school image in general and the special school image, in particular, according to community is a basic element for getting social support, for drawing material and financial resources, but also for developing in optimal conditions the instructive-educative process.

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PERSPECTIVES ON PRE-SERVICE TRAINING: A REPORT ON A NEW ASSESSMENT TOOL

BIANCA DORIS BRETAN

"Babeş-Bolyai" University, Cluj-Napoca

Zusammenfassung

Der vorliegende Beitrag beabsichtigt eine Darstellung und Analyse der Art und Weise, wie die Auswertung der didaktischen und pädagogischen Kompetenz stattgefunden hat im Falle der Studenten der philologischen Fakultät, die das vom Lehrausbildungsinstitut der Babes-Bolyai-Universität angebotene pädagogische Modul durchgemacht haben. Der Beitrag möchte eine neue Perspektive über die zwei bisher existierenden Bewertungsmöglichkeiten des pädagogischen Praktikums darbieten, nämlich die Auswertung durch den Vertrauenslehrer und die Auswertung der Praktikum-Mappe (die die Lektionspläne der fünf Unterrichtsstunden, sowie die verwendeten didaktischen Hilfsmittel beinhaltet) durch den Betreuer / Praktikumsleiter (ein Vertreter des Instituts), und auch eine neue Art von Auswertung, die den vorher erwähnten noch eine Mappe mit Arbeitsaufträgen zufügt.

Schlüsselwörter: Auswertung, Mappe, pädagogisches Praktikum, didaktische Kompetenz

In 2007 the National Curriculum for the Teacher Training Departments introduced a new form of assessment of the final pre-service training period (Evaluare finală – portofoliu practică). The aim of this article is to present how the new form of evaluation was tried out in the area of Teaching English as a Foreign Language at the Chair of Humanities, the Teacher Training Institute, Faculty of Education at Babes-Bolyai University, Cluj-Napoca.

The main assessment tool of the previous training period had been a structured portfolio that had to be filled in during students' teaching practice in different schools. By the end of this period they were supposed to have the skills of a beginning teacher, something that is called "starter competence". Taking into consideration ten areas of competence, by the end of training every student should have been able to do the following:

Lesson planning

- State the objectives of a lesson (clear aims);
- Plan lessons to ensure a variety of activities and modes of interaction;
- Plan lessons so as to integrate the different language skills;

- Suitable use of time and materials;
- Ability to link to previous knowledge;
- Show relevant subject knowledge, including National Curriculum awareness.

Presentation and class management

- Give clear and concise instructions, examples and explanations;
- Balance and vary activities during the lesson;
- Make smooth and logical transitions from one stage of the lesson to the other;
- Ensure the appropriate correction of errors;
- Ensure the participation of most of the class;
- Conduct question-and-answer work with a minimum of teacher talk;
- Encourage weak pupils and reinforce their contributions;
- Use the appropriate class grouping for both language practice and other tasks;
- Organize blackboard work;
- Effective use of teaching aids.

Pronunciation

- Diagnose the pupils' pronunciation problems, and plan remedial activities;
- Use a minimum pair drill to practice a phonemic or stress distinction;
- Give appropriate correction during the pupils' reading aloud.

Grammatical structures

- Present a new structure in a context, using inductive/deductive methods;
- Give both form focus and fluency oriented practice of a new structure;
- Conduct pupil-to-pupil practice of a structure (open and closed pairs);
- Give written reinforcement of a structure;
- Diagnose pupils' grammar problems, and plan remedial activities.

Vocabulary

- Select and pre-teach vocabulary before doing reading or listening comprehension;
- Use a variety of techniques for explaining new words;
- Devise vocabulary consolidation exercises to follow up the study of a text.

Listening and reading

- Conduct a listening comprehension activity, using voice or tape, with pre-questions and written answers;
- Conduct a reading comprehension activity, with pre-questions and written answers, to practice specific sub-skills of reading;
- Use a variety of tasks to check listening or reading comprehension, including checklists, chart-filling and true-false;

- Organize pupils' work on a text using groups or pairs;
- Use general and personal questions in the follow-up to reading or listening comprehension work, and encourage alternative answers;
- Following comprehension work on a text, conduct text study activities dealing with lexis, cohesion or text structure.

Writing

- Use a variety of writing tasks, including personalized writing and functional (realistic) writing;
- Introduce pupils to the structures and formal features of a genre;
- Give pre-writing and while-writing guidance appropriate to the pupils' level;
- Assess the communicative effectiveness of pupils' writing;
- Correct errors selectively in written work;
- Train pupils to monitor their written work and self-correct;
- Train pupils to take notes; check their notes periodically.

Speaking

- Distinguish between accuracy and fluency-oriented activities and conduct them accordingly;
- In accuracy work, ensure the correction of errors concerning the language point in focus;
- In fluency work, intervene only when errors impede communication, and correct communicatively;
- Organize communicative activities: debate, problem-solving;
- Evaluate pupils' oral work.

Testing

- Devise and conduct tests to check the pupils' learning of grammar, functions or vocabulary.

Reflection and awareness

- Ability to evaluate own performance reasonably well, connected to the ability to suggest lines of improvement;
- Constructive response to advice: not afraid of criticism, having a co-operative attitude during the evaluation process.

In the case of teaching English as a foreign language, the organization of the portfolio was the following:

Information sheet for teaching practice (with general guidelines and information on the structure of the portfolio).

1. Practical teaching objectives
2. Pre-service ELT teaching practice program
3. Questionnaire for ELT trainees
4. Lesson observation record (for mentor) and trainee TP record (for peers)
5. Lesson observation sheets – 3 types:
6. Lesson observation 1 – should be filled in mentioning the main stages of a lesson and the procedures used by the teacher;
7. Lesson observation 2 – should be filled in taking into consideration the various aspects of a lesson mentioned in the sheet
8. Lesson observation 3 (optional) with specific observation areas
9. Lesson plan blank (5 sheets) – one for each lesson taught; teaching materials will be attached (when possible) + a blank sheet for five feedback sessions
10. Teacher training lesson evaluation – should be filled in by the mentor.
11. English teaching practice final report – should be filled in by the mentor.
12. Trainee's feedback form for mentor.

At the end of the teaching practice the trainees were both assessed by their mentor (for their performance in the classroom) and the teaching practice coordinator from the Teacher Training Institute (on the basis of their portfolio).

The new assessment tool was seen as an excellent opportunity to focus on reflection as a central competence in teaching. As A. Underhill states: “to what extent can we attend to the successful learning of our students if we are not successfully learning and changing ourselves?” (Underhill: 1987). Teachers cannot be aware of their strengths and weaknesses without the ability to self-reflect and the development of this particular ability should be one of the main aims of any pre-service training program. The teaching practice lasts one semester, namely 14 weeks that students spend in school. In order to enhance teaching awareness, simultaneously, at the Teacher Training Institute, one hour was devoted every week for discussions on students' reflection.

In this frame of mind, the sessions of *Evaluare finală- portofoliu practică* (Final assessment) were planned to have the following organization: weekly reports on the students' reflection and self-evaluation, weekly reports on peer observation and building an assessment portfolio consisting of an assignment and a teaching diary.

In order to participate to the debates students were supposed to fill in assignment forms with the following structure:

a) For individual lessons:

- I have taught the following lesson/s
- Adopted forms of classroom management
- Activities performed in the classroom

- My feelings immediately after the lesson
- Evidence that my activities were successful
- Things I was not happy with
- Suggestions for lesson improvement.

b) For peer observation:

- New things I learned from my peers.

The first part of the assessment portfolio consists of an assignment that implies students' ability to analyze schoolbooks. They were asked to fill in a form with information on the textbooks they had used during their teaching practice. The format is the following:

1. Title, author, publisher;
2. Is the book clearly structured and sequenced?
3. Does it provide revision of key items?
4. Does the book develop a balance of language skills?
5. Are there additional materials provided?
6. Does it provide plenty of varied practice?
7. Does it have sections on British and American culture?
8. Choose a random chapter and describe how it is built up.

During the whole period of teaching practice trainees were also asked to keep a teaching diary. The aim was to provide an opportunity to reflect on their first teaching experience.

Next I am going to give some examples from my students' work, examples that prove the effectiveness of the new assessment tool. The examples are taken from the teaching diaries, because they represent best the constant development of the trainees' critical reflective skills.

Olga: "What was new to me? I might say the whole experience was new to me, the experience of observing the class during an hour, from another perspective, not that of a pupil. This role of observer, of detached viewer was very interesting because it provided another inside of the teaching-learning process. What have I learned? I learned that being a teacher is not as simple as it initially seemed. It is very difficult to have the ability to make you liked and respected by a group of children, totally different from one another, both from the point of view of their personality and character, and from the language skills they possess. Another aspect is that, before each lesson, the teacher must think of a plan in order to be sure that things will go according to what she had in mind."

Diana: "This short teaching experience made me realize the fact that you have something new and useful to learn after every teaching activity you perform. In my opinion, the most important thing I have learned is that you have a huge sense of responsibility when you are in front of the classroom. A teacher must be prepared for all sort of unexpected situations or questions. Another important thing I learned was to have a flexible attitude, a clear, audible voice and proper eye contact. To conclude, the whole teaching experience

was very useful for me, namely it helped me to develop an unknown part of my personality by putting me in innovative situations.”

Calin: “New to me was the idea of teaching a lesson as a continuous flow, ensuring a smooth transition between different stages and activities. Class management was another important aspect I had to take into consideration when organizing various activities. I realized how central student evaluation is and I learned how to apply different assessment strategies according to students’ age.”

Raluca: “What was new to me? Everything. When I assisted to my mentor’s classes I sit in the back of the classroom. I was neither a student nor a teacher. I was a member of the audience. The teacher was the actor and the lesson was her show. It was quite interesting and charming. What have I learned? It was a short teaching experience but I will miss it, for sure. This period of teaching practice was very useful because now I am able to organize by myself a lesson plan with all its requirements. I’ve also learned that in order to make a lesson more interactive and interesting I should use a variety of activities and strategies. It was a nice experience. I enjoyed it a lot.”

Conclusion. The aim of this article is to share a new approach to teacher training assessment as it was included in the National Curriculum. On the whole, I can say that it was a success, mainly because it allowed trainees to monitor their own performances in a structured way. The older form of evaluation (also mentioned in the paper) was good but had one major flaw: it focused a great deal on students’ teaching progress in the classroom without paying enough attention to raising teaching awareness. Or, it is widely accepted by teacher educators that, the more trainees are helped to reflect on their own teaching and to self evaluate their own performance, the stronger their will to continue to improve and develop their teaching skills. Another important aspect of this evaluation strategy is the enhancement of cooperative work among trainees. For one hour every week, students participated in group discussions, sharing experiences and expressing opinions, exchanging and debating personal values and beliefs, receiving feedback from colleagues. It was an atmosphere that encouraged mutual interest in development and built confidence.

In other words, throughout the sessions was accomplished one of the most important aims of any proper pre-service training: to guide trainees in order to develop their critical reflective skills.

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GENERAL CONSIDERATIONS REGARDING THE PHENOMEN OF SCHOOL DROPOUT IN ROMANIAN SOCIETY

VALENTIN COSMIN BLÂNDUL
University of Oradea

Zusammenfassung

Laut Definition ist der Schulverzicht gleich mit der frühen Unterbrechung der Ausbildung durch Schüler zu setzen, bevor diese einen Abschluss machen. Die Konsequenzen einer solchen Entscheidung können erheblich sein: dies sowohl für den Bereich des individuellen Privatlebens (Verzicht auf die Chance einen erlernten Beruf auszuüben, psychisches Unbehagen, Anpassungsschwierigkeiten, usw.) als auch für den allgemeinen Sozialbereich (unqualifizierte Arbeitskraft, Erhöhung der Arbeitslosigkeit, der Kriminalität und der Kosten zur Neuintegration der betroffenen Personen in die Gesellschaft). Statistische Studien für den Landkreis Bihor zeigen, dass die Schulverzichtquote im Schuljahr 2008 bei 3,56 % lag (daraus 0, 5 % in der Grundschule und Sekundärschule, 1,90 % im Lyzeum und 1,16 % in den Berufsschulen). Am meisten wird die Rroma und die verarmte Landbevölkerung von diesem Phänomen getroffen. Diese Arbeit nimmt sich daher vor, dieses Phänomen differenziert zu untersuchen und Lösungen für die Bekämpfung des Schulverzichts vorzuschlagen.

Schlüsselkonzept – Schulabbrecher, Unangepasstes Schulverhalten, Desinteresse, Mangelnde schulische Motivation.

School dropout – context and explicative theories

One of the most serious problems, which are confronting schools in Romanian contemporary society, is represented by school dropout. As Cristina Neamtu stated (2003, p. 199), school dropout can be seen as a phenomenon of interrupting school attendance or early leaving the educational system, regardless the academic level reached, before obtaining a professional qualification and a certified diploma, before completing a certain level of study. Persons, who abandon school, are not reaccepted in the same educational institution or another alternative school programs anymore. According to our laws, we can talk about school dropout until the students reach the 10th grade (around 16 years old), respectively the moment in which school attendance is compulsory. Educationally, we can talk about school dropout no matter the age or the instruction level. In either situation, school dropout creates the chances of failing any social integration, meaning that it completely reduces a person's opportunity to self-realization in legal domains of activity.

The recent studies about school dropout phenomenon identify 3 approachable perspectives (Neamtu, 2003, p. 199):

- a) *Psychosocial perspective* – puts into the light some factors that could push students to school dropout. Among these factors we can mention: motivation, intellectual development level, self-esteem, personality characteristics, and attitude – the value system etc.;
- b) *Interrelationship perspective* – interprets school dropout phenomenon like a consequence of interrelationship between students' personal characteristics and other persons who they interact with (teachers, colleagues, and so on), but also between the educational programs that students are taking;
- c) *External constraint perspective* – stipulates the fact that school dropout isn't caused by poverty, but by the stress of the environmental factors that students have no control on (health, completion of professional and family obligations and so on).

As a synthesis of the above mentioned situations, the problem of school dropout can be regarded from 2 directions. On one hand, we can mention the traditional school perspective which projects the entire “guilt” of early school dropout on students, adding as possible causes of dropout their inadequate behavior, the poor school results, psychological status and intellectual development level, also the inappropriate socio-economic parameters. According to Andrea Fabian (2006, p. 55), the most simple explicative mechanism starts from a modest IQ, poor academic results, association with other students with the same psycho-educational profile, school absence, school dropout or crime committing. The second point of view is concerned with the opposite phenomenon; the school is to “blame” for students' failure, it considers them “excluded”. The main cause would be the negative school experiences the students have, because of the educational programs are not so good, or the poor relationships with the other involved educational agents, the intellectual and emotional immaturity of the students who cannot understand the necessity of graduating from school and so on (Bartollar, 1997) .

It is interesting that the two theories do not exclude each other, but they complete themselves as they can be found in the majority of schools which are confronting with school dropout issue. The common point of these theories is represented by the idea of non-commitment process, known as a mutual rejection phenomenon between the school – student revealed by the producing of the negative educational experiences from educational institution. Other causes of non-commitment could be:

- *Academic factors* – teacher-student altered relationship, poor quality of the educational programs, school absence, the non-involvement of the student in instructive – educative process;
- *Social factors* – the incapacity of student in making friends, social isolation, association with other students with no desirable behavior so on;
- *Extracurricular factors* – insufficient participation in activities organized by school (clubs, contests, workshops, trips, other events);

- “*Perspective*” factors – conviction that the value of diploma / obtained qualification in school is irrelevant and improper rewarded.

In conclusion, we appreciate that school dropout is a result of a double maladjustment, both of the student to the school's demands and of the school to the internal (biologic and psychological) and external (socio-economic and cultural) factors of the student.

Causes that can generate school dropout

School dropout represents a serious problem which is confronting Romanian contemporary society. This aspect generates the failure conditions regarding the social integration, meaning that it reduces even more the chances of self-realization in legal activity fields. In this sense, there have been identified some potential causes of general aspect of this phenomenon (C. Bartollar, 1997, Cristina Neamtu, 2003):

- Schools from underprivileged areas are characterized by isolation, poverty and absence of socio-professional success opportunities for graduates;
- If motivation is missing, many students from secondary schools give up school in the first years of study, working in their families or as daily workers at persons with a better economic situation in their towns;
- The community poverty from the underprivileged areas limit the parents' possibilities in offering their children the necessary educational resources;
- The absence of interest for school is explained by the pressure of the economic nature by personal disappointment of parents and the absence of community culture that can be suspicious in regards with the formal education;
- Emigration of working hands has a strong effect on students that either go with their parents, or they are left behind in the care of relatives or close acquaintances who do not take proper care of their academic situation.

Researches in the educational field have revealed that socio-cultural environment of students is one of the most important variable in school and professional success or failure of students.

Family climate has an important role in the cases of school dropout . Disorganized family life, as a consequence of divorce, conflictual and immoral family climate, extremely permissive or authoritarian, divergence between educative methods and lack of parents' authority, the cold attitude, the indifference or, at the opposite pole, the totalitarian attitude are some other aspects which lead to school dropout.

Socio-economic factors represent another cause that could lead at disorientation of students, leading them away from the educational area and, finally, to school dropout.

Educational factors (disrespect for school norms or rules, inadequate school programs, major difference in teaching didactic styles and cognitive learning of the students, poor school experiences generated by conflictual relationship with other teachers or colleagues) present, of course, a great risk in the appearance of school dropout phenomenon.

Company – a bad company stirs the students with instable psychic because of the lack of affection or education in childhood. This aspect, associated with the desire of escape from the educational or family guidance, represents another cause for students to abandon school.

It also can be mentioned that all these factors act as elements of a strong interdependence and the influence of one of them can have very serious consequences regarding school dropout.

Psycho-pedagogic and statistic profile of students at risk of school dropout

According to the information presented so far, the major conflicts between the didactic style of teachers and educational offer, on one side, and the possibilities of response that students have, impregnated eventually on the social-economic and cultural vulnerable background can create the premises that might lead to school dropout.

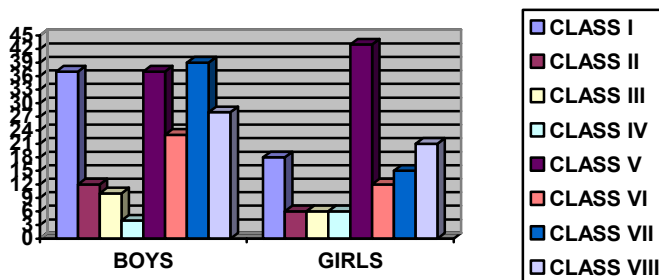
Due to these causes we can consider a child with the risk of school dropout as being the one in difficulty. Gabriela Lupșan defines him/her as being a child whose development, security or integrity, physical or moral is in danger (2003, p. 783). Of course we are talking by using terms like “premises” and “risks” because not all the students who experience these problems will definitively abandon school.

Cristiana Neamțu (2003, p. 208) has identified in an American study some the following features of the students who are exposed to the risk of school dropout:

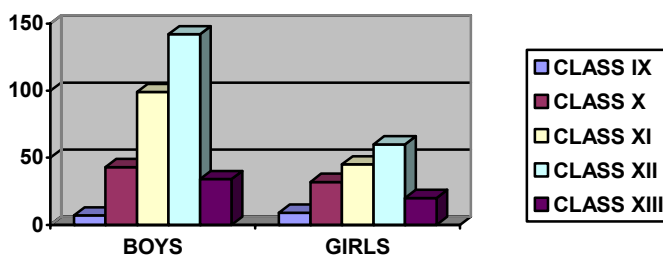
- He/she is incapable to adapt and function properly in the context of traditional classroom;
- His/her school academic results are under average;
- He/she is incapable to establish some professional goals;
- Lack of punctuality and absences;
- Lack of motivation, desire and impulse for school achievement;
- He/she comes from a family with great difficulties in adapting socially, culturally, economically or professionally;
- He/she manifests hostility to adults or the teachers ;
- He/she has difficult relations with various institutions of that community and frequently breaks the law;
- He/she is not involved in any activity organized by the school;
- He/she has serious economical problems that endanger the opportunities to continue school.

On the other hand, statistics obtained at the educational community level are at least as much interesting. The school dropout rate is calculated dividing the number of subscribed number of students and the ones who graduated. In Bihor County, the statistics about the school dropout rate made by National Institute of Statistics and School Inspectorate in 2006/2007 shows the following:

Picture 1:
The rate of school dropout in the elementary school, divided on boys and girls



Picture 2:
The rate of school dropout in high-schools in Bihor County, divided on boys and girls



Analyzing the data above it can be noticed that the theory is confirmed by the practical experiences. This way, a positive aspect is that the Bihor County's level of school dropout rate is under a half of percent and it is not much over 1% in high-school. Then we notice that the school dropout rate is bigger among boys rather than girls, which seems to confirm the following theory: Males seem to be more responsible as young students on getting employed before graduating. There are not excluded either the possibilities to commit crimes or going with their family abroad for working. Other statistics show that, considering the basic environment as the main factor, both girls and boys tend to abandon school if they live in the rural space. Among other possible causes we should focus our attention on family's disinterest on school, the absence of learning motivation in students, disorganized families, groups of uneducated children, difficulties to follow the strict schedule of school, the need of obtaining easy money, etc. This analysis also shows that school dropout has the biggest rate in the last year of high-school both to boys and girls. The lack of school motivation and insufficient awareness of the importance to finalize the school seem to be the main causes of this phenomenon.

Modalities of intervention for reducing school abandon

The complexity and variety of causes that determine the risk of school abandon make the prediction and also the intervention for limiting the phenomenon very difficult to establish with exactitude. However, we can mention a few general recommendations, each of them being adapted to the specific particularities of every case:

- developing a real partnership between teachers and students;
- optimizing the partnership between school-family-community;
- assuring educational quality services;
- involving students in different extracurricular activities;
- developing in school different theme circles which can offer the opportunity for students to express their own ability and interest;
- promoting an inclusive education;
- helping students with modest learning results.

Conclusions

As a conclusion, we can point out that in every school there are more or less numerous groups of students who are exposed to the risk of school dropout and uncommitted to learning. Therefore, the main important issues are the following:

1. According to the Romanian and foreign literature, school dropout means the early interruption of the educational system, before graduation with a certified diploma. The person has no rights to be registered again in the same school or in other alternative educational system. The problem of school dropout can be presented from two points of view: the traditional one in which the school has the whole responsibility upon students and a modern one in which the school should assume the responsibility for school dropout because it doesn't offer to its student the optimal conditions for learning and socialization. The truth is that school dropout represents a result of a double maladjustment: of the students to the school requests and of the school to student needs and particularities as well.

2. The main important causes of school dropout could be: involution and precarious socio-economical condition of the schools from underprivileged area, modest economical level of the children and their family, lack of motivation for school activity, temporary immigration of the parents for working in foreign countries and so on. All these features are interdependent; the influence of each one of them could have collateral unpredictable effects.

3. The student exposed to a risk of school dropout is unable to adapt to the school request, has a low cognitive motivation, their school results are very modest. He/she comes from a family with a very reduced economical and cultural status which has various relationships with the other people, he/she is not involved in extracurricular activities and so on. At the level of Bihor county the rate of school dropout is generally under one percent for boys and for girls as well, for urban and for rural environment, too.

4. The most effective measures for prevention and intervention could be: helping students with modest learning results, to involve them in curricular and extracurricular

activities, creating a real partnership between school and local community. Therefore it is very important for all factors to act simultaneously and to involve a large number of persons, both from school and out of it.

Otherwise the effects of school dropout could have a negative impact upon the individual for the rest of his/her life and, generally, this could influence the whole society in a negative way.

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THE ENVIRONMENTAL EDUCATION AND INOVATION IN SOME UNIVERSITIES FROM GERMANY AND ITALY.

SABO HELENA MARIA

German Company-Fendler-München

ALFONZO GERMANI

Centro Inchieste Dialettali "La Ciocia", Arce, Italy

Zusammenfassung

In dieses Artikel, möchte wir die Aufmerksamkeit auf die Bedeutung und Notwendigkeit der Umwelterziehung, besonders in Deutschland und Italien, aber auch auf der ganzen Welt, lenken.

Im Rahmen der Arbeit haben wir die Schulsysteme beider Länder miteinander verglichen und die Umwelterziehung in verschiedenen Bereichen analysiert. Umwelterziehung hat in Italien bedeutende Entwicklungsmöglichkeiten, während in Deutschland entsprechende Lehrinhalte seit 1970 etabliert sind. Für die Verwirklichung und Institutionalisierung der Umwelterziehung müssen wir aber alle etwas tun.

Schlüsselworte: interdisziplinarität, Kooperation, Öffnung der Schule, Verbindung von Theorie und Praxis, Qualität statt Quantität

INTRODUCTION

Environmental education in Calabria/ Italy.

The innovation in the Environmental Education field is certainly to impart the understanding of complex relationship between man and environment.

Surmounting the antagonism in the educative system (between promoting environmental conscience and the developing of economic and technologic system), the Environmental Education provides a system of teaching/learning founded upon inter-teaching activities (e.g. in Calabria/ Italy).

At this moment, the answer on behalf of teachers to this innovation is fragmentary or even absent. In the last few years, waiting that the new ministerial competitive exams provide a qualified teaching staff in the Environmental Education field, some university researchers (University of Calabria) have started an didactic experimentation at the various schools (primary, secondary and training-schools) (Maroni 1989).

These experimentation, in one way, have attested the effective factor of some modern didactic strategies (planned and made by this pool of researchers), in another way, working near the teachers, they have painted out the inconveniences, the problems, the difficulties which the teaching category meets, day by day, to programmed and to realize

whatever activity of Environmental Education (1990-1997). For different problems have decided to realize a project-idea; the creation of a "University Co-coordinating Network of Environmental Education" able to utilize specific didactic materials (made and distributed by the same pool of researchers), to form the teachers and to help them in class-work. To confirm the above-mentioned theory, before proceeding to realize the "University Co-coordinating Network of Environmental Education", the equip of researchers has led a study among the teachers supporting the initiative of this.

Coming from a concrete testing of school crisis and from the problems in relation to the formation for teachers in service training, the aim of following work was to create the experimental basses of the university enterprise.

Environmental education in Germany.

In Germany, as apposed to Romania, teachers and students fight really and make endeavors for more than 20 years to educate and to be educated in the spirit of environmental education.

In universities we will encounter only vague attempts of interdisciplinary cooperation as far as environmental protection is concerned-this shall depend, first of all, on the professional training of the teaching staff. Above are made just a few examples:

- 1991/1992 new attempts were made to impose an environmental study in universities but, these attempts were only little developed.

- 1994 - this study will be extended also among the members of the teaching staff.

Yet, we won-t come across a certain "Canon" of environmental education. The goal will be to integrate an interdisciplinary principle which shall become the basic principle of environmental education.

The purpose of this study could be summarized to the following:

- description of some real concrete phenomena and contents of environmental education,

- comparison of the work of various universities and faculties,

- follow up the principle of a complex study.

The following aspects will be mainly debated:

- promotion of some environmental education issues related to this issue,

- pass some examinations related to environmental issues,

- development of complementary studies in the field,

- provide the teaching staff,

- support some "awards" related to environmental issues

MATERIAL AND METHODS

In Italy

The school crisis and the problems of Environmental Formation for teachers in service training. Lately the school has assumed a trouble list; the primary education agency.

The school teaching, consequently, produces some knowledge which can be used just in the school. This cannot be transformed in ability, competence and behavior. So, what to do? Certainty, to find a solution, it is necessary to go back and to analyze the reasons of school crisis. The school, year by year, born like an elite school and, secondly, remains a completion structure. Consequently, is easy to understand the non-operating of teaching - learning relationship.

The school can refined his specific role through the integrated educational projects.

These last will must foresee the organization of significant experiences outside the school. These experiences will unwind at the non-school agencies, and they will not have the school characteristics (a reorientation of traditional disciplines: the Environmental Education). To become part of this educational project, the school has to find a new identity. It will never be possible to talk about the "Transmitted School", but, it will be possible to talk about the "Constructive School". Consequently, it is necessary to have a new figure of teacher. As is it impossible to rely upon the staring formation, the teachers will direct their attention to the formation in service training. With regard to this assertion, the University, as institution, can do one-s best. It can train a teaching staff able to be researchers of them. This new potentiality will permit the teachers to adopt the new educational models. Certainly, relating to the formation in service training, in order that these new educational models can be adopted, it is important to analyze, throughout these years, the evolution of educational model concept and the evolution of its setting (Caravite, 1990-1997; Tonioli 1990-1997).

Methods and Materials. The following research has involved three hundred Consenza-s teachers (Galebria-Italy) by a Test concerning the quantity and the quality of Environmental Education activities organized and treated for the formation in service training. The authors have, so, proceeded:

- 1- They have selected twelve schools (four schools for each school - attendance index level; primary, secondary and training school),
- 2- They have selected twenty-five teachers for each school

Results. The research has showed the following results: there is a percentage increase of quantity of formation-s activities in the nineties as regards the eighties (this is more evident in the secondary school and in the training-school as regards the primary schools.

Second, although there is the evident above-said percentage increase, in the nineties, so as in the eighties, it is possible to note that the refresher activities are rich in " contents, but, too academic (they are difficult of access), moreover, they don-t supply with methodological instruments the category of teachers and, the less, they offer a practical support for a whatever didactic experimentation.

In Germany

**ANALYSIS OF TEACHER-TRAINING ENVIRONMENTAL EDUCATION
WITHIN THE UNIVERSITY OF BREMEN**

Here we shall understand that not only the specific school profile but also the whole university shall be important for the understanding of environmental education.

Therefore, several theses will be acknowledged emphasizing not only the understanding but also the need for such an education.

1- Environmental education shall define the rights and obligations within each university

2- Each university shall create its own profile, to establish its own tasks but also to create standard rules

3- These standards shall be compared as far as grades and examinations are concerned, the award of certificates ...

4- Environmental education can be found at each stage of study, especially in the teacher-training education, which is compulsory.

5- In the current university education system (even in Romania) such an environmental education could be found at the starting stage – the stage of research.

Methodical action

Between 1990 and 1994, an analysis shall be made in order to answer to various questions related to the importance of environmental education, in various academic specializations which shall be further studied. The outcome will be that we will not come across, practically, any obligation concerning environmental education on a scale from 0 – 25% in Geography. In some cases, we shall nevertheless come across an ecological profile within which we shall attempt on the presentation of the importance of environmental education.

Another method will be asking some short questions, such as in the case of Germany, where 28 members of the academic teaching staff in Biology and Chemistry were asked several questions between 1993 and 1994. The result was that only in these cases, the emphasis shall be laid on the importance of environmental education.

A third method will be followed by a questionnaire in the special studies: Biology and Chemistry (the questionnaire shall consist of 20 questions in relation to environmental education).

The result was that all university professors see environmental education as absolutely necessary. But only 65 of them really put it into practice and cooperate with other members of the teaching staff and 35% acknowledge that the issues related to study and researches will make possible the orientation to environmental education.

The forth method consisted of taking, intentionally some specialized members of the teaching staff: 2 of Biology, 2 of Chemistry and 2 of Environmental Law – in an interview on environmental education in schools. The result was that everyone described it from own perspective.

For instance, biologists as they will use ecology as part of their biology works, ... those in the field of Chemistry, as they will need this knowledge for their professional training..., legal advisors will need it as they act interdisciplinary and shall need it in practice....

Therefore it can be noticed that both study and research will involve a little number of the members of the teaching staff who should be oriented towards environmental studies. It is important that besides specific tasks (tasks in the special field) of each university professor, environmental education shall also be studied by imposing some Reforms.

Having faith in good luck and destiny is not enough. And here comes the greatest role of universities: to bring together economy and community in a dialogue and to provide each other with mutual respect towards its partner of dialogue and use of both parties as positive effects (co chancellor Chr. Marzahn, 1991 from the University of Bremen). Dialogue and cooperation shall become the elements of materialization of environmental protection and which shall bring about a practical solidarity between teachers and pupils and students. New bridges shall be created to impose some reforms, some new perspectives. Something new must be found in the whole academic structure in order to provide with new possibilities, new roads, to reduce fear and human concerns. "A new cooperation with nature will become extremely important and necessary and it shall mean less consumption, less traffic, fewer techniques, less luxury...

Environmental education in universities and schools shall be intended to create new ways for a new beginning of the relation with nature. And nobody who is undergoing a professional training shall avoid this purpose!"

ANALYSIS OF ENVIRONMENTAL EDUCATION IN THE UNIVERSITY OF KASSEL

As a result of the analyses performed in this institution, the following can be noticed:

- the intentions of environmental pedagogy shall be expressly acknowledged and made public in writing.

- the polyvalence and the multitude of subjects of study is to be noted as well as a number of offers for various models of study.

Environmental education and the interdisciplinary aspect can be noted in the study as it is present to a large extent.

- Even in the case of some elective subjects of study, of various offers and interpretations,

- Great number of seminars, colloquiums, essays for structuring the environmental protection,

- We won't come across here a pedagogical study which shall be exclusively environmental.

- Within universities we may come across a number of interrelated subjects of study in relation to study and environmental education, the reduction of certain paradigms (for instance, in Biology) is impossible.

- Coordination, cooperation shall be only partially expressed.
The following will be important:
- make public all the offers in the field
- The principle of liberalism, of free will shall be mirrored in the renewal of study and to make it compulsory will be regarded with skepticism.
- The question for financial subsidy will arise as well as the question for a personal help and institutionalization of this help.
- Common working elements of various groups shall allow a better research of the study and this shall not be just for documentation purposes.

ANALYSIS OF ENVIRONMENTAL AND TEACHER-TRAINING EDUCATION IN THE UNIVERSITY OF POTSDAM

As part of this analysis, it will be necessary to understand 3 factors:

- 1-structural
- 2- professional training (Ausbildung)
- 3- future prospects

1. The model of the university of Potsdam offers, in exchange of a strict professional training a flexible model between pedagogy, psychology, sociology and the special subject of study – primary, complementary – and a further professional qualification.

As far as environmental issues are concerned, it can be noted the setting up of a center for environmental scientific research, having 2 categories: one for scientific research and one for environmental education.

Here, one can note an environmental cooperation on various topics: environmental toxicology, environmental medicine, chemistry... The study will be completed and a diploma shall be awarded and starting with 1995/1996 a Master Degree in the field of environmental research.

2. While analyzing the contents of training, we shall note a classic method. We will find important issues in Biology, Chemistry, Geography, and Technology... This will surely depend, to a great extent, on the commitment of the teaching staff in the field, in relation to conducting some related debates, exchange of experience, coordination. This plurality which is acknowledged by environmental education shall not be absolutely necessary.

Besides compulsory courses, there will also be elective courses, giving us the chance to think on environmental education.

