

- *the valorization function* - almost identical to the one encountered at the individual level; through communication, the group affirms its presence, it is highlighted, it reveals its importance, its originality, it justifies its existence (Abrisc, 2002);
- *the resolving function of the group's problems* - the communication saves the honor of the group, and when the group degrades or goes through difficult periods it can be used as a therapeutic means; sociodrama is the best example in exemplifying this function (Muchielli, 2005).

The communication is carried out on three levels:

- *the logical level*, that of the words that comprises 7% of the communication
- *para-verbal level* (tone, volume of speech speed) - comprising 38% of the total communication act
- *non-verbal level* - facial expression, body position, movement that accounts for 55% of the communication process (Turk, 2009).

Verbal or oral communication is the message transmitted through words. In this type of communication the level of expression, the phonetic side of oral communication, the structure of the lexicon, the level of grammatical and literary expression are sought. It is done through language, which is why a good development of the language and a rich lexical baggage greatly helps interpersonal communication. In cases where the language is insufficiently developed and the lexical vocabulary is poor, communication difficulties are common and may have various consequences: misinterpretation, misunderstanding of message, withdrawal, isolation.

Para-verbal communication is represented by the way words are spoken, using the features of the voice. In other words, the para-verbal communication refers to the tone of the voice, the speed of speech, the rhythm and inflections of the speech, the intensity, the volume of the voice, the pauses, the underlining, other sounds produced (onomatopoeia, groan, grunt, sigh, laugh). Usually the para-verbal supports the verbal message and shows the nature of the relations between the sender and the receiver. Para-verbal elements can accentuate part of a message, sweeten a command or affectively color the transmitted content (Moldovan 2015).

Nonverbal communication is the physical behavior (body language) that accompanies speech. It can be intentional or unintentional. It is a constant presence in the preschool child and is strongly represented by expressors, regulators, illustrators, emblems, adaptations (Toma, 2018). Of the most well-known ways of manifesting nonverbal communication, gestures are one of the most important means of giving access to a person (Chelcea, 2005). Gestures can be classified into three categories:

- *autic gestures* - which have no connection with communication, but which betray a certain affective state of the individual (Duvernois, 2015).
- *common gestures* - raising fingers in the classroom, for example, or gestures used in greeting formulas;
- *symbolic gestures* expressing approval, indifference, enthusiasm (Reiman, 2019).

Communication in kindergarten

Preschoolers' communication is simple. Especially with regard to the little ones, they communicate in a few words, the sentence being used later and installing due to the exercise, in the kindergarten activities.

Also, many of the preschoolers, due to poor expression, have certain inhibitions in communicating with the adult. Many times they are afraid that they do not know how to answer, and other times it is difficult for them to say what they want, even if they know the answer. At the basis of an efficient communication that does not lead to blockages, there are several conditions. One of these would be the communication initiative, which consists in having the courage to express an attitude towards the event and in assuming the responsibility of our

feelings and desires and not to hide the expression of feelings of fear of possible negative repercussions. To encourage the initiative of communication between the child and the educator, it is necessary to listen to what the child wants to say and not to disregard the child due to his lack of experience. For an effective communication it is preferable to treat the child from the position of equality, it is good for him to feel that he is being paid attention, that there is always a visual contact and a posture indicating the listening, that he has no more to do with it. be afraid because he says what he feels and wants. In other words, to feel that there is respect for his person.

The child communicates permanently with the educator and vice versa, enriching his vocabulary, becoming more refined in expression and communication.

Important in the accomplishment of the tasks and objectives of the preschool education are the qualities and competences of the educator. Through everything she understands, through her personality, the educator represents a model for the child, a support for the family, a cultural factor to her community. In order to fulfill her role as much as possible to the dialogue partners, the educator must communicate.

Dumitrana (2001) mentions a series of attitudes, frequently encountered, that not only inhibit or diminish the efficiency of communication, but predispose the emergence of conflicts and implicitly of the blockages refers to:

Threat

Consequence: - the main concern of the child will be not to make mistakes, he will not have the courage to solve it if he is not sure that the result is positive; thus fear, lie, intolerance appear.

Criticize

Consequence: - the child's receptivity to the opinions issued by the educator decreases and thus indifference is born.

Labeling

Consequence: - if the statements are repeated frequently then the children will be followed by this idea; in their subconscious they will be convinced that they are as they were labeled and thus the inferiority complex appears.

Indifference

Consequence: - the child will try to draw attention to it even through negative facts.

Irony

Consequence: - decreases the confidence of the child in his own strengths and towards the educator and seeks appreciation elsewhere; thus the distance appears.

Dissatisfaction

Consequences: - her enthusiasm and motivation for school tasks decrease and thus passivity appears.

Raise of voice

Consequences: - this form of "communication" may attract the depreciation of the educator.

Humiliation

Consequence: - the educator is not a reliable man, he makes you laugh in front of the others; the child will learn to hide the truth and thus the distrust of the others appears.

Adopting such attitudes leads to decreased communication efficiency and sometimes predisposes to conflict. The negative consequences may occur sooner or later, but in order to be prevented it is good to pay special attention to communication both in school institutions and in the family environment. From here comes another feature of the preschoolers' communication or their attitude when they have to express something, namely, the timidity of the verbalization. Not only that they have a poor vocabulary, but more, they need to be encouraged, approached with tact and skill. In fact, for this reason, most of the activities carried

out with them are done through the game; we, the educators play theater with them, in order to make some progress, both in cognitive, and verbal, communicative level. Sometimes the little preschooler is more timid in expression when it comes to the group (Enea, 2019).