We shall also encounter an environmental elective module which is studied during 10 semesters. The choice of subjects of study is absolutely free.

Between 1994–1995 an intensification of environmental education can be noted cooperation with various universities (e.g. Tübingen), ministries, research, and culture.

3. Generally, environmental education means and requires large-scale publication, and help. Clear priority issues of community must be established in order to classify the need to impose environmental education as well as conscious negotiation

Here (that is in the case of Postdam) it will be very important to try to RENEW this study and not necessarily to show the importance of it!

Positive effects and progresses will be noted only if each student will get involved and this shall outline the importance of environmental education.

ANALYSIS OF ENVIRONMENTAL EDUCATION IN THE UNIVERSITY OF ROSTOCK

A more complex analysis has been established in 1995. This analysis mainly concerns the analysis of some issues related to environmental law, ecology, environmental protection...

Its purpose will be that environmental education must show a clear state of environment and increase people's sensibility and awareness as far as environmental issues are concerned.

Educating pupils in schools and making them feel responsible with environment will bring about, first of all, a better training, qualification of the teaching staff. This will be achieved only partially, the cause being, partly, the little options for study in this field, as a basis of environmental education.

As far as the results of the University of Rostok, it can be clearly noted the protection of "Ostsee" of the various analyses conducted by specialists in the field of Biology, Chemistry, Physics, and Sports... related to the basic elements of Pedagogy. Explicit offers we will find even in Mathematics.

Generally, we can note an intense activity as well as the attempt to train students and get them acquainted with environmental protection issues. There will be shortage of environmental topics in German, history or in other foreign languages.

The offers for environmental training are yet not enough.

Environmental projects trying to impose environmental protection at a certain level as well as postgraduate courses, further qualifications, distance learning courses will be remarkable.

Specification of number of students for various subjects of study:

- ecosystem, structure and function of environmental state and environmental protection – 60

- in Chemistry – 30

- in Physics – 30

- in Technology – 30

- Planning, Entrance Examination – 20

- Environmental policy, environmental economy, technology – 80

- Draw up projects, cooperation with mass-media - 50

CONCLUSIONS

In all internal causes, it clearly comes out that a professional training in the field at university level is absolutely necessary for the good functioning of various projects and concepts.

Generally, in Germany, university studies must comprise a trend for environmental study, to have a general view on facts, the barriers, creation of a new trend in the field.

Thus, study will have a double function.

First of all, it will be absolutely necessary in order to have some discussions at the level of science, research in relation to environmental education.

On the other hand, it will be necessary to classify the purposes of environmental education and create new profits at this level. In all of these cases, we can note:

- Especially after 1990, the establishment of an environmental study, new types of study and courses for the qualification of the university personnel.

- Even though we might have a relatively great number of specialists, researchers in the field of environmental protection, there will be no absolute guarantee that a great number of students will be interested in these issues.

- Environmental education will be encountered in almost all universities comprised in various subjects of study (more or less).

- There's a strong focus on environmental protection in the field of environmental protection and in the technical field.

Nowadays, these concepts must be necessarily extended to man:

- Which shall be the center of our attention, the social side and the relation man – environment.

- We will see that nature often prevails over technology. Many times, pedagogical professional training will consist of courses on non-natural environmental issues

For instance, in Philology – environmental education is only little outlined or not at all. A necessary supplementation is required here.

- It will be very important to organize various colloquiums as well as meetings on environmental protection issues.

Greater transparency will be required here, especially in international offers.

- In the case of some subjects of study, specializations, environmental education is only little represented. Therefore, the cooperation between various subjects of study becomes mandatory in this respect.

- Environmental education could not be qualified as a distinctive subject of study, but as an interdisciplinary research, as a process of integrative study.

We shall find within universities the orientation towards global environmental issues, joint cooperation of the members of the teaching staff, exchange of experience.

Each research shall have its own researchers, methods and even its own tradition. These are hard to be found as far as environment is concerned and therefore it will be hard to argue this special field. First of all we shall notice the various interests in the field, concepts and structures.

According to the traditional form, it will be rather difficult to create a new orientation with new items.

It would be desirable that this possible institutionalization of environmental education should become an open process for the cooperation and for bringing the members of the teaching staff together in order to put together social, legal elements...

In order to be successful in environmental study, it is recommended that this study should become compulsory.

Interdisciplinary cooperation between the members of the teaching staff will be also very important.

Example: the issue of water pollution – by creating some school curricula as well as various realistic projects and a real planning of issues through the joint cooperation between teachers and students. Then the comparison with that of the community, region, European level... by putting together several subjects of study in the field of politics, economy, social, law, geography, health ...

In order to make environmental education compulsory at a university level, modern criteria of study must be created.

1 – environmental education will become compulsory and shall bring a reform in the system of study.

2 – as far as various practical activities are concerned, to assess the need for the cooperation of various subjects of study.

3 – universities shall acknowledge not only a good cognitive offer in the field but also a conscious professional training for the future profession.

A modern academic environmental education should bring together, from the very beginning both the moral aspect and competence and shall also lay down some principles the purpose of which will be to create a competent “personality” in the field (personality, competence, moral standards) which shall become the starting base for environmental education!

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WHO CAN READ BRITISCH NEWSPAPERS?

SABO HELENA MARIA

German Company-Fendler-München

SABOU MARTA

Research Fellow-The Open University Walton Hall, UK

Zusammenfassung

In dieses Artikel, möchte wir die Aufmerksamkeit auf die Bedeutung der Hochsprache in England und Rumanien, es wird dargestellt die Zukunft der Sprachen in beiden Ländern besonders mit Nutzung von mass-media, Öffnung der Sprachen in engen Verbindung mit verschiedenen Zeitschriftartikeln.

Schlüsselworte: Öffnung, Literaturangebot, mass-medien, Neuigkeiten

This question brings into light the difficulty for some people (especially for foreigners, but not only) to get an accurate comprehension of a British newspaper article. More than that, one could say that a part of the British press developed a language within the English language. This paper tries to find some answers to what happens with the language of the British press and also what is its influence on the English language. It is not a paper that focuses on the linguistic aspect, but it will look into the social impact of the new language the newspapers put forward.

There are several reasons for which some non-native speakers find the language in the British printed press difficult; the English language is a very dynamic language in comparison to the other language and in this case to the Romanian language.

The British press makes use and contributes to this special feature of the language. On the other hand, the British mass media (just like the media in other democratic countries) is very open to minor changes in the local or national society, these changes being experienced or having a sort of interaction even at an informational level, thus leading to either misinterpretation or to a complete blackout in the mind of the reader. These two factors – the local or regional context and the linguistics training – are the most important in understanding an article.

Let's have a close look at the first part of this article written recently in Daily Mirror in September the 9th by Kevin O'Sullivan:

Today the vegetable patch-tomorrow the world!
OUR CABBAGE PACT HERO

Gardener Alan Tichmarsh's new **nation-building** ITV daytime chat show is quite extraordinary.

Shedding the shackles of his humble horticultural past, ambitious Al is determined to weed out all that's wrong with modern-day Britain. And get back to a traditional way of life when **ASBOs** weren't invented and bobbies spent happy days clipping the ears of impish youngsters.

I expected **Land Of Hope And Glory** to chime in as Mr T outlined his plans to present National Treasure Awards to "people who are restoring our traditions, championing the rural way of life and putting something back into our national **fabric**. They're flying the flag for Britain and adding to the richness of life". Christ.

The context might explain some of the bold words but for some others a dictionary or a cultural approach is necessary. *Nation-building* is a term that does not require a dictionary or any special linguistic training to make the meaning out, but it is strangely used in the context, more as a metaphor, to show the importance of such a TV chat for the whole nation. The next term is trickier and was recently introduced in the language in the Crime and Disorder Act from 1998 meaning *Anti-Social Behaviour Order (ASBO)*.

Journalism adapted the term and used it in different situations, changing its meaning and form.

Today it is used more as an acronym and mainly in the plural form (**ASBOs**), its definition is thug or hooligan.

The sentence in which *Land Of Hope And Glory* appears is easy to comprehend but the term as such refers to a literally or historic background (it's a British patriotic song).

The regional context is thus important in getting the artistic or literary value of the article. The meaning of the word *fabric* like the one in the context is not very often met, in this case too being used rather metaphorically; the connotation of the word here is structure of a nation, spirit or way of living.

There are several differences between the newspapers in Great Britain and the newspapers in Romania in what the language is concerned.

Here are the most important that captured the attention of the next papers:

British newspapers:

-Electic style in the language (new words, sophisticated phrases)

-Agressive, innovative (push the language to its limits)

-The language – reason for writing (information and language both very important)

-High “literary” value

Romanian newspapers:

-Open style (common language, information plainly conveyed)

-Passive (do not suggest frequent changes in the language)

-The language (means of transferring the information)

-High informative value

We can say the newspapers in particular and the mass media in general is one of the engines used by the English language to promote the fast and the irreversible changes. These changes are both the result of the development of the nowadays. Here are several funny examples of words introduced in the language by the British press:

“If ebooks have jackets the I can perhaps add an warning about **ebloody** estrong elanguage.”

“And Chris Turner has offered Paul Gascoigne the chance to **re-re-re-re-resurrect** his career at Sheffield Wednesday.”

“A variety of readers have been in touch about minor inaccuracies in The Deal, the **politisoap** shown on Channel 4 on Sunday night.”

“Snaring a table at Bulli is an extreme sport of the international **gourmandoisie**.”

“Next week sees the release of the final instalment in Peter Jackson’s *Lord of the Rings* trilogy, awash with elves and hobbits and surely the most monumental **nerd-fest** of the lot.”

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ENVIRONMENTAL AND MINING IN SĂLAJ COUNTY. ECOLOGICAL REABILITATION

SABO HELENA MARIA

German Company-Fendler-München

SPAN RUDOLF

European Twinning Advisor-Brussel/Germany

Zusammenfassung

In dieses Artikel, möchte wir die Aufmerksamkeit auf die Bedeutung der geologische Oligogen-Miogen Ära. Die verschiedenen Methoden wahren entlang die Jahren nicht ökonomisch, dass zeigt auch der negativen Einfluss für Umwelt : für Wasser, Landschaft,...

Es wird dargestellt die ökologischen Aspekte von Bergungsarbeiten von: Cristotel, Testioara, Chiesd) und sowohl die positiven Aspekte, wie die negative Aspekte dieser Region (z.B. Kontamination von Ion).

Schlüsselworte: Ökologie, rehabilitieren, Bergungsarbeiten, Umweltaspekte, Regionalen Aspekte.

The exploitation of brow coal and lignite in Sălaj started at industrial scale approximately in the 1900 years, when important resources were discovered in several areas. The coal was won in many mines for many years and important quantity of coal was won in Sălaj area and used in the power industry. The coal winning was made through state societies (National Society of Coal, Ploiești). Some of the mines are: Ticu, Tamasa, Zaghid, Testioara, Chiesd, Cristotel and Surduc. At this time, these mines are closed, because the resources were mainly exhausted, so they weren't profitable anymore. In Sălaj area lignite and brown coal was won, deposits which were formed in Oligocene-Miocene age. At the time writing, the only area which is exploited is Sarmașag (Bobota Quarry), which will stay open for another 4 years.

The mining process can has adverse effects on surrounding surface and ground water if the protection measures are not taken. The results can be: unnaturally high concentrations of some chemical elements over a significantly large area of the surface or subsurface. The environmental impact of mining is negative and is a very important problem when the exploration is not properly made. The dumps may contain radioactive elements like: cesium, strontium, uranium, thorium and other radioactive elements which

can pollute the soil and the underground water. The quarries and the dumps change radically the environment, the circuit of underground water, surface water, destroy the caves, the fossilized deposits, and confine the forests and the fields.

The solid residual substance are formed out of sterile mass, fertile soil, domestic dump, and other solid residues resulted from the exploration process. The land can dive.

The hydrological level can be modified due to the deposits in the area. The structure of the atmospheric air can also be modified and this is especially influenced by the transportation of the coal, by the emissions of the vehicles, or by the sediments formed in the mining process etc.

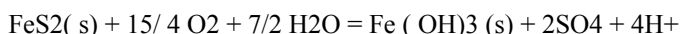
An important negative impact can take place on human settlements. Below are presented a few images of some exploited areas, and it can be observed the negative effects of the mining on environment.

In Zaghid Quarry and Zagrid Mine the brown colour of water can be observed, due to the acid value of pH, which dissolved the iron ions, that led to a specific brown colour.

If the value of the pH is acid and the soil contains FeS (Pyrite) in high concentration, there is a good possibility to find heavy metals too, which are very dangerous for human health and for the environment. When rock surfaces are exposed to air and rain, a reaction can occur with the elements in the rock, with a result a change in the characteristic of the water that drains off. If the rock contains sulphides, a natural oxidation process can acidify the water.

This is known as acid drainage (also acid rock drainage – ARD – or acid mine drainage – AMD)

The overall pyrite oxidation reaction can be written as:



When the pH of ARD is raised past 3, either through contact with fresh water or through neutralizing minerals, soluble Iron (II) ions hydrolyze to form Iron (III) hydroxide.

As a consequence, a yellow-orange solid is formed, that is a colloquial which discolours waters, destroying the ecosystems. The process also produces additional hydrogen ions, which can further decrease pH.

For example: Cristolteț Mine (acid rock drainage effect)

The mine water flow directly in a river, therefore this water may be polluted and possibly affect the quality of this river (the species which live in the river).

The water from this river is frequently used by people in the nearby areas for irrigation, washing, drinking water for animals etc.

Also the surrounding vegetation of the mines is affected (Cristolteț Mine, Lupoaia Mare).

In Sălaj Country, the ecological rehabilitation of the closed mines is not a priority, this actions were made only in a few places, where there are already problems due to the inappropriate rehabilitation plan, or because of a bad management.

For example, at the Cristotel mine the infiltration of the iron in water is still visible after the rehabilitation; we can also observe in some places how the land dives. With the old mining methods, once the mine became inefficient, it was abandoned with little or no attempt to rehabilitate the land.

Some of the actions which can be taken to restore the exploited zone are:

- levelling the quarries, and stabilize the land with walls,
- closing and stabilisation of all the ventilation holes,
- if it is necessary, to eliminate the radioactive elements and to neutralize any chemicals which are in big concentration above the legal concentration,
- rehabilitation of the damaged soil by planting vegetation and trees (compatible species with the type of the soil and climate), or the covering with fertile soil.

The Romania Mine Closure, Environmental and Socio-Economic Regeneration Project aims to strengthen the Government's ability to undertake mining sector reform by building the capacity of the Ministry of Economy and Commerce for closing uneconomic mining enterprises through support for closing complex mine and ancillary enterprises in an environmentally sustainable manner; and providing support to the National Regions, local communities, and other agencies for community-based planning and socio-economic regeneration of the mining regions.

The project consists of two components:

- Component A, Mine Closure and Environment Improvements, and
- Component B, Socio-economic Regeneration of Mining Communities.

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COMMUNICATION DURING NATURAL AND TECHNOLOGIC DISASTERS

SABO HELENA MARIA

German Company-Fendler-München

TUDORACHE TANIA

Research Fellow at the Stanford Unisersity USA

Zusammenfassung:

Umweltrisiken sind eine wichtige Bestandteil der Umwelterziehung in enger Verbindung mit verschiedener politischer Aspekten die eine entsprechenden Management benötigen.

Es handelt sich um verschiedene geographische, physische und antropologische Aspekte... etc. Es handelt sich um verschiedene Preventivmaßnahmen und wichtige, konkrete Rettungsmaßnahmen. Eine entscheidene Rolle spielt auch die Beteiligung der Bevölkerung (diferenziert durch sex, alter, entfernung... etc.) um die wichtigen ergebnisen zu erreichen.

Schlüsselworte: kommunikation, mass-media, beteiligung der Bevölkerung, Panik

Emergency situation management for natural risk should offer to the public precise, accurate and updated information on the cause, the protection measures taken to insure individual protection, health, property and environment. Effective communication on an environmental, technological or natural emergency situation before, during and after the event occurs reduces the damages or the vulnerability of the people involved, affected ones, intervention teams and others.

Considering the history of risk communication, we can find out a few characteristics of the communication process in such cases. One of them is that the organizations involved should carry a persuasive communication towards the publics involved, persuading them to see the situation from an expert's perspective, leaving emotion and haste reactions aside.

Since 1954, Quarantelli observed that coal miners entombed by a collapsed tunnel that recognize they will have sufficient air until rescuers can get to them do not panic. This type of behaviour is a consequence of experience, but also persuasive communication. Another feature of the risk communication nowadays is the social context in which communication happens.

There are many examples of social response and social panic to risk or emergency situation, the mad cow disease, avian flew, deposits of nuclear materials, daily usage of

materials considered carcinogens etc... A communication model elaborated by George Gerbner illustrates best social communication in emergency situations. According to this model, the communication processes are in fact message production processes and perception processes of the messages and the events in question. This way, we can see more clearly the nature of perception and message production, and also the relationship between these two.

The descriptive version of the model follows the next steps:

- 1- Somebody,
- 2- Perceives an event,
- 3- And reacts,
- 4- In a situation,
- 5- Using certain means,
- 6- In order to facilitate,
- 7- In a certain form,
- 8- And in a certain context,
- 9- A certain content,

10- Which has certain consequences when transmitted (D. McQuail and S. Windhal, 2001, 27).

This model shows two communication facts: that the person who sees something and transmits it further filters the fact, so this is different than the fact happened. The second fact derived is that the transmission is done in a message, needing further coding and decoding by the parts involved in communication.

The conclusion of the arguments presented above is that human perception is an interaction and negotiation process. Returning to the context of risk and emergency management, a key element appears in the communication in a situation like this: PANIC.

The conditions favoring the appearance of panic are: (1) the perception of immediate and severe danger, (2) the existence of a limited number of escape routes, (3) the perception that the escape routes are closing, necessitating immediate escape, and (4) a lack of communication about the situation. In a crisis situation the old saying "no news is good news" becomes "no news is very bad news". The communication component of every risk or emergency management plan should have chapters prepared to interfere with all the steps favoring panic development.

Doing a few easy things, one can diminish the perception of immediate and severe danger:

- having a regular contact with the journalists accredited for this type of events, both local and national;
- transmitting to the press regular information on the risk situation;
- making specialists and scientists spokespersons for the situation;
- informing the affected public about the protection measure they should take if the situation becomes an emergency.

These are just minimal communication measures that should be taken in risk management. Emergency management communication needs more attention and a more comprehensive plan. When talking about a risk management communication the most important factor to deal with is the perception of the publics involved about the situation, the organizations managing the problem, the measures taken and the effects of the measures taken, as well as the effects of the potential developing of the situation into an emergency situation. When implicating the population actively in a risk situation, their attitude is more rational and the chances to develop up to panic are smaller. Once panic levels are lowered or avoided, the natural consequence is fewer damages done by the irrational behavior of the persons involved. For example, earthquakes are frequent in Japan, but due to intensive training Japanese people react calmly when an earthquake happens, so there are no life-loses or they are minimized compared to the case in which everybody would come running to the exits.

Another social phenomenon taking place along with risk management is STIGMATA.

The word *stigmata* comes from Greek and refers to a mark placed on an individual to signify infamy or disgrace. A person thus marked was perceived to pose a risk to society.

By means of its association with risk, the concept of stigmata has recently been generalized to technologies, places and products that are perceived to be unduly dangerous.

This form of stigmata has risen to prominence as a result of increasing concern about human and ecological health risks associated with the use of technology. As a result, technological stigmatization is a powerful component of public opposition it many proposed new technologies, products and facilities.

It represents an increasingly signification factor influencing the development and acceptance of specific and technological innovations and, therefore, presents a serious challenge to policymakers (J. Flynn, P. Slovic, H. Kunreuther, 2001, pp. 9-11).

Stigmata is not always associated with technology and technological progress, which are reason for great proud and fierce. It exists only when something goes awry, and prestige is replaced by fear.

Coming to the first part of this writing, the studies of Roger E. Kasperson and his colleagues, have shown that the perceived risks of certain places, products and technologies are amplified by the reporting power of the mass media.

Public information can lessen stigma effects if addressed effectively through risk communication efforts. This may seem a simple solution, but due to the complexity of the situation and the interplaying of psychological, social and political factors it is not.

Sometimes these factors can create a profound mistrust of government and industry resulting in high levels of perceived risk. Probably the best response is to recognize that stigma is the outcome widespread fears and perceptions of risk, lack of trust in the management of technological hazards, and concerns about the equitable distribution of the benefits and costs of technology. Stigma should be seen as a rational social response

to the multiple influences that produce it and therefore is subject to a variety of rational solution among which are public information and communication. Since most of the society learns about parade of risks and risk events through information systems rather than through direct experience, risk communicators and especially mass media major agents of risk amplification.

Particularly important in shaping group and individual views of risks, the presence of risks signals in the media, and the symbols, metaphors and discourse used in depicting and characterizing the risk.

An analysis I made on the Madrid terrorist attacks in March 2004 on the article published by “Evenimentul Zilei” newspaper revealed the similar characteristics described above for the technological and natural hazards. The newspaper analysis on Madrid bombings revealed an interesting correlation between the attack and the scene in which it happened, Madrid trains and railway stations. The words used by the press have a deep impact on the reader, being sensorial words such as: massacre, collective murder, tragedy, catastrophe, carnage, armed actions, atrocities, bloodshed.

The impact of the sensorial language is tremendous at visual level when the journalists describe the scene. Image and sensation depiction is more related to reality and in a crisis moment the emotional part will dominate the rational one.

The acoustic plan:

- blood was gazing/screaming and running/powerful shake/tens of ambulances/scream/sirens howling/sirens howling sinister/speaking in pain/even tears have dried/blast/contorted iron/harrowing screams/crying continuously/sighing/choked with tears and emotions....

The visual plan:

-torn to pieces/blown away/crowded station/faces full of blood/shredded clothes/hands and feet extorted/people spread all over the station/things blown apart/crowded/people fallen down/bench full of bodies/battle field/smoking/nightmarish images/pieces of dead bodies/mutilated body...

The kinesthetic plan:

-slaughter/carnage/horror/shock/tragedy/horrifying moments/panic/frightened people/stations of disaster/overwhelmed by the disaster/a country in shock/mobbed/people walked over/crumbled/ran almost unconscious/were chopped/“it was on earth”....

The conclusion of this theoretical argument is given by circumstance, B. Zeliner and S. Allan when they say that trauma gives shape to the news when journalists relate to situations such as natural or technological disasters, terrorist attacks other emergency and risk situation.

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THE NON CONSCIOUS DIMENSION IN THE FORMATION

GAETANO BONETTA

Our intervention wants to express and to communicate a fundamental idea almost personal, I would say, that neither recycles nor re-handles other people's ideas. It is the exposure of an impulsive meditation which hopes to be of great communicative immediateness. So doing, it skips so many “traditional” argumentative stages and it connects, in a subjective way, different types of knowledge, avoiding the boredom of writing and the boredom of reading what is already known. This is what it's intended to forward in the attempt to give the reasons for the progressive fading out of the formal education, as principal category of the reproduction and of the emancipation of human condition.

Due to the innumerable, evident and “chronic” failures of the formalized educational procedures especially scholastic, it becomes more and more pressing and diversified the necessity to deeply restructure, from a theoretical point of view, pedagogy as science of the formation. And if it is true, as in effect it is, that pedagogy can elect itself as science more and better than others can attend or contribute to the transformation of the human being, it is also true that its own theoretical implant and, consequently, the practical one, are full of gaps. The task “to have to” willingly transforms the man and imposes, first of all, a well precise and correct knowledge of the human reality, and particularly of the mental one. Till now, however, such a knowledge has been lacking in pedagogy, and before, in philosophy. And this is the entire problem of pedagogy and of the “end of education”. The sunset and the irreversible decline of education are the failure of a well precise “universal” pedagogy, without distinction of philosophical or political order, founded upon an equally precise “man's image” and human reality. Our pedagogy, the one born with the advent of the bourgeois and capitalistic society, the so-called western society, has not been and could not have been otherwise, the pedagogy of reason, of which “the well done head” of Morin is the most recent, and acclaimed mature expression and, unfortunately, the most diffused one. A pedagogy determined by the representation of the human reality dominated by a “rationality” plural and pervasive in which the universal educational model has become the Cartesian *homo sapiens*. This pedagogy has neglected, denying it, a consistent, but decisive dimension, of human reality, the non-conscious one, obviously not rational. The well known uncontrollability of the formative process and the

unknown of the scarce and contradictory educational and scholastic results that are under the eyes of everybody, almost impotent to restore the effectiveness of an institutional system and thought, also take us to such direction.

Rationally inexplicable, the failures of today's formative procedures impose us to direct our research on neglected parts of the mental reality of man. We are not able, therefore, to subtract ourselves to the challenge that gives us the new biopsychic image of the man who springs from so many, but also not sufficiently considered studies of neuroscience and psychiatry.

If a salient trait of human nature of the man is his congenital and progressive transformation, and if the educability has been and continues to be the primary instrumental formality to direct and to characterize the individual transformation, the elaboration of a new idea of formation and pedagogy is necessary.

To make it still more urgent such a pledge is what the scientific research has shown about human reality, about the man who allows the given mask and the fixedness to fall in order to rediscover himself in continuous and progressive auto-construction of his own identity in the dynamic relationship with the bio-psycho-physiologic and socio-cultural context. From here the afterthought articulates and from here the strength that operates in man emerges, the non conscious, systematically ignored till now. Then in the first place it must be reaffirmed the demand of valorization of the non conscious dimension and, at the same time, it must be imposed its transfer into the pedagogical field, or rather in the field of the science that studies, investigates and elaborates the process of human activities for the formation and the realization of the person.

Such formulation opens the doors to a new and extraordinary way, problematic in itself, to look at pedagogy, which has traditionally privileged a so called logical-rational lens and it has denied, for a long period of time, that deep but not conscious level of the human psyche.

Trying a definition of this level, it's possible to rebuild the road for pedagogical reflection which has respect for the new statute that the subject has been conquering after the fall of classical categories that considered it in its substance aprioristically invariant. The classical man dies and a new man is born: the unitary and fixed man dies; a self perceived man is born, as project and as problem. In other words, it is the subject who discovers himself a divided self and that, for being many kinds of possible "I", finds himself busy to continuously re-project himself. In such sense, the necessity to investigate with a new logic the mechanisms that guide the development of personality, the personal path of knowledge of oneself and the construction of one's own project of life, becomes binding.

It is logical that what is called about is the training process, that qualified training as object of the pedagogical science, that training qualified, at the same time, as whole combination of possible itineraries and historically necessary that pedagogical institutions must welcome in their mission to form planetary citizens ready to face the challenges of the so-called post-modernity, precarious and complex.

It results clear, therefore, that pedagogy or, better, all the pedagogies: Existentialist, Marxist, Empiricist, Pragmatic, Secular, Personal, Hermeneutic and so on, have followed an approach and a logical-rational itinerary founded upon partial evaluations of human reality and, consequently, on a hierarchization between rational (knowledge) and irrational (understood simply and exclusively as emotion) with the “tragic” consequence of underestimating, in the pedagogic intervention, the integration with a “pedagogy of the irrational” aimed to favor, in the subject under training, the consciousness of one’s own emotional, not conscious real life, and everything that can be drawn from it.

Starting from this assumption, to face the matter of the non conscious, is equivalent to try to cure the serious gap of the Italian and international pedagogical research too often disinterested about that decisive dimension for the destinies of personal stories.

The matter is, therefore, mainly addressed to pedagogues, or rather to those people who work around a predominantly empirical theory aimed at transforming human subjectivity. The pedagogy, in fact, today defines the transformation of man as its essential function. The privileged recipient of the present thoughts is, therefore, the pedagogues as understood in the just illustrated meaning, he is the one who thinks and elaborates the transformation of human subjectivity in coherence with the idea of man who is in continuous movement, in continuous progression, development and growth, in a word, therefore, as transformation.

The target of the present argumentations recall the attention on the missed interest operated by the so-called rational pedagogy and by the thought of the educational rationality for the non-conscious dimension of the subject. The kind of interest was discarded even in those researches and studies which have conducted to the so-called pedagogy of the emotions. Here too, the emotions, that are one of the so many, but also always unique, expressions of the individual psychic entity of the man, of the person, have been rationally *masterminded* throughout a contemporary and necessary *emotional process* of the mind. In this way the mind, this mind, is only something rational that contains, in itself, the emotions. The non-conscious dimension, therefore, continues not to exist.

It is necessary, therefore, to pay the correct attention to the dimension of the non rational thought, to what inevitably springs out from it and that cannot be considered rational, neither in the logic of formal rationality, nor as expression of our formal thought.

What is, therefore, the not conscious, today not known but knowable? It’s not intended to do neither Animism nor Esotericism nor Spiritualism. The not conscious is not the Freudian unconscious neither is the warehouse of wastes of removed events or that provoke suffering at a conscious level. It is a dimension of our thought, a level of our psyche difficult to gather with the languages and with logical-rational tools. If the rational conscience is not of any help to penetrate in our not-conscious, the matter moves its *focus* on the method of excavation, of investigation of this dimension that bossily operates in the man and that places itself beyond the conscience and the behavior, precisely, non conscious. This, in fact, is the “world of the night”, that each one of us lives daily during

the sleep or when, in other contexts and in other moments, an interaction between the so-called rational thought and the not-rational one takes place. The language of the non rational thought proceeds by images. The expressive laboratory of the non rational thought is the dream. During the sleep, in fact, man's life goes on and his creative vitality doesn't fade away. Although there aren't both the conscience and the reason there is, in any case, a thought which is precisely non rational. All of this constitutes the not conscious, a fundamental dimension of our existence, much more decisive than what is dared to suppose and often not verifiable.

In other words, the non conscious reality, different from the identity of the vigil, of the conscience, of the behavior and of the oral language has never been scientifically "seen" and taken into consideration and, therefore, it has never been conceptualized. Contrarily, millennial ideologies, made of alienated and supreme thought, have tied up man's knowledge to the sole state of the mind: the one defined as conscience, and to the rational thought, that appears and acts in the vigil status. Consequently, those ideologies have always defined "not thought" everything that is not conscience and is not reason. And not only this: they have also defined folly, delirium and dissociation everything that is not conscience and that is not rationality. The dimension of human mind extraneous to the conscience has always been visible in our dreams when a thought emerges: a thought that is not made of words, but of "loquacious" silent images. The origin of such images is tied up to the birth and to the first year of life, when the child doesn't speak, but he feels the sounds, he doesn't see but it develops images through other senses. Therefore the physiology of the human mind is based on a thought that is not reason, but it is imagination without conscience, or, on the other hand, "ability to imagine" that the child develops, beginning from the birth and well above the first year of life, with the inter-human relationship. That thought made by vague and indefinite images that are typical of the first months of life is found, again, in the following phases of age and exactly, through the dreams. The images of the dreams are, furthermore, the same images of the non conscious memory that often appear "inadvertently" also in the hours of vigil. This is the same thought of the artists, in which a thought is discovered in state of vigil and conscience, a thought so-called irrational, that allows the creativeness. Contrarily, when the non rational thought is not emphasized and when it is lost, denied, and annulled, the creativeness and the affectivity are lost, that is the essential elements of the mental comfort of each person are lost. Inevitably the psychic condition starts to stagger, to show a deficit and, finally, to expose in suffering the psychic and psychological existence of the subjects in the human and social interaction and, consequently, in our formative processes. This because, the non conscious thought, much more than the rational thought, expresses the deep relationship with the "true" and not alienated human reality.

In consideration of what has been exposed until now and as it has been announced at the beginning, I intend to reason about the conscious and about the non conscious, connecting analysis, elaborations and international researches, on which I won't make

precise reference, with only two exceptions, in order not to make my speech too long. I will also avoid to mention specific schools of thought and to list their scientific and bibliographical production, that would risk to render some reasoning partial and fragmentary.

Through the illustration of a mental and psychic phenomenon I would like to bring to your attention what I suppose to be a new way to read and to represent the mental reality of man, in which to make and characterize the man and his behaviors is not the conscious and rational thought but something else that comes before and that refers to the thought on images. In order to do this I will use the results of the researches of Benjamin Libet, who recently passed away, whose book *Mind Time* was published in (2007), Rafael Cortina publisher. *The temporal factor in the conscience*, that we can consider his scientific summa. I will do this by using his last researches related to the times of formation of the conscience. Later, what was “discovered” by Libet will be put inward the conception of the human mental reality that Massimo Fagioli, after his experiences in psychiatric training that have taken place in Padua, Venice and Kreuzlingen, has elaborated in his first three books that are: *Instinct of Death and Knowledge* (1972), *The Marionette and the Puppet* (1974), *Theory of Birth* (1975) and, also, thirty years of research in Rome with the Collective Analysis.

How do we come to the formation of the conscience of an event? Let's start from a practical example: let's assume the case in which, while we are driving and we see a motorbike that crosses the road in front of us, we immediately respond and we operate the brake to avoiding crushing into it.

What has happened? At the appearance of the image of someone who crosses the road risking to be invested, after 50/60 thousandth of a second the brain sees the “scene” or the “image”; after 100/150 thousandth of a second follows the action to put the foot on the brake to stop the automobile; after 500/1000 seconds one realizes what happened; after 650/1000 seconds one is able to comment on what happened, that is, one becomes conscientious of it. These are the lengths of time that takes to reach the conscience of a fact, that becomes such for us only in a following moment, because at first we only perceive it as an image, created by a memory and by a non conscious thought, that activates the behaviors which have just been described and which will, only subsequently, become rational conscience.

There is, therefore, a time lap that takes place between the appearance of the image, the action or the successive reactive behavior, and the realization of the accomplished action. The temporal disparity between happening and conscience consists of half a second.

In this time lap something new and very important has happened that attracts our knowledge. According to common opinions, the conscience would be the moment in which our perception of an event is more evident and clear however, according to my opinion, it is not this way. Numerous studies on these matters confirm to us that a lot of the activities of

our brain can take place without the intervention of the conscience, therefore of the rational thought. They also tell us that the conscious decisions are as such even before than the brain has conscience of it and that, as a logic consequence, the same conscience comes later, it is subsequent as regards to the decision. In substance, it is possible to sustain that we decide in a non conscious way to accomplish an action well before deciding to do it in a conscious way. Let's dwell upon this last affirmation.

Our non conscious decisions precede those so-called conscious ones. In other words the act of consciousness comes almost always in a following moment, delayed, and the content of the conscience often appears as mediate, therefore deformed. We can deduce therefore that if in this half a second of delay all of this happens, probably the transmittable elaboration that bursts forth and that, therefore, modifies the image of the event, at the end could only take us to have a conscious rational representation, a very elaborate representation of the event, of what has really happened.

Furthermore: we can deduce that a lot of our actions or the decisions that we think have been taken in a conscious way, contrarily, aren't; and that not all the events are always all inclusive in a conscious and "cultural" subjective representation. It's a question, therefore, to pay attention to dynamics and mechanisms that indubitably induce us to seriously consider what we have defined as non conscious dimension or non-rational. In reality we are not saying things that are entirely new. In fact, there are many scientists that have been affirming, for a long period of time already, that their own discoveries are the result of an interpretative decoding of dreams, like some Nobel prize winners who have declared to have understood in an oneiric phase their discoveries, hence, right in the place that I have previously defined as "office" or "laboratory" of the non-conscious. Also the English philosopher and mathematician A. N. Whitehead has affirmed, many years ago, that "civilization advances thanks to the increase of the number of operations that we can accomplish without thinking at a conscious level." It has been shown, besides, that it is possible to clearly perceive a sensorial stimulus and answer to it without, however, being aware of the stimulus itself. The awareness of an event is therefore a mental phenomenon distinguished by its content. It can happen, in fact, that the content of an event could be recorded by the brain in a non conscious way that is, without having awareness of it and I believe that to this the reflection around the creative intelligence can be connected.

Keeping on reasoning on the light of the unquestionable existence of the not conscious, we can hypothesize that it reenters in that portion of the human being that some biologists of the development relate to the case. Researches done in such direction teach that the development of the subject, its evolution, in other terms, is determined for a wide percentage by the genetic patrimony, for another part by environmental factors and, for the rest, by the event, product of disorder or chaotic order. With every probability it derives from what, without intention and unpredictably, and without having conscience of it is triggered inside of us, it induces us to accomplish a lot of our actions and it coincides, therefore, with that not-intentional dimension as regards to the formal standardization of the

rational thought that regulates and determines the historical existence of man, result of uncontrollable phenomenon's which are not explainable rationally. It would be this one the dimension that we have defined not conscious.

In such perspective, it results desirable in a way to renounce to the conviction of being able to be absolute masters of our actions, to be able to consider our thought rational, as the only tool to govern ourselves and, on the other hand, it is as equally necessary to begin, with great analytical ability, to face and to know the non-rational, not for the purpose of exalting it and putting it at the base of the human existence and of those process, even educational, that conduct to its transformation, but so that it is not denied for not being immediately graspable, being silent creature that expresses itself only in reason of the ability of representation of the subject in its conscious expression. And the conscience has great difficulty to represent what is different in comparison to itself.

We should, in other terms, undertake an analysis aimed at individualizing the reasons, the mechanisms and the dynamics of the negation and the annulment that the man, that all-logic man, all-reason, all-conscience, makes of the non conscious dimension. Here the principal problem that makes the road tortuous for consenting this reasoning, insinuates. If, in fact, it is true that the logical thought and the rational listening can superficially accept the existence of the not-conscious, it is also true that this could not be enough for a real interiorizing and intellectual and psychical acquisition of one's non-conscious dimension.

On the other hand, the operation of rediscovery of the one's non-conscious can be realized only thanks to the ability of un-bailing of the mechanisms of the reason itself, of the rational self, of the logical thought, the same one that denies and hides the dimension of the non conscious.

It is worth, at this point, to ask ourselves how to proceed in the mentioned path, and it would be easy to say that, according to the perspective expressed up to now, we feel the need of a pedagogy of the non-conscious, as much as we feel the sensation that time is not yet mature for elaborating a pedagogy that gives full value to the non-conscious. The road to be followed is, however, that of beginning or at least not to completely neglect, the dynamics in which the not-conscious acts, considering it also as an interior wealth that the subject can and must use in the process that involves its own development.

And although the season of the pedagogy of the non-conscious is not mature, yet, this same condition of immaturity becomes the condition of strength being it the motor of orientation for opening new theoretical pedagogical and practical perspectives.

And if, therefore, constant formative is the willingness, which is also necessity, to motivate the minds of the young people to become critic and speculative, it is not possible to deny or to remove that potential non-conscious in the process of training and of human transformation. It is this ignorance to exhort the pedagogy as science of the training process, to come out of the cultural and scientific provincialism in order to dialogue with other epistemological circles and synthesize the contributions that answer in a coherent way to the complex, propositional and transformative nature of the man.

PEDAGOGY OF GENDER: MALE AND FEMALE EDUCATION AND HUMAN REALITY

*ELSA M. BRUNI**

Università degli Studi "G. d'Annunzio" - Chieti-Pescara

The difference in gender is today a primary epistemological key. Males and females form part of the same human reality; they are the plural expression of the same singular reality. Such plurality is and happens progressively commencing from birth. All of this is affirmed by an almost unanimous chorus of researchers. Physical and psychological differences characterize the two genders specifically in the educational environment, determining diverse learning times and styles for boys and girls. Differences, and let us be clear about this, which cannot ever become qualitative hierarchies in accordance with ancient-positivistic criteria. Differences which, instead, express the duality in the development of human reality, which, through their bipolarity, give life to two human diversities on which they base themselves, evolve and specify male and female identities. This shared principle, nevertheless, does not go together with a consequential logic for a distinct approach to the two sexes by those who work in educational agencies: in schools, for instance, teachers are not always able to exactly understand the differences in learning between the male and female gender.

The reflection that follows intends to take a more profound look at this aspect, which is not always adequately considered, thus reaffirming the importance of the differences in gender. The goal is to enrich and motivate pedagogic lines with the recent results of research in other scientific sectors, especially in the fields of biology and psychology. According to this perspective of study, which takes into account the discussions between the different scientific fields and the integration of research results, the initialisation of reasoning is given by an investigation of the brain as the principal organ of learning. It is here where the so-called differences among the two sexes should be sought, in the way of learning, of structuring knowledge, of elaboration in training, of resolving problems, of building intelligence, of making comparisons in the external reality, of communication, and last but not least of living. The association of knowledge will be evaluated on the basis of how this is offered in the field of education and to its relationship with the goals and objectives that the science of education proposes to put forward. And this is what must be highlighted, due to the necessary interweaving between knowledge on everything which is "education" and "instruction" and in the light of the exigencies of social

and economic growth of a country, today even more urgent, to furnish to the young generation a consistent training in accordance with current demands. The study, therefore, is not characterized at all as a prescriptive discussion that boasts of certainties; on the contrary it is a problematic question that maintains open a dialogue within the scientific community in order to promote research. Therefore, rather than principles and rigid lines, the formulation of essential matters which have to be faced to represent the way of proceeding with investigation is given.

From the expression of open matters, specifically the theme of difference of gender in the educational circle, some possible answers considered as possible perspectives from which to open a dialogue inside the area of an interdisciplinary research will be outlined¹. In the study of educational phenomenon, in fact, different cognitive tendencies find their space.² Psychology, biology, and sociology are allowed to shine through with greater clarity, beginning from the initial decades of the last century, demands and new subjects, educating subjects neglected by scientific research, hidden within the neutrality of the studies and, even worse, in the silence of western history and pedagogic theories. The female world, in this sense, looks on social science, politics and training, and imposes on the science of education to reflect and to go over the history of the "tacit" silence persisting for centuries as a sort of veil, in fact all of it male³. It has been, in actual fact, the persistence of cultural stereotypes and societal past which has influenced the history of thought: clearly this has had consequences and difficulties for girls and women in how they perceive themselves and build their image, as well as an identity free from contradictions⁴.

¹ This is the method of research which emerged from the scientific devolution of the XX century and, in the specific case, from the epistemological redefinition of pedagogy. Read the thoughts of Edgar Morin contained in *La methode*, Editions du Seuil, Paris 1986 (trad. it., Feltrinelli, Milano 1995) and, especially, the part entitled *La Connaissance de la Connaissance*; one has to see also the work *Eduquer pour l'ère planétaire. La pensée complexe comme Méthode d'apprentissage dans l'erreur et l'incertitude humaines*, Éditions Balland, Paris 2003 (trad. it., Armando, Roma 2005). For a synthetic but punctual recognition on the internal dynamics of pedagogic science read P. Orefice, *Pedagogia. Introduzione a una scienza del processo formativo*, Editori Riuniti, Roma 2006. The reference on the organisation of the deweyana methodology is fundamental. On this last fundamental reference, among others, there is J. Dewey, *How we thing*, D.C. Heath, Lexington 1910 (trad. it., *La Nuova Italia, Firenze 1961*).

² In particular, as regards the rapport between pedagogy and biology, central to the perspective followed in the present analysis please see E. Frauenfelder, *Pedagogia e biologia. Una possibile «alleanza»*, Liguori, Napoli 1995. The importance of this link between biology and pedagogy, between man's biological dimension and the implications with his training process which is a process of knowledge throughout his entire existence are all found in J. Piaget, **Biologie et Connaissance**, Gallimard, Paris 1967 (trad. it., Einaudi, Torino 1983).

³ A recognition of the lines of research of the pedagogy of gender and an in-depth treatise of the argument according to a historical/social, both direct and indirect are found in E.M. Bruni, *La pedagogia di genere tra identità e cultura*, in «Studi sulla formazione», anno X, 1-2, 2007, pp. 167-181.

⁴ Cfr., C. Covato, *Sapere e pregiudizio. L'educazione delle donne fra '700 e '800*, Archivio Guido Izzi, Roma 1991.

In the field of education the prevalence of the male has been an absolute for centuries. There prevails, so to say, an exclusive attention to the male with a consequent negation of gender in reference to the specificities and the differences of the female. The subject to be formed, from the 1700s till at least the first half of the 1800s, was the male individual⁵. Take, for example, Locke, who has excluded from researches the female child and only outlines the educational profile of the young English lad⁶; take Rousseau who, even though he devoted to Sophie the last two chapters of the pedagogic novel *Emile*, made his the data spread by biology and physiology of the time as a justification of a limit drawn as a peculiarity of the female figure. The description of the ways in which Sophie behaved and the convictions around her intellectual potentialities were identical to that of any other European child between the XVIII and XIX century⁷. The silence, the frailty, the submissiveness, the internal purity and the external attire rigorously white, as well as the sobriety united the young girls and women without distinction of estate, within domestic boundaries and in respect of the behavioural code recognized by society and prepared in such a way as to consider the child, and later woman, as the subject of permanent education and a rigorous control stipulated by her fragile nature and by her being a prey to her personal instincts⁸.

If in the century of Light there were more than a few invitations to take care of the spirit and, for the most of the well-off, cultural preparation was still seen as a "private" pastime and if, even in the 1700s, the *médécins philosophes* preached, by virtue of a biological inferiority, a rigid differentiation between sexes in relation to the existential and formative itineraries, in the 1800s it is above all ethical worry which determines a certain suspicion in the schooling of girls⁹. The physical and moral difference, the conviction of the brittleness of the female body and the consolidated opinion of the moral weakness that make girls victims of their own instincts, animated the debate around the argument of female education and, particularly, regarding the maintaining of a clean division of formative and disciplinary paths between girls and boys. The paradigm of the distinction between the sexes, prevailing for a long time in the history of Italian schools, found its reasoning in the social fear of a possible professional competitiveness. Therefore, the female conquest of regular scholastic attendance and the attainment of a title in order to enter the different professions

⁵ Cfr. I. Porciani, *Le donne a scuola. L'educazione femminile nell'Italia dell'Ottocento*, "Il Sedicesimo", Firenze 1987; C. Covato, M.C. Lezzi (a cura di), *E l'uomo educò la donna*, Editori Riuniti, Roma 1989; C. Covato, *Sapere e pregiudizio. L'educazione delle donne fra '700 e '800*, cit. F. Cambi, S. Olivieri (a cura di), *I silenzi dell'educazione*, La Nuova Italia, Firenze 1994.

⁶ See specifically Locke, oltre ai *Pensieri sull'educazione* del 1690, *Le istruzioni per l'educazione di un giovane gentiluomo* e *Pensieri relativi allo studio e alle letture di un gentiluomo*. Cfr. J. Locke, *Pensieri sull'educazione*, tra. it. di Tullio Marchesi, La Nuova Italia, Firenze 1964.

⁷ J.J. Rousseau, *Emilio e Sofia o i solitari*, trad. it., La Nuova Italia, Firenze 1992; Id., *Emilio o dell'educazione*, trad. it., La Nuova Italia, Firenze 1995.

⁸ Cfr. G. Franchi, B. Mapelli, G. Librando, *Donne a scuola*, Franco Angeli, Milano 1987; L. Cipollone (a cura di), *Bambine e donne in educazione*, Franco Angeli, Milano 1990.

⁹ Cfr. L. Irigary, *Etique de la difference sexuelle*, Minuit, Paris 1984 (trad.it., Feltrinelli, Milano 1985).

offered in work places have known moments of uncertainty and regression, hindered mostly by the scarce motivation of families inclined more to favour the continuing education following obligatory schooling to boys and skip the female education which was considered more as pure ornament and, accordingly, anything else but necessary¹⁰.

The second half the 1900s have unveiled new political, social and cultural scenarios which have had an evident reflection on pedagogic theorisations and on didactic practice. On the one hand educational institutions have been inclined to rearticulate themselves on the needs and on the demands of a society radically transformed in its structure; on the other side changes generated by social and political events have invaded the field of pedagogic theory that has knowingly had to take notice of the affirmation of new and diversified subjects and empiric categories, traditionally excluded by the educational way of thinking and, still before, from the analysis of man now modelled on old and stereotyped entities not studied anymore and on the basis of the classical internal canons of western culture¹¹. Between the crumbling of fascist culture and the reconstruction of the Country, the scientific circles and institutional organizations of formative paths have seen a redefinition of their identity which, even if it has broken the unity and the uniqueness of pedagogy, it has been the start of multiple trials of an epistemological and historical-social nature. The decline of unitary knowledge is definitely enclosed in pedagogy, welcoming principles of problematic, of experimentation and opening up to changes, evolving by marking itself as a disciplinary complex inside which, having lost its uniqueness, pedagogy has redefined its own identity through a modification based on the consideration of the attributes of other sciences and founded upon the icon of a known hyper complex, open and experimental, submitted to a reflexive coordination around its statute, its finalities and its methods. It is on the logic of experimentation and the reception of social appeals that pedagogic reflection did the study on subjects traditionally excluded by interest, by scientific theoreticians and by a regular formalized education. The liberalisation, initiated in an informal way in the 1700s and during the first half of the 1800s, materially took form in the 1900s and progressively emerged lucidly in the 1960s of the last century, behind the impulse of multiple factors, mainly social and within the epistemological redefinition of pedagogic knowledge. More precisely, as a background to the start of the feminist movement, women not only complained but became, in her full right, a central subject in the social and educational scene, putting again in question the educational network, the institutional pathways, the theories and the formative practices, as well as the pedagogic horizons¹².

¹⁰ Cfr. G. Genovesi, T. Tomasi, *L'educazione nel paese che non c'è*, Liguori, Napoli 1985; G. Franchi, B. Mapelli, G. Librando, *Donne a scuola*, Franco Angeli, Milano 1987; L. Cipollone (a cura di), *Bambine e donne in educazione*, cit.; M. De Giorgio, *Le italiane dall'Unità a oggi. Modelli culturali e comportamenti sociali*, Laterza, Roma-Bari 1992.

¹¹ Cfr. F. Cambi, G. Cives, R. Fornaca, *Complessità, pedagogia critica, educazione democratica*, La Nuova Italia, Firenze 1992; S. Baratto, *La donna fra cultura e educazione nella civiltà dell'Occidente*, Cleup, Padova 1997.

¹² Cfr. F. Cambi, *Manuale di storia della pedagogia*, Laterza, Roma-Bari 2005³, pp. 174-177.

The pedagogic search, in the last years, has followed the paradigm of the «difference», or rather it has addressed the problem of female education on the path of rehabilitation of the specific values of the woman, elaborating new pedagogic models in perspective "female" and not exclusively modelled of the individual man¹³. The silences on the women and the absoluteness of the male in society and in the educational sphere make you feel even today the reflections in the unconscious assumption of contradictory, problematic and incongruous female images and roles, with the actual historical context¹⁴. Not only: the negative reflections have been felt above all by the women themselves who, in the construction of their own identity, labour to recognize themselves in organic images and definitions. A noticeable divergence exists between what appears in the collective imagination and that of the media and what is verifiable by the everyday life of the girls. There persists, besides, in the image of the pupil-girl hues with which they have been traditionally treated in history: rooted differences in the conscience and secular contradictions, which are today translated and lowered by the publicizing of diversified female models, in the proposition of fatherly and maternal roles which have been modified, in consideration of a maternity conceived in terms of choice and not of a more natural realization¹⁵. Girls live, in other words, an objective difficulty in recognizing themselves. They receive in the social context, from the microcosm of the family and their peers, from scholastic reality, from the press and from television such antithetical solicitations to produce in them, more so than in their male contemporaries if not by reflection, an uneasiness, a dissension between physical identity and psychic identity, a state of indeterminateness which expresses itself, not last, through symbolic physical discomforts of internal problematic. The spaces in which they manifest themselves and in which it is possible to observe with more intense light the difficulties of identity construction of the girls are in the areas of formalized education. It is really among the benches of the school that the theme of difference of gender has been revealed since remote times, initially with the impossibility of girls having access to a concrete scholastic training and in receiving a cultural preparation, subsequently with the exclusion from a professionalising training and in the planning of different formative pathways markedly different from those reserved for the males¹⁶.

¹³ Among many are suggested C. Saraceno, *Pluralità e mutamento. Riflessioni sull'identità al femminile*, Franco Angeli, Milano 1987; F. Cambi, *La sfida della differenza. Itinerari di pedagogia critico-radical*, Clueb, Bologna 1987; A.M. Piussi, *Educare nella differenza*, Rosenberg & Sellier, Torino 1989; E. Beseghi, V. Telmon (a cura di), *Educazione al femminile: dalla parità alla differenza*, La Nuova Italia, Firenze 1992; S. Ulivieri (a cura di), *Educazione e ruolo femminile*, La Nuova Italia, Firenze 1992; E. Nigris (a cura di), *Ecologia della differenza*, Junior, Bergamo 1996.

¹⁴ For the definition and development of this pedagogic environment, L. Irigary, *Etique de la difference sexuelle* e di C. Saraceno, *Pluralità e mutamento. Riflessioni sull'identità al femminile*, also the analysis in G.P. Di Nicola, *Uguaglianza e differenza. La reciprocità uomo-donna*, Città nuova, Roma 1988.

¹⁵ Of noteworthy importance is the reconstruction developed in C. Covato, M.C. Leuzzi (a cura di), *E l'uomo educò la donna*, cit.

¹⁶ A frame work on the difficulties of adolescents who claim the necessity of a "pedagogy of gender" can be seen in G. Seveso, *Come ombre leggere. Gesti, spazi, silenzi nella storia dell'educazione delle bambine*, Edizioni Unicopli, Milano 2001.

The formative differences in today's reality are first of all the reflection of a hidden difference that has its roots in family education, where even today one can still see a diversified consideration between male and female, where the fruition of games and organization of activities are very different between girls and boys, where, in a final analysis, is implicitly set the basis for a differentiation in the future professional and formative choices of young persons. Far from a total identification among gender, uncaring of the specificities of each one, the pedagogy of gender contemplates the absoluteness of the male to dematerialise in education and to valorise, on the other hand, the female potentialities, revaluing their specific values, as well as their particular styles of learning, of demonstration of emotions and formulation of relationships, and breaking up the interdicts of whom the girls have been victims of during the history of western culture.

To this end, it is important to go on to an analysis of the process of knowledge of man, to a study that can follow perspectives and formalities of different approaches. From the point of view of pedagogy, the investigation of cognitive mechanisms and the analysis of the dynamics of learning represent but two links of the whole reflection, two important objectives of its investigation, which are the first step for scientific investigation. In fact, it is not possible to separate the process of knowledge and the process of training. Studying how knowledge is articulated, from where it is derived, what happens in the brain in front of various situations where man finds himself, becomes the starting point for thinking up and structuring a pathway for training. A statement which becomes even more true, if you keep in mind the fact that the problem of how man knows and learns is but the same problem of the entire human existence, in the knowledge that during the life of each being everything is considered as learning¹⁷.

Now, this line of pedagogic research, defined in general terms, must be set within the particular sphere of the difference of gender, or rather in the direction of considering the process of knowledge, of learning and, therefore, of training on the basis of the different mental dynamics of the two sexes, male and female. It is a well-known fact that man is not what we call *tabula rasa*; and it is also a well-known fact that on the contrary past experiences and genetic instructions enable him to interpret sensorial signals¹⁸. This, nevertheless, is not enough. The process is in fact more complex and is made up of many different types of analysis. In the first place, it is impossible to put aside the biological aspect, "natural", to reconstruct what happens in the brain. At this level, our senses pick up the information that originates from the environment. From here there is set out a complex process of interpretation, made possible by the genetic structure of the same brain and from how much the brain derives from experience. Interpretation

¹⁷ The theme can be seen in a more in-depth way in Elsa M. Bruni *Conoscere e apprendere. L'approccio sociale allo studio dei processi di conoscenza*, in «Il Monitore», Anno XLII, 2/3, settembre 2008, pp. 8-11.

¹⁸ For a view of the theories of the mind and the possible pedagogic approaches F. Santoianni, M. Striano, *Immagini e teorie della mente. Prospettive pedagogiche*, Carocci, Roma 2000. Confrontation of the different points of view P. Legrenzi, *Come funziona la mente*, Laterza, Roma-Bari 2001 e in J.-

is but a way, or rather the way, through which man acts in different situations in a suitable way and this adds further knowledge in the collection of accumulated experience. The human brain, if one looks well, has become more and more skilled in the interpretation of what arrives to it from the world through the senses, what we define as environmental input. Such process is very articulated and involves various elements and, especially, the relationship between the elements themselves. In all of this the subject becomes to be the centre, since it is to him that every thing comes, and also since he is always the motor of the interpretation of all that is perceived through the senses. It is man who is the first element of every experience and of the interpretations which follow. It must be underlined nevertheless that whatever is perceived through the senses it is not itself a "data", on the contrary it is the consequence of an elaboration. The "sensorial data" is thus a stimulus for the brain, a solicitation from which it starts the beginning of the process of elaboration and interpretation. From this analysis it is indirectly deduced, by digging further, that there exists in the human being an innate condition of comprehension of the feelings and there exists an innate disposition to interpret as to how much the senses receive and transmit. From this arrangement, that we have defined innate, the sensorial data which enters the brain begins to be submitted to interpretations and they begin to gradually organize themselves thus transforming into perceptions and into knowledge. If we observe a newborn, we realise that this is an organism endowed with primitive instincts, for instance crying or sucking. We notice equally that the newborn has, since the first days of life, within itself a strong potential to progress, to develop: in fact, he learns quickly, is submitted to a process of intensive learning, and so begins to discover himself, to organize his own existence, discovers the environment, and learns how to act. With the discovery of language, he begins to form his own personality¹⁹.

The organs of sense, therefore, cover an important role: it is through these senses that the brain is solicited to build some of the interpretative hypotheses and again it is these senses which convey the comparison of the different hypotheses "until" and "with the purpose of" which allows it to arrive at a successful understanding. It is possible from what has been said to draw a pedagogic principle on which we will return subsequently: it is fundamental that every child, every teen-ager, develops an active role in their process of knowledge. A child or a teen-ager must continually be stimulated, placed in front of problems to which they have to find a solution, continually helped and driven to fulfil such operations but without ever being considered as a passive receptor of information and answers. Sensorial inputs convey an action which acts as an investigation, experimentation aimed at continually bettering personal consciousness.

The elaboration of sensorial data, therefore, is very complex and, above all, it is the result of an evolution both biological and cultural of the brain and, in general, of man. It has been found that from the same structure that the brain develops operations at different levels: from the simplest and more mechanic interpretations one reaches the highest layers

P. Changeux, **L'homme neuronal**, Fayard, Paris 1983.

¹⁹ Cfr. Amongst many the contribution by G.W. Allport, *Divenire. Fondamenti di una psicologia della personalità*, Universitaria, Firenze 1963.

in which, for instance, are articulated the processes of the elaboration of theories. In determining the growth of the brain, in the specialization of its different zones and in the improvement of its performance, the greatest contribution is reserved to the development of language, due to fact that the invention of language determines criticism and, therefore, the possibility to orally express a thought. To express a thought in language means to make of that thought something detached from ourselves and in respect to which we can assume a critical attitude. From here language, with descriptive and argumentative functions, sets itself as a requisite for the development of the process of thought: thought actually evolves itself up to the creativity of different cultural activities²⁰.

From a purely biological dimension, with the development of language, one goes on to the possibility of orally expressing thought to the cultural evolution at whose origin is set the possibility of expressing thought verbally: with language, apart from the brain developing itself, life acquires a new meaning for man²¹. Man expresses perceptions and at the same time expresses the hidden meaning behind the immediate perception. Proof of the new awareness that man acquires thanks to the use of the language are the myths of the origin of man, the funeral customs of the primitive societies, which testify the creative ability and imagination of the brain of these human groups. The processes of knowledge are, therefore, active and dynamic trials that express the interaction that come to determine among the many conscious "I" and the world produced by the human mind, that World 3 which according to Karl R. Popper and John C. Eccles is inserted in a tripartite structure relating itself with World 1 or rather the physical world of utensils and tools, and with World 2, which is the universe of mental state and psychological disposition²².

It appears more clearly that in formulating hypothesis and theories regarding the brain and mind, both involved in the mechanism of assembling knowledge, of interpretation of information and of learning, different functions and importance vis-à-vis different elements in play. Attention is now being focused on the brain and on genetic instructions,

²⁰ Of central importance putting in accordance one subject to the other, rising as an instrument of communication, and, better, of transaction with others. If we add, together with Bruner, that «we do not construct reality simply on the basis of private encounters with examples of natural situations. At the most our approach to the world is mediated by our relationship with others» the availability to social relations today appear enriched by new characteristics deriving from multicultural, multiethnic, multi linguistic, and multi religious dynamics in social context, as also from the rising insemination between cultures. Vygotskij further reinforces this concept when he affirms that the social precedes the mental. On this point there is also the research by G.H. Mead, with special attention to those reported in *Mind, Self and Society*, University of **Chicago** Press, Chicago 1934. Cfr. J.S. Bruner, *The process of education*, Harvard University Press, Cambridge 1966 (trad. it., Laterza, Roma-Bari 1988). Per il pensiero di Vygotskij si rimanda a A.R. Lurija, *Storia sociale dei processi cognitivi*, trad. it., Giunti-Barbera, Firenze 1976. An important work is that by U. Neisser, *Conoscenza e realtà*, trad. it., il Mulino, Bologna 1981.

²¹ Cfr. J.-P. Changeux, P. Ricoeur, **La nature et la règle**, Odile Jacob, Paris 1998.

²² Cfr. K. Popper, J. Eccles, *The Self and Its Brain. An Argument for Interactionism*, Springer International, New York 1977 (trad. It., Armando, Roma 2001⁵).

on innate dispositions, on the experience of the world around us and on the senses, on the "ego" as the main priority of the whole process, on human interaction, on the relationship between the subjects and their own environmental niche.

Turning our attention to the relationship between mechanisms of learning and the brain, or rather between the process of learning/knowledge and the principal organ in charge of this fundamental human activity, it has been underlined that already at this level and exactly in the brain are evident the first structural differences between the male and female. Nature, in other words, intervenes in order to specialize determined cerebral functions in diversified ways according to the sexes: even better, the male and female gender difference would be in this perspective a form of complementary specific functions and activity where males would respond to problems in a different way as compared to females. This means, in other words, that males would have a different way and style of learning as compared to females. But let us enter more deeply into the brain, considering its priority as regards the nervous structure on which depends the mental process of man. In this definition a principle which is taken as acquired but instead is a recent conquest, a line of investigation which has been reached only in the 1980s of the last century, only twenty years ago to be exact: the principle, fundamental and taken so unconsciously as acquired, consists in recognizing the importance of neuroanatomy even were mental processes are called upon.

Mind and brain, up to twenty years ago, were considered as two separate environments: for the cognitive neuroscientist, in virtue of the clean division of cerebral anatomy and mind, it was enough to know the mind and not the anatomical structure of the brain. Once this dualism is overcome, it is understood that the knowledge of what it is and of how the brain works at a structural level it is fundamental and complementary in the comprehension of the most intimate processes of man, in other words, of his mental processes. The term brain, as it has been used, and as it will be used from this moment on, is not used in its strictly technical sense, from the moment that in the study of the mental processes, other structures such as the cerebellum and the trunk of the encephalon have to necessarily be included. Considered technically, the brain is in fact only a part, together with the trunk of the encephalon and the cerebellum, of the encephalon lodged in the cranium. The differences between the brain of the male and that of the female at this point are not only revealed, but impose themselves in the thinking and planning processes which are in fact educational and formative of the person.

For this purpose, the physician and American psychologist Leonard Sax has conducted, for years, a battle against the indifference regarding the diversity of gender in the educational environment, and especially in the scholastic one²³. As has been underlined, learning is a complex process which depends on multiple factors, linked to the biological aspect and strongly connected to social interactions, interpersonal relationships, the society

²³ Cfr. L. Sax, *Why Gender Matters*, Random House, New York 2005.

and the community inside which the subject lives. Overlooking for the time being the cultural and social factors that influence, at times strongly, education and establish behavioural differences, in intellectual formation, in life choices of males and females, lingering on the analysis of biological differences, on the cerebral asymmetric that distinguishes males from females. The signs of difference are already recognizable in composition at the level of proteins. A different composition defined "innate" and which, therefore, doesn't have anything to do with the subsequent hormonal change. But above all, a different composition that cannot be neglected by pedagogy in its capacity of knowledge of education aimed at elaborating, directing and organizing the complexity of educational experience which concern men and women in all the dimensions and in all the moments of life²⁴.

The knowledge of education and on education has evolved until it makes itself more knowledge which considers routine, or rather to knowledge necessarily attentive in observing and to respecting both the inter-subjective elements and real perspectives, inserting itself within history, theorizing and operating inside and through the experience of male and female historical subjects²⁵. An experience which ends following the development and psychological maturity of the subjects themselves and which certainly results influenced and from the genetic nature and from the system of historical-social learning of man and woman. Notwithstanding the fact that we cannot speak of "sexual" intelligence, because it is not in any way innate, let's limit ourselves to outlining the different cerebral articulation of gender put into effect by the two sexes which have an important role in determining different solutions and solving of problems. Such differences do not come into our study with a comprehensible meaning to a specific hierarchy, that is made according to a scale of values, but only with the significance of symbolizing their own individual male and female specific characteristics (cognitive and affective-relational styles)²⁶. The goal, which is also a necessity, is to put in discussion the structure of gender and to valorise in educational environments the potentialities of everyone, girls and boys.

If we had to ask genetics, it would tell us that in the males and female DNA is differentiated in two different formulas: XY is the chromosomal couple of the male, XX that of the female. The male brain, to continue, is bigger by about 9% in comparison to that of a child. In fact, it contains more liquid mullet-rachides, reason for which the brain of the male contracts quicker with advancing age. It happens that, on the other hand, the female

²⁴ For a more in-depth view on epistemological redefinition of pedagogy in the light of the need of training expressed by the current historic moment see among others , G. Mari (a cura di), *Moderno e postmoderno*, Feltrinelli, Milano 1985.

²⁵ On the importance of the relation between research space and subject experience space P. Orefice, *Ricerca Azione Partecipativa. Teoria e pratiche*, voll. I e II, Liguori, Napoli 2006. Especially E. Colicchi, *Educazione tra soggetto e consenso*, Herder, Roma 1988; Id., *La verità pragmatica dell'educazione*, in F. Cambi (a cura di), *La ricerca educativa nel neopragmatismo americano*, vol. I, *Modelli pedagogici*, Armando, Roma 2002, pp. 36-75.

²⁶ Cfr. A.M. Piussi (a cura di), *Educare nella differenza*, cit., pp. 18 segg.

brain reaches its maximum development two years earlier than the male. Remaining at the level of structural asymmetries, the male brain introduces more white matter: this is translated by a greater number of prolongations of the nervous cells, which facilitate the transfer of information connecting distant cerebral regions²⁷. Another area of the brain, the hypothalamus or "vegetative brain", each plays a very important role in the control of the autonomous nervous system and in the regulation of hormonal secretion²⁸. In the males it is 5% greater than in the females: from this it is derived that in the males there is a more intense activity of sexual excitement. If to these brief references we link the influence exercised by the social, cultural, as well as economic environment in which the individual is educated, structural differences are added to the fundamental and necessary consideration of the formation of the person in reference to the development of thought and communicative abilities. At this point there could be affirmed the existence of a circulation or, better, of an integration/compensation of some density dependent on the cerebral structure. As a demonstration of this principle, in the female it is noticed that there is an ability of a greater and better communication, as well as being more rapid and precocious in comparison to the male contemporaries.

This characteristic, typical of women, has one of its origins in genetics to which, then, is associated a very precise consequence in the relationship which they establish with the real context in which they live. Their nature makes them more sensitive, more intuitive, thanks to the integration of thought/emotion. To the smaller quantity of white matter, present in their brain, there acts as a counterbalance that, in respect to what happens in the male, this same nature is better organized in order to render thinking more flexible and less sequential. If women tend to be more inclined to environmental adaptation the motive – as explained by some neuroscientists – is due to a better ability of oral communication. This linguistic ability in women develops mostly the sections of the frontal lobes of the brain, those sections in charge of behaviour and critical evaluation²⁹.

²⁷ The human brain is made up of approx 2 billion capable of generating and transmitting information through electrical impulses and to form, thanks to their connections, a complex web. Of importance have been the studies by the Spaniard Santiago Ramon y Cajal who formulated the theory of the neuron based on four points: the neuron is an anatomic unit: the neuron is a functional unit: the neuron is a genetic unit: the neuron is a atrophic unit.

²⁸ For a strictly biologic analysis and for research regarding consequences at psychological level J.P.J. Pinel, *Biopsychology*, Pearson, Boston, Mass. 2006⁶ (trad. it. il Mulino, Bologna 2007²).

²⁹ Confronting this aspect, P. Manzelli, *Cervello: intelletto e genere*, in www.psicolab.net, pubblicato il 25/03/2004.

That the female brain is more adapted for survival than the male one is a thesis sustained by a group of researchers from Pittsburgh. The research, based on a forced "diet" of 72 hours for male and female rats, has shown that the two sexes respond in different way to food deprivation and that, on the basis of a metabolic difference between males and females, the male cerebral cells died more quickly while the female ones resisted thanks to the use of reserves of energy. Specifically, the male neurons showed signs of autofagia, while those of the female succeeded in producing drops of fat supplying their reserves.