The child learns to communicate in the family, in the general social environment, but especially in the educational and educational activities organized institutionally. In the kindergarten, the educator must cultivate and strengthen the status of interlocutor, partner of the child towards his / her own becoming and allow the child to progressively construct the positive image of self, in a favorable and appropriate climate for his own expression and successful interpersonal communication. Therefore, balancing the cognitive balance with the affective and the motivational must be a constant of the trainer's activity. In the process of training the preschool children the ability to communicate, the educator must prove his communicative competence. His expression should always be correct, clear, stimulating, encouraging and never be offensive, inhibiting, annoying, irritating, reproachful. The area of information that he has mastered in relation to the communication process should be as comprehensive as possible (Gurlui, 2009).

Didactic communication, as well as general human communication, is subjected to numerous and varied disturbances. An extended analysis of them and a rigorous systematization of them gives us Salavăstru (2002) in one of his works. The author classifies these disturbances as follows: - a. Blockages determined by the characteristics of the person engaged in the didactic communication (the teacher on the one hand, the student on the other); - b. blockages determined by the social-value relations existing between the participants in the didactic communication relationship; - c. blockages determined by the particularities of the field in which the didactic communication is carried out. Didactic communication plays a decisive role in the development and efficiency of the educational act. It constitutes a premise of the success of the pedagogical acts, but also a purpose of them, because, a general objective of the education is the formation and development of the communicative competence of the preschoolers.

Hypothesis and objectives

The main objective of the research was to recover the communication difficulties found in preschool children. In this sense, the following working hypothesis was formulated:

H: *It was assumed that there are differences between boys and girls in terms of acquiring socializing skills and language development.*

The studied lot

A number of 32 children between 3 and 4 years old were enrolled in the kindergarten. Of these, 15 are girls and 17 are boys, 21 are Romanians and 11 are Roma. As for the type of family of origin, 17 come from organized families, 9 come from organized families but with strained relationships and the remaining 7 come from disorganized families. From this presentation it appears that there are differences between the socio-cultural environments from which children come that have repercussions on the development of their communication and language. As the research aims at gender differences, the structure of the group studied from this perspective is oriented in table 1 and figure 1.

Table 1. Lot structure by gender

Gender	number
boys	17
girls	15

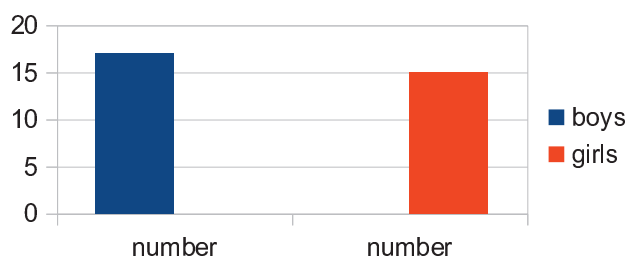


Figure 1. Lot structure by gender

Methodology

Methods

They were used to correct and recover the communication difficulties, methods specific to the educational act in kindergarten.

The talks after the images make a significant contribution to fixing and specifying the children's consciousness, in activating the vocabulary and in forming a correct and coherent oral expression: "How do we take care of the flowers?". a correct grammatical form.

Story - The child may acquire information from true events or truths presented in stories, stories, fairy tales or ballads.

The small class uses a *simple story*, not loaded with comments, without many episodes. Gradually move to larger stories. The child must know all the words and expressions used in the story or be told the unknown words during the story, otherwise there is a risk of memorizing words whose meaning he does not know and assigning them wrong meanings.

The contribution of the *conversations* to the formation of social communication skills, to the respectful dialogue between the partners, to the mutual exchange of messages should not be neglected.

Role-playing games are simulation games in which children become actors of social life, they are replicas games according to a proposed scenario, but with obvious linguistic effects from the point of view of the dialogue between the 'small actors'. A particular aspect of role-playing is dramatization. It has an activating character, taking over some of the spectacular effects of the scene. It can be organized on exact, textual replicas, based on creative replicas or on the spontaneity of 'actors'.

Conducting the research

An initial assessment of the degree of communication difficulties of the children was made. It followed the actual part of the experience in which he worked daily for two months with the children. The work consisted of using the methods mentioned above. We worked in the team of social worker-educator to fully cover the number of children with communication difficulties and to be able to provide the sustained assistance needed for each child.

The final evaluation was made after the passing of the two months of activities supported with the children, in order to be able to evaluate the progress that they have achieved.

Results and discussions

The initial evaluation was made one month after the beginning of the school year, after the educator could figure out the level of communication of each child. The level of communication capacity, the situation obtained at the initial evaluation by sex is shown in table 2 and figure 2.

Table 2 The ability to communicate based on gender at the initial assessment

Communication ability	boys	girls	Total
good	0	1	1
medium	1	3	4
weak	16	11	27
total	17	15	32

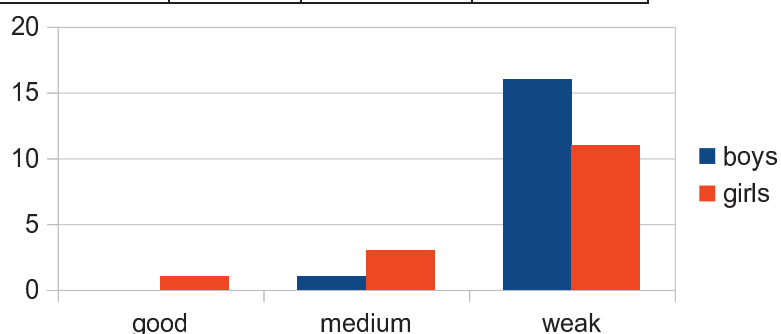


Figure 2. The ability to communicate based on gender at the initial assessment

It can be seen from the table and figure that girls have a higher number of subjects that fall into the good and medium categories (1 and 4 respectively) and a smaller number of subjects who fall into poor communication (11). The boys have no case with good communication, but they have one with average communication and 16 with poor communication. We could say that most boys have poor communication skills (16 out of 17 subjects). During the research, we worked with children with communication difficulties for two months. As mentioned in the methodology chapter, the stories were used after the images, the talks, the role-playing games. These activities were supported daily by educators and social workers to ensure continuity in the work of recovering communication difficulties. After the passing of the two months, a final evaluation of the children's communication skills was made. At the second assessment, made after completing the program of developing the ability to communicate and enrich the vocabulary, the situation changes significantly. The results of the final evaluation for the communication capacity can be seen in table 3 and figure 3.