Other differences subsist on the plan of perception, which is why females have a more developed hearing and sense of smell and, due to the different processes of elaboration in the brain of the images formed on the retina, they have a greater sensibility to light, at school they prefer classrooms which are less illuminated, in which theoretically they are more capable of learning. As regards objects, females are more attentive to the differences in substance, while males are more skilled in fixing their position, speed and direction. Boys use abstract concepts such as north and south more than their contemporaries do, while girls need more concrete references³⁰.

The researchers themselves have underlined different chromatic preferences on the basis of which, if females are more inclined to red, to orange and green, for the males it would be black, grey and blue. The differences in perception are evident, establishing that boys feel more at ease in classrooms with a lower temperature as compared to girls of the same age³¹. Males and females are also different at levels of social ability: reason why males are more restless, more easily lose their concentration and they need to move to recover it. On the other hand females appear more thoughtful, less restless, and can concentrate for longer periods³².

However, to determine differences in more marked way are the rhythms of development of the brain. Differences have a tendency to fade when men and women reach full maturity. During adolescence, on the other hand, when emotions make their appearance and the activities of the cerebral cortex associated to the most important cognitive functions begin, then the differences and behaviours come clearly to light. The two worlds at this point move on very different paths. The consequences affecting the educational-scholastic level are many. It is enough to think about the different interests and preferences of activities, also recreational, about which teen-age girls prefer to read and can more easily express their feelings, while their friend of the other sex live this with difficulty. It is

³⁰ Please see on this particular subject P. Manzelli, *Cervello: intelletto e genere*, in www.psicolab.net, pubblicato il 25/03/2004.

³¹ Of interest are the researches on this theme by M.G. Costa, P. Manzelli, P. Papini, *Calore, colore, percezione*, Università degli Studi di Firenze/Centro didattico-televisivo, Firenze 1997.

³² In the United States of America these factors of difference underlined by many parts, have been at the origin for the setting up of "single sex" courses under the Bush administration. This decision started an intense discussion re-proposing the problem of discrimination within public schools and also the possible violation of the 1972 law which prohibited any type of segregation within State schools. A parallel situation in Italian schools, especially to the differences between the North and South. Massimo Gaggi talks about the differences of gender and of choices in America in an article entitled *Maschi e femmine? Divisi per classe*, published on the well known Italian newspaper «Il Corriere della Sera», 29 agosto 2008, p. 41. One can also see the results of some researches in the International bestseller by the American neuro-psychiatrist Louann Brizendine, *The female brain*, Random House, New York 2006 (trad. it., RCS Libri, Milano 2007). The authoress makes use of the latest discoveries in neuroscience and concrete examples from her own clinical experience, helps to decipher the unique structure of the female brain and to understand the changes which accompany her in every step of her life.

enough to think, once more, as to how the two sexes live differently their educational experience, beginning from the relationship with their teachers (males, when see a problematic situation, they see the teacher's help as a last resort) at the way they react in front of a problem (males respond better to stress, rather they work better under stress), even the different ways of estimating their own abilities (the females tend to underestimate themselves and, therefore, they withdraw if a thing is risky, they tend to be for the same reason more obedient) and even on how to manage their leisure time (girls love to spend it with the friends speaking or going for a walk; the males don't give a lot of importance to conversation among friends, but they gather to share interests and common activities).

In conclusion, the indicated considerations take as fact the role of responsibility as criterion-guideline of the process of formation of the person, therefore as a mechanism of research and of pedagogic projection which is the subject in formation. The responsibility and also the transformation become a fundamental component in the consideration of the subjectivity of change and of becoming in a social reality in its turn inserted in the sudden processes of change³³.

³³ For an indepth detailed study on the process of human knowledge and training please see E.M. Bruni, *Pedagogia e trasformazione della persona*, Pensa Multimedia Editore, Lecce 2008. Of special interest is the second chapter pp. 61-127.

DIGITAL LITERATURE AND MULTI-LITERACIES

ILARIA FILOGRASSO

1. Radical change in literature for youth

The way according to which children and young people interact with the literary texts today is deeply influenced by internet and by the digital context in which we are absorbed: in effects, the impact of the new technologies of both the communication and information is, on one hand, modifying the nature of literary texts and, on the other hand, producing new forms of story, included some narrative video games. We are not able, moreover, to hypothesize that the literary “trespassing” of the digital multi-medial world, of the internet technology and of the CDROMs, are replacing the traditional book in the mediation of contemporary children’s literature. Rather, we assist at the emergency of a complementarity of languages and tools able to stimulate and to expand the possibilities of the traditional fiction for youths, because the stories of the books are widespread, continued and transformed thanks to various forms of digital interaction, while, in perfect correspondence, some typologies of digital stories are often translated in books having the conventional format. According to the opinion of Margaret Mackey “trans-medial hybrids are everywhere”: the researcher ponders on the fact that children already in pre-scholastic age are used to develop comparisons among the media and to express judgments, whether the stories are specifically built for infancy, or if they deal with great literary classics:

To talk about children's literature, in the normal restricted sense of children's novels, poems and picture-books, is to ignore the multi-media expertise of our children¹.

Based on the indispensable essay of E. T. Dresang about the evolution of the juvenile fiction in the digital era, three concepts particularly permeate the structural, thematic and useful changes which have been going on since the Nineties: *connectivity*, *interactivity*, *access*².

The *connectivity* refers to the connections that the readers make thanks to hyper-textual links type, both visual and mental, offered by the new narrative forms. But the term also wants to intend the increasing sense of *community* that these new books solicit, both

¹ M. Mackey, *Literacies across Media: playing the text*, London and New York, RoutledgeFalmer, 2002.

² Cfr. E. Dresang, *Radical change: books for youth in a digital age*, New York, Wilson, 1999.

for sharing the story and its context among the readers that the texts and the subjects encourage, and for the new perspectives and the horizons with which the young readers are confronted in the contemporary juvenile fiction, renewed in its tools and in the techniques: the alternation of points of view, the first narrator, the choice of the environments and of subjects in past neglected, if not censored, the more accurate and complex characterization of personages, the multicultural dimension of the plots. A planetary media phenomenon like Harry Potter would not have taken place, however, if it had not arrived, in the most proper moment, on the market: internet was just moving in, its use as a tool of socialization was beginning, and its power promoted the development of a social network and a global conversation that nobody ever prefigured. The same author J. K. Rowling, after the initial perplexity, has launched her web site in order to be part of the conversation, feeding the discussion around the saga and listening to the judgment of the fans and their suggestions, necessary elements to develop a strategy of marketing that satisfied their needs. Harry Potter has, in this way, become a real social brand, thanks to the emotional link that the books have established with the readers and to its marketing based on word of mouth and to online communication, that has stimulated in the fans the sense of belonging to a community, whose desires have punctually been considered and, at the same time, emphasized.³

The concept of *access* also refers to the rupture of consolidated barriers in the juvenile literature, barriers that have modeled, with time, certain stylistic cages, certain *topoi*, certain fixed and stereotyped typologies of characters and contexts: the possibility given by the net to allow different information, opinions and perspectives naturally reflects in the books for children, both in an ampler quantity of matters developed, distant from the instructive-educational intentionality of a lot of literature of the past, and in the way not taken for granted but problematic in which the characters react to the introduced problems.

The *interactivity*, instead, connects itself to the experimental course of so much 19th century literature which has targeted, with alternate results, to exalt a more active involvement of the reader in the process of reading.

Already at the end of the '60 Italo Calvino published in "Nuova Corrente" an article that converged into *Una pietra sopra*⁴ with the title *Cibernetica e fantasmi. Appunti sulla narrativa come processo combinatorio* (*Cybernetics and ghosts. Notes on the narrative as combinatory process*), under the evident influence of the Oulipo and the *scripturalisme*, in the renewed interest for the narrative techniques of tale type and for the "Propp's separation": the fascinating idea that can be drawn is that of a new concept of literature, not any more as faithful mirror of a compact and continuous world, reproduction, or better, mirror of an experience understood as unchangeable and *continuum* data. The rather explicit allusion of Calvino to the computation trend of knowledge sciences ("Shannon, Wiever, von Neumann, Turing have radically changed the image of our mental

³ S. Gunelius, *Harry Potter: The Story of a Global Business Phenomenon*, Palgrave Macmillan, 2008.

⁴ I. Calvino, *Una pietra sopra. Discorsi di letteratura e società*, Torino, Einaudi, 1980, pp. 164-181

processes”) together with the certainty that accountability and targeting have, in every field, the best over indeterminateness of the concepts, that cannot be submitted to measurement or to quantitative delimitation, it is an immediate support to the new definition of the literary assignment: the mechanism of the writing is not fed by the passive representation of a real event “because all the games are implicit in the general code of the mental games”, the mind becomes protagonist and prevaricating, aware of wanting to utilize its operations, developed according to the mechanisms of mathematical models, as systems of persuasion towards the same reality. Particularly the *Castle of the Crossed Destinies* (1973) winks to these new narrative strategies: the foreigners that tell their story with the help of a bunch of tarots come across a lot of adventures forming a tangle of sequences with the same cards. In the combination of cards the logical inter-textual hyper fiction is anticipated, after all, in the spontaneous associations produced by the characters, among the papers prepared on the table and their stories of life, it is suggested the process of association reseeded by V. Bush with the footsteps of the Memex, by Nelson with Xanadu and finally made possible with the links of Berners-Lee⁵.

For theorists such as Landow, Bolter and Joyce, really, the concept of hypertext as matrix that contains an endless number of narrations is particularly remarkable: in the work of G. Landow, *Hypertext 2.0*, one of the chapters is actually entitled *Reconfiguring Narrative*, with explicit reference to the interactive nature, ergodic of the new texts⁶. The first theorist of hypertext re-launch, therefore, the myth of Aleph loved by Borges and Calvino, attributing to the literary work a nature that “finds in itself that infinity that would be naïve to look for, multiplying the contacts with the reality”: to say it like Borges, literature shapes itself as “the place where you can find, without any confusion, all the places on earth, seen by all corners⁷”; it is not exhaustible, for the sufficient and simple reason that the book alone is not. The book is not a deprived corporate body of communications: it is a relationship; it is an axle of innumerable relationships.

In perfect coherence with the appeals of the 19th century narrative experimentation, from the proposals of Oulipo writers, to *Composition neméro 1* of Marc Saporta, a novel of 150 not numbered pages that should be mixed before reading them, up to *Rayuela* by Julio Cortazar, with 155 chapters readable following different sequences, the hyper-textual logic has insinuated itself also in the juvenile literature and it has often made, of this, a field of experimentation, from the boom of the game-book of the 80^{'s} to the modern interactive fiction, to the M.U.D.s., to the on-line collective writings, up to the video games of strong brand fiction, bringing to the revolution of the reader-actor role, to

⁵ Cfr. M. Corti, *Il gioco dei tarocchi come creazione di intrecci*, in *Il viaggio testuale*, Torino, Einaudi, 1978, pp. 169-184.

⁶ Cfr. M. L. Ryan, Ryan, *Beyond Myth and Metaphor: the case of Narrative in Digital Media*. Keynote speech at the Computer Games and Digital Textualities conference, Copenhagen March 2001: si legge in <http://www.gamestudies.org/0101/ryan/>

⁷ J. L. Borges, *L'Aleph*, Milano, Feltrinelli, 1959, p.216.

the consequent overcoming of the triad Author-publisher-reader typical of the Gutenberg Galaxy in favor of other traits that characterize the textual experience: the interactivity, the combinatory (the text is the result of techniques mixed of composition: collage, linguistic or rhetorical artifices, associations of ideas), the opening (the text is susceptible to forms of interpretation, reading and use that are not determined in a definitive way by the author), the navigation (the text is directed to an exploratory use, as if it should allow to discover something unexpected, an unforeseen event), the non linearity (the text is projected and made up by more alternative readings), *the conceptual possibility of the text expansion* (if a text is a set of links it will be possible for the reader to widen it, adding or subtracting some piece to the story, avoiding a structured end)⁸.

It is sometimes impossible to distinguish, online, between a moment of writing and a moment of reading: a message addressed to a community with which we are connected can be assimilated to the transcription of an oral discourse, but it can also be interpreted as fragment of a *work in progress* of collective writing. It deals with a double ambiguity, of role and of form, proper of virtual realities and net. The problem is faced by Janet Murray⁹ inside an ampler attempt to define an interactive fiction through three aesthetical qualities: immersion, possibility of action, transformation. Inside an immersing environment, in fact, we have two complementary effects.

1. it is not possible to distinguish between text and action any more (the text is mutual action)
2. the user wants to be active, or actually to see the effect of his own answers, to carry out an *agency*, "the power to make some meaningful actions and to see the results of one's own choices and decisions."

We have to report, therefore, to the concept *agency* as to a specific quality of the electronic mean, that opens new possibilities of collaboration and interaction. We can distinguish a strong authority, proper of the planners of a space and a weak authority, proper of the inter-actors. The most active users can access to degrees of stronger authority or to decide to use the possibilities offered to them the least possible. In all the cases the user will act on the collective text operating more or less meaningful transformations. The reflection on the new role cut out for the reader/user of digital texts has acutely been developed by E. Aarseth, who has coined the term *cyber-textuality* to point out interpretative perspective applicable to all the texts that pay particular attention to the way according to which they work¹⁰. The texts are understood, in the perspective of the researcher, as machines, not in a metaphoric sense, but in a very concrete sense. The cyber-textuality, besides, is not applicable only to digital texts, but also to those traditionally

⁸ L. Galliano, *Il teatro della mente. Giochi di ruolo e narrazione ipertestuale*, Milano, Edizioni Guerini e Associati, 2006.

⁹ J. Murray, *Hamlet on the Holodeck. The future of Narrative in Cyberspace*, Cambridge, MIT Press, 1997.

¹⁰ E. J. Aarseth, *Cybertext: Perspectives on Ergodic Literature*, The John Hopkins University, Baltimore, 1997.

printouts. Through a very accurate statistic analysis, the researcher shows how the often misused distinction between printed literature and digital literature is misunderstood. Many printed texts, in fact, have a non linear typology entirely assimilable to some typologies of digital texts. Another preliminary observation is that the concept of cyber-textuality doesn't concern only the literature in the most narrow sense of the word. It includes, instead, forms such as videogame, MUD and interactive fiction. At this point Aarseth introduces a new term: *ergodic*. The ergodic literature requires non banal efforts in order to *go across* the text. The category of user function is, for Aarseth, of particular importance and it includes an accurate reflection on what is the meaning of the term interactivity. As it is evident, in fact, the whole literature is interactive; the job is not complete without the active participation of the reader. However, close to the *interpretative* function, requested to the user of any text so that there is communication, to the *exploratory* function (choice of a course among the many possible ones, typical of the hypertext), the *configurative* function and the *textonic one* concern, in the specific, the gamer, because they express the possibility to actively participate in the writing of the text: writing texts in addition, changing preexisting texts, or erasing them. In this meaning, to write can also mean to program.

2. Literacy and multiliteracies

If the intention is to focus on the relationship between juvenile literature and new media, we have to appeal to three categories¹¹. The first one refers to literary texts “increased” electronically or perhaps to the experience, electronically *amplified*, of the same. This category goes back to the literature that has been published only on traditional format, but that it is submitted to a process of *enrichment* with on-line resources that extend and strengthen its plot according to a strategy foreseen by the same publishers or authors. The sites that deal with literary texts for boys at times include news on the genesis of the stories, further details on the characters, selected passages of the book read by the same author in order to involve the potential reader in the whole story. Deep search on the composition/genesis of the story are more often offered, including information on real events, places and objects that the author has taken into consideration in creating the plot or an invitation to the reading of selected passages read by the same authors is urged: many sites are simply shaped as tool for amplifying the appreciation and the celebration of an author or a book (fans websites), others as support to the interpretation, with the proposal of materials for teachers, chat rooms and forum, inviting the young people to creative writing of stories on the style of a specific kind or on the favorite author.

The second category is the re-contextualization of a literary text. Classical or contemporary texts on CDROM or readable on the web allow us to understand how variations in the use of the images or the language as well as the predisposition of

¹¹ Cfr. L. Unsworth, *E-literature for children. Enhancing digital literacy learning*, London and New York, Routledge, 2006.

hyperlinks and animation, can build different interpretations of the same story. Such comparisons can represent the base for didactic activities that strengthen the understanding of the narrative techniques, the knowledge and the application of verbal and visual grammar as resources for the meaning and the critical and reflexive approach to the literary texts.

The third category concerns the texts originated in digital form.

A possible summary classification of this last textual typology, proposed by Unsworth, foresees:

- **digital stories for early readers:** texts that use the audio combined with hyperlinks to sustain children in decoding the printed text, offering models of oral reading of stories and often of pronunciation of single words.
- **linear e-narratives:** it deals with stories similar to those introduced in the books, often illustrated, prepared for and enjoyable on the screen.
- **e-narratives in interactive contexts:** the presentation of these stories is very similar to that of the linear digital fiction, but the context of the story is often more elaborate, with access to separate information on characters, the environment with maps of the fictional world, the mail of the readers and possible connections to useful information or to other stories. In some cases it is possible to access this type of contextual information while we read the story.
- **hypertextual narratives:** although these stories use a quantity of different hyperlinks, they are different because their focus is the text with the total exclusion of the images.
- **hypermedia narratives:** these histories use a large number of hyperlinks involving texts and images, often combined, producing innovative narrative forms to provoke an active and “recreative” reading of the story.

The hypothesis is that the familiarity with the emergent forms of e-literature for children and with the narrative video games, the awareness of the hybridizations of the fiction, that embraces by now a complex of dimensions and expressions, accessible through a spectrum of complementary forms – the novel, the illustrated booklet, the animate cinema, the video games, the story context sharing and the on-line representation of the same one – can constitute a resource for strengthening the approach of the students to literary forms and to facilitate the alphabetization process.

Many young readers are involved daily in the exploration of digital literature, as it is deduced by the multiplication of web sites built for favoring the encounter with literature outside the scholastic context: in the textual apparatuses offered, whether it refers to the re-lecture of story or about the analysis of the characters, of the ins and outs of the writing or of the solicited interpretations, at the center of readers’ interest there seems to be the constructiveness of the story. In this direction, the school could favor a spontaneous propensity of young people directing them toward the analysis of the different construction modalities of words and images meaning, tools that would take them to a greater proximity

with the texts and to enjoy them more deeply. The new forms of digital fiction, therefore, for their essentially multimodal nature, can be used in educational contexts able to develop the understanding and the textual pleasure.

D. Buckingham¹² has pointed out how the supporters of *media education* have often resorted to the alphabetization notion, starting from the Eighties, as result of the attempt to integrate the new discipline inside the literary subjects: the expression *multi-literacies* has come out exactly from the acquisition, by the teachers, of the necessity to treat, with a vast variety of media, also the teaching of literature and language. In the twenty-first century the notion of literacy should be reconverted, as pointed out by Unsworth¹³, in a *plurality of literacies*. From the moment in which the emergent technologies continue to influence the social construction of these multi-literacies, to *become literate* is a more appropriate notion of the *being literate*, because it postpones to a dynamic and inexhaustible process. The notion of multiliteracy not only alludes to the possibilities offered by the computer but also to the increasing role of the images both in the electronic formats and in the conventional ones, other than to postpone to the necessary distinction among practices of reproductive and critically reflexive alphabetization; a process that implies ability of analysis, critical evaluation and consideration rather than a set of cognitive ability given, once and for all, or a simple functional alphabetization for the acquisition of techniques and languages. To become real inter-actors in emerging multi-literacies, students need to understand how the resources of the language, of the image and of the digital communication can independently be developed and in their interaction in order to build different kinds of meaning. This means to develop competences inherent to the different systems of construction of meaning – linguistic, visual and digital. In a world graphically oriented, multi-medial and digital, the distinction between images and words has become much blurrier and the readers need a *meta-language*, a grammar for describing language, images and meaning-making intermodal interactions. A meta-language that recognizes that the multimodal forms of construction of meaning fulfill specific functions broadly determined by the cultural world inside a society. What the students learn from multiliteracies and from meta-language is, in fact, strongly connected to their context of learning, influenced by a multitude of individual and social factors inside the class, school, community and by the widest cultural and political environment: the study of literacy cannot, therefore, prescind from demands on economic and institutional contexts of communication.

The different aspects of plural alphabetization can be categorized in *recognition literacy* (to learn to recognize and to produce the verbal, visual and electronic codes used for building and communicating meanings), *reproduction literacy* (to understand and to

¹² D. Buckingham, *Media Education. Literacy, learning and Contemporary Culture*, Cambridge, Polity Press, 2003.

¹³ L. Unsworth, *Teaching multiliteracies across the curriculum. Changing contexts of text and image in classroom practice*, Open University Press, Buckingham, 2001.

produce the conventional textual visual forms that create and communicate the systematic knowledge of the cultural institutions), and *reflection literacy* (to understand that all the social practices and therefore all the literacies are socially created)¹⁰. To interpret and to create texts involves the interrogation of verbal and visual codes in order to make it clear how the choices of both the language and the image privilege certain points of view and how other choices of verbal and visual tools can build alternative perspectives. The triad isn't a mere progression: the three aspects of literacy are not connected by a temporal sequence, but by an inclusive logic: the reflexive literacy includes a well developed quantity of reproductive practices and these implicate recognition practices, however, the inverse case is not given. What is certainly recognized is the demand of a meta-language in the development of the three dimensions and particularly of the critical-reflexive one. A possible rudimentary definition of the reflexive literacy coincides with a meta-knowledge of both the different semiotic systems and the social-cultural contexts in which they are produced and incorporated in the daily life. With meta-knowledge we intend the understanding of how the notions, the ideas, and the information "bits" are structured in the different media and genres, and of how these structures influence the reading and the use of that information. From the moment in which the critical dimension fundamentally implicates the awareness that all the alphabetization are culturally constructed, an essential characteristic of the meta-language to be adopted concerns the theoretical connection between the description of the visual and verbal elements of a text, with their peculiar formality of production of meanings, and their relation with the parameters of the social contexts in which they work. Today the texts are becoming more and more multimodal in their incorporation of the images in the written text. We are distant from the assumption of R. Barthes who in his essay, written in 1964, *Rhetoric of the image*, sustained that the meaning of the images, polysemous by nature, is always connected and, in a certain sense, dependent on the oral text. The use of the images is growing in scholastic texts and in didactic tools, as well as in the extra-scholastic contexts, and not only in literature for youth, but also in magazines, in advertisement and in web sites: yet the ability to realize multimodal texts, although it's central in the contemporary society, is not taught in school.

What Kress and van Leeuwen deduce, by the way, about the visual grammar is on line with the bases of the linguistic grammar. It has been, for a long period of time, just formal and studied isolated from the meaning¹⁴. Particularly the linguistics of which M. Halliday¹⁵ is a leader, in his consideration of the grammatical forms as resources to codify interpretations of the experience and forms of social interaction, inspire the theorists of the visual grammar. Even the visual structures, in fact, return particular interpretations of the experience and forms of social interaction. What can be express in the language with the choice between different types of words and sentence structures can, in the visual

¹⁴ Kress G., van Leeuwen T., *Reading Images: a grammar of visual design*, London, Routledge, 1996.

¹⁵ M. Halliday, *Language as a social semiotic: the social interpretation of language and meaning*, London, Edward Arnold, 1978.

communication, be made with the choice between different uses of the color or different formalities of composition.

On this matter, a group of 10 researchers, English, Americans and Australians, gathered together under the name of NEW LONDON GROUP, and in 2001 published a manifest for pedagogy of multi-literacy, in which it is emphasized, as first objective, the identification and explanation of the differences among texts, set in relationship to the cultural contexts and to the situations in which they seem to work.

... an educationally accessible functional grammar; that is, a meta-language that describes meaning in various realms. These include the textual and the visual, as well as the multimodal relations between different meaning-making processes that are now know so critical in media texts and the texts of electronic multimedia.¹⁶

Evidently we haven't yet such an integrative and multi-modal grammar. Nevertheless, departing from the descriptions of the language proper of the functional linguistics, it is possible to develop a correspondent definition of the visual grammar. The images, exactly like the language, realize not only the representation of a material reality but they also express the interpersonal dimension of a social reality (for example in the relationships between what it is seen and whoever sees). The images cooperate, besides, in the textual compositions in different ways, realizing in this way, semiotic realities. The functional systemic grammar points out that all the sentences in all the texts simultaneously create three typologies of meanings, the same that Kress and van Leeuwens assume as the base for visual grammar:

- **representative and ideational meanings:** they verbally and visually create the nature of the events, of the objects and of the participants involved and of the circumstances in which they realize themselves (the images can create representations of the narrative or conceptual reality).
- **inter-actives/inter-personal meanings:** they define the nature of the relationships between the speaker and the listener, the writer and the reader and, also the viewer and the viewed. The meaning of the images derives, particularly, from the type of contact founded between the observer and the participants represented in the image, (whether the observer interacts or observes the participants), from the social distance (first level, middle level, whole figure), from the inter-personal position constructed by the vertical angle (high, medium, low) and by the horizontal angle (whether the representation is from an oblique angle or the observer is parallel or in front of the image)
- **compositive/textual meanings:** in the compositions of the images it is crucial the ways in which the characteristics of the layout of the page or of the screen operate

¹⁶ New London Group, *A pedagogy of multiliteracies: designing social futures*, "Harvard Educational Review, 66 (1), pp. 60-91.

as tools for the construction of the representative or interactive meanings inside a coherent whole: it makes the difference the presence of frames, edges, the importance attributed of varied elements of the image that attract the observers, and the impact of the position of elements to the right or to the left, on the top or on the bottom in the screen, in the background or in the foreground.

To the light of these reflections, it seems opportune to wish the construction of scholastic curricula that don't leave out of consideration the resources offered by the digital literature, more and more characterized by *hybridization and inter-textuality*, for an alphabetization on the use of the media that doesn't exclude, on one hand, the acquisition of narrative competence necessary to decode the new warp that renews the welts, by now consolidated, of the narrative tradition, on the other hand, the mastery of the semiotic tools useful to consider critically the role of the images and of their synergies with the words in the construction of meanings.

THE RELATIONSHIP MULTIPLE INTELLIGENCE-LEARNING STYLES AND ITS IMPLICATIONS IN THE LEARNING PROCESS

PETROVAN RAMONA ȘTEFANA, TRIF LETIȚIA
Universitatea 1 Decembrie 1918 Alba Iulia

Abstract

Die gemeinsamen Erfahrungen im Unterricht zeigen, dass sich das Unterrichtswesen durch eine konstante Anpassung an das Verhalten der Schueler wahrend des Lernprozesses bildet und weiterbildet .Indem man die verschiedenartige Schulung als richtige Antwort zu den Interessen , Erwartungen und Beduerfnisse der sich Ausbildenden wahrgenommen wird, bildet die vorliegende Arbeit ihr Fundament, mit der Hilfe der vielfachen Intelligenzen. Warum? Weil,gleichzeitig mit der Erkennung der besser entwickelten Intelligenzen bei den Schuelern, wird die Richtung in welcher die Kurrikula modelliert und adaptiert werden kann bestimmt,fuer jeden Schueler der als einzelartig betrachtet wird, mit verschiedenen psychologischen Altercharakteristiken, aber vor Allem: individuelle psychologische Eigenheiten, ein bestimmtes psychologisches Potential, ein bestimmter Lernstil,verschiedene Faehigkeiten,Interessen, Ausbildungsbeduerfnisse; Verfuegbarkeit und eigene Lernfaehigkeiten; eigene Ansichten, soziale Kompetenzen, usw.

Durch die theoretischen , pragmatischen, aktionellen,und operationellen Anhaltspunkte die von Gardners Theorie geliefert wurden, rechtfertigt man eine Realitaet die in Schulen aller Arten gut bekannt ist: die Schueler lernen nicht gleichartig , im selben Rhythmus und ihre Einstellungen wahrend des Lernprozesses koennen sehr verschieden sein.

Schluesselwoerter: Theorie der vielfachen Intelligenzen, differenzierte Schulung, Lernstil, erfolgreiches Lernen

Key words: didactic strategies, effective learning, school adaptation/disadaptation/ maladjustment, differentiated/individualized teaching, multiple intelligences, learning styles

The didactic strategies and possible taxonomies have been analyzed from the point of view of specialized literature. Several criteria regarding the taxonomy of didactic strategies have been identified.

Some of these criteria will be presented as follows: according to the educational contents; according to the predominant cognitive operations, respectively the logic of thinking; according to the extent of structuring educational tasks (the extent of managing/non-managing learning); according to the activity that prevails in the process of teaching-learning-evaluating; according to the teacher's creative/non-creative implication in the educational process; according to the way of grouping the students; according to the students' motivation; according to the degree of generality; according to the element they

focus on; according to the type of objectives and the activities imposed by the strategies; according to the way in which they stimulate learning; according to their character; according to the students' logic and development of thinking; according to the extent of managing learning; according to the way of organizing the educational activities; according to procedural criterion; according to the way of organizing the students' activity. We can identified two stages in developing didactic strategies, which are synthesized in an operational model [1]:

- the analysis stage presupposes that the instructional variables should be examined and recorded, as well as characterized from the point of view of the level of their general and situational potential: the educational objectives, the scientific contents, the resources (psychological, material, time, etc.), the methods, the teaching styles, evaluation, feedback, the time spent at school.
- the synthesis stage presupposes using/connecting all the elements necessary to develop a specific strategy, choosing and combining those variables that have a preferential status, according to the way of approaching the process of learning, and the way of organizing it. Thus, the structure of the didactic strategies includes essential elements, such as: the teaching methods, the means of teaching, the way of organizing the process of teaching, the interactions and educational relations and the instructional decision. As a result of defining this process one can identify three important features: learning means acquiring and gaining something; learning results in a change in behaviour; learning has an adaptive character.

So as to comprehend the phrase “effective learning” better we have also referred to the following aspects: the theories of learning; the types of learning; the internal and external conditions of learning; the pedagogic factors of learning; the principles of cognitive psychology and school learning. School adaptation mainly reveals in the process of learning, which presupposes the fundamental use of intelligence. The intelligence includes the perceptions, representations, memory, and thinking, the imagination and speech, with the participation of the individual's will and attention, which are mediated by affectivity, temperament and personality. The student's adaptation can also be influenced by some external factors, such as certain environmental conditions (the family's socio-cultural status, features specific to the surroundings or school environment, etc.). Through its common requirements imposed to pupils of the same age, yet who have undergone a different process of development and whose families have varied cultural and educational backgrounds, the elementary school represents a life and learning environment, to whose multiple forms of requirements the pupils do not respond the same. The problem of school maladjustment has to be approached “systemically”. According to “the general theory of systems”, school maladjustment is perceived as a malfunction of the system in which biological, psychological, pedagogic, social, medical and ecological factors are involved. The effects of school maladjustment can be negative not only for the child, but also for

society, unless we intervene preventively in due course. School maladjustment can be identified with school failure, pedagogic delay, mental deficiency. For a better explanation of this concept one has to take into account the factors that determine school adaptation.

The notion of disadaptation refers to the fact that the child or the young man/woman fails to adapt to a minimum of social requirements of a practical, school or ethical type, due to some deficiencies that he/she was born with or that have been caused by the family and the environment. Such behaviours can be: tensed adaptation (difficult) and maladaptation. *Tensed adaptation* is a less severe form of disadaptation characterized by: the inability to take constant effort; mental and physical disturbance or apathy/indifference; emotional upset, anxiety; limited ability to focus one's attention; irascibility; sluggishness; slow mobilization for an activity; difficulties in establishing goals; exaggerated motivational reactions; difficulties in developing the ability to read and write.

The symptoms of a disadapted behaviour: hyper-emotivity; susceptibility; vulnerability; emotional instability; clumsiness and idleness; self-centredness; dissatisfaction; rudeness; unstable interests; isolation; tiredness/exhaustion; cowardice, carelessness; a negative attitude towards oneself and society; neurotic reactions: headaches, tics; low tolerance to frustration; difficulties in communicating; disobedience, hostility; irritability; destroying objects; poor interpersonal relationships; anxiety, distrust; exaggerated introversion; fear of failure; dependence on children and adults; limited ability to focus one's attention; irresponsibility; low marks; taking risks; shyness; alcoholism, lying, stealing, delinquency.

An important idea is to differentiate the process of teaching which represents a strategy aiming at adapting the instructional-educational activities to students' psycho-physical traits so that they will properly integrate into school activities. Developing and achieving differentiated teaching presupposes taking into account the relation between the human resources and knowledge, on the one hand, and the competences covered by the school syllabus and the specialization of the educational institution, on the other hand. E. Planchard identifies two types of differentiating the process of teaching: *an internal differentiation*, which consists in adapting the instructional activities to students' psycho-physical traits, and *an external differentiation*, through exemplification. Adopting differentiated teaching does not mean renouncing a uniform teaching programme, because the same objectives and contents are kept.

Over the years, several authors have shown correlations and given explanations regarding students' intellectual and learning abilities. Firstly, these studies have taken into consideration analysing the concept of intelligence, which is considered a general capacity by psychologists.

Among the definitions given to this concept we can mention the following: *Spearman* (1904): a general capacity which implies the education of relations and correlations; *Binet and Simon* (1905): the ability to judge well, fully comprehend, think rationally; *Thorndike* (1921): the power/ability to give new answers from the point of view

of the truth or facts; *Thurstone* (1921): the capacity to inhibit the logical order of answers, to give different answers variably imagined, to modify instinctively the adaptations in one's behaviour; *Wechsler* (1939): the individual's ability of accumulation or globalization as a response to intentional actions, rational thinking and effective action in the environment; *Piaget* (1972): a general term indicating the superior forms of the organization or stability of the cognitive system that enables the individual to adapt to the social and physical environment; *Kulcsar* (1980): one can distinguish two important criteria for explaining the psychological nature of the human intellect – the functional one and the structural one. From a functional point of view, the intelligence can be defined as a general ability aimed at adapting to new problematic situations. From a structural point of view, having an intelligent conduct presupposes the merging of mental processes – the memory, attention, imagination, being a keen observer, etc. - which can combine in a varied way, thus forming a uniform and dynamic cognitive system with particular structural functions; *Sternberg* (1985, 1986): the mental capacity to process the information automatically and to display a proper behaviour as a response to new things; also, the intelligence includes meta-components, components of performance and of acquiring knowledge; *Gardner* (1986): the ability or skill to solve problems or to create products elegantly, which are valuable in different cultural structures; *Terman L.*: the ability to apply abstract reasoning; *Deaborn W.*: the ability to learn from or take advantage of experience.

The complexity of human intelligence as a feature of one's personality arises from the multiple ways of approaching it throughout the history of psychology. From a psychological point of view the intelligence is defined both as a system of operations and as a general ability. When speaking of intelligence as a general ability, we take into account its successful use in various activities, so it is its finality we are aiming at rather than its content and psychological structure. However, such an idea is limited since recent studies on human intelligence have shown that there are several forms of intelligence: general intelligence, and also specific forms, which ensure only certain activities. Therefore, an adequate definition of the concept of intelligence must include both meanings (a system of operations and general ability), which are closely linked. Such a definition is as follows: *the intelligence is the ability to acquire knowledge, to function rationally and effectively. This ability enables adaptability, by harnessing all skills, the compensation of weaknesses, the modification of external conditions so that they correspond to each individual's skills.*

In Gardner's model of multiple intelligences, its characterization as well as educational details regarding this model. Individualized pedagogy has as starting point the idea that each student, with his/her educational needs and expectations, could acquire a problem, whose solution cannot be found except by him/her. In order to find the correct solution, it is necessary to know the students' interests, needs and expectations, as well as their level of intelligence, learning style or combination of learning styles that they predominantly use. The teacher has to find the answer to the question “Who and what do I teach for?”. One of the possibilities of differentiated treatment in class is to design the

teaching-learning activities on the basis of the Theory of Multiple Intelligences (TMI). Starting from the assumption that “our culture defines an extremely great intelligence”, in his book “The Mind Frames” [2], the author explains the fact that there are at least eight basic intelligences, which people have, yet, due to the genetic variation there are not two persons with the very same combination of intelligences. Differentiated pedagogy does not mean renouncing a common teaching programme, as the same objectives and contents are kept. The concept of differentiation aims at: the didactic technology, treating students adequately during classes, differentiating individual work in class or homework, and presenting the contents properly. The theory of multiple intelligences can be applied to all subjects: at the beginning of lessons one could use an activity that stimulates the multiple intelligences in order to increase students' motivation; during an interdisciplinary assignment which is done by a group of students representing various intelligences, who will collaborate by using codes of symbols and different perspectives; tackling a certain topic of a certain subject through different codes of representation.

In order to identify their learning styles, teachers could propose students activities such as:

* students are asked to answer the questions below, and by discussing and questioning, they will discover important aspects of their own behaviour in the process of learning. It is suggested that they should be honest.

*remember how you proceed when you want to learn something new?

- What do you start with? How do you proceed?
- How do you make progress?
- Do you have any plan? What steps do you follow?
- How do you integrate what you have learned in the schemata?
- Under what circumstances do you consider to have been successful?
- Who do you like learning with?
- Do you prefer learning from what the others present?
- Do you prefer reading?
- Do you take notes? Do you underline the main ideas using coloured pencils?
- Or do you prefer taking part in a practical application?

The eight intelligences identified by Gardner include: verbal/linguistic intelligence, logical/mathematical intelligence, visual/spatial intelligence, musical/rhythmic intelligence, body/kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence and natural intelligence. We should take into account that one's type of intelligence is not established through a test. We have to observe students' behaviours more so as to realize what activities they perform more easily, what codes of expression they predominantly use and those they avoid using.

Regarding elementary school, using didactic strategies based on the theory of multiple intelligences implies a certain particularization of the instructional-educational process, starting with the following aspects:

- *the need to know the students' type of intelligence,*

- *the teachers need to be aware of the fact that all types of intelligence have the same importance for the development of the students' personality and their integration in the social and professional life,*
- *making a flexible educational offer according to students' types of intelligence,*
- *designing, performing and evaluating the didactic activities in such a way that several types of intelligence are involved,*
- *using the knowledge the students have acquired to solve problems, in real situations,*
- *renouncing the uniform curriculum and the unidimensional or bi-dimensional concept of intelligence,*
- *making sure that the students have fully understood the content of some main school subjects, according to their learning styles and types of intelligence,*
- *when evaluating students, one should assess all types of intelligence, not only the verbal and logical-mathematical ones.*

We have presented the relation between multiple intelligences and learning styles , and its implications in the process of teaching. In order to identify their learning styles, teachers could propose students activities such as: What do you start with? How do you proceed? How do you make progress? Do you have any plan? What steps do you follow? How do you integrate what you have learned in the schemata? Under what circumstances do you consider to have been successful? Who do you like learning with? Do you prefer learning from what the others present? Do you prefer reading? Do you take notes? Do you underline the main ideas using coloured pencils? Or do you prefer taking part in a practical application?

The theory of multiple intelligences appeared in the same period with the “new technologies”: CD-ROM, video cassettes, the Internet, etc. Many persons found it obvious that these technologies could be used in education. Indeed, an alternative to the uniform school is individualized education, which takes into consideration the individual differences. This type of education is suitable to achieve several purposes: a traditional or experimental curriculum, a type of education that aims at developing one's artistic sensibility, a practically-oriented education. The secret is to know the students' mind. This means knowing the student's family environment, his/her interests, preferences, fears, experiences and goals, ensuring the educational decisions based on the student's real profile.

The theory of multiple intelligences starts from a criticism of the educational system, to which it reproached the following:

- using mainly students' verbal and logical-mathematical abilities, the fact that only students who have good results at literature and mathematics are considered intelligent, and the others are just “talented”, in other words admitting that there are only two types of intelligence: verbal and mathematical.
- superficial testing of psychological differences between children by means of standard intelligence tests, which exclusively aimed at linguistic and logical-

mathematical abilities and which did not have predictive value, did not manage to anticipate the students' performances following formal education, the extent to which they would be able to integrate socially and professionally, the quality of their professional performance.

- the one-sided view over the intellect, considering one's intelligence a general ability, given by the capacity to solve problems involving verbal and logical-mathematical abilities.

We have presented some consequences of accepting and using multiple intelligences.

Regarding elementary school, using didactic strategies based on the theory of multiple intelligences implies a certain particularization of the instructional-educational process, starting with the following aspects:

- *the need to know the students' type of intelligence,*
- *the teachers need to be aware of the fact that all types of intelligence have the same importance for the development of the students' personality and their integration in the social and professional life,*
- *making a flexible educational offer according to students' types of intelligence,*
- *designing, performing and evaluating the didactic activities in such a way that several types of intelligence are involved,*
- *using the knowledge the students have acquired to solve problems, in real situations,*
- *renouncing the uniform curriculum and the unidimensional or bi-dimensional concept of intelligence,*
- *when evaluating students, one should assess all types of intelligence, not only the verbal and logical-mathematical ones.*

The main purpose of the research consists in prefiguring some ways of educational-formative intervention through the didactic strategies, ways that should contribute to improving the process of teaching and learning. This improvement consists in: an increase in every student's school performances; stimulating the students throughout the lesson and obtaining favourable feedback; a better integration of the student in the group; improving the results of the students with learning difficulties and stimulating those with high performances; doing homework correctly.

The whole strategy of the pedagogic research is subordinated to certain *objectives*: using means and techniques of evaluating objectively the students' level of preparation; designing differentiated teaching activities starting with the use of the theory of multiple intelligences; determining the general level of preparation and the level of preparation at the Romanian language and literature of those students involved in the research; identifying each student's predominant type of intelligence and using it by means of appropriate tasks; studying the way in which applying some didactic strategies determines the students' interest and attention; recording, monitoring and comparing the results obtained at the

pretest and post-test by the students participating in the experiment; analysing the relation between the school results and the tasks given according to the predominant type of intelligence; testing the educational applicability and effectiveness of the theory of multiple intelligences; analysing the influences certain didactic strategies have on social and school conducts, namely: a) the learning behaviour itself; b) the behaviour of relating to one another; c) the implications of the process of teaching in psychological behaviours;

The research aims at checking the following hypothesis:

Organizing the didactic activities by using some teaching strategies based on the predominant type of intelligence, which developed during primary school, leads to the improvement of school progress in studying the Romanian language and literature.

The elements of the methodology of the pedagogic research are:

1) the system of the methods used to gather the data of the research: the method of direct observation; the survey based on a questionnaire; the psychological tests; the analysis of portfolios; the method of analysing the curricular documents and other school documents; the psychopedagogic experimental

2) the system of methods of measuring the data

3) the system of methods of interpreting the data

In the pre-experimental stage we measured the initial level of school performances corresponding to both groups (the experimental groups as well as the control group). This was done by applying some individual tests checking the students' knowledge of basic school subjects (the Romanian language and literature, and mathematics). Furthermore, psychological tests and questionnaires were applied so as to identify each student's intellectual potential and types of intelligence. Likewise, by means of some methodological instruments, such as discussions with parents, the analysis of school documents, interviews, analysing the products of the students' activities, observing their behaviour, a series of school difficulties (of adaptation and learning) were identified. Among these difficulties we mention: difficulties in reading and writing, in focusing one's attention and concentrating, phonemic hearing and critical phonemic differentiation, behavioural disturbances (psychomotoric instability, aggressiveness, indiscipline, missing classes, isolated conduct, difficulties in establishing relationships with the classmates, low motivation, mistaking the grammatical notions, poor creative spirit).

On the whole, during the pre-experimental period we had in view: patterning the subjects and the content; obtaining the approval of the students' parents by asking them to sign an approval form so that the experiment may continue; observing the ways of following the instructive-formative steps and establishing the extent to which these use all types of intelligence; distributing a questionnaire that had been designed according to the behaviours specific to each of the multiple intelligences [3] in order to identify the predominant type of intelligence of the students participating in the experiment; giving psychological tests to study the psychic configuration of the students' personality (intelligence tests, skill tests, memory tests); giving an identical evaluation at the Romanian

language and literature, both to the experimental group and the control one, in order to establish the students' initial level of preparation.

We assumed that an increase in the students' school progress would be recorded if they are assigned tasks according to their predominant type of intelligence.

During the experimental stage the students were engaged in formative activities based mainly on differentiated teaching, which was done according to the results the students had obtained after taking the tests that should have identified their types of intelligence. During this stage the independent variable was used in the case of the five experimental classes, whereas with the other five classes we worked the same. The independent variable materialized by providing information, developing skills, practical and intellectual abilities with the help of some active didactic strategies, such as: discovery learning, problem-solving, the game (grammatical, lexical, phonetic, semantic, based on real action or simulated), brainstorming, the method of practical work, interactive teaching.

In the case of the control class the activities done at the Romanian language and literature were those planned in advance, without being modified by the independent variable used with the experimental class. With the experimental class, this stage aimed mainly at developing the instructive-formative activities by taking into account the psycho-individual traits and using some strategies of differentiating teaching according to the Theory of Multiple Intelligences.

After giving the questionnaire to identify the predominant type of intelligence, the pupils were grouped according to their type of intelligence. Naming the groups of the experimental classes was random, according to their intelligence and abilities, and grouping the pupils was necessary so as to facilitate the intervention: *the writers' group- verbal/linguistic intelligence; the mathematicians' group- logical/mathematical intelligence; the drawers' group- visual/spatial intelligence; the sportsmen/sportswomen group- body/kinesthetic intelligence; the friends' group- interpersonal intelligence.*

During the intervention, the lesson plans corresponding to the instructive-formative activities include, at the end of the teaching process, a fifteen-minute session of deep study and consolidation of the knowledge acquired throughout the lesson. During this stage the pupils are asked to do personalized activities in class and they are also assigned tasks specific to their predominant type of intelligence, which results in treating the pupils in a differentiated way according to their intellectual potential.

At the end of the lesson, the pupils are grouped in five groups according to their predominant type of intelligence and they are assigned tasks according to their intellectual potential. The subjects of the experimental group are asked to do the tasks individually, except the friends' group where communication becomes an essential element.

In order to distinguish between the tasks corresponding to each group, as well as to identify the members of each group we chose to use different colours for each group: *the writers' group – red; the mathematicians' group – blue; the drawers' group – green; the sportsmen/sportswomen group – yellow; the friends' group – pink;*

This way of identifying the members of a certain group having a certain intellectual potential proved to have positive influences on the research, facilitating the researcher's work. Being aware of belonging to a certain group, many pupils asked the cards in a certain colour even before giving them the tasks. However this activity also had negative influences on the experiment, meaning that the pupils of a certain group sometimes neglected the fact that the tasks were individual and tried to ask for the others' advice.

The qualitative and quantitative analysis of the results has been oriented in three directions, namely:

1. *Appreciating the extent to which the scientific content of the Romanian language and literature is suitable to using the theory of multiple intelligences in education.*

2. *Identifying the major implications of using the didactic strategies based on the theory of multiple intelligences in the teaching-learning-evaluation activities which were done during the Romanian classes, with primary pupils, and determining their contribution to the improvement of the didactic activities.*

3. *Establishing the effects of differentiating teaching based on the theory of multiple intelligences upon the school activity and the pupils' personality.*

Appreciating the extent to which the scientific content of the Romanian language and literature is suitable to using the theory of multiple intelligences in education.

The current study helps to enrich the pedagogic literature and also the acquisitions of the pedagogy of primary education. Thus, among the effects we observed during the experiment we could mention the following aspects:

- obtaining better results in the case of the pupils involved in the experiment;
- an improvement regarding the pupils' participation in the lesson (the pupils asked more questions during the lesson, raised their hands to answer the questions, expressed their opinions, brought arguments related to a given topic)
- through teaching the Romanian language and literature in a differentiated way the pupils' creative abilities were also stimulated (the creative activities aimed at stimulating the pupils' thinking, encouraging them to think on their own, the pupils' request to do various exercises such as: rewriting a text, writing the end of some stories, illustrating some stories through images, cloze exercises, writing poems, etc.); also, in some situations we noticed that using certain didactic strategies, like the game, provides the pupil with the proper environment for an independent activity; among the didactic games centred on linguistic topics through which one can learn and develop a figurative language, we mention: the game for epithets, the game of "the most suitable expressions", the game "don't say the word", the game "find human traits for natural phenomena and different objects", "write riddles", "what would happen if.....?"; participating in such games the pupil studies thoroughly the linguistic knowledge, consolidates the ability to write and read, having to abandon some standard patterns and embracing a formative learning;

- starting with the principles of decentralization, flexibility and decongestion of the educational system we approached differentiated teaching based on the theory of multiple intelligences; inter and trans-disciplinary projects offered the possibility to develop certain contents taking into account the pupils' abilities as well as their needs and learning styles; when developing these activities we analysed the new orientations of the National Curriculum and the syllabus of the primary grades (1st-4th);
- we noticed qualitatively superior changes in making the portfolios and writing the papers, as alternative means of evaluation;
- the pupils' missing classes decreased;

Identifying the major implications of using the didactic strategies based on the theory of multiple intelligences in the teaching-learning-evaluation activities which were done during the Romanian classes, with primary pupils, and determining their contribution to the improvement of the didactic activities.

One could notice a better didactic transposition, a better treatment of the contents found in the syllabus of the Romanian language and literature, in the case of primary education. Through this study we can anticipate consequences regarding the organization of didactic activities, the time limit and the management of the class. Also, we should mention the consequences of designing the learning activities (these are individualized and differentiated according to each pupil's predominant types of intelligence).

Using the pupils' curiosity and enthusiasm to do practical work can be a support for some activities of investigation, of discovering truths on their own, of developing certain cognitive abilities, such as: observing, comparing, classifying, communicating, interpreting data as well as developing the ability to think critically.

The specialized research and the study I undertook have demonstrated that pupils in primary school learn better if they “see and do”, if they think and know what they are doing, if the activity is the one they want [4]. So as to accomplish that, the teacher has to guide the pupils properly, choosing *the right didactic strategies*, encouraging them to search for, discover and explain the truth by themselves.

The didactic strategies based on the theory of multiple intelligences ensures and aims at activating the pupil's cognitive, emotional and operational structures so that he/she will use his/her mental, physical and emotional potential in his/her own education, through individual or/and cooperative tasks, independent or interdependent activities.

Therefore, considering Gardner's theory of multiple intelligences and its educational implications, one is given the possibility to organize an interactive and differentiated teaching. *Active, interactive and differentiated education, based on multiple intelligences* is conceived as one adapted to students, meant to encourage them to use their own resources, to develop the ability of self-education and the motivation to learn permanently.

Establishing the effects of differentiating teaching based on the theory of multiple intelligences upon the school activity and the pupils' personality.

Implementing the didactic strategies based on the theory of multiple intelligences has proved to be beneficial for the understanding of formative-educational dimensions. Likewise, the pupils' knowledge gained quality, becoming systematic and more flexible. In our study of *differentiated teaching based on the theory of multiple intelligences* we could say to have used Gaston Berger's remark, who, in his work entitled "The Modern Man and His Education", expressed the fact that "there often is, in early childhood, a vivid imagination, an intense curiosity, a kind of poetic genius, which the artists and scholars having reached maturity can find with great difficulty."

Using this theory implies the following aspects: knowing the students' types of intelligence, designing and applying *strategies of differentiated teaching-learning-evaluation*, being aware of the fact that all types of intelligence have the same importance and that every type can be used to acquire knowledge when the type of intelligence specific to a certain subject is not well developed. Taking into account the eight types of intelligence and abilities identified by H. Gardner, teachers should consider the following aspects:

- linguistic intelligence as the ability to make statements, to use the language to activate and use information;
- logical-mathematical intelligence as the ability to calculate, to group and arrange data, to make logical calculations;
- visual-spatial intelligence as the ability to perceive space, to create products by means of graphic symbols, images and colours;
- naturalist intelligence as the ability to create products through representations of the environment, of some natural elements and environmental changes;
- body-kinesthetic intelligence as the ability to use physical activities and the movements of the entire body, which are coordinated thanks to some cognitive strategies;
- intra-personal intelligence as the ability to communicate with one's own inner world, to understand oneself, to be aware of one's feelings, emotions, interests;
- interpersonal intelligence as the ability to communicate with the outside world permanently, to know and understand other people, to be capable of working in team.

Treating students according to their predominant type of intelligence makes them be able to cope successfully with school tasks, decreasing stress or discomfort. The predominant types of intelligence must be used so that the students can easily do activities specific to different school subjects, whether they are keen on the subject or not.

We believe that the topic we have approached tries to highlight some elements related to the special role school has in a changing society. The report of the International Committee of Education to UNESCO in the 21st century [5] considers that educational process must be centred on four basic types of learning: learning to know (representing the acquisition of knowledge); learning to do (to be able to relate to the environment); learning

to live with the others (in order to establish relationships); learning to be (implying the development of one's personality, the ability to act responsibly and right).

Limitations of using the didactic strategies based on the theory of multiple intelligences

Although these strategies aim at using and developing the student's own type of intelligence, they require the teacher to make further efforts. Also, the lessons based on these strategies need more time and creative effort. The materials and didactic means used during such classes must be adapted to the students' types of intelligence. Another obstacle would be that the curricular documents do not make use of the theory of multiple intelligences. We should also mention the fact that some students reject the idea of being taught in a way different from the traditional methods. Furthermore the bibliography approaching the implementation of the theory of multiple intelligences is poor, which is an impediment for those teachers preoccupied with continuous improvement.

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THE IMPACT OF MOTIVATIONAL FACTORS ON THE MEMORY'S PRODUCTIVITY, DIMENSION OF THE STUDENTS' LEARNING CAPACITY

TRIF LETIȚIA, PETROVAN RAMONA ȘTEFANA
Universitatea 1 Decembrie 1918, Alba-Iulia

Schlüsselbegriffe: Motivationfaktor, Gedächtnisleistungen, Simultanmotivation und
Verschiedenmotivation, effiziente Bildung, leichte und gründliche Gedächtnis.

Key concepts: motivational factor, memory performances, simultaneous and
differentiated motivation, efficient learning, easy and thorough memorising.

Im Kontext der informationellen Entwicklung in den letzten Jahren, hat die Schulbildung Veränderungen in den Zweckspäre ertragen. Sie muss nicht nur zur Assimilation der Informationen führen sondern auch an: Bildung der Orientierungsfähigkeiten, unterschiedliche Denken und Kreativität, an der Flexibilität der Kognitivstruktur und der Haltungsstruktur, so dass sich das Kind so schnell wie möglich sich gewöhnen kann an zeitgenössischen Änderungen. Das Hauptziel der Schulbildung in diesem Kontext ist der Schulerfolg. Die Forschung die erklären kann das Niveau der Schulergebnisse hat uns geführt um festzustellen dass die Schulergebnisse eine Gesamtheit der individuellen Aneignungen sind wie: Niveau der intellektuellen Entwicklung, Interesse und Motivation für die Schultätigkeit, Gesundheit, Bemühungskapazität.

In the context of the informational evolution in the latest years, school learning has suffered transformations in the area of objectives. It doesn't have to lead only to the assimilation of information, but also to the formation of orientation capacities, divergent thinking and creativity, to the flexibility of cognitive and attitudinal structures, which may permit to the child an optimal adaptation to contemporary changes. The main objective of school learning in this context is school success. The research made in order to identify the factors which explain the level of results in school led to the determination of the students' capacity to learn as being an ensemble of individual traits like: the level of intellectual development, interest and motivation for the educational activity, health state and effort capacity.

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The research made in order to identify the factors which explain the level of results in school led to the determination of the students' capacity to learn as being an ensemble of individual traits like: the level of intellectual development, interest and motivation for the educational activity, health state and effort capacity.

School learning is in the centre of the educational process. It is an activity based on the intervention and reciprocity of all psychic processes on the one hand, and on the other hand, learning, regardless of its complexity, leads to the development of the psychic processes and functions.

The memory is very important in the learning process. It ensures the continuity of psychic life, it gives us the possibility to establish relations between what we experienced yesterday and what we notice today, making the process of knowledge possible. For the teacher, it is important to know the processes of memory and the way in which they can be activated in learning.

The structures of memory are built from functional blocks which differentiate from one another through certain parameters: the volume of the information stored, the time of storage, the complexity of information storage. (Zlate, M., 1994)

For an effective learning and, respectively, an easy and durable memorising process, the following factors are important: the motivation of the subject, the purpose of memorising (intrinsic motivation and personal interest will increase the efficiency of learning), the knowledge of the effects (the student must find out why he took a bad mark), the understanding of the learning material (essential especially for durable learning, for if we do not understand, we forget easily), the will, the intention to remember. Understanding proves to be more important than the intention to remember. Intelligent but involuntary memorising is more effective than mechanic and voluntary memorising. Another factor of knowledge preservation is their practice: "practice makes perfect", but it must be dynamic, it must make the existing connections more profound and establish new ones, new meanings in the learning material.

As a practical conclusion, the optimal way of organising the learning of an extended and complicated text can be formulated as such: getting familiarised with the text; thoroughly studying the ideas (the text is fragmented in main ideas which students try to understand); going back to each fragment for the purpose of analytical memorising; an overall understanding of the material; revising the diagrams made.

This often requires an important voluntary effort and may lead to school failure if not properly practised and used. The energetic support of learning is necessary; support realised through motivation, will and affectivity.

Thus, the success of school learning depends on internal factors, like the students' capacity of learning and their level of motivation, as well as external factors, the most

important being the quality of teaching, the atmosphere in the class and the didactic technology.

The motivation of learning is subordinated to the general meaning of the concept of motivation and refers to all the factors which mobilise the student to undertake an activity meant to lead to the assimilation of knowledge, to the formation of skills and abilities. Thus, by motivation we understand “all the internal motives of conduct, whether innate or acquired, conscious or unconscious, simple physiological needs or abstract ideals”. (Reuchlin, M., 1999: 390-393)

Motivation is one of the causes why the student does or does not learn. Positive results support further efforts from the student. Thus, the relation between motivation and learning is reciprocal. Motivation energizes learning, while successful learning intensifies motivation.

The motivation for learning initially appears in the family. The children take after their parents' attitudes, and later after those of the teachers, by making them role-models of perseverance and mobilisation in order to achieve goals.

An important role in determining school motivation is played by the dynamic of appreciation and self-appreciation processes. During the early school years we can identify several steps in the evolution of these processes. In the first grade, the child has a vague, uncertain attitude towards the teacher's praising: he is interested in getting more praising, even marks, regardless of the level of praising. By the third grade, the feeling is related more to the level of praising: the wish for higher marks and not just marks.

The activity of the young pupil can be also supported by an interior motivation, which activates the process of continuous knowledge assimilation. It appears when the teacher ensures the stimulation and the permanent maintaining in an alert state the child's cognitive liveliness and curiosity. Between the ages of 6 and 10, the child's need to explore, to inform and document himself is in full progress. The teacher must turn to good account this “openness” of the pupil's personality towards the need to know in order to cultivate his attachment for the school and learning, the love and interest for knowledge.

Because the memory is an essential psychic process in the school learning activity, and the efficiency of school learning (school performance) is influenced by the effects of motivating/informing students, we have set out to investigate the impact of motivational factors (types of motivation) on the productivity of memory.

The general hypothesis states: the memory performances of the young pupil are positively influenced by the previous information on the task and by the special motivation (positive/negative) of the subjects.

Specific hypotheses: the attitudinal preparation of the pupil by clearly explaining the task (previous information) has positive effects on the level of performances obtained by the pupils; positive motivation has a growing effect on the memory performances; there are significant differences statistically speaking between the memory performances obtained under the conditions of special motivation (positive/negative) and lack of motivation.

Description of sample group: formed of 27 pupils, 16 girls and 11 boys, with ages between 7.4 and 8.9, the average being 7.8. The same sample group was used in all experimental situations, at different moments: group C (control group) was not informed about the realisation of the task; group I, who was informed; the sample group was divided into three subgroups formed of 9 pupils each; each subgroup was motivated differently: positively (3+), negatively (3–), both positively and negatively-differentiated (3d).

Methods of research used in this study are: *direct observation*; we have tried to capture as well as possible the behavioural manifestations of the students during the events. For that, we have drawn up an observation slip, which comprises four *behavioural manifestations* (mimic, gestures, body posture, behaviour towards the observer); a psychopedagogical experiment, quasi-experimental (the class of pupils) using equivalent groups (control group, experimental groups). In the tests applied we have used an audio-verbal test and a visual one, through which we have explored the memory function and pointed out the pupil's capacity to fix and reproduce.

Description of the research: the experiment took place in three stages, in different days, at the same moment of the day.

In the *first stage*, the visual memory tests (images) and auditory memory (words) were applied in two different days (for visual/auditory), to the whole sample group (27 subjects) – control group (group C). The application of tests was done individually, the subject being investigated separately from the others, without being told about the reason of the testing and the task.

In the *second stage*, we have used the same group of subjects who we have informed on the fact that they would have to reproduce words/images. The visual memory tests (images) and auditory memory (words) were applied in two different days (for visual/auditory), to the whole group (group informed about the task required – group I). The application of tests was done individually, the subject being investigated separately from the others.

In the *third stage*, we have used the same sample group, but we have divided them into three subgroups, each formed of 9 subjects. We have used the same tests in reproducing words and images (Appendix 3) and the same instructions for all the three subgroups.

They differed in experimental situation.

- Subgroup 1 – positive motivation, subgroup “3+” (the subject is notified that those who reproduce the most words and images correctly will receive diplomas);
- Subgroup 2 – negative motivation, subgroup “3–” (the subject is notified that those who reproduce the least words and images correctly will get black dots);
- Subgroup 3 – positive and negative motivation, subgroup “3d” (the subject is notified that those who reproduce the most words and images correctly will receive diplomas, and the others black dots).

During the tests the subjects have been observed from the point of view of conduct, the results being presented in the observation slip.

Afterwards, all protocols were analysed and transformed statistically and after that analysed from a qualitative point of view, as follows:

Starting from the first hypothesis, we analysed comparatively the results of the two groups (control group C and informed group I) in the applied tests: reproducing words – auditory/verbal; reproducing images – visual.

Table 1 Results obtained in reproducing words/images, by groups C and I

Statistic data Group	WORDS		IMAGES	
	C	I	C	I
Average	4.81	5.19	4.96	5.81
Ab. standard	1.11	1.11	1.13	1.36
Minimum	3.00	3.00	3.00	4.00
Maximum	7.00	7.00	7.00	8.00

Analysing the results of the two groups we can observe that the average of the words correctly reproduced (5.19) by the informed group (group I) is higher than the average (4.81) of words reproduced by the control group (group C). This is confirmed by the fact that the difference between the two averages (0.38) is statistically significant at $p < 0.04$.

The average obtained by the informed group (group I) in the verbal reproduction of correct images is higher than the average of the control group (group C). The difference between the averages (0.62) confirms this, being significant at $p < 0.01$.

The minimum and maximum results obtained are relatively the same (minimum = 3, maximum = 7). However, we notice a slight growth in the correct reproduction of images by the informed group, but neither of them managed to achieve the maximum number of words and images.

In the case of the reproduction of double words, by analysing the statistic values in the second table, we notice a slight decrease in number in the informed group, but the differences are not statistically significant.

Table 2 Results obtained in reproducing double words by groups C and I

Statistic Data Group	DOUBLE WORDS	
	C	I
Average	0.56	0.37
Ab. standard	0.85	0.56
Minimum	0.00	0.00
Maximum	3.00	2.00

The analysis of the results permitted the identification of significant differences between the material (images/words) reproduced by the control group and that reproduced by the informed group. In this case we must state the attitudinal of pupils by clearly

explaining the task has positive effects on the level of the performance obtained by the pupils.

In order to demonstrate the second hypothesis I have tried to compare the averages obtained in the applied tests by the two groups (control group C and positively motivated group 3+) and notice any significant differences.

Table 3 Results obtained in reproducing words/images by groups C and 3+

Statistic data Group	WORDS		IMAGES	
	C	3+	C	3+
Average	4.81	4.89	4.96	6.22
Ab. standard	1.11	1.17	1.13	1.09
Minimum	3.00	3.00	3.00	4.00
Maximum	7.00	7.00	7.00	7.00

Following the analysis of the results we can observe that there is a significant difference (1.33) between the average of images correctly reproduced (4.81) by the control group and that obtained by the positively motivated group (6.22), at $p < 0.003$.

We cannot say the same thing about the difference of averages in the case of reproducing correct words, it being insignificant, $p < 0.05$.

Regarding the maximum and minimum results obtained, they are relatively the same (respectively minimum = 3, maximum = 7). Neither of the groups managed to achieve the maximum number of words and images.

In the case of the reproduction of double words, by analysing the statistic values in table 4 we notice a slight decrease in number for the positively motivated group, but the differences are not statistically significant.

Table 4 Results obtained in reproducing double words by groups C and 3+

Statistic data Group	DOUBLE WORDS	
	C	3+
Average	0.56	0.44
Ab. standard	0.85	0.73
Minimum	0.00	0.00
Maximum	3.00	2.00

The analysis of the results permitted the identification of significant differences between the material (images) reproduced by the control group and that reproduced by the positively motivated group. In this case we must state that positive motivation has an effect on the growth of memory performance.

Starting from a third hypothesis, we have analysed comparatively the results obtained by the two groups (control group C and the differentially motivated group 3d) in the applied tasks: reproducing words – auditory/verbal; reproducing images – visual.

Table 5 Results obtained in reproducing words/images by groups C, 3+, 3- and 3d

Statistic data Group	WORDS				IMAGES			
	C	3+	3-	3d	C	3+	3-	3d
Average	4.81	4.89	4.33	6.67	4.96	6.22	6.00	6.67
Ab. standard	1.11	1.17	0.87	1.22	1.13	1.09	1.22	1.66
Minimum	3.00	3.00	3.00	5.00	3.00	4.00	4.00	5.00
Maximum	7.00	7.00	6.00	9.00	7.00	7.00	8.00	9.00

Analysing the results of the two groups we can notice that the average of correctly reproduced words (6.67) by the differentially motivated group (group 3d) is higher than the average (4.81) of those reproduced by the control group (group C). This is confirmed by the fact that the difference between the two averages (1.71) is statistically significant at $p < 0.0002$ (Appendix 6, table 4).

The average obtained by the differentially motivated group (group 3d) in verbal reproduction of correct images is higher than the average of the control group (group C). The difference of the averages (0.62) obtained by the two groups confirms this by being significant at $p < 0.0007$.

The hypothesis is also confirmed by the results obtained in reproducing words by the positively motivated group (3+) and the negatively motivated group (3-), because there is a significant statistical difference between the differentially motivated group and the positively motivated group (1.78), at $p < 0.003$; the differentially motivated group and the negatively motivated group (2.34) at $p < 0.0001$.

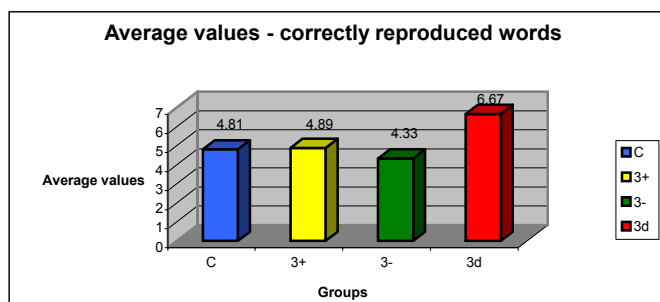


Figure 1 Comparing averages between groups

Regarding the maximum and minimum results obtained, they are higher in the differentially motivated group than in the control group. We can also notice that group 3d

has managed to reproduce correctly the total number of images (maximum = 9), the minimum being 5.

In order to compare the results obtained by the five groups we have drawn the following graphs.

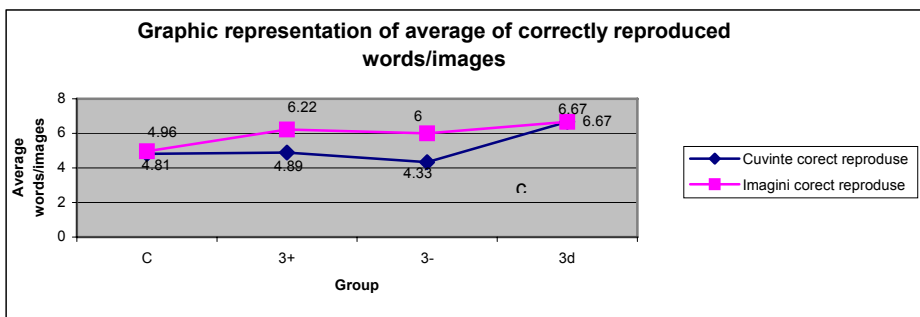


Figure 2

Analysing the figure and the results we have found the following: the highest performances were obtained by the differentially motivated group (3d), in both tests; previous information has positive effects on performance, challenging the positive motivation for the II/III place in efficiency; the lowest level of performance is noticed in the control group (which hasn't been motivated): V place images, IV place words; the negatively motivated group has negative performances in reproducing correct words (last place, V), and in reproducing images it occupies a medium position.

In figure 3 we notice that in the false words and images there are significant differences between groups where there are no significant differences in correct reproducing. The first place belongs to the negatively motivated group (3-), and the second by the positively motivated group. The other groups have obtained similar results.]