Table 3
The ability to communicate based on gender at the final evaluation

Communication ability	boys	girls	Total
good	8	12	20
medium	7	3	10
weak	2	0	2
total	17	15	32

It was found that girls no longer present any subject in the poor communication category, the vast majority of the subjects being after attending the program, in the good

communication category (12 subjects). In the category of average communication we have included two cases. It turns out that the girls managed to enrich their vocabulary faster and with more words during the two months of the special program. Their communication was much easier, managing to share ideas, emotions, participate actively in the group's activities and get involved in solving the situations proposed by the educators.

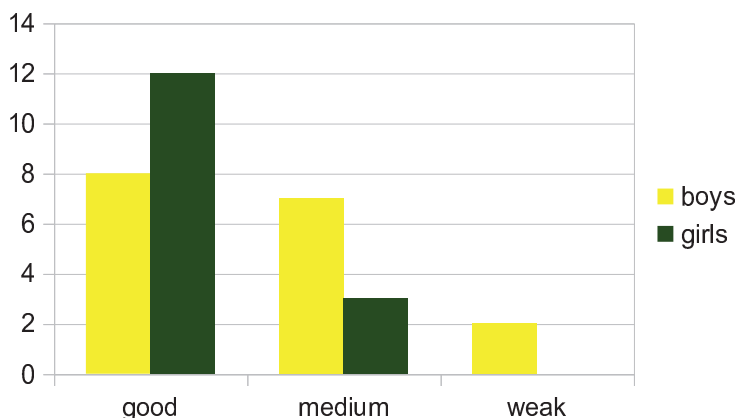


Figure 3. The ability to communicate based on gender at the final evaluation

The boys present an approximately equal number of subjects in the categories of good communication and medium communication (8 respectively 7 subjects), proving that they have also made progress in enriching the vocabulary and in developing the communication capacity. But their pace is a bit slower, so we still have 7 cases in the category of communication with girls who have only 3 subjects in this category.

The boys also have 2 subjects who remain in the category of poor communication and who, as I mentioned during the paper, have speech disorders of a speech-language nature requiring specialized help.

To highlight more precisely whether the difference between boys and girls is statistically significant, in terms of communication ability, the averages were calculated and using the t-test the difference between the means and its significance was established. The results obtained are presented in table 4.

Table 4.
Meaning of the difference between the average between boys and girls for communication capacity

	Boys average	Girls average	t	p
Values	2,86	3,79	2.77	0.01

The value obtained for t shows that there is a statistically significant difference at a significance level $p = 0.01$, between boys and girls in terms of the evolution of communication skills.

All the results presented in this sub-point justify us to affirm that hypothesis 3 formulated by us at the beginning of the research is confirmed: there were gender differences regarding the recovery of communication difficulties ($p = .01$).

Conclusions:

Recovering the difficulties of communication with preschoolers is a team work (educator, social worker) that must be carried out in a sustained way, taking into account the individual psychological characteristics of the children, the particularities of the age and the degree of communication difficulty it presents. In recovering from these difficulties, storytelling, communication, role play can be used as methods.

The results confirm that there are statistically significant differences between boys and girls in terms of the rate of communication skills development and vocabulary volume.

We believe that this type of research must be continued and developed in order to find the best methods to recover the communication difficulties in children, thus contributing to a good future integration in their society.

Acknowledgement: We hereby state that the subjects involved in our research were informed about the voluntary character of participation in this research, about the understanding of information and of that fact that withdrawal from research is possible at any time without negative consequences upon the participant. The research complied with all ethical research standards, the research participants/participants' guardians giving their consent to participate in the research.

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PARENTS COUNSELING FOR IMPROVING THE CAPACITY OF SOCIALIZATION OF THEIR PRESCHOOL CHILDREN

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Abstract: *Social networks are gaining more and more users among adults and adolescents. Socialization is not done anymore, nowadays face to face, but online. One of the major effects of this phenomenon is the socialization difficulties that preschool children have when entering kindergarten. The purpose of the present research is to improve the socialization capabilities of preschoolers, using as a method the counseling of parents. The counseling process lasted two months and have been approached topics related to parent-child relationships, parent's identification of the child's stimulation needs, ways of meeting these needs, parents' involvement in the children's games, parents' collaboration with the kindergarten represented by educator and social worker. The intensity of the difficulties of socializing the children was appreciated at the beginning and the end of the experiment. The results show that if the parents are more involved in the activities of the children following the counseling by the social worker, then their ability to socialize will see significant improvements.*

Key words: *preschool children; socializing difficulties; parents; counselling;*

Theoretical frame

IT technologies have grown rapidly lately, and online social networking has gained a large number of users. The Internet and smartphone becomes necessary tools in our daily activities, for professional activities and recreational purpose (Tudorel et al., 2018). More and more adults are adept at this mode of communication on the one hand due to lack of time (working hours from 9am to 5pm covering most of the day) on the other hand because it is easier to stay home and talk with whom you want, rather than getting ready to go out to meet someone. Digital applications allows people to use the internet, email, and video games directly on their smartphone (Vintila et al., 2018).

The use of these networks, besides the imminent dangers of knowing all kinds of strangers about whom you only know what they want you to know, also implies multiple negative effects on children. Parents drastically reduce their activities with their children and the time they spend together. In the short time that remains after the completion of the professional program and the necessary household activities, they prefer to stay on social networks, instead of playing with children or reading or explaining different things. Many times they do not even answer the children's questions, which remains with a series of unknown and unexplained things.