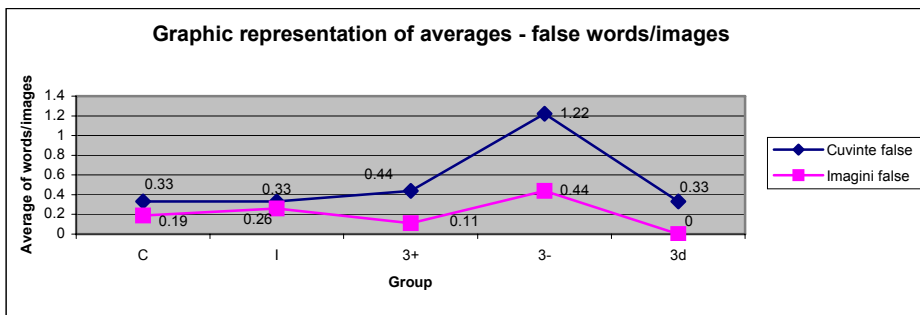


Figure 3

The maximum number of false words/images was obtained by the negatively motivated group, and the reason is the subjects' desire to reproduce as many words/images as possible correctly, in order not to receive black dots. The second place belongs to the positively motivated group, being stimulated by the desire to get diplomas.

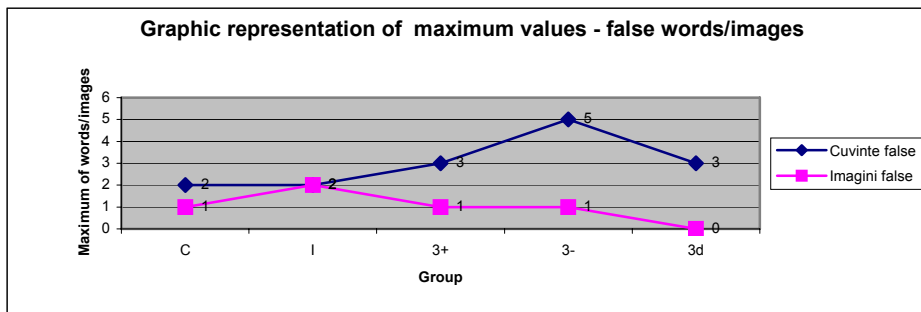


Figure 4

Regarding the number of false words/images reproduced in the case of the negatively motivated group, this can represent an effect of the rise of the fear to fail. In the case of double words, as shown in the graph below, there are no significant differences between groups.

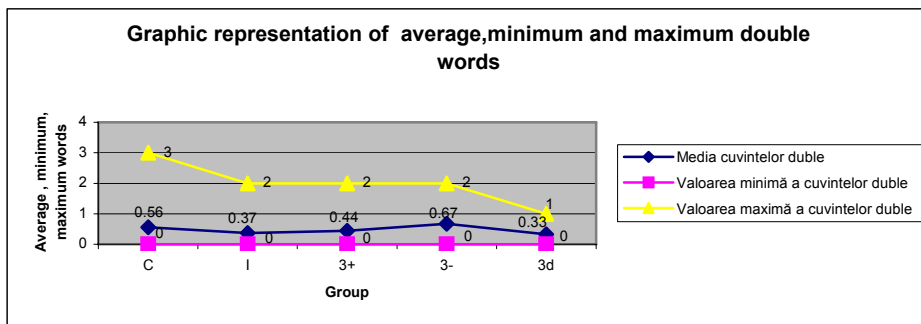


Figure 5

The highest number of maximum double words was obtained by the control group (I place), followed on the same place by the informed group and the positively and negatively motivated groups. The lowest number of words was obtained by the differentially motivated group which has an effect in the development of the children's interest for their performance.

The number of images correctly reproduced is higher than that of words; in conclusion, visual material has a greater impact on the memory of the 1st grade pupil. These differences can be confirmed also by analysing figure 7.8, where we can observe that all groups participating in the experiment have obtained the best results in the image representation test, even achieving the maximum (9).

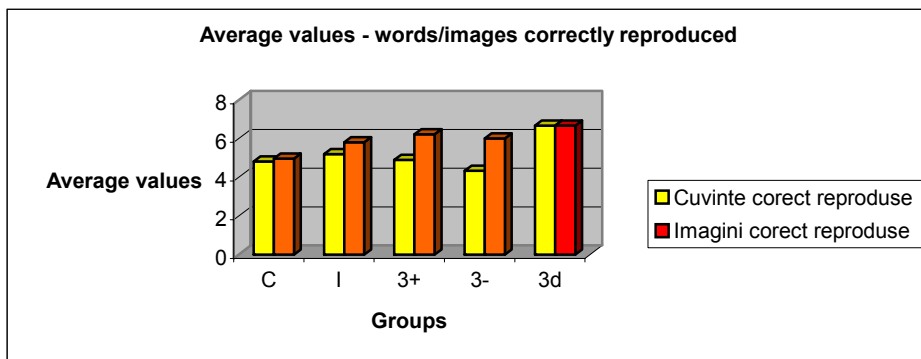


Figure 6 Comparing the averages between the two tasks applied to the five groups

By observing the pupils during the experiment, we have noticed that the negatively motivated group had the most numerous and the most various behaviour manifestations. They have been very agitated and have started to ask numerous questions. These manifestations appear to emerge from the nature of the motivation (negative); the pupils were concerned that they would not be able to perform the task properly and would get black dots.

The hypotheses we started from have been confirmed.

From the data analysis we can conclude that: as formulated in the hypotheses, motivation triggers significant differences at the level of memory performances and implicitly influences the school performance of the pupils. We underline the important impact on the educational process of clear, precise previous information on the tasks. Specific motivation also produces significant differences on the performance of memory. The most powerful impact is produced by differentiated simultaneous motivation (positive and negative), in order for the child to know both negative and positive effects of his work results. There were different effects depending on the auditory or visual presentation of the material to be memorised.

Given this complexity and the importance of motivations, in the educational process there is a need for a deep knowledge of pupils, for the practice of differentiated learning, adapted to the individual needs of knowing, to the individual motivational specificity.

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PARADIGM CHANGES IN EDUCATION AND RELIGION IN THE RENAISSANCE AGE

FR. DORIN OPRIS

University „1 Decembrie 1918” Alba Iulia

Zusammenfassung

Die Renaissance bedeutete eine Periode der radikalen Veränderungen auf Grund von politischen, sozialen Sorgen und kulturellen Geschehnissen. Eine Periode in welcher die mittelalterlichen Werte oft mit den neuen Idealen zusammen bestehen blieben. All diese Aspekte bilden das was später geistige wiedererweckende Identität genannt wurde. Die neuen Richtungen des Renaissance-Denkens, die an den Humanismus herangegangen sind, die Naturphilosophie und die sozial-politische Philosophie, haben dazu geführt dass sich der Schwerpunkt vom Himmel auf Erden verlagert.

Die Bedingungen für die Entwicklung der pädagogischen Doktrinen wurden mustergültig durch die Erscheinung des Humanismus geschaffen.

Die Förderung der Individualität wurde begleitet von der Entdeckung des Kindes, welches nicht mehr als ein Erwachsener in Miniatur betrachtet wird.

Die Renaissance mit den neuen religiösen und erzieherischen Konzepten hat Änderungen im Plan der Bildung gefordert. Die wichtigsten unter diesen hatten den Zugang zur Bildung der Massen, die Veranstaltung von Schulen in der Muttersprache und dies mit der Mitbeteiligung des Adels im Blick. Der Adel betrachtete die Entwicklung der Erziehung in der Muttersprache als die treffendste Möglichkeit für die Erhaltung der Unabhängigkeit gegenüber Rom und für die Entwicklung der Besonderheit jedes Volkes.

Schlüsselwörter: Erziehung, Religion, pädagogische Theorie, Negative Erziehung, Anschauung, die freie Entwicklung der menschlichen Natur.

1. Preliminaries

The Renaissance notion comprises three events: the intellectual movement of the Humanism, the religious reform and the artistic and literary movement whose name overlapped the entire notion of Renaissance as a historical époque, which generates terminological confusions. The origin of the Renaissance was reconsidered in the 20th century by eliminating the thesis according to which the influence of the Greek scholars that fled to Italy after the conquest of the Constantinople would represent the origin of the phenomenon mentioned above. The Renaissance constitutes a much more complex phenomenon generated by some factors such as the formation of the national states, the development of the rationalism in the scholastic Philosophy, the development of arts, the Gothic sculpture etc.

Historically speaking, the Renaissance belongs to the 14th-16th centuries, being considered a necessary breaking off from the Middle Ages, where the philosophical thought was subordinated to the biblical doctrines. One intended a gradual evolution towards a new world, separated from the religious concepts, by means of some coordinates which had been prepared by previous achievements. The Renaissance meant a period of radical changes, along with political, social turmoil and cultural initiatives, in which, the medieval values coexisted with the new ideals, all these aspects, later, representing the Renaissance spiritual identity. (O. Drimba, 1990)

2. Man. Society. Education in Renaissance

The Renaissance period, defined as “enjoying life, the antiquity worship, anti-Christianity spirit” (A. Oțetea, 1940, p.9), was characterized by a special development of the Philosophical works, encouraged by the princes of that époque, especially Italians, and the concerns were directed towards the separation from the Aristotelic philosophy and its scholastic interpretations, the Platonic influences becoming increasingly important. (M. Călin, 2001).

The new perspectives of the Renaissance thought, which have approached Humanism, natural and social-political philosophy have contributed to stressing earth instead of heaven. The most eloquent example is connected to the evolution of art. During Renaissance, the world was regarded as the masterpiece of the human activity, therefore art becomes secular and has no religious purpose, but it becomes a means of glorifying present life. Thus, the emergence of the nude in art represents the moment of promoting the physical beauty and strength, this becoming the proof of the social movements: the birth of the secular and democratic spirit.

Secularization is a process that manifests itself more and more intensely and questions the authority of the Church and even the role of the divine authority. Religion loses authority in favour of the political power, and man becomes the main centre of attraction, being called to find the meaning of his life within and by himself (I. Felea, 1994, M. Călin, 2001). We may, thus, talk about an anthropocentrism, a change of the connections that man had with the world, himself and deity. *“The fundamental tendency of the Renaissance is the anthropocentrism, the revelation of man and his world. Anthropocentrism is connected to the change of the human condition and of the relationships between man, on one side, and nature and God, on the other. The former unity between man, cosmos and God is held, but man becomes the centre of attention. He becomes a centre of gravity and meanings. The transition from Middle Ages to Renaissance meant the transition from theocentrism to anthropocentrism”* (Istoria filosofiei moderne și contemporane, 1984, p.30).

Even if the Renaissance didn't lack religiosity, during this age, the transcendent was replaced by the immanent, and man becomes the measure of all things and the mirror of the world. During the Renaissance humanism, man is regarded as a real miracle in the

world, an ultimate divine creation. Pico della Mirandola pays his respects to man in his work "*On human dignity*". Being influenced by his biblical knowledge, he believes that the individual is a microcosm. Though, lacking a clear outlook on providence, he affirms that God gave him his own destiny, He made him the creator of himself.

The Renaissance should be carefully approached because it represents not only an époque of changing values and authority, the coming out of reason, thinking, and light authority, but also a restoration, from the perspective of the new conditions, of the ancient world values, a reinterpretation of some Christian concepts, by stressing the creative human ability, thus becoming a progress element: "Classical literature would have remained unknown, if the Renaissance spirit hadn't given it a new life" (A. Oțetea, 1940, p.18). In the 15th century, the Humanism may be discussed in educational terms, "*as education is meant to offer society educated people*" (I. Scheau, 2006, p.57).

Humanism emergence created the conditions for the development of the pedagogical doctrines. The individual promotion was accompanied by the revelation of the baby which is no longer considered a miniature adult. Even the concept of *religious childhood* emerges, which leads to giving special attention to the idea of school and education (I. Gh. Stanciu, 1977). Even though there was no sudden separation between the Medieval and Renaissance education, the many changes in the society caused different alterations of the education.

The personalities of the époque pointed out the flaws of the education content, as far as abstraction, formalism and separation from reality are concerned, but also related to the achievement practices, too often mechanical. The opposition to the frequent inhuman behavior of the educators towards the students, which were physically punished, becomes increasingly vehement.

Being a determinative cultural factor for the structural changes in the educational field, the humanism represents one of the trends that characterized this period. Firstly developed in Italy, than in Germany and France, against the universities of that time, the humanism created new schools, libraries, founded literary societies which brought their contribution to the development of the liberal education that replaced the old educative system of scholastics. One aimed at the intellectual, moral and physical development of the students, so as they may become good citizens of the society. Due to its cultural and educational component and mostly to its creating a new phenomenon – the universality of the secular culture – the humanism later contributed to spreading the Reform ideas.

The valuation in the Renaissance spirit of the texts belonging to the Latin classical literature according to the Greek educational model led to the emergence of a new category of schools – Academies – a major factor of public education, available to all students able to learn. The most famous of them was the Florence Academy. In the same period, the first public libraries are founded in Europe: at the San Marco monastery from Florence, and then in Vatican.

The development of the cities implicitly led to the necessity of the numerical and qualitative development of the schools, which should have included middle class students as

well as intellectuals'. "*Under the influence of humanism and against the ideas of the scholastic pedagogy, with increasing insistence and efficiency a series of pedagogical ideas emerged and they expressed the respect towards man, the reliance on his physical and intellectual possibilities of development, the orientation towards the study of the secular classical literature and the realistic subjects.*" (I.Gh. Stanciu, 1977, p.77).

Regarding the syllabuses of the classical schools of that time either Catholic or Protestant, they tried to prolong the education of the Latin medieval schools, but with some adjustments, according to the Humanist trend (C. Narly, 1996, A. Oțetea, 1940) and they kept the determinative aspect of the medieval education: trivium și quadrivium (O. Drimba, 1990). The medieval schools were developed by Church and they obviously fulfilled its needs of forming its servants. But, during Renaissance the schools became less religious, one proof of this reality being the replacement of the churchly Latin language with the language of Cicero and Virgilius.

In the Middle Ages, school wasn't organized in study classes, there was no gradation and differentiation on the basis of the age criteria. Yet, beginning with the 15th century all these become real. One talked about some manuals written by humanists, as one, firstly, desired a calitative reform of the education. The educators' role is not only instructive, and the education efficiency is no longer measured depending on the students' ability to reproduce a large volume of information; the educator starts to become the main forming factor, which is able to spiritually and morally instruct his students.

From those who better expressed the Renaissance spirit over education, we mention Vittorino da Feltre (1378-1446). Due to his pedagogical activity, he promoted by means of education the egalaty among sexes, the education of the noblemen's children along with those from low classes. In *Casa giocosa*, he taught his students how to speak, to write and think according to God's principles. François Rabelais (1494-1553), another humanist attempted the reform of the educative system of his time, relying on reason and by valuating the child's individuality. He starts from the idea that the world is good, and the human norms restrict the human free expression. In Gargantua's letter to Pantagruel, he considered that knowledge without conscience meant losing one's soul. One of the most important representatives of the French Humanism is the great philosopher Michel de Montaigne (1533-1592) who expressed the image of the universal man by the highest elegance and freedom of speech. Montaigne is the one that summarized and expressed the 16th century Humanism. Thus, he considered that *any science is harmful to those who lack kindness*, and it can be learned only by virtue.

Erasmus (1467-1536) promoted a new outlook on understanding science. For him, the Humanism had to be an authentic social renewal capable of fighting against ignorance – the source of all evil. This is why he pleaded for the usage of the Greek and Latin literature as a means of personal and social emancipation. Erasmus, also called "*the prince of humanists*", criticizes – in a special manner, unseen before – the clergy, the theologians and the époque schools. Yet, his outlook on education is built on religious grounds. He believes

that the only way of eliminating evil from society is a new school syllabus, connected to the foundation of a spiritual religion and based on the free access to biblical texts. By his work and activity, Erasmus is the one that contributed decisively to the transition from the Renaissance Humanism to Reformation (I.Gh. Stanciu, 1977).

3. Education from the perspective of the Reformation and Counter Reformation

The event that dominated the first half of the 16th century was the Protestant Reformation. Some researches have identified the causes of the Reformation in certain specific elements of the Renaissance époque: *“the people hoped for a simpler, more spontaneous, deeper religious life, and the humanists dream about a rational and tolerant Christianity, which to respect the principle of free enquiry. The secular authorities, the princes and the cities intend to rule and control the entire activity of their subjects. These forces are strong enough to shake the millenary prestige of the Catholic Church and to re-establish it as an education and morality institution. The Reformation was meant to complete and enlarge the emancipation activity initiated by Renaissance”* (A. Oțetea, 1940, p22).

The Reformation represents a very complex European phenomenon and it was determined especially by religious and moral causes, and also by political, economical, social and cultural elements, whereas the consequences in these areas were impressive. The Reformation was, also, announced by the many transformations in the religious field: the nominalist theology or the Mysticism, the Great Schism of 1054 and the emergence of an open opposition to the Church of Rome, initiated by Wycliffe and Hus pre-reformers (I. Rămureanu, M. Șesan, T. Bodogae, 1993).

The Reformation changed not only the religious life, but also the theological doctrines and the churchly institutions, which influenced the social and political life of that time. Its promoters, the reformers considered that one needed a moral reform of the Catholic clergy and a change of doctrine which should bring the religious community back to its essence that was distorted in time. The churches born out of Reformation focused on some structural changes of the education in the primary Church, such as: Baptism and Eucharist, the rejection of the saints, icons, cross and relics worship, the promotion of a simple, popular spirituality.

The decisive step towards Reformation was made by Martin Luther, an Augustinian monk, influenced by Occam's nominalism, who presented his perspective that became the central idea of the Reformation. From a doctrinary point of view, Luther declared man his own master, free to reach the supreme truth, unlike the truth enforced by Rome as he called it, which – in his opinion – separated God and Christians. He suggested an easy way to God: the direct truth available in the Scriptures, which, in his opinion, needed no enforced exegesis, as they revealed their own meanings. Luther presented the Bible as the only source of divine revelation, and the biblical study was considered a personal obligation for each believer. The compulsory reading of the sacred texts made

easier by the free access to Bible by the wide spreading of the printing houses laid the foundations of public education in the European countries and of the pedagogical systems development in the 18th century.

The new outlook on free and individual access to reading and interpreting the sacred texts led to the translation of the Bible in the national languages, starting with German (I. Rămureanu, M. Șesan, T. Bodogae, 1993). This step led religion to a private, individual approach and paved the way to the ideas regarding moral autonomy: *“imposing to each Christian the duty of reading the Bible and of personally understanding the truths within, the reformers transformed faith into a private matter. Luther and Calvin didn’t intend to liberate the individual conscience, and their doctrine materialized in such inexorable theological systems as the Catholic one, but, by making religion a private matter, established the principle of individual conscience autonomy”* (A. Oțetea, 1940, p. 16).

The new concepts required changes of the educative system; the most important concerned the access of masses to education, the organization of mother tongue schools, by involving the noblemen. The latter considered the development of mother tongue schools to be the most appropriate way of getting the independence from Rome and developing the specific character of each people. *“As long as, in all Western states of Europe, the education was organized by Catholics, it had the same structure, the same content. In fact, there was a single educative system. Once the mother tongue schools were organized, that is an education closely related to the specific needs of each people, the first differentiations among the educative systems appeared. Especially because sometimes the schools didn’t belong to a confession, but to the state”* (I.Gh. Stanciu, 1977, p.100).

Martin Luther believed that the German princes were responsible for the education of the children and young people in his country; therefore he asked their help to support a new educative system. *“The school and the sermon were important propaganda tools of the Reformation. Wherever they go, the reformers found schools, open courses and set up printing houses”* (A. Oțetea, 1940, p.320). The new schools gradually replaced the Catholic ones: together with the primary schools, the gymnasiums also develop.

In the education promoted by Luther, the role of the educator was twofolded: in the school and in the church and the expected result was bringing the students near to God. In spite of Luther’s care for an education based on the Christian principles, towards the end of the 17th century, the pietist movement, initiated by J.P. Spener (1635-1705), appeared. He considered that the founding of the education only on the Christian teaching, eventually, led to a return to the scholastic classicism. The education promoted by the reformers contained a certain paradox: all human relationships were expected to rely on love, but the former should be supported by a severe discipline, in which strict obedience must be joined with moderation.

On the other hand, the tolerant attitude wasn’t present in the relations between the Protestant world and the Catholics or among German Protestants; we remember Luther’s reactions to the emergence of the Anabaptists or during the villagers’ revolt. This

intolerance, hard to explain for the confessions separated from the Church of Rome, knew its highest point during Calvin's period, who asked the burning on the stake of his opponents (I. Rămureanu, M. Șesan, T. Bodogae, 1993).

The reaction of the Catholic world to Reformation manifested itself by Counter Reformation, which was meant to be an attempt of restoring the unity of the Church of Rome, a fight against the Protestantism, heresies and paganism, still present in the Christian background. The Protestant schools were considered the main ways of spreading the ideas of the Reformation, a reason why The Monk Order of "the Jesuit brothers" was founded by Ignatius of Loyola in 1534. His Order was the first to make the organization and the managing of Christian schools a priority, as he believed that by a well-organized theological education, the Catholic Church may be restructured. The Jesuits dealt, especially with the secondary education. Great personalities such as Descartes, Montaigne, Voltaire, and Leibniz studied in these schools.

By the *Ratio et institutio studiorum societatis Jesus*, a program organized in 1599, one stresses the study of Latin. The purpose of the Jesuit education was to form young believers, subjected to Church, by primary studies, and teachers for the Jesuit schools by high education. This was accomplished due to a severe discipline and an accurate system of rules, together with rewards/punishments, and education stressed memorization. Jesuit schools, apart from their elitist character, "*were preserved in history due to their blamable procedures: denunciation and physical punishments. Each student had a supervisor that spied upon him and competed with him. The classes were divided in rival sides that competed throughout their entire activity*" (I. Gh. Stanciu, 1997, p.101). Besides their declared motivational component, it was understood that these methods lead to freedom suppression, a reason why the schools didn't use them anymore.

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Even if, after 1521, the religious division of the West became irreversible, the two sides: Roman-Catholic and Protestant being situated on irreconcilable positions, from an educational point of view, the paradigm changes introduced by the Reformation and the Counter Reformation contributed to the emergence and the development of an educative system in the peoples' languages, to the foundation of the schools protected by the Church and supported by the princes, whose benefits all young men could enjoy, to the development of better organized educational syllabuses, which created favorable conditions for the development of pedagogy and educational systems, after the French Revolution.

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TRADITIONAL AND MODERN METHODS OF EVALUATION WORKING TOGETHER – A WAY TO OPTIMIZE THE DIDACTICAL ACTIVITY IN THE SCHOOL SUBJECT RELIGION FOR THE THIRD FORM. ACTION-RESEARCH

MONICA OPRIȘ

The Orthodox Theological Seminary, Alba Iulia

Zusammenfassung

Ein umstrittenes Thema in dem erzieherischen Kontext der Zeit nach der Wende, scheint die Bewertung nicht ihre erfolgreichsten Methoden gefunden zu haben, insbesondere wegen der Tatsache, dass es schwer oder sogar unmöglich ist ausschließlich mit der traditionellen Methode der Bewertung zu prüfen inwieweit die Schüler ihre Kompetenzen im affektiven und volitiven Bereich geformt haben.

Die von uns vorgeschlagene Untersuchung der Aktivität hatte den Versuch der Verwirklichung einer Bewertung bei der III – Klasse im Blick, durch die Zusammenfügung von traditionellen und modernen Methoden: Selbstbewertung, systematische Beobachtung der Aktivitäten und der Handlungsweise der Schüler in der Klasse, Portfolio, das Projekt.

Die Schlussfolgerung der Prüfung beweist die Tatsache, dass die Bewertung derart dargestellt, ein Mittel der Nähe zu Gott wird, ein Schritt zu einer je mehr bewussten und verantwortlichen Selbstbewertung, die sie in der Gestaltung ihrer religiösen Persönlichkeit hilft.

Schlüsselwörter: Bewertung, traditionelle Methoden der Bewertung, moderne Methoden der Bewertung, religiöse Persönlichkeit, Religion, Untersuchung.

1. Thematic Delimitation

Evaluation, a controversial subject in the Romanian post-1989 society, proves to have been unable of finding the most efficient means of success, especially due to the fact that the evaluation of the extent to which the pupils have formed their affective and volitional competences is difficult, if not impossible, to achieve exclusively through traditional methods of evaluation.

Under these circumstances, we consider necessary the combination of these traditional methods with some modern ones: self-evaluation, the systematic observation of the pupils' activity and behaviour in the classroom, the portfolio, and the project; all these used even from elementary school.

2. The objectives and the hypothesis of the research

The fundamental objective of the research was constituted by the extent to which evaluation can be accomplished employing both the traditional and the modern methods of evaluation. Moreover, we wanted to find out more about the way in which pupils relate their life to our Lord Jesus Christ and how aware they are of God's presence in their lives.

The independent variable that has been introduced was the employment of the traditional evaluation methods together with the more modern ones. Among these modern methods we have frequently used self-evaluation (especially in terms of behaviour), the systematic observation of the pupils' activity and behaviour in the classroom, and the portfolio. The modifications that we had in mind were monitored at the cognitive, affective-attitudinal, and behaviouristic levels. The data of the research were gathered by Dorina Giurgiu, a teacher of Religion at the Sports High-School from Alba Iulia, who carried out her didactical activities with the pupils based on the research program that we had elaborated.

The investigation started from the next hypothesis: *Through the frequent employment of some modern methods of evaluation in the school subject of Religion for the contents in the subfields of Notions of Catechism and Notions of Christian Ethics there will be a progress in acquiring new information and there will be modifications in regard to the third form pupils' attitude and behaviour towards their fellows.*

The test of this hypothesis has been done through:

- the comparative analysis in quantity and quality of the percentage of exactness that was obtained from the pupils from the classes involved in the research at the beginning and the end of the experiment (intra-subject design);
- the comparative analysis of the distribution curves of the pupils' scores frequency – both of those of the experimental class and of those of the control class – at the end of the experiment;
- the analysis of some of the pupils' works.

3. The stages of the experiment

3.1. The observation stage

3.1.1. The identification of some aspects in connection to the ways in which the pupils relate to the Person of our Lord Jesus Christ

The pedagogical research was carried out throughout the 2007-2008 school year at the Sports High-School from Alba Iulia and 42 pupils from classes 3A and 3B were involved in it. Together with the experiment we have used other methods of gathering the data of the research, especially the systematic observation of the pupils' activity and behaviour, the analysis of the products of the pupils' activity, the tests method and some other forms of written evaluation.

In the first part of the research, we wanted to find out the way in which the pupils relate to the Person of our Lord Jesus Christ which is a very important aspect for us from the perspective of the independent variable introduced and also due to the fact that the

changes in attitude and behaviour are influenced by the degree of awareness of God's presence and role in man's life. In this respect, the pupils of the two classrooms were required to elaborate a composition with the title: "Jesus and the Children."

After the analysis of these pupils' works we can formulate conclusions divided into the following categories:

a. the way in which our Lord Jesus Christ is perceived

- Jesus Christ is a divine-human being who helps people solve all their problems;
- Jesus Christ is like an elder brother that people can trust for help;
- Jesus Christ loves all men equally irrespective of their moral position;
- Jesus Christ is the ultimate Teacher who doesn't teach only good things but who also helps people fulfil these things;
- Jesus Christ manifested His love through kindness and through His Sacrifice on the Cross.

b. concrete ways of accomplishment of the communion with Jesus Christ

- by praying, especially by thanking the Lord and requesting things;
- by fasting (there were recorded cases in these classrooms of pupils who had fasted for the entire period of the most important fasts throughout the year)
- by confessing the sins and receiving the Holy Communion
- by reading books of spirituality

c. the effects of the personal relationship with Jesus Christ

- the pupils feel the effects of prayer on the level of school activities, of personal health, and of the other members of their families' health;
- the pupils realize that there is a connection between moral life and the earthly happiness and that is why they are trying to improve themselves;
- the pupils feel Jesus' presence in their lives and the fact that their lives are conditioned by Him.

After having read the texts that the pupils had written we noticed that the pupils acquired the correct knowledge about the Person of Our Lord Jesus Christ, however their relationship with Him excludes the communitarian aspect, it excludes the others, although the title of the compositions should have also lead them towards this aspect, especially by the use of the plural form "children". When there is a reference to other people, these are the parents and not the siblings, the friends or the classmates.

From the conversations with the pupils and with the teachers that teach those particular classes we have found out that a large percentage of the pupils are single children fact that, on the one hand, justifies their attitude in regard to their relationships with the outer world and, on the other, it makes the teachers' work more difficult in trying to aid them relate to each other, to see in their friends a means of being closer to God.

Within the formative experiment, these observations have led to the attainment of some activities in which the pupils are placed in different situations of self-evaluation in terms of attitude and behaviour in relationship to the others.

3.1.2. Choosing the sample of content

The content of the teaching process in the third form offers the possibility of identifying some themes through which, by the frequent usage of modern methods of evaluation, this important function of the educational process is to become a factor of improvement for the entire educational process in the subject of Religion. The sample of content included all the themes from the subfields of *Notions of Catechism* and *Notions of Christian Ethics* for the third form and was in progress for twelve weeks.

3.1.3. The administration of the pre-test, the selection of the sample subjects and the designation of the equivalent classes

After studying the chapter *Notions of Liturgics*, we gave the pupils from class 3A and from class 3B the pre-test. We mention the fact that, although the total number of pupils of the two classrooms is bigger (24 and, respectively, 25 pupils), only the results of the pupils who have been present both for the pre-test and for the post-test have been taken into consideration.

Based on the scores that the pupils of the two classrooms that participated in the test acquired, we have calculated the percentage/the index of global exactness for all the items of the evaluation by using the formula:

$$P_e = \frac{R_e}{R_{\max}} \cdot 100,$$

in which:

R_e is the number of correct answers (in our case, the sum of the scores obtained from all the pupils' correct answers),

R_{\max} is the maximum number of correct answers (in our case, the maximum possible score in that particular group obtained by multiplying the number of pupils with the maximum points that could have obtained: 21×100), and

P_e is the percentage of exactness.

The percentage difference from the result up to 100% is represented by omissions or mistakes.

The choice of this measurement method of the results of the comparative research – of comparing the correct answers given by the pupils to the maximum number of possible answers in the sample – was done due to pedagogical reasons. In elementary school, the pupils receive grades. A conversion of the scores obtained by the children to grades would have constituted in our case an error of the results of the research because it does not make possible the correct recording of the modifications in the case of new acquisitions. For example, if a pupil obtained 80 points in the pre-test of 100 possible and his corresponding grade was *Very Well* while obtaining at the post-test 95 points of 100 possible and his corresponding grade was still *Very Well*, there would not have been any progress in the acquisition of information in the compared analysis of the grades which is in disaccord with reality. If the compared analysis is done based on the scores, the school progress is noticeable in the post-test in comparison to the pre-test.

In the analysis of the data of the research, the percentage of exactness is the one that reflects most correctly the results because the mathematical formula through which this is obtained eliminates the rounding-outs that occur when grades or associations of scores with grades are used.

The percentage of exactness obtained by the pupils of the two classroom in the pre-test is presented in Table 1:

The percentage of exactness obtained in the pre-test by the pupils of the two classes that participated in the research

Table 1

No.	Class	No. pupils	Overall score obtained by the pupils	Maximum points	Percentage of exactness
1.	III A	21	1853	2100	88,23%
2.	III B	21	1816	2100	86,47%

The difference in the percentage of exactness is small enough (1.76%). This doesn't allow us to consider the two classes as being equivalent at the beginning of the research. In such circumstance we unfolded an experiment with independent parallel samples in which Class 3A was to be considered as control class while Class 3B was to be the experimental class.

3.2. The control stage

At the end of the experiment we have given the pupils from both the experimental class and the control class an identical evaluation paper (the post-test) through which we have gathered all the necessary data for the comparative analysis of the research's results. Moreover, the pupils from the experimental class have been asked to write a composition after they had visited a child care centre which allowed us to elaborate some analysis in regard to the modifications in attitude and behaviour after the pedagogical experiment.

4. The analysis and the interpretation of the research's data

The data of the research allowed us to make comparative analyses in regard to the progress in knowledge and to the modifications in attitude and behaviour of the pupils in the experimental class.

4.1. Changes in acquiring new information

The pupils' school progress in the experimental class can be brought to relief through the comparative analysis of the results obtained at the tests based on the already taught information: the pre-test and the post-test.

As we have previously asserted, based on the result obtained during the pre-test (see Table 1) we can state that at the beginning of the experiment the two classes were equivalent because of the minimum differences noted in the results.

The results obtained from Class 3A and from Class 3B at the post-test are shown in Table 2:

The distribution of the results obtained in the post-test by the pupils from the classes that took part in the research

Table 2

No.	Class	No. pupils	THE PUPILS' SCORE IN THE POST-TEST						
			65	70	80	85	90	95	100
1.	III A	21	1	1	1	3	2	2	11
2.	III B	21	-	-	-	1	-	3	17

Based on these results we can calculate the percentage of exactness obtained by the pupils from the two classes in the post-test (see Table 2). To facilitate the comparative analysis of the data, we have also included in Table 3 the results from the pre-test:

The percentages of exactness obtained by the pupils from the two classes that participated in the research in the pre-test and in the post-test

Table 3

Test	Class	No. pupils	Total score obtained by the pupils	TOTAL SCORE	Percentage of exactness
Pre-test	III A	21	1853	2100	88,23%
	III B	21	1816	2100	86,47%
Post-test	III A	21	1940	2100	92,38%
	III B	21	2070	2100	98,57%

From the analysis of the data presented in Tables 2 and 3 we can emphasize the fact that the results obtained by the experimental class after the post-test are superior in comparison to the results obtained by the pupils in the control class – the recorded difference being of 6.19%.

Also, there is a significant increase in the results obtained during the post-test by the pupils from the experimental class compared to the pre-test and it is seen clearly in the difference between the values of the percentage of exactness calculated, that is: 12.10%. The 4.15% difference between the percentages of exactness in the pre-test and in the post-test registered in the control class is natural for any educational process; however, this value is not significant.

The analysis of the data using statistical diagrams

The differences in result can be observed even in the statistical diagrams, especially if the differences of the distribution curves and those of the comparative diagrams are taken into consideration.

To notice the modifications in value of the percentages of exactness registered by each class at the post-test in comparison to the pre-test, we did a comparative diagram for the calculated values as presented in Table 3 (Figure 1):

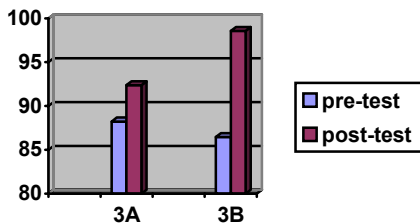


Figure 1. Comparative diagram for the percentages of exactness calculated based on the scores obtained by the pupils from the control class (Class 3A) and from the experimental class (Class 3B) at the pre-test and at the post-test

From the comparative analysis presented in Figure 1 we noticed that the differences between the values of the percentage of exactness in the pre-test and in the post-test registered by the control class are insignificant. Practically, any product of the education must be followed by progress in terms of acquiring new information. In the diagram of the experimental class the larger differences in the scores are noted in the post-test in comparison to the pre-test and this can only be due to the modifications introduced within the formative experiment.

In order to observe the modifications registered in the experimental class in comparison to the control class we did the comparison diagram for the percentages of exactness (Figure 2).

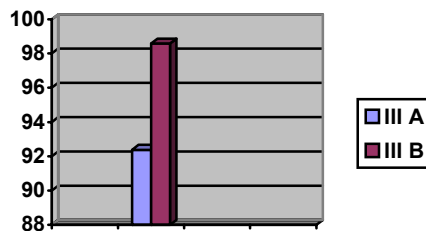


Figure 2: Comparative diagram for the percentages of exactness calculated based on the scores obtained by the pupils from the classes participating in the experiment in the post-test

From the analysis of the comparative diagram the fact that the values of the percentage of exactness in the post-test in the experimental class are superior to the ones calculated for the control class was noted. After the formative experiment, the experimental class took a significant lead in front of the control class, fact which is the effect of the usage of modern methods of evaluation as means of improving the teaching activity in Religion.

The same fact can also be stressed in the curve of the frequency distribution of the scores obtained by the pupils from these two classes in the post-test (see Figure 3) as seen in Table 2:

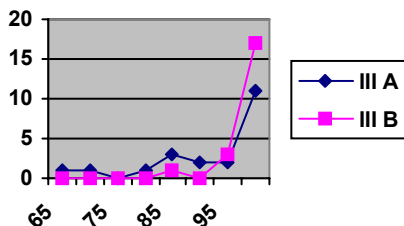


Figure 3: The distribution curves of the frequencies of the scores obtained by the pupils from the classes participating in the post-test

From the analysis of the distribution curve presented in Figure 3 it is noticeable the fact that for the scores lower than 90 the distribution curve corresponding to the control class (3A) is above the curve corresponding to the experimental class (3B). For higher scores (95 and 100 points) there is an increase in frequency for the experimental class compared to the control class which reflects a) the fact that the higher values of the calculated percentages of exactness and b) the fact that the pupils from the experimental class have registered a progress in the acquisition of new information.

4.2. Modifications in terms of attitude and behaviour

The pupils from the experimental class have been required to write a description of the activity from the Children's Care Centre No. 1 from Alba Iulia in order for us to be able to observe their changes in attitude and behaviour.

After the analysis of the tests, we drew the following conclusions:

- The first impressions of the pupils when they first met with the children from the Centre were focussed only on their physical aspect but, consequently, as the visit went on, they changed their attitude and their behaviour towards the latter;
- The pupils have noticed the health problems of the children and were even concerned with their condition;
- The pupils have remembered the names of the children, which means that they took this visit very seriously and in their minds there has been a transfer of image; the children from the Centre have become people as themselves with names and feelings and behaviour characteristic to their age;
- Each pupil felt that it is important to mention the gift they had brought, which means they felt compelled to offer a material support;
- It is remarkable that the pupils had the strength to give up something of their own, besides the gifts they had bought from the funds gathered with the parents' help; they have also given the children personal gifts: toys and dolls;
- Noteworthy is the fact that a couple from Ocna Mureș celebrated their daughter's

birthday at another Centre and they had invited other classmates of hers there. This matter could not have been overlooked by the schoolgirl who, only a few days earlier, had been on the visit from the Centre in Alba Iulia and who was now for a second time in contact with children who did not have parents. We consider that these life lessons leave deep marks in the developing conscious of the elementary school pupils, especially when the activity of the schools is followed by an initiative of the parents.

- The pupils expressed their joy for the fact that they had made new friends and they expressed their wish to visit them again, too.

After the comparative analyses in quality and quantity it is clear that in the experimental class there have been differences in terms of new acquisitions and in terms of attitude and behaviour towards the others. These differences prove the efficiency of the introduced modification for the experimental class and of the success of the more modern methods of evaluation which lets us conclude that the hypothesis of the research has been confirmed.

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If it is done as such, evaluation can become a means of bringing the children closer to God, a step towards the achievement of a self-evaluation which is more and more aware and responsible and which will help the pupils in the shaping of their religious personality.

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THE MANAGEMENT OF THE COMMUNICATION RELATIONSHIPS IN PUPILS FORMS

IONUȚ VLADESCU

“Petre Andrei” University, Iași

Ein guter Teil der didaktischen Tätigkeit besteht in der mündlichen Kommunikation, wobei der Lehrer der Hauptdarsteller ist. Die moderne Pädagogie sucht um eine immer erhöhte Rolle der Schüler bei der Kommunikation, eine diskrete Zurückziehung des Lehrers aus der Ebene der unmittelbaren Kommunikation nach, wobei letzterer auf die Verfahren der Anregung und Überwachung immer mehr Wert legt. Die didaktische Kommunikation erweist sich als äusserst komplex; diese zieht nicht nur unzählige Verhalten nach sich: Mimik, Gestik, mündliche Kommunikation, direkte Fernkommunikationen, mehr – oder weniger gemilderte Sozial – und Kulturinterventionen u.s.w.), komplexe Beziehungen zwischen den o.g. Elementen, sondern auch ein bestimmtes Ungleichgewicht zwischen dem Potential und den Kommunikationsmodalitäten des Lehrers, einerseits, und denen des Schülers, andererseits. „Ein volljähriger und kompetenter Lehrer, der das Vorrecht der formellen (auch informellen) Behörde hat, ist mit den in vollem Bildungsprozess befindlichen Schülern und Studierenden mit begrenzten Kommunikationsmöglichkeiten und vom Status her untergeordnet“ tatsächlich konfrontiert.

Das Ungleichgewicht zwischen dem Kommunikationspotential des Lehrers und den Schwierigkeiten, die die Schüler haben, stellen die unzähligen Blockierungen klar, die während der Lektion, vor allem bei den Schülern kleineren und mittleren Alters und in den überhäuften Klassen eintreten können. Erwähnungswert sind dabei zuerst eine Reihe von sprachwissenschaftlichen Schranken. Dies weil die nichtmündlichen Kommunikationsmodalitäten in der Regel unsicher sind und viele der verwendeten Termini mehrere Bedeutungen haben und, was noch gravierender ist, der Lehrer bezieht sich auf den richtigen wissenschaftlichen Sinn, während die Schüler, in der Regel, von den gemeinsamen, manchmal fehlerhaften Sinnen Gebrauch machen. In diesem Zusammenhang treten Sozialfaktoren ein, die auf die verschiedenartigen Familienmilieus, aus denen die Schüler stammen, zurückzuführen sind, deren Sozial – und Kulturwahrnehmungsvermögen, die psychosoziale Denkweise des Schülers, dessen Fähigkeit Status und Rollen (Aufgaben) wahrzunehmen und darzustellen. Neben den

physiologischen Schranken, wie bestimmte Krankheitszustände oder Sprachschwierigkeiten , häufig bei den Kleinschülern, treten psychologische Elemente wie das Interesse fürs Zuhören und die Kommunikation, die Kommunikationsspannung, der Wille und der gefühlsbetonte – emotionale Hintergrund, das intellektuelle Niveau, das erkenntnismäßige und erfahrungsmäßige Quantum, das Entwicklungsniveau des aktiven / passiven Wortschatzes und der Sprache in Verbindung mit dem Denken.

1. General acceptations of the “communication” concept

The management of communication relationships deals with design, planning, government, organization, coordination and control of interactions and communication between the actors involved in the pedagogical relationship within the school context. This segment of teacher’s activity represents a distinctive aspect of the usual school management and implies a number of capacities and skills observed in the inter-personal relationships established between the members of the group.

There has always been managerial practice in the communication field, but the systematic and distinct preoccupation has only recently started. Obviously, at that time one could talk about the intuitive management, which could have been taken for the concept of the school educator about the management of the educated group. The quality of the “managerial” act has also been at the core of the preoccupation and criticism of the direct beneficiaries of the communication relationships on the level of the educated group, i.e. pupils and/or parents that have permanently been sensitive to the quality of such relationships also considered according to intuitive criteria. Thus, the quality indicator at hand was *the satisfaction degree obtained by the pupils after their meeting with the teacher*.

The communication availability is a basic attribute of the living matter. The communication represents the need of someone else and brings together the species for praising the unity of the world, because the communication allows sharing the same unifying source, which is the life itself.

Etymologically, the term comes from the Latin word “*cumunis*”, which means, “Owned in common, and making one specific thing in common”. More pragmatically and more concretely, we are faced with communication when “*an energy form is transformed from one place to another*”¹⁷. The concept was quickly assimilated in this un-personal acceptance in many fields of knowledge where the term has immediately and unanimously become operational¹⁸.

Considered a basic attribute of the speaking beings, *the communication* was defined as “*basic psycho-social interaction between persons using symbols and meanings generalized at social level in order to obtain stability or certain changes of individual or*

¹⁷ John B. Carol, *Limbai și gândire*, E.D.P., București, 1979, pag. 45.

¹⁸ Liliana Ezechil, *Comunicarea educațională în context școlar*, Editura Didactică și Pedagogică, București, 2002, p. 6.

group behaviours”¹⁹. This psychosocial approach has opened large research horizons for various categories of experts: linguists, psychoanalysts, sociologists, logicians, information technology and ethnologists who made attempts to find the common language for what they had synthetically called “the communication sciences”.

The idea used as fundament for these approaches consists in the fact that *the phenomenon of communication is the core feature of the culture because the communication process conveys from one generation to another the social values, attitudes, and perceptions*.

Carrying out the communication process is based on certain indispensable elements, as well as the specific relationship between such elements, aiming at satisfactory transmission of the information from one side to the other²⁰.

The contemporary society has defined the human being as **information-voracious**, as the recognition of the fact that the information hunger is almost impossible to be satisfied. Consequently, the communication media has developed as never before as reaction to the ever-increasing information needs of the individuals and the more and more diverse requests of the labour market.

1.1. Postulates of the human communication

In spite of the fact that the communication processes are used for diverse goals and needs, belonging to individual or social contexts, there is a body of regulations that create the general framework available for each communication relationship. These regulations have strong impact on the interactive efficiency; therefore they are considered as postulates or assumptions that are only neglected when we are not aware of their contents. These postulates open, enable, or close the communication channels from one side to another, define and re-define the fundaments of each inter-personal relationship, and cannot be eluded from the intention of optimising the human behaviour²¹.

Therefore, the postulates of the human communication include a number of fundamental and specific *attributes* of the “communication human person”²² that faces the subjective need to have relationships with the persons of his kind. These postulates can be synthesized based on numerous studies and researches on this topic, as follows:

- **The communication is transactional**; it is a process containing inter-related components: the communicating entities have synergic actions and reactions to each other.

- In each interaction situation **the communication is inevitable**; no person is able to avoid communication neither to refrain answering the communication.

- **The communication is an irreversible process**, meaning that we cannot repeal what we have previously communicated.

¹⁹ Septimiu Chelcea, *Dicționar de psihologie socială*, Editura Științifică și Enciclopedică, București, 1981, pag. 54.

²⁰ Virgil Frunză, *Teoria comunicării didactice*, Ovidius University Press, Constanța, 2003, p. 9.

²¹ Maria Cornelia Bîrliba, *Paradigmele comunicării*, Editura Științifică și Enciclopedică, București, 1986, p. 53.

²² Rodolphe Ghiglione, *Omul comunicant*, Colin. Paris, 1986, pag. 70.

- **The communication is symbolical**, as it involves a complex of signs and symbols conventionally used and depends on the agreement established between the communicating parts regarding the communication rules.

- **The communication consists in a system of signals**; when the communicated signals are contradictory to each other the messages are contradictory as well.

- **The communication involves both the dimension of the context** (regarding the outer social frame of the communication), and the relation dimension (regarding the existing connections between the speaker and the listener).

- **The communication sequences are interrupted in order to be processed**; various individuals divide differently the communication sequences in stimuli and answers.

- **The communication involves symmetric and complementary transactions**; the collocutors mirror each other's behaviour in the symmetric relations, while the behaviours are different in the complementary relations, in such a way that one's behaviour is used as a stimulus for the other's behaviour.

The knowledge of these postulates of the human communication offers to the practitioner the reference framework needed to organize his intervention revealing the partners' capacities in relationship to each other and each one's related to significant variables for an interaction of communication type. These postulates seem to be plain theoretical enunciations; however they also have the capacity to direct the concrete communication processes and the current activities and to guide them in order to obtain optimisation.

1.2. Communicational competence

According to V. Pavelescu, "*each human communication act includes the proper coefficient for the thematic and experiential meaning conveyed to the communication by the personality*". The author considers the communication issue as related to the personal features, which follow the dialectics of the relationships between the general, particular-typical, and singular.

In all communication processes there is besides the common meanings (i.e. perfectly understood semantic generality) typical aspects that are only partly comprehended, as well as singular aspects, which belong to the unutterable personal sphere and cannot be entirely deciphered. "*The correct decoding of the message, the interested opening of the conscience to the message reveals the perspective, on the one hand to the knowledge of the object brought forth (epistemological aspect), and on the other hand to the knowledge of the transmitter (diagnosis aspect). The language of one specific person reveals his or her psychology and the personal coefficient of the subject, as the knowledge of someone's psychical structure is useful to decoding and understanding the message*". Starting from Buffon's assertion "*Le style c'est l'homme même*", Pavelescu demonstrates that the style as "personal information card" of the speaker is able to identify the presence of the scholar, the writer, the child, the grown-up person, and the normal or abnormal one.

The verbal communication and the non-verbal one can also be considered as important mirrors of the soul, which open access to the conscience, which at its turn is opened through communication. The language used by the person for communication contains beyond any doubt information about the nature of their psychological condition. The way we communicate, our option for one or other non-verbal behaviour and for certain paralinguistic elements, as well as the measure of these elements are extremely important data for assessing someone's personality.

The personal features and the way such features go beyond words can be considered starting points in the assessment of the communicational capacity. Our own experience shows that there is no ideal way for communication. There are many communication styles, most of them quite efficient. We cannot establish a list of factors that can ensure the successful communication of one specific person. However, a number of elements belong to the specificity of the personality, and such elements allow "feeling" and "intuiting" the way that the communication should be addressed in order to be successful and to ensure our communicational capacity.

We must make the distinction between the communicational capacity and another capacity belonging to the communication processes as well, i.e. the linguistic capacity. As for the last one, it deals with the highest level of the linguistic skill of one specific person and is mirrored in the initial expression of the message. Another type of capacity that we could take into discussion is the social one, which refers to the degree to which people take into consideration the characteristics of those they address to in approaching the communication relationship, having the capacity to express and transmit the message in such a way that it is received as it has been intended to be. The communication capacity is more than each of the two capacities mentioned above. As a matter of fact, it is the perfect combination of the two capacities, i.e. the linguistic and the social-communicational one.

The communication capacity is **situational**. Generally, it is a mistake to consider that the communicational competence is solely represented by someone's personal distinctive features. More correctly, it is about competence degrees and fields. In fact, the communication competence is different from one situation to another. The aspects of the communicational behaviour in one culture can be considered as improper or even aggressive in other cultural contexts.

The communicational competence has a **relational dimension**. In most situations we speak about successful communication when each part involved is satisfied. Although you have obtained what you wanted, but your partner is discontented or unhappy, the consequences resulted from the communication process can have bad impact on the short-term success. For example, let us take into discussion the undesirable request addressed by the partner. It is not enough to simply refuse with a "no". The competent strategy implies the refusal in such a way that the other person be not offended. Therefore, the best communication strategy is when a person sends the message to the partner without embarrassing or offending him or her. It would be quite reasonable to stress that the

competent communicator makes efforts to handle each situation in such a way that both him and the other person involved in the process is satisfied.

We have asserted that the competent communication is different from one situation to another. Nevertheless, we consider that the persons characterised as competent communicators have numerous common elements that make them efficient in the communicational relationship, as follows:

Wide behavioural repertory. The efficient communicators are able to choose their actions from the different communicational behavioural repertory.

We can select the answer that we consider the most successful from the multitude of feedback variants that we deal with. As result of their limited repertory of feedbacks, many persons have the same answers in various situational contexts. We consider such persons as “bad communicators”.

Ability of choosing the most adequate communicational behaviour. The simple fact that we have huge capacities of communication does not ensure the successful communication. We need as well to know which one is the most adequate in a given situation. Choosing the best channel for conveying the message is similar with choosing a present that we want to offer to somebody. We should consider what is proper for one person or another. Certainly, it is almost impossible to establish precisely how it is adequate to act in one given situation. There are at least three factors that should be considered when making an option: the context (the time and place always influence the way we behave), the goal (the way we communicate depends on the objectives we aim to), and the communication partner (the knowledge of the other part and the way we understand the partner can influence our choice, and in this context the empathy is very important).

Ability of expressing the behaviour as efficiently as possible. Once we choose the most proper way to communicate we need to use efficiently the required capacities. It is a great difference between understanding the skill and being able to use it in action.

Cognitive complexity. It resides in the ability of building a large variety of frameworks aiming at finding the solution to solve a problem. It can be considered as an ingredient of the communicational skill, as it allows recognizing the persons that use large varieties of perspectives. The ability of making judgements and assessment of other persons' behaviours from numerous points of view represents a valuable contribution to the efficient communication.

Responsibility for the relationship. It means that those who care about their communication relationship are better communicators than others. This responsibility can be directed to the other person (his or her feelings and ideas), to the message (the interest for the information transmitted and what somebody has to say), to the mutual benefit (the best communication renders in the end the both parts as winners, gainers of something after the trade or the negotiation), to the interaction and relationship continuation (it is not important when a communication relationship does matter, but to make efforts and bring into function the abilities in order to make this relationship go on).

Emphatic capacity. This is the best opportunity for developing an efficient message as soon as we understand other person's point of view. It is extremely important to imagine how a specific resolution could be seen from the other point of view. The value of assuming other person's perspective suggests how important it is to listen, because this helps understanding the others.

Capacity of obtaining affective self-monitoring. This enables the objective analysis of the communicational behaviour, in order for the individuals to be capable communicators, to be more precise in judging the emotional status of other persons, and to make easy adaptation according to the feedback²³.

How to evaluate the competent communicator? We have seen so far that this type of competence is not a feature that people have or have not; it is rather a status that we obtain more or less frequently. Therefore, one realistic goal would not be to become perfect communicators, but to enhance the time percentage of efficient communication. The communication competence means to be able to avoid the relational traps and dangers, and to make continuous "repairs" whenever the avoidance tactics are not successful.

1.3. Communication capacity – aetiology

As for the human species, our communication capacity reveals a hyper-complex phenomenon. First of all, it is linked to the general capacity of the living organisms to transmit to each other significant information for the species using specific languages. The generic name of this phenomenon is "bio-communication" and is found in the whole living world.

Unlike other species, the human starts in his first days and weeks with the natural communicative capacities, which enhance with the significations agreed on the social level. The grown-up person offers the child large ranges of mimic and gesture manifestations (because the gestures precede the speaking!) to which the verbal and logical-operational tools are added step by step.

Of course, the assimilation of the verbal symbolist elements is obtained in the context of the social life of the individual. Noam Chomsky proved that it is possible to obtain that because the human being is biologically equipped in order to acquire the specific code and the linguistic behaviour. The human only has the capacity to identify and use the structural regularities of the language.

In this respect, G. Miller appreciates that "*we do not learn ranges of words, but generative rules that mean an adaptation of our behaviour to each particular context*"²⁴.

The early cultural and educational context brings forth at the same time linguistic influences and patterns of interaction behaviour. This explanation stands for the difference between the talkative Latin populations and taciturn Northerners. The linguistic

²³ Virgil Frunză, *Factori favorizanți și perturbatori ai activității didactice*, Ovidius University Press, Constanța, 2003, p. 54.

²⁴ G. Miller, *Plans and the structure of behavior*, New York: Holt Rinehart & Winston, 1960, pag. 85.

communication capacity and the ability of the interpersonal relationships are structured in ontogeny according to the following factors:

- The role played by the father or the mother regarding the interest or lack of interest in developing their child's verbal-communicative behaviour.
- The structure of the family (usually the children of the families with numerous members are more talkative and communicative).
- Attending or not the kindergarten program because in this context the social contacts are more intense and diverse compared to the family ones.
- The linguistic and educational particularities of the family (the prevalence of the taciturn atmosphere or, on the contrary, of the talkative one).
- The social group belonging.
- The functionality status of the verbal system (deficiencies, i.e. deafness, difficult hearing, aphasia, stammering, etc.).

The educational sciences and practice have numerous interests for the knowledge of the mechanism that generates and makes operational the communicative capacity of the humans. On the one hand, the process of language development for the children and developing through education of the native capacities of the species can be explained based on this knowledge. On the other hand, a good psychological reference is created for the elaboration of the educative strategies aiming and optimising the communicative behaviour of the individuals, groups and communities.

1.4. Concept of "communicative competence". Psychological approach

This concept is extremely interesting for the educational practice, of which preoccupations are mainly directed to the concrete action. It is essential from this point of view to know the modality of obtaining the capacity and ability to communicate as well as the optimisation possibilities of this competence through education (psychosocial perspective).

The complementarities between the two approaches bring to light a number of differences that should be distinguished between the communication capacity, communicability, and the communication competence. Thus, **the communication capacity** reveals (for the human species) the possibility to interact with other persons, to make an informational exchange, and to use signs and symbols conventionally established. Thus, it is revealed that the human individual has native capacities that give the possibility of communication with other persons using social meanings.

In the area of Romanian psychology, M. Zlate makes an analysis on communication with special reference to the school groups, and proposes the paradigm that includes as structural elements the definition of the communication process, the types of modalities of communication, the obstacles raised against communication and the factors that enable or impede the communication, succeeding in rendering the whole image of the process with its main directions and determinations²⁵.

²⁵ M. Zlate, *Psihologia socială a grupurilor școlare*, Editura Politică, București, 1972, p. 158-183.

The communicability concept rather reveals the operative aspect of the communication relationship. Therefore, this concept expresses *the manifestations that are favourable for the informational and interpersonal exchanges*, as result of the fact that the origin itself of the word (lat. communis = to share) suggests the idea of *participation and involvement* in the relation of information exchange. Synthetically, *“communicative” means what is favourable for communication*.

The communication competence *defines the effectiveness of this interaction*; the ability of deliberate usage of certain relationships and dependencies in order to enhance the amplitude of the impact and the interpersonal exchange and to convert the determinants into well oriented and anticipated actions. The psychological content of the communication competence refers to *“the knowledge about most of the social aspects of the communication”*²⁶.

Psychologically, the communication situation is under the sign of the following determinants:

Syntax – centred on information transmission (codes, channels, capacities, noises, redundancy, statistic characteristics of the language).

Semantic – with special emphasis on understanding and the necessity of establishing certain semantic conventions between the partners of the communication relationships.

Pragmatic – preoccupied with the measure that the communication influences the behaviour and can be revealed in observable manifestations.

All these determinants deal with certain involvement of the human subject owner of consciousness and carrier of values and meanings that can make use of these tools with more or less ability in order to put them in the service of reaching the consciously formulated goals.

Each type of competence can be the object of one formation program that leads to the optimisation of the parameters of the action process. Obviously, the communication competence cannot be an exception. Acquiring these abilities of the communicative behaviour provides the school educator with a double advantage:

- Enhancement of the own relation and communication efficiency (related to the capacity of information conveyer and personality maker).
- Enables the educator to help the students to obtain the relational efficiency for themselves, the communication competence and the skills for making him understood by the students.

These qualities enable the educator to become autonomous, to integrate in school and professional collectives and to take roles and responsibilities as social actors.

Recent studies corroborated with the practitioners' observation confirm that the modalities of establishing relationships between the teacher and the student have an important impact on the quality of the instructive-educational processes.

²⁶ Joseph A. DeVito, *Human communication*, Harper and Row Publishers, New York, 1988, pag. 6.

Therefore, taking into consideration the value given by the individual to the communication competence (through the perception of the personal and interpersonal satisfaction obtained!) and the value that such a competence manifests in relationship with the activity (of whose result depends to a large extent to the quality of the interpersonal relationships!), we consider as opportune bringing into discussion this concept under two relevant perspectives for the school context:

a) The communication competence as means for achieving the instructive-educational processes, and

b) The communication competence as essential component of the pedagogical aptitude.

Any person can remark this kind of interdependencies in spite of the lack of special training in this respect, which draws attention to the significance of the communication relationships existing in each labour context. The same explanation is available for the modality in which such relationships are managed by the person who is in the position of group leader. We can explicitly speak from this point of view about *the science of managing the communication relationships as the complex of preoccupations that aim at making efficient the process of informational and interpersonal exchange between the actors of the group (in our case, the partners of the interaction in school context)*.

The maximum benefit that such preoccupation can ensure consists in establishing direction of action and criteria of values that can be offered to the educational practice.

According to the above-mentioned ideas, in the following pages we are going to establish certain elements of the strategic management of the communication relationships in schools.

2. Development of the communication relationships in education

The educational system is hierarchically organized. Within this hierarchy a number of communication directions are established: up and down (hierarchic communication), lateral communication (between equals), and serial or horizontal communication (between partners that contribute to the proper functionality of the system, having common interests and not separated by ranking structures). Each communication direction creates specific effects on the interpersonal and inter-organisational relationships.

Taken as a whole, the communication levels achieved in education could be arranged as following:

- Interpersonal communication
- Intra-organisational communication
- Inter-organisational horizontal communication (between equal partners, school-school type)
- Inter-organisational hierarchic communication (between unequal partners, school unit-school inspectorate)

- Intra-community communication (on regional level)
- Inter-community communication (between regions linked by traditions or common interests)
- National level communication (considered through the communication relationships induced by the application of the educational policies and the feedback offered by the executive instances to the control ones)
- Intercultural communication (regarding the inter-ethnic ideas and values exchange)
- International communication (from the perspective of the educational values circuit on international level)

The practical signification of these levels consists in the system relationships established between the segments of the educational process and the most important joints or nodes of the network involved in the communicative circuit of school interest. The blockages or distortions occurred in one node or between the nodes of this intricate network can influence the circulation of the information within the whole system and can produce chain reactions with impact on every component taking part in the relationships.

From the perspective of the assignments of the communication relationships management, the higher the decisional act is placed in the hierarchy, the greater the responsibility is assumed for the communicational circuit in the subordinated structures.

3. Relationship competences

The relationship competences are abilities that define the interaction capacity and the skill to maintain well-balanced relationships with the interlocutor. Such competences have not only an individual value, but also a managerial signification. Usually, the students easily recognize these competences, because they are translated in un-equivocal behaviour, "responsible" for maintaining the "living" relationship with the teacher.

In the following lines we are going to present a number of observable manifestations that can offer the practitioners genuine topics of reflection and ensure at the same time a genuine operational base for the professional training program in the field of educational management.

The competences in establishing interpersonal contacts are favourable for achieving the interaction and subsequent facilitation of idea and attitude exchange, and can be recognized in the educational practice in the preoccupation for:

1. Establishing the relaxed psycho-social climate
2. Using the personal charm and/or strategies for the simulation of the cognitive coefficient
3. The (non)-dissimulated interest for drawing and maintaining students' attention
4. Using certain sequences of the class time to rebuild the "connections"
5. Developing explicit "contact" strategies.

The educator as good facilitator of the interpersonal contact is "rewarded" with students' appreciations as "nice", "warm", "agreeable", "funny", "benevolent", etc. Later

on, when reaching the high stages of the school education and the criteria of the social structure perception is mature, the students express appreciations like “interactive”, “spiritual”, “well-educated”, “seductive” (not necessarily from physical point of view!).

At the opposite pole of this educator we find the one that:

1. Induces the tensioned and inhibitive psycho-social climate in the relationships with the students
2. Maintains the self-imposed distance in the relationships with the students
3. Is centred on the school tasks and is not interested in the relationships with the students

Under the personality aspect, the person that exhibits such relational style can be considered as rigorous, rigid, hyper-normative, distant, cold, autocrat, non-permissive etc.

The competences established in informational exchange regard the capacity of the educator to follow the informational circuit for establishing the idea agreement between the interlocutors. In other words, this means the special preoccupation for the way students achieve the knowledge and for the extent to which they adopt the active attitude to such knowledge. The active attitude of the students is recognized in their capacity to process the knowledge according to personal criteria, the capacity of using such knowledge and last but not least the capacity of assuming the role of active emitter.

The educator that is able to facilitate and create the informational exchange usually is a good manager of the training process and:

- 1) Is mainly preoccupied by emitting idea contents as result of processing his knowledge according to logical, didactic, and psychological criteria, in order to make them accessible.
- 2) Verifies the reception of the knowledge: understanding, processing, and utilisation.
- 3) Stimulates the questionable attitudes and is interested to observe how often the students ask their questions, and to what purpose.
- 4) Takes advantage of each feedback to make sure that the students have entirely and correctly understood the operational meanings.

The competences in achieving the interpersonal exchange are found in the ability to facilitate the process of sharing emotions, feelings, and attitudes generated by the educational interaction.

Generally, achieving the interpersonal exchange is favoured when:

- 1) The information product is not cold and without content, but full of affective-emotional and attitudinal impact; this means that beyond the knowledge the educator conveys as well his own opinions/appreciations/evaluations regarding knowledge.
- 2) The educator is aware of the affective-emotional and attitudinal reactions of the students to the conveyed knowledge, anticipates their reaction and acts in the favour of their expectance.
- 3) There is special preoccupation for the quality of the interaction.

4) The partners mutually receive information in favourable ways, like, and respect each other.

4. Self-appreciation of certain particularities of the communication style

In spite of the difficult awareness of the behavioural manifestations mentioned above it is worth making the effort for the identification of our own style of establishing relationships, even when only considering the knowledge of the steps that we should make in the self-formatting process. The optimisation of the communicative behaviour has both personal and relational importance, as the human subject can obtain real reasons of satisfaction from both points of view.

In this respect we suggest the representation of the three levels of communicative competence included in the record of establishing the diagnosis of the relational behaviour. Such a record can be used by the teacher preoccupied of identifying the particularities of his own communicative behaviour and interested in optimising his professional standard. The teacher himself notes down in this record the degrees of expressing the three types of competence (interpersonal contact, informational exchange, and interpersonal exchange) using three quality marks: high, medium, and poorly communicative.

5. Leader functions for stimulating the group communication relationships

The relationship competences are verified in the context of the direct interaction of the educator with his or her “subordinates”. The competences result in certain functions fulfilled by the school educator in a manner that expresses his managerial conception. The fundamental question raised from this point of view is: what modalities can the manager use to stimulate the communication relationships?

The conception of certain authors corroborated with the results obtained from a number of studies reveal the following specific functions of school management:

Activation of interactions on group level

Certainly, there are situations where the members of the group do not need to be stimulated in order to interact with one another; at the same time, there are groups that need to be provoked to interact. This usually happens when the group has recently been established but we can also be faced with older groups with interaction difficulties, and hence obstacles on communicative level. The ability of the leader can be proven in such situations through the capacity to stimulate and encourage the member of the group to interact to one another.

The chances of optimising the communication processes are higher when the members of the group interact intensively. In the end, this results in enhancing the capacity of sharing the same interests and preoccupations. At the same time, high interaction does not always produce positive effects but in certain circumstances they can result in conflicts in which the manager is supposed to prove another type of competence.

Maintaining effective interaction and communication

Sometimes the interaction is maintained only till the problem has been solved.

The genuine communication can only be achieved bringing face to face both partners and taking into consideration the visible agreement relationship.

On the other hand, as it is well-known, the quality of the communication does not depend on the speech quantity, assuming that the group members keep on speaking to each other after the common topics have been finished.

The ability of the leader as mediator of the communication processes are often proved through the chance offered to every single group member to express his or her own point of view. As long as the participants in the professional dialogue do not satisfy this need, the degree of anticipation of the interaction within the group and the minimum involvement degree needed to have a real communication are affected.

Ensuring satisfaction to each group member

The involvement of one person in the interaction, as well as the participation degree in the communication process essentially depends on the degree of satisfaction ensured by the relationship.

Equally, it is about the personal satisfaction (positively mirrored over the person's own image, which becomes an indicator of understanding his own person) and the interpersonal satisfaction (as an indicator of the attachment to the group).

The ability of the leader is proven in such cases through his or her capacity to reward the interventions and attitudes able to ensure personal and/or interpersonal satisfaction.

Preparing the group member for discussions

As we have already mentioned above, the frequency and intensity of interactions are essential – but not sufficient – prerequisites for the effectiveness of group leading. The ability of directing the discussions of the group members to the class tasks can increase the quality of such interactions.

In such circumstances, some members of the group speak without being questioned, treat superficially certain problems, and prove solidarity to a number of points susceptible to generate conflicts.

In order to prevent such manifestations the school group leader will monitor the debate; first he should make a brief presentation of the problem, along with the distribution of materials that make a synthesis of the main topics of the discussion; sometimes it is useful to recommend reading certain written materials.

Besides such preparatory activities, the educator will coordinate the entire process of problem debate.

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DEVELOPING PRE-ADOLESCENT STUDENTS' POTENTIAL BY STIMULATING THEIR MOTIVATION AND POSITIVE ATTITUDE TOWARDS SCHOOL

TĂUȘAN LIANA

Universitatea "1 Decembrie 1918", Alba Iulia

Abstract

Für das Lehrkraft sollte der Ansporn der Schüler für die Motivierung zum lernen einer der Haupt- sowie ständige Begründung sein, umso mehr, als die Motivierung als zweiter in die Hierarchie der Wichtigkeit der Faktoren beigemessen wurde.

Die Qualität der Ergebnisse in die Tätigkeit des lernens, sowie die Anpassung der Schüler an diese Tätigkeit sind abhängig auch von der Art und Abstufung der Motivierung des lernens. Um die Aufmerksamkeit für die lern Tätigkeit der Jugendlichen Schüler anzuspornen, wir haben eine Reihe von Aktivitäten entworfen und implementiert.

Each stage in one's life has certain bio-psychical characteristics, using mechanisms and different adjusting resources, possibilities and specific limits. Teachers' not knowing or ignoring the physical evolution of the child, the evolution of the characteristics, functions and psychical processes, the progresses specific to each stage may generate adjusting difficulties that may have serious consequences on the development of the young person's personality.

One of the periods when we may register frequent school adjusting difficulties is represented by the debut of pre-adolescence, a period that coincides with the transition from primary level to the secondary level in which, because of a fragile emotional and psychical equilibrium and a developing personality, numerous adaptive behaviors are assimilated and long-lasting behavior patterns are formed. These are transferred to the future activities.