It is known that at this age children learn most things through imitation and identification. They will tend to mimic the behaviors of their parents (ie to stay on the phone or computer) and will identify with the parents' behavior, considering that this is the correct one. As a consequence, more and more children are no longer going out to play with the block neighbors, but are sitting in the house in front of the computer, playing all kinds of games or in front of the TV watching cartoons. The literature show that adolescents with a lack of social support or poor social and familial relationships, tend to isolate themselves, feel lonely and depressed, therefore they will search for online support in the virtual environment (Tudorel &

Vintila, 2018). All this causes the child to live in an imaginary, fictional world, which, can be very easy to confuse with reality.

Socialization is a social process in which the human being goes through several successive stages in a framework of permanent interaction. Through socialization, the following are transmitted and structured:

- *communication modalities*: linguistic, symbolic, expressive (non-verbal) coding systems;
- *social models of behavior* based on functional norms considered as values in a certain culture;
- *instrumental sets* (ways of knowing, learning etc.);
- *possibilities of interpersonal relationships* as forms of behavior characteristic of group life;
- *motivational-affective modeling* of the individual (www.rasfoiesc.com/educatie/psihologie).

The vast majority of authors agree that, in a general sense, socialization is an assimilation of social experiences (knowledge, norms, ideals and roles) that essentially influence the formation of the person's capacities of action, their conceptions determining the development of personality traits, social intelligence, personal and collective motives and aspirations.

Complex social behaviors are assimilated through social learning modalities, which are located in continuation of imitation, such as identification. Identification is a process of knowledge and learning that seeks to explain how the child learns new behavior, social roles, or how he or she can develop internal control and awareness. Identification is a fundamental process in the socialization of the child, which incorporates rules, behavioral styles that transform them into a way of being appropriate, so that they are not subjected to isolation or even social exclusion (Mureșan, 1980, p. 105). The child's purchases are based on the openness to the world which offers an orientation to the world and to the world, outlining the limits of the subsequent receptivity of the person building the first universe of the child that identifies with the reality, reality that will be subsequently internalized (Stănciulescu, 1996, p.102).

Summarizing it can be said that socialization forms the education of the child, allows the transmission of knowledge and ensures the formation of the qualities necessary for social life. At the same time, it contributes to the control of instincts and needs and to the formulation of aspirations and ideals.

The process of socializing the child is multidimensional, contradictory and independent. In the path of the integration of the individual in the social life, two major phases can be distinguished, namely: primary socialization (which is done in the family) and secondary socialization (in kindergarten, school and other social institutions). In all societies, the family is the primary factor of socialization of the child. It is the framework in which the psychological and social needs of the child are met and in which the whole cycle of growth and development takes place. In this way, the family becomes the first integrating community that conditions all subsequent purchases of the child.

Primary or basic socialization allows learning the rules of conduct, norms and values that can be learned at a young age and which constitute the informational and affective baggage of any individual (Schifirnet, 1999, p. 101). Primary socialization is deeply affective, unlike the other forms of socialization, secondary and continuous, which are oriented towards affective neutrality. During the early childhood, socialization has a strong maternal character. The initiation of the child in the human life, the learning of the language, the acquisition of the values and the ways of becoming independent are realized in the relationship with the mother (Munteanu, 2009). The mother is the first model from which the child learns skills and acquires knowledge.

The family is the most important socialization environment, the place where the first social behaviors are formed (Breaz, Iovu, 2018). From this point of view the family will fulfill the function of socialization in four specific situations:

- *the situation of moral education* - is based on the relations of authority with the help of which are transmitted to the child the moral rules that must be learned. Through the family, the child acquires the first notions regarding duty, interdiction and responsibility, thus contributing to the formation of a generalized moral conscience (Baron, Byrne, 2004).

- *the situation of cognitive learning* - through which the child learns the system of knowledge, skills and attitudes that are necessary for coexistence in society (Bonchiş, 2002).

- *the situation of employing imagination* - which contributes to the development of anticipatory thinking and creative abilities (Dughi, Ropotă, 2018).

- *the psychological communication situation* - which contributes to the development of the specific human affectivity necessary for achieving a mental and moral balance (Voinea, 1993, p.62).

If it is analyzed the formation of the child's personality, it can be seen that the socialization process is intentional, through which the child acquires desirable behaviors necessary for coexistence and integration into society. By transmitting guidelines, the child can become a human being in a social sense, because he internalizes the formative models exercised by parents. Socialization will develop constant features in the child through which he will acquire his own identity in relation to the others, and the family is the place where this process takes place. The psychic traits that socialization develops are not innate, but are acquired from the first years of life (Petrea 2018).

The fundamental instrument of socialization and its content is the language through which the child receives patterns of behavior that can be applied immediately or subsequently useful for everyday life. Socialization cannot be achieved without language, which is learned by the child from adults and which becomes his most important tool in relationships with others. Through language the child can act on others, he / she can acquire new knowledge and the skills necessary for a good accommodation in the environment (Rotăraşu, 2019). If at first they were meaningless, words gradually become understood through their constant association with a particular object, phenomenon or action. Learning the terms means acquiring a vocabulary that includes varied knowledge, parents' life experiences as well as the society to which they belong. Through language parents can communicate to the child various emotional states, feelings and emotions.

The development of the language goes in parallel with the development of the thinking and the child tends towards an increasingly complex organization of thinking that will help him later to explain his phenomena of reality and to solve the problem situations that he will face in his life. From intuitive thinking, the child will arrive at language through thinking capable of formulating deductive or inductive reasoning (Schaffer, 2010).