Once the student faces this transition, he/she faces numerous changes at the level of the instructive-educative activity, which are expressed by new demands and strains, the contact with more diversified human models and more diversified types of lessons, which, because of the bio-psychological transformations may generate difficulties in school adjustment. These changes refer to the following aspects:

- a new image of the teacher, which mainly refers to the alteration of the teacher-student relationship, i.e. teachers' "affective neutrality";
- teaching each subject by a different teacher, each teacher having his/her own teaching/evaluation style;

- an increase in the subjects matters and their difficulty level;
- less free time and more hours dedicated to individual study;
- an evaluation shift from qualificatives to marks.

The study motivation represents the factors that make the student carry out activities meant to lead to the assimilation of new knowledge, skill development and these play a very important role in the optimization of the learning activity an making the students aware of the contents of the learning. This motivation triggers effort intensification, attention focus, mobilization of the necessary nervous and psychical energy to develop the learning act, get over difficulties met during this process and to solve the learning tasks.

D. Ausubel and F. Robinson consider that the main components of school motivation are as it follows (Ausubel, Robinson, 1981):

- the cognitive impulse – it belongs to intrinsic motivation and it is represented by the need to know, to understand, to operate with the knowledge, to formulate and solve problems;

- a strong affirmation of the self – this includes the need to be successful at school, and this generates self esteem and the need for prestige within the group one belongs to. Very often one notices anxiety moods generated by a possible failure which may cause loss of self esteem and prestige;

- the need to affiliate – this represents the need to obtain and keep a person's or the group with which the student identifies approval (teachers, parents, peers).

These three components may appear separately or combined during any moment of the school activity, their action and importance being different according to age or individual. During pre-adolescence, the need to affiliate, which predominates at the primary level, decreases its intensity and is redirected from the teachers and parents to their peers. A motivational factor which is very powerful during this stage is competition to get school results, but the negative appreciations of the members of the group regarding superior school results will diminish the student's interest towards school activity thus generating a decrease in the school efficiency.

Among the school activity specific causes that may generate a decrease of student's motivation towards the learning activity we may mention:

- the existence of an affective environment that does not satisfy the need for students' affective security;

- denying the students who have poor school results group membership, the appreciation of the rest of the group by labeling and marginalizing them;

- ignoring the communication of the objectives of the instructive-educative activity;

- promoting authoritarian relationships, based on disciplinary coercion, which makes the student be a passive listener, a simple object to education, lacking any initiative;

- exaggerated indulgence, teachers' lack of firmness and exigency, the incapacity to impose a school conduct suited to the demands;

- not knowing or not respecting the bio-psychical particularities specific to pre-adolescence and to individual peculiarities, to the capacities and the intellectual limits of each student;

- using a poor evaluation strategy:
 - delayed communication of the results of the evaluation
 - grading the students at random examinations
 - grading the students according to their behavior: indiscipline, lack of attention
 - centering evaluation on penalizing the failures, the difficulties and not trying to dispose of them
- promoting competitive evaluation and not progress evaluation, through which the one may record the progress from one level to another
- promoting subjective evaluation, based on unfair treatment of the students.

Stimulation of the students' motivation by the teachers should represent one of the fundamental and permanent objectives of the instructive-educative activity as motivation holds the second position in the hierarchy of the importance of the school success factors, after school intelligence (Ausubel, Robinson, 1981). The quality of the results of the learning activity and the student's adjustment are conditioned by the degree and the type of motivation that supports school learning. Within the variables that determine the learning motivation, school may influence or control only the ones that belong to it: student-teacher interaction, student-student interaction, the content of the learning process, the didactic methods, evaluation of the school performance, the needs and the domains of interest of the students, the school results that materialize in school successes and failures.

In a recent research during which we have investigated the adjusting difficulties of pre-adolescent students we have had as hypothesis the fact that the implementation of interventional programs at the level of 5th grade students and their parents contributes to prevention/amelioration of pre-adolescent students' school non-adaptation. These programs should aim at achieving equilibrium between specific secondary level school exigencies and the students' feedback behavior towards these.

Starting from the definition of school adjustment concept and endeavoring a first step towards operationalization, we have come to the conclusion that we may approach two dimensions: 1) pedagogical adjustment (instructional) and 2) normative and relational adjustment with its subdivisions normative adjustment and relational adjustment, aspects that concord with some other scholars in the field (Cosmovici, Iacob, 1998). One of the operational indicators afferent to pedagogical adjustment has been the valorization of the students' potential by developing positive motivations and attitudes towards the school activity. In order to achieve the objectives of our investigation, i.e. stimulating and developing students' interest and positive motivation towards school activity we have devised and implemented a planning of the classes within the "Counseling and School Orientation" curricular area. We have included specific activities that should meet the real needs of 5th grade pre-adolescent students. We have identified these needs during the course of our investigation.

In order to quantify the indicator mentioned above, in the initial phase we have used “the Observation Sheet regarding the student’s interest and preoccupation towards school activity”. This is structured in 14 items that highlight the student’s participation to the lesson, the rapport modality to the content of the lesson, manifestation of interest towards some subjects, receptivity to school requests, the way students prepare their homework, the attitude and behavior during classes.

After we have applied this instrument, during the ascertaining stage, we have recorded the following results:

Table no. 1: *Student’s interest and preoccupation towards school activity*

	Frequent	%
Motivated, interested, preoccupied	17	34,7
Passive, with fluctuant interest and motivation	24	49,0
Not motivated, not interested	8	16,3
Total	49	100,0

One may notice that the highest percentage belongs to the students that manifest passivity or fluctuant motivation (49%), while a lower percentage of students manifest interest and preoccupation towards the school activity (34,7%), and 16,3% form the students we have investigated are not motivated and not interested in the school activities.

According to these results we have concluded that, by carrying out activities to stimulate motivation and an increase in the interest towards the school activity we shall obtain a better pedagogical adjustment and an increase in the school efficiency.

During the experimental phase, in order to arouse interest, to stimulate preoccupation and positive motivation we have designed and carried out educative activities within “Counseling and Orientation” curricular area. The most significant issues regarding present paper’s objective are: Learning Management, Self-awareness and personal development. For each of these themes we have detailed the educational activities, their stages, the resources that have been involved (methods, means, organizational forms) and the evaluation of the activity. We mention the following activities:

- for the *Learning Management* module: My style and my learning strategies, Motivation of learning and its sources, How do I memorize?, How do I study?, How do I take notes?, Efficient reading
- for the *Self-awareness and personal development* module: Who am I?, I – in the eyes of those around me, My successes, My qualities.

As a way to carry out the activities, we have chosen one based on teacher-student interaction, the students having the possibility of expressing what they know and to learn what they are interested in by discovering it. At the same time we have started from the premise that the success of “Counseling and Orientation” classes is granted by active and responsible involvement both of the class master (counselor) and of the students. This leads to a student-student and teacher-students interaction that is based on respect and mutual

trust. Thus, we have used active methods, mainly group methods such as: brainstorming, "Phillips 6/6", debates, problematization, group work, role play, exercise, "The tour of the gallery", "One remains, the others move on", SWOT analysis, "I know-I want to know-I have learnt", bunch method, SINELG method etc.

After having carried out these activities (during a term), we have applied again the samples used during the ascertaining stage and we have recorded the following results:

Table no. 2: *Student's interest and preoccupation towards school activity*

	Frequent	%
Motivated, interested, preoccupied	30	61,2
Passive, with fluctuant interest and motivation	16	32,6
Not motivated, not interested	3	6,1
Total	49	100,0

As compared to the first data, recorded during the ascertaining stage, one may notice significant changes. The number of motivated, interested students has increased in rapport with the passive, not interested ones. This fact demonstrates the important role the independent variable played, the intervention within the development of the "Counseling and Orientation" classes, with a special focus on the learning management and on the learning motivation.

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METHODICAL ASPECTS REFERRING TO THE USE OF MOVEMENT GAMES IN THE INSTITUTIONALIZED CHILDREN'S MORAL EDUCATION

MONICA STANESCU, CORINA CIOLCA,

National Academy of Physical Education and Sports, Bucharest

Abstract

In this paper, we present some methodological aspects concerning the use of games in the institutionalized children's moral education. Considering that one of the main contributions of physical education and sports is in the social development area, we propose a new approach of the specific objectives. By using games and behavioral management strategies, we illustrate how the children react to the educational program, after a relatively short period. We also emphasize some particularities of the teaching methods and the benefits of this approach, in order to contribute to the improvement of the physical education specialists' training level.

Introduction. Physical education and sport present a series of particularities recommending them as activities particularly efficient in the young generation's moral education achievement.

Moral education refers to that side of the education assigned to lead to each individual's interiorization of the moral values, norms, prescriptions and rules. Its intervention, in the sense of moral education, is influenced by the action of some extrinsic and contextual factors represented by the social morals and by the morality of the collectivities the child belongs to (I. Nicola, 1996). The passage from morals to morality, from the social moral awareness to the individual one, is achieved under the influence of a constellation of psychological and social variables, that brings together, on the one hand, the internal (subjective) factors and, on the other hand, the external factors, represented by the social morals exigencies. Starting from these premises, moral education aims at creating an environment appropriate to the interiorization of the social morals components in the child's personality structure and, on this basis, to the elaboration and stabilization of his moral profile, according to the imperatives of the society he lives in.

The educational desiderata, within this intervention area, are also more and more pregnantly contoured when approaching the institutionalized child who, because of his

development particularities, meets some school, professional and social integration difficulties, which may equally be caused by the moral education gaps (E. Macavei, 1989, M. Dumitrana, 1998).

Physical education and sport, through the specificity of the created social content and relationships, provide numerous opportunities for the children to make proof of their morality. Consequently, the physical education teacher is frequently confronted with indiscipline cases, during the activities and beyond them. Besides the specific attitudes he has to adopt towards the children and besides the different situations that occur during the lesson (M. Stanescu, C. Urzeala, 2005), the specialist may adopt instruction strategies which, through the applied methods and means, should correspondingly approach the children's personality and the problems connected to its development.

Hypothesis. An important role in the child's moral education is played by the inter-human relationships created within the groups he belongs to (family, friends, classmates). Starting from the nature of these relationships, as well as from their specificity related to the physical exercise practicing, we aimed at verifying the hypothesis according to which the managerial-type approach of the children's behavior conducting, within the motor activities, would have beneficial effects upon the moral component of their personality.

Subjects. The research was conducted on 15 children aged 7 to 10 years, included into the protection programs of the "St. Ecaterina" Social Services Center, sector 1, Bucharest. We mention that all of them were attending the special school courses, their intelligence quotient being comprised between 65 and 80 (according to the data taken from the children's personal records). Their inclusion into the sample was based on the recommendations of the specialists taking care of them.

Research methods. The evaluation of children's moral development level was made by means of a questionnaire, administered by an investigation operator. The examined aspects referred to the notions of friendship, good-bad, correctness, relationships among persons of different gender and ages. The children's perception about the educational factors involved into the moral education achievement was also analyzed. At the same time, the subjects were submitted to a series of psychomotor tests – spatio-temporal orientation, oculo-manual coordination and standing long jump, and, on this basis, we established the content and dosing of physical exercises included into the program the children participated in. The collected data were analyzed in correlation with those obtained from the records on observation protocols, taken during all the organized lessons.

The conceived experiment watched the children's moral behavior modifications (evaluated through the frequency of their behavioral manifestations), obtained after the application of some instruction strategies.

Research organization. The research took place at the "St. Ecaterina" Center. The motor activities with the children had a predominantly ludic character, a frequency of two lessons per week and included the following game types:

- movement games supposing adversity relationships among the players, more precisely a one-to-one relationship (the “Touch”-type and variants of this game, that also required chromatic or connected to nature, to animals’ world representations etc.) (V. Balan, A. Geambasu, 2005);
- movement games supposing adversity relationships between teams and cooperation among the members of the same team (the “Number race”, relays with object transportation between two teammates etc.) (C. Ciolca, A. Grigore, 2005);
- movement games supposing the object possession (ball, landmarks) and, taking into account the motor action specificity, the lost of this possession.

We mention that these game types, through the characteristics of the involved relationships, also represented stages in the children’s moral approach. This was achieved by considering both the number and the complexity of rules supposed by each game. Thus, in the beginning, we proposed some simple games with a few rules and, subsequently, the rules became more complex, for instance the variants of the game “The ducks and the hunters”, rules that referred to the playing field and to players’ elimination modality.

A special attention was given to verbal instruction methods, to children’s feedback content under instruction situations (practice and organization) and to the management of indiscipline cases.

The different forms of practicing physical education and sport require the respect of a set of rules related to behavior and to the use of specific areas and equipments. For the assimilation of these rules, both the teacher and his pupils need patience and perseverance. Therefore, we considered opportune to approach behavior, from the managerial point of view, according to a plan that included:

1. The preparatory phase – that referred to all the measures taken by the teacher, in order to reduce as much as possible the situations that could generate indiscipline acts or the eventual lesson interruptions. Within this phase, we had in view the following two aspects: the teaching design achievement; the forming of some routines about the children’s access and movement to the areas where the lessons took place.

2. The instructional phase – that referred to all the measures taken by the teacher during the lesson; the first one aimed at processing the rules concerning children’s participation in the lesson, at the equipment using and at the access to the playing area.

When *formulating these rules*, we took into account the following aspects: enumeration of the accepted behaviors; pupils’ stimulation to express their own opinions; presentation of no more than 5 to 6 rules, for an easier memorization; the rule formulation in a positive way, appropriate to children’s age, even under the form of some incentives.

The whole set of rules was assigned to: children’s physical and emotional safety; the equipment using; the movement way while performing the activities; the cooperation relationships.

The *rule implementation* represents an important task for the teacher, within the managerial approach of the pupils’ behavior conducting.

In order to create an agreeable and stimulating work environment, we avoided the children’s distribution in the groups that rejected them. At the same time, the practice has

proved that not always the naming of some “captains” who choose their teammates is the most efficient method, if we take into consideration the rivalry atmosphere which might appear among the children.

Conducting the group of pupils. Any teacher disposes of a series of methods and means to lead the group of pupils, but, at the same time, his success results from a series of *routines* (directions) established together with the users of his activity. These are recommended to be used for the achievement, under better and more efficient conditions, of: the group organizing moments; the transmission of instruction messages, specific to different educational situations that occur during the lesson – the motor action starting or stopping etc.; the equipment transportation. The main objective of this phase, as part of the managerial plan assigned to pupils’ behavior conducting, is to develop each child’s personal responsibility.

3. The evaluation phase – that referred to the monitoring of the effects, determined by the application of such a plan, upon the increase of the time allotted to practice, within the lesson. This evaluation was made by noticing the children’s behaviors during the lessons and by recording them on observation protocols. Relying on the obtained information, we analyzed the teacher’s activity from the quantitative and qualitative points of view.

Results and their interpretation. In the following table, we present the frequency of children’s answers to the questionnaire meant to identify some aspects of their moral development.

Table no. 1. Frequency of children’s answers to the questionnaire meant to identify their moral development level

Question	Answer variant/ Answer frequency	
	Yes	No
<i>Friendship relations</i>	12	3
<i>Conflict relations</i>	5	10
<i>Correctness</i> (keeping the found wallet)	15	0
<i>Generosity</i> (food sharing) (toy sharing)	12	3
	10	5
<i>Action appropriateness to the notion of good</i>	11	4
<i>Answer appropriateness to the notion of bad</i>	6	9
<i>Verbal behavior appropriateness to:</i> - different greeting situations, depending on the moments of the day - support situations	5	10
	4	11
<i>Behavior appropriateness to the relations:</i> - between genders - to older persons - to different positions (child-educator)	7	8
	10	5
	7	8

It is interesting to mention that, among the friends enumerated by the children (2 persons on an average, for the investigated sample), 2 of them included their parents (one child referring to his father, the other to his mother).

Concerning the conflict relations within the group, we found out that, although most of the pupils considered they didn't have such relations, during the lessons we identified misunderstandings among them, in different game situations and beyond them.

Placing the children in the situation of analyzing their own behavior, in the hypothetical case of finding a money wallet, generated many discussions. We noticed that 2 of them justified the wallet keeping by their need to buy food and toys. And they did this although they have never lacked these things, as the educators said.

As for the pupils' attitude when placed in the situation of sharing their food and toys, although most of their answers illustrated a corresponding attitude, our observations emphasized that, despite the fact they knew what it would have been better for them to do, the children didn't act according to their assertions. Thus, only 1 child was willing to share his biscuits with a colleague who let drop this reward for his activity during the lesson.

From their answers, we found out that the notions of *good* and *bad* were closely related to children's daily activities. All of them proved to be seriously concerned with school. Out of the 15 pupils, 2 considered that their good evolution in the motor activities proposed by us represented a good thing for them to do. We think opportune to mention that, in general, the children had appropriate reactions within the relationships between genders, as well as to persons of different ages and positions. In our opinion, this aspect was important to investigate, because, having in view the instruction situations specific to our activity, the relationships among children of different genders may be frequently governed by different rules. Thus, if usually the boys cede their place on the chair to the girls or allow the girls to be the first to enter the classroom, these behaviors are no more taken into consideration during the games between mixed teams.

We also noticed that, for the 1st and 2nd grade children studying in special schools, as well as for the child in the same situation, but living in his family, an important role for their moral education was played by the school teacher. Her position is mentioned by 6 out of the 15 pupils. Other factors mentioned by the children were the institution pedagogue (3 children), the mother (1 child), the school teacher and the educator (2). 2 pupils thought that it came to them to establish what was good and bad, and only 1 gave no answer. We considered necessary to present the analysis of children's answers to the questionnaire, because, during the lessons, we effectively recorded their behaviors, too. Their recording on observation protocols allowed us to subsequently centralize them (table no. 2).

Table no. 2. Frequency of the behaviors submitted to moral judgment, during the lessons

Aimed aspect	Lessons – behavior frequency											
	1	2	3	4	5	6	7	8	9	10	11	12
Aggression - physical - verbal	3	2	4	6	7	5	4	5	2	2	3	2
	1	3	2	3	1	2	1	3	4	2	2	1
Improper verbal behavior	2	5	5	4	4	4	3	3	3	4	4	3
Leaving the playing area	2	3	4	4	5	6	5	4	3	3	2	1
Violation of the rules	5	5	5	8	9	7	8	6	5	4	3	3
Mutual assistance	1	2	1	1	1	1	2	3	2	3	4	5

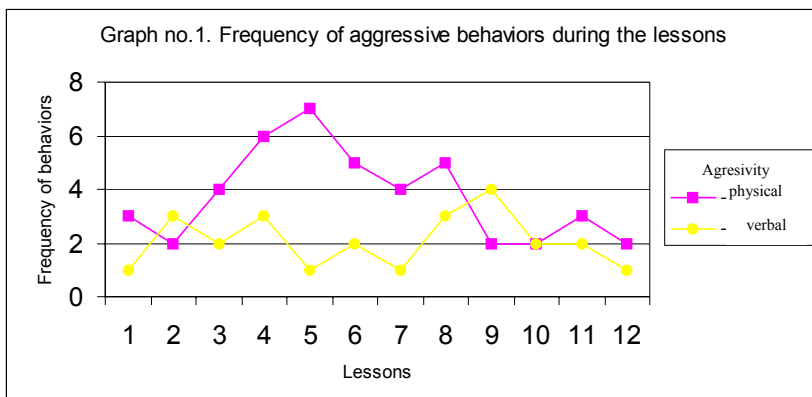
The evolution of the behavior frequency during the lessons showed a differentiated course from one behavior to another.

Thus, it can be seen that the aggressions among children (pushes, trips) were more numerous in the lessons 4 to 8, which, from the proposed program standpoint, coincided with the introduction of games supposing the possession of the ball and its passing. Children's manifestations may be related to the manipulation skill low level, that didn't allow them to be efficient at the first trial, consequently they expressed their desire to be given more trials (graph no. 1).

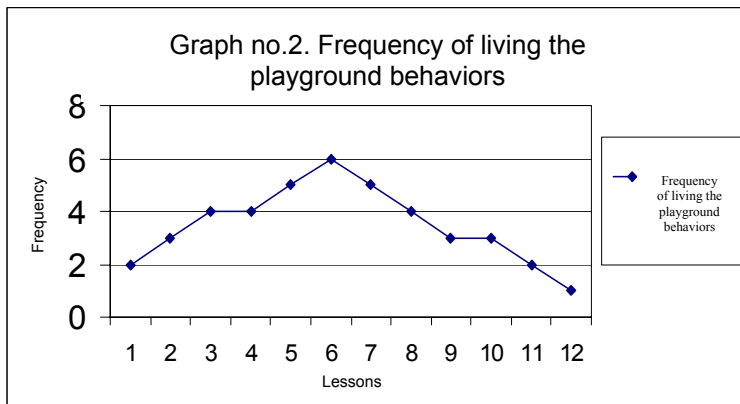
We think that the diminution of the number of such behaviors, by the end of the instruction period, resulted from the assimilation both of the rules and of the motor tasks the children had to perform.

As for the pupils' verbal aggression (usually manifested by invectives addressed to the colleagues), we found out that it didn't significantly changed from one lesson to another. The previously existing relationships among the children were also present in the new activity context, depending on the created situation.

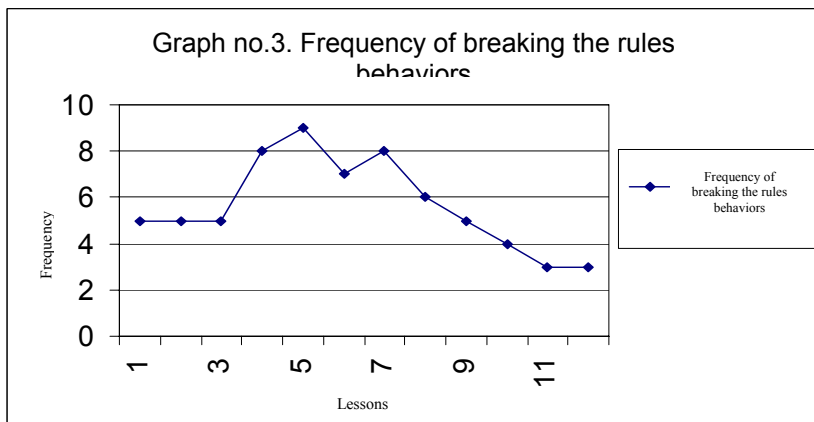
Even if the appropriation of verbal behaviors at different moments of the day was obvious, when the ball was given to the children by an unknown person or when they were given some "sweet" rewards by the end of the lesson, they didn't say "thank you".



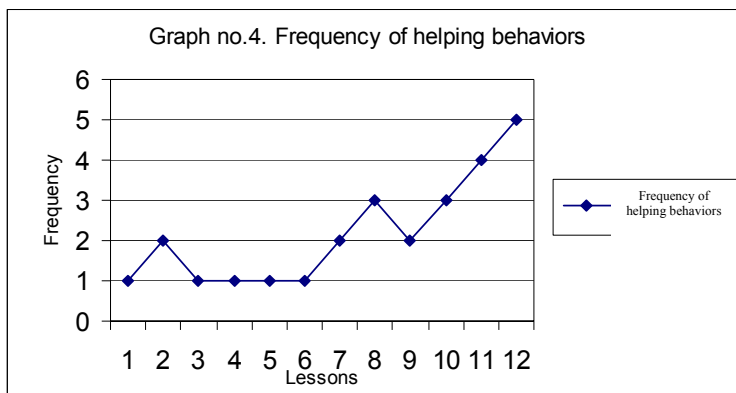
The difficulties met by the children during the lessons supposing object manipulation also led to the increase of the number of those who abandoned the games. We mention that this behavior was particularly characteristic to the children who, according to their personal records, presented attention disorders (graph no. 2).



The same lessons were characterized by behaviors violating the game rules. We think that these manifestations resulted, on the one hand, from a misunderstanding of the game playing rules, and, on the other hand, from the problems these children were confronted with, especially at the development level of their cognitive processes – attention, memory, thinking (graph no. 3).



What we particularly emphasize is the increase of the mutual assistance behavior frequency, a specific behavior, mainly when the children had to take possession of the balls necessary to their teammates for the motor task performing. It can be appreciated that the behavior manifestation was related to the identification of a way to get the victory (graph no. 4).



Conclusions. Because this paper presents the results of our instructive-educative approach, the conclusions express the research actual stage and we think it would be possible to extend it in the years to come. We mention that, through the undertaken activity, the need to approach the institutionalized children group in a differentiated way, up to the instruction individualization stage, was confirmed once more. This attitude is required by the variety of each child's behavioral manifestations and specificity.

It can be asserted that the children of this age, in their pre-conventional development stage (according to the Kohlberg's moral development stages) admit the authority of the persons taking care of them, but they accept easier the indications and recommendations given by their school teachers. For the children with a motor capacity higher level, the appreciations made by those who organize and conduct the physical education and sport classes become significant.

Although the pupils know the rules, they often violate them, by drawing thus the teachers' attention, fact that actually satisfies their affectivity need (even under negative forms – by the observations addressed to them).

Our study results confirm the data in the specialty literature, according to which the child's depriving of the primary educative environment, represented by the family, also has consequences upon his morality. The institutionalization condition strongly affects the child's personality development. On this background, the physical education teacher's intervention has to be realized in the spirit of the so-called positive discipline, within which, by encouragements and supports (and not by punishments!), the child must be sustained to participate in the proposed physical exercises. The child's behavior approach, from the managerial perspective, can be extremely useful and efficient.

In this latter sense, we mention that the managerial-type approach of the pupils' behavior during the lesson presented a series of advantages, namely: the diminution of the incidence of indiscipline cases, the organization of an instruction environment favorable to learning and education, the increase of the time allotted to practice, within the lesson, to the

detriment of that destined to the group organizing and conducting. The main benefits are related to the teacher's possibility of shifting his attention from the incident watching and calming to the instructional aspects.

Starting from the premises that moral education is the consequence of the dialectic interdependence between social determination (represented, in the physical education case, by a series of norms and rules) and personal self-determination (represented by subjective factors), we emphasize the importance of the teacher's consistent action of clearly specifying and observing the respect of the rules specific to physical education and sport activity. By this managerial approach of the pupils' behavior, it becomes possible to provide an environment appropriate to instruction within the physical education lesson.

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THE VALUABLE CONSTRUCTION OF DOCTOR-PATIENT INTERRELATION FROM ITS AGE PERSPECTIVE

MARIA DORINA PAȘCA

The University of Medicine and Pharmacy, Târgu Mureș

Summary

Doctor - patient communication represents for the two parts a test, so that healthy issues must be solved together.

Considering the age particularities of patients represents a step forward in decrypting a behaviour attitude and the cognoscible process of human value.

The doctor must personalize the strategy of communication and relation with the patient having in mind the age particularities and considering the main elements of communication: be understood, heard, accepted and receiving a feedback.

In this context the value and the efficiency of communication has educational value, making the relation between transmitter and receiver doctor-patient or patient-doctor a special and a very important one because the patient is a human being not an object.

Key words: communication – doctor – patient – age – efficiency – education.

If we would enframe ourselves in a definition, we would establish as an interpersonal definition, after Lupu I., Zanc I., Săndulescu C., (2004), “that transfer of information and meaning (significance) from one person to another” (Davis and Nevstorm, 1985), fact which determines an alternative behaviour between transmitter (emitter) and receiver.

In the same context Stanton N. (1995) detects through the process of communication, four main purposes as follows:

- to be heard (heard or read)
- to be understood
- to be accepted
- to induce a reaction (a change in behaviour or attitude).

Starting from the elementary ideas concerning the structure of communication, at doctor and patient level, it is essential to detect the valuable construction of this one, taking first into consideration the age particularities of the subject (client, patient) as a quality

bonus of the connection which sets out. So, altogether with the chronological age of the patient seen as a variable constant, somehow equal for the persons born at the same date, the psychological age as a general entity, does not refer mainly at the complexity of the personality, but to the stratification of adjusting behaviours which allow ascendant types of integration and social contribution.

For some aspects of the psychological age remain more significant the structure aspects. In the context of an disharmonic development or transverse postponement, one must be interested by the composition of the main psychological characteristics, more loaded with potential energy, but also the potential characteristics, the reserves or the supplements, untrained skills, because those constitute an important force of the personality and creates its specific nature. In a changing lifestyle, the supplanters may get into action and facilitate reintegration. In this kind of conditions the most fragile psychological characteristics may deteriorate so the picture of development disturbance is created and that of the pathological development, as underlined Schiopu U. and Verza E. (1981).

That is why it's absolutely necessary for the doctor to be aware of the age particularities of the patient making an efficient communication and interrelation to the benefit for both.

The specialised literature pragmatically surprises the development stages starting from a certain age (life cycle) bringing into attention S.Freud, Jung C. G., who consider that external factors play an important part in the process of personality development and its readjustment. Piaget J. elaborates the formulation of quantitative differences in the process of cognitive development, more striking of the thinking process development, reaching to Erikson A. who surprises by staging the life cycle as follows:

- first year (trust-suspicion)
- first childhood (autonomy-shame-doubt)
- preschool age (initiative-guilt)
- mid childhood (activity-inferiority)
- teenage (identity-role confusion)
- young adult (intimacy-isolation)
- mid adult (carrier-introversion)
- old age (integrity-despair).

To these categories we can add the valuable constructions under which we will dwell, exemplifying them and considering them as a real help in an efficient doctor- patient communication, starting from the key-word:

- a) - child patient = innocence
- b) - teenage patient = searching
- c) - adult patient = stability
- old patient = old age

a) Child patient = innocence

To this type of behaviour we can include the child from its birth and up to the age of eleven, knowing that an important role is played by the family, as a first guiding point of our patient.

In this context Atanasiu A. (1983) says that against illness the child may show a reaction which depends mainly on his parents' attitude, being harmful the overprotective one and also the pessimistic one, being aware of the fact that there always is an increased emotionality.

Taking count of these elements and starting from them, the doctor will have to find the most efficient method in approaching the child, making him cooperative. He will have to build a positive relationship with the child parents', finding out how does this one spend his free time and school time, increasing the requisite responsibility of those. Also, the doctor has to approach in many cases, under game playing, the whole appointment, taking care not to create panic and attitudinal transformation. We have to bring to your attention the fact that Iamandescu I.B. (2002) surprises a few elements that the clinician doctor has to know when he deals with a child patient:

- to know and to understand the child's development;

- to evaluate the child's behaviour being aware of the fact that many of his types of behaviour are just situational misfits or normal symptoms at a certain age (in many cases a psychiatric consult being unjustified)

- to build a set of skills that can help him in solving different behaviour disturbances, knowing though that there doesn't exist a certain technique, valid for all children and these techniques are shaped after the child and his family needs.

In these circumstances, the hostilities from both sides (doctor-patient) are attenuated, and the phenomenon of disturbance and non-cooperation in certain situations, stands in a permanent regression. But maybe, and with certainty, the most important thing is represented by the cognition element, acceptance, understanding and mutual help in valuable construction of the communication relationship between doctor-patient and patient-doctor.

b) Teenage patient = searching

This is the moment when we have as a distinctive point the search, knowing that the patient passes through the period of identity and/or role confusion (11-20 years) – pre-teenage and then teenage.

Concerned in identity searching and/or that of role, the teenager does not think of any health problems (generally he declares himself healthy) and his appointment with the doctor takes place in extreme and/or delicate situations, in a moment when he can no more solve the problem by himself. The conflict with the family goes on, and he is looking for a certain independence, exposing himself to some dangers proving a high degree of carelessness.

Dealing with this kind of patient, the doctor will reshape the way of communication and interrelation, being aware of the things already brought to your attention and processed in an interview as it follows (Iamandescu I. 2002):

- the implementation of an interrelation doctor-patient based on trust;
- respectful treatment without criticising;
- the assurance from the doctor that the discussion is confidential;
- the discussion evolves according to age and cognition developing level;
- approaching some intimate topics has to be done with delicacy and finesse;
- active and emphatic listening of opinions;
- explaining the importance of approaching some environment behaviours;
- flexibility, sense of humour, lack of prejudice in communication

If the teenager finds in the doctor that positive point of support in his winding development, the win will be mutual, meaning that education for health, respectively towards family and the whole community are constituted in guiding points in the given context.

c) Adult patient = stability

One can notice the situation in which interlaces intimacy with isolation and carrier with introversion, going through a period which starts from the age of 20, reaching to the age of 65.

Prone to changes, this adult stage makes the subject able to adapt at all the changes that may appear, marking the maturity faze of the adult. During this period occur phenomena like: professional engagement by the completion of education, unemployment, marriage, raising children, conduct to profound studying of the quality of being a parent, and also the psychological preparation in case of death, divorce, sickness or reaction at stressful phenomena.

Now the doctor should go on a different way in relating with the adult patient, bringing to evidence: trust, responsibility, awareness and mutual respect.

In many situations the advice helps the adult patient, so the doctor becomes from a family doctor a member of the family, giving to the patient the chance to stay healthy. In fact, only together the two will make the team that will have to fight not only illness but also isolation, stagnation, making room to physical and psychical and social maturity. The philosophy of life brings the adult closer to reflections upon past situations, even if it may leave from "tomorrow is another day".

d) Old patient = old age

Until we start discussing about the wisdom of the age, over 65 years old, we can still relate to integrity, despair and isolation. It's the time when the attitude towards work, but also the one related with the personal life makes that the period itself be for some quite stressful. Having or not a family, being alone or not, being healthy or ill, but mostly being

or not afraid of death and being prepared for the “long journey” and inevitable “passing over”, represent as many questions but also answers and an old person, healthy or sick, lives them, creating a personal “lifestyle” and at the same time “biographies”.

After I. Smarandescu the old man lives a real inferiority complex, amplified by on-coming retirement or mandatory retirement, and also by his social entourage consisting in:

the feeling of social unfruitfulness;

personal under-appreciation;

loss of the sense of life.

All recovered as alterations of self image and esteem.

In his relationship with the patient, the doctor needs many professional skills concerning the right appreciation of the state of health, taking notice correctly of the cognitive and affective disturbances that appear during the period of time. Basic in this relation are the elements that go through: listening, patience, understanding and certainty, being aware that the old age patient, feels like the “engines are reducing speed” and only from now on the hard times are starting.

Our entire constructive intersession was based mainly on patients’ age cognition particularities knowing that, in his communication and interrelation, the doctor will have the advantage of success taking the cognition process towards valuable evolution of state of health dimension. In this context the communication happily completes a behaviour attitude over the life concept itself, because together its sense may be changed. It’s up to us to decide remembering the words of the “Serenity Prayer” namely “Dear Lord, give me the serenity to accept things that I cannot change, Courage to change the things that I can change and wisdom to see the difference.”

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