The acquired knowledge will be harnessed with the help of appropriate skills and skills, which are also initially formed in the family, as the parents involve the child in the fundamental forms of activity specific to each age: play, learning and work (Verza and Verza, 2017). The structure and manifestation of aptitudes are strongly influenced by the favorable character of the family environment expressed through education, stimulation, valorization and appreciation. By stimulating the parents the child will gain not only sensory-motor skills (necessary in actions with and on objects), but also intellectual skills (which allow him better adaptations and the possibility of managing social situations correctly). Primary socialization includes besides the cognitive side also the affective side, which is equally important for the psychic balance of the person. The child identifies himself emotionally with the people around him, especially those who have a special significance for him, taking on roles and attitudes that he internalizes thus laying the foundations of future roles he will play in society (Vernon, 2006). The advantage of primary socialization lies precisely in the fact that it is realized in the family in an atmosphere full of affection which facilitates both the transmission and the acquisition of social values and norms. The positive role of the family in the process of socializing the child

is given, in particular, by the affective nature of the relationships that exist in the family and which constitute a background of safety and security for the child so necessary for its harmonious maturation. Affective factors are of great importance in this process giving rise to a determinism of the future trajectory of the child.

Although the role of the family changes as the child grows up his or her responsibilities do not diminish in intensity, as the other socializing agents involved subsequently, continually emphasize their importance. Over time, the attitude towards parents changes and moves from the affective-symbolic approach to other relationships required by the developmental stages that the child goes through. But he will always feel the need of a family as support in the dramatic stages that he must go through during puberty and adolescence (Bonchiş, 2002).

Through primary socialization, a symmetry between objective and subjective reality is reached, although this is not total. The content of what is learned, the order of learning and the program after which the learning takes place differs from one society to another, from one culture to another.

The identification of the child with the significant persons in his life is semi-automatic. The world appears to the child as a real and social world according to what others define as such. Piaget speaks of moral realism, that is, the way in which the child considers the rules and values imposed on him as real and necessary and believes that he must respect them in all conditions (Piaget, 2005).

In childhood, self-awareness is formed as the child realizes that he is the one who is involved or performs different actions. Based on the relationships he has with those in the family, the communication with them and the experience gained, the child acquires a personal identity and the feeling of permanence of this identity. This feeling is essential for adapting to subsequent changes and avoiding personality disorders that may occur in childhood and adolescence (Smith et al. 2010). The inability to acquire their own identity will cause the child to become a troubled youth, a social victim, frustrated and lacking in perspective (Tinica, 2004; Dickel, 2015)

The society, through the family, has a special influence, the child being fully culturalized in the family, in relation to the society in which he lives. The family lays the foundations of the future personality, pursuing an individuality based on harmony. Parents transmit values and beliefs, conceptions of the world and life, knowledge and habits and, in particular, language as a communication tool. The evolution of the child's personality results from the integration of all these meanings, criteria, symbols or action modes (Furtună, 2007).

Taking into account the rules of the society, the family lays the foundation of the child's adaptation for its proper integration in the psycho-social field. This integration will result from the formation of a totality and mental unit (Breaz, 2018). By means of the competition between the external environment and the internal environment of the child, a full development of his / her abilities and characteristics is reached, to a construction of his own that defines him as an individual. The child's behavior will become typical and unique, specific to a balanced personality.

Objectives and hypothesis

The main objective of our research was to improve and develop the socialization capacity of preschool children. In this sense, the following hypothesis was formulated:

H: *if the parents are more involved in the activities of the children following the counseling by the social worker, then their ability to socialize will register significant improvements.*

Methodology

Lot. In order to make up our lot, we studied the children from the small group, who one month after the beginning of the kindergarten were labeled by educators as having socialization

difficulties. Out of 74 children enrolled in the small group of the 2018-2019 school year, 32 presented difficulties of socialization in different degrees. These were the group of children with which it was worked and the research was carried out. Of the 32 children, 17 were boys and 15 were girls. It was worked with the parents of children with socialization difficulties, forming a counseling group of 43 parents (for some children both parents participated).

The type of family of children with socialization difficulties is shown in table 1 and figure 1:

Table 1. Type of family of origin

Type of family	Nr of children
organized	18
organized with problems	6
disorganized	8

From the perspective of the type of family, the vast majority of children come from organized families (a number of 18 children) and 6 children come from organized families, but currently have couple problems. Only 8 children come from so-called disorganized families. We use the term so-called because we have two children who are from single-parent families (their mothers have never been married and do not want to do so).

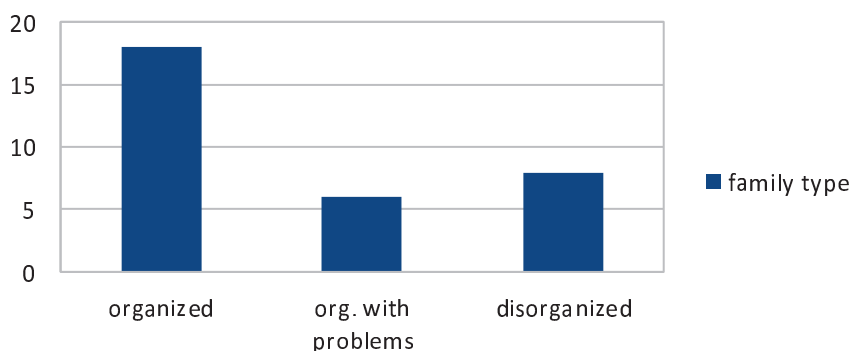


Figure 1. Type of family of origin

Method

Parents benefited from 8 counseling sessions (one per week), which addressed topics related to parent-child relationships, parents identification of the child's needs for stimulation, ways to meet these needs, parents involvement in children's games, parents' collaboration with the kindergarten represented by the educator and the social worker. Parents were asked to assess their children's progress after two months. Of course, parents' assessments are more subjective, given that it was their own child's assessment

Results and discussions

To verify the hypothesis, parents were asked at the beginning of the counseling sessions to evaluate on a scale from very little to very much, how much they are involved in the children's activities and how much time they spend with him daily. The results of this assessment are visible in table 2 and figure 2.

Table 2. Parents' appreciation of their involvement in the child's activities before counseling

Degree of involvement	nr. parents
very little	15
little	8
medium	7
a lot	2
verymuch	0

It is observed that most parents spend very little time with their child. This fact can be explained on the one hand by the working hours of the parents (most work from 9 to 17). In this way, until they get the children out of kindergarten, it is from 5.30 pm to 6.30 pm and by the time they get home, they have to give the children dinner and go to bed to wake them up the next day. On the other hand, in the short time that they spend with the family, parents tend to share with each other the events of the day and make plans for the next day, so discuss more with each other and less with the child. Parental fatigue also speaks its word when it comes to, in particular, getting involved in their games or when they are patiently tested due to the many questions a child constantly asks.

None of the parents is very involved in the activities, does not play enough with the child, does not answer all the questions and generally does not spend enough time with the child. Some of them have classified themselves in the category of medium and long because on the weekends they spend more time with the child. But it is not enough to be a weekend parent to have a good child development from all points of view.

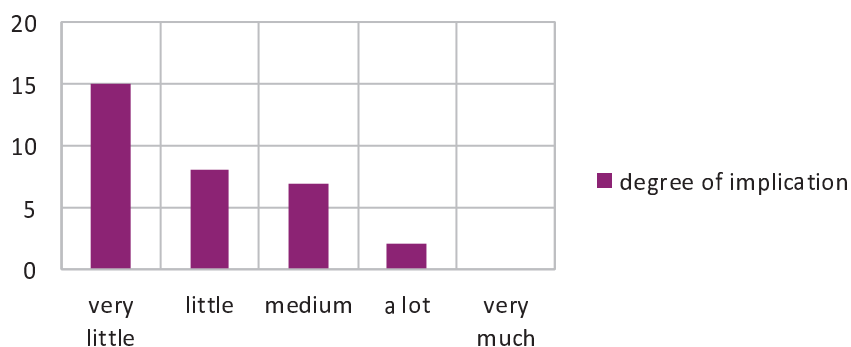


Figure 2. The degree of involvement of parents in the activities children before counseling

Children stay in front of the television, in cartoons or play on their parents' phones or tablets, thus becoming isolated in a world of their own which, at this age, is very easy to confuse with reality. On the other hand, let's not forget that most of the things the child learns at this age are based on imitation. If a child sees his parent always with his eyes on the phone or tablet or computer, then he will learn the same thing: instead of socializing in the real world, he will socialize online and will not know how to handle in face-to-face situations

This is why parenting has focused on all these aspects of family life, which need to be reviewed and solutions must be found to be resolved and to help the child develop optimally. Out of the 8 counseling sessions, two were held together with the children, the parents participating in the activities that the social worker organized together with the children.

In addition, in order for the child's time to be appreciated to be less subjective, parents were asked to note daily how much time they spent playing with the child or talking to him.

After the two months of counseling, in which the parents' participation was very good, proving to be interested in the discussions, a final assessment of the time spent by parents with the children was made. Table 3 and figure 3 show the degree of involvement of parents after counseling.

Table 3. Parents' appreciation of their involvement in the child's activities after counseling

Degree of involvement	nr. parents
very little	1
little	2
medium	7
a lot	12
verymuch	10

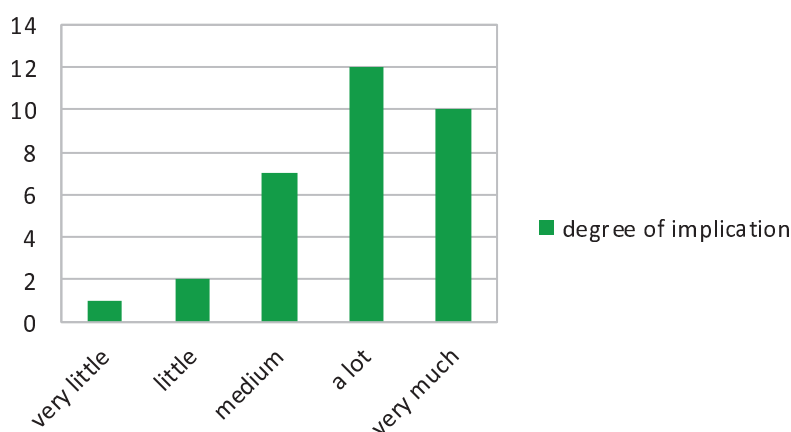


Figure 3. Parents' appreciation of their involvement in the child's activities after counseling

In order to visualize more easily the change that took place in the attitude and involvement of the parents, we present comparatively the two assessments before and after counseling in table 4 and figure 4.

It is extremely encouraging that following the counseling the parents understood what their importance is in achieving an adequate and quality socialization of their child. They endeavored, as far as possible, to become more involved in the child's activities: they drew together, they built or they played with figurines and dolls, they went to the playground together, they read stories, some even have tried to tell them riddles in order to achieve a vocabulary enrichment.

Table 4. Parents' appreciation of their involvement in the child's activities before and after counseling

Degree of involvement	of	before counseling	after counseling

very little	15	1
little	8	2
medium	7	7
a lot	2	12
very much	0	10

Parents have begun to realize the important role of time spent with their children in their harmonious development.

Thew is only one parent, after counseling, who also falls in the category of very low involvement in the child's activities. It is about a family where the father is a TIR driver and therefore, he is away most of the time, staying at home only between two races, and the mother works as a factory worker, in three shifts and actually does not have the time to stay with the child. Usually the child stays with the available people in the extended family and they do not always deal with him properly. However, the mother - who has attended 3 counseling sessions out of the 8 - states that she is looking for a new job where she can work only for an exchange and thus have more time to spend with the child.

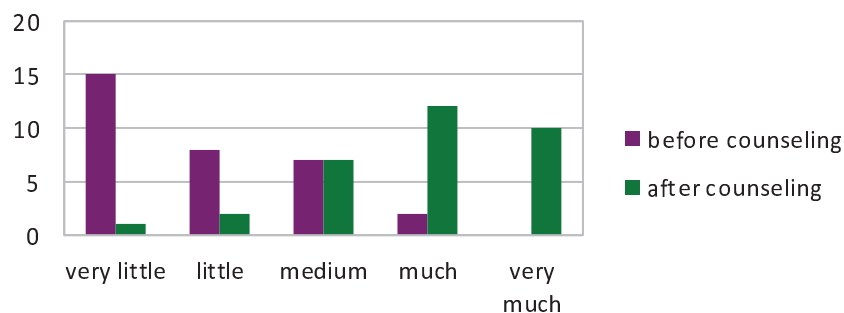


Figure 4. Parents' appreciation of their involvement in the child's activities before and after counseling

The socialization difficulties of the children were evaluated initially, before the beginning of the parents' counseling and at the end of the 8 counseling sessions. The comparative data between the first and the second evaluation are presented in table 5 and figure 5

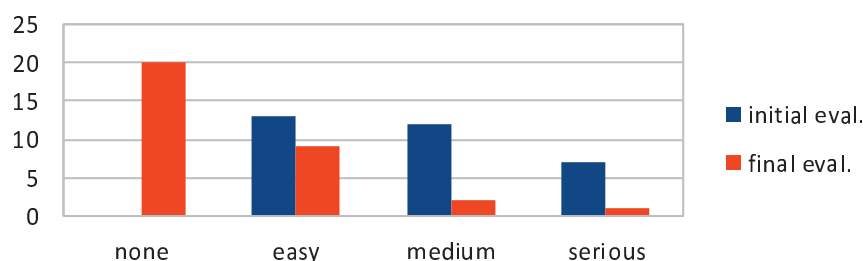
Table 5. Intensity of socialization difficulties compared to the two assessments

Intensity	Initial eval.	Final eval.
none	0	20
easy	13	9
medium	12	2
serious	7	1

The graph that presents the intensity of the socialization difficulties is extremely suggestive: if at the initial evaluation we had no children in the batch without socialization difficulties, at the final evaluation we have 20 children who do not present socialization difficulties. Of course, at the initial evaluation it was normal to have no children without difficulties since the criterion of selection of the children in the batch was precisely the presence of the difficulties of socialization.

Serious difficulties are present only in a child who has major speech problems related to speech therapy. We hope that following the speech-language exercises with the specialist he will be able to improve his communication too.

Figure 5. Intensity of socialization difficulties compared to the two assessments



Corroborating the data obtained from the assessments made by the parents on their involvement in the child's activities with those obtained on the socialization difficulties that decreased much after the two months of experiment, we can say that *the hypothesis* formulated at the beginning of the research *is confirmed by the practical reality*: the greater involvement of parents in the child's activities lead to increased socialization skills and better communication.

Conclusions:

Parents' difficulties in correctly managing the time they spend with their children and in particular how they spend this time has negative influences on their harmonious development, affecting, first of all, socialization skills and communication skills. That is why more and more children have difficulties in socializing with different intensities and low communication skills when entering kindergarten. Research has addressed this problem, and the research has mainly focused on remedying the intensity of socialization difficulties in preschoolers

It was worked with the parents of the children, in a counseling program that included 8 meetings, two of which were held in joint activities with the children. It has been assumed that if the parents are more involved in the activities of the children after the counseling by the social worker, then their ability to socialize will register significant improvements. the weekly observance of the counseling meetings with the parents was followed by a second assessment of the socialization difficulties. Education opportunities for families could increase the chance to understand how to manage it (Goian, 2013). However, specialists should use specialized language with caution, as this can create a barrier between the professional and the client, sharing or receiving meaningless messages (Goian, 2010).

The hypothesis was confirmed by the results obtained: following the counseling the parents became more involved in the child's life and activities and as a result there was a favorable evolution of the ability to communicate with children and a decrease of the socialization difficulties.

We consider that this type of research is a first step for future research in the field, research that has an interdisciplinary character and that will lead to concrete solutions to avoid the difficulties of socialization in the preschool children and, implicitly, in the adults of tomorrow.

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REVENGE AND IGNORANCE AS WEAPONS OF HATE SPEECH

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Abstract: *The year 2019, among some positive aspects, reflects some worrying aspects. Among them, the most harmful seems to be hate speech. Present at all levels of society, both in Romania and in the world, hatred brings with it the rejection of difference, negativity, violence and aggression. To tackle psychological sources of hate speech, our project Hate's Journey, financed by Erasmus+, 2018-2-ES02-KA205-011733 has designed an online questionnaire composed by some single item research questions, general data collection and tests regarding emotional regulation, internet content awareness and helping attitudes. The hypothesis of this research is that the revenge thinking pattern and ignoring attitude towards the negative effects of hate speech are powerful predictors of future online perpetrator pattern of hate speech. Research's 206 participants are residents of Latvia in 24.8%, Romania 24.8%, Spain 24.8%, and Turkey 25.7%, with an age mean of $m=30$ years, 39.8% males and 60.2% females. A multiple linear regression was calculated to predict the online hate speech perpetrator pattern. As results show, revenge thinking pattern ($B=0.365$, $SE=0.082$, $Beta=0.317$, $t=4.452$ at a $p < 0.001$) and ignoring attitude towards the negative effects of hate speech ($B=0.233$, $SE=0.076$, $Beta=0.219$, $t=3.076$ at a $p < 0.005$) are significant predictors of hate speech perpetrator pattern. Conclusions and implications are discussed.*

Keywords: *hate speech perpetrator pattern; revenge thinking pattern; ignoring attitude towards the negative effects of hate speech;*

4. Theoretical correlates

We still have a surprisingly vague idea of what it really is for all our enthusiasm to fight hatred. After all, one word tells us less, not more. Hate is much less dynamic than racism, or prejudice, or anger, or even mere indifference to others.

There's hate everywhere. Human beings are generalizing about everybody and everything all the time, ahead of time. It can even be hard-wired to a large extent. From a historical point of view, it was a matter of survival. And even now, feeling a loyalty seems unthinkable without feeling a disloyalty, a sense of belonging without a sense of unbelonging similarly. They are beings of a social nature, thus we are all supposed to be collaborating. That is why we are also disassociating. And while it would be comforting to think that one could happen without the other, we actually know it doesn't happen.

Just as there is possessive love and selfish love; family love and friendship; romantic love and unrighteous love; passion and reverence, affection and obsession, so there are shades of hate. There is the hate that fears, and hate that feels nothing but contempt; there is hate that expresses power, and hate that comes from powerlessness; there is revenge, and hate that comes from envy. There's hate that has been love, and hate that's a strange expression of love. There is hate of the other, and fear of something that reminds us of ourselves too much. There is the hate of the oppressor, and the resentment of the victim. There is hate slowly burning, and hatred slowly fading.

We consider that hates are often very different phenomena from one another that they have very different psychological complexities, and by not seeing them as variations of the same phenomenon at all they could be better understood (Citron, D. K., 2014). For example, there is the unfashionable distinction between rational hate and irrational hate. We have become accustomed in recent years to talking about hates as if they were all similarly indefensible, as if some hates could never be legitimate or necessary.

Hate is not rational like many other human emotion, but it typically has its reasons. The hate residing from knowledge is very different from the hate residing from ignorance. It is actually a cliché the fact that prejudice is always rooted in ignorance, and can be overcome by familiarity and sensitivity.

Thus, the term of hate speech encompasses any form of expression that propagates racial hatred, xenophobia, anti-Semitism, or other forms of hatred based on intolerance, incites, promotes or justifies these manifestations, including intolerance expressed as aggressive nationalism and ethnocentrism, any discrimination and hostility against a minority, immigrants or refugees (Daniels, J., 2008). In other words, hate speech can be described as a form of speech which involves interpretation regarding other people's religion, gender or ethnicity (Djuric et al., 2015). Usually hate speech can aim to denigrate and marginalize other individuals in front of a group or an entire society (Waldron, 2012).

Freire's (1974) theory brings the concept of literacy as a process of socio-cognitive emancipation, adult's literacy being a complex process of liberation. Therefore many individuals could express themselves and have a subjective opinion. This opinion can sometimes be built on hateful patterns which may result in hateful expressions (i.e. hate speech).

In recent years hate speech had an increasing popularity online, on social media platforms (Schmidt & Wiegand, 2017; Banks, 2010).

Hate speech should not be seen as a phenomenon that occurs exclusively online. The disinhibiting effect and the possibility of addressing a large audience, however, make the Internet a favorite platform for hate speeches.

Hate speech can manifest itself directly, for example through concrete incitement to hatred, and indirectly, for example by spreading untruths. There are several types of content, victim groups, models, and hate speech patterns (Gagliardone, I., Gal, D., Alves, T., Martinez, G., 2015).

Hate speech is expressed through different types of content and language. Content types include the deliberate spread of fake news and conspiracy theories, stereotype confirmation, assimilation (generalizing), but also instigating acts of violence or dehumanization (Cherian, G., 2016). The linguistic models are insulting by derogatory names, a visual language through placid images and the clear opposition we versus them.

Hate speeches are published on different communication platforms. These can be blogs, online forums or social networks or even so-called "hate sites" created specifically for this purpose. They appear more directly in the form of emails and / or private messages. In addition, hate speech can also occur in online games, music or videos.

Words and images are deliberately used to denigrate or marginalize other people. Frequently, certain fears are deliberately amplified, which can particularly intimidate children. This can stimulate fear and rejection. There is a feeling of aggression against those belonging to a group discredited and described through the prism of prejudices.

2. Research methodology

Research's 206 participants are residents of Latvia in 24.8%, Romania 24.8%, Spain 24.8%, and Turkey 25.7%, with an age mean of $m=30$ years, 39.8% males and 60.2% females. Regarding sample's educational level, 3.9% finished primary school, 1.9% own a professional

diploma, 29.1% finished high school, 32% own a Bachelor degree, 29.1% have a Master degree and 3.9% have a PhD. As for professional status, 5.8% are unemployed, 43.7% are students, 1% is volunteering and 49.5% are employed.

An important issue we wanted to address also, was the online time spent by respondents, thus 1% responded with never or hardly ever, 8.7% responded with every week, 20.4% responded with daily or almost daily, 46.6% responded with several time each day and 23.3% responded with almost all the time. Thus the frequent users of internet are net superior over the non-users, with 69.9%.

The hypothesis of this research is that the revenge thinking pattern and ignoring attitude towards the negative effects of hate speech are powerful predictors of future online perpetrator pattern of hate speech.

3. Results

A multiple linear regression was calculated to predict the online hate speech perpetrator pattern (*Have you ever treated someone in a hurtful or nasty way?*) (**DV**, $m=1.75$, $SD=0.13$) based on their: previous revenge thinking pattern (*It is OK to send hateful or degrading messages against someone online if they start to attack you, your friends or family first*) (**IV₁**, $m=2.01$, $SD=0.98$) and ignoring attitude towards the negative effects of hate speech (*Hate speech online is just words.*) (**IV₂**, $m=1.96$, $SD=1.06$). This function investigates the degree to which selected independent variables (**IV₁** – **IV₂**) predict the dependent variable **VD**, hate speech perpetrator pattern. A significant regression equation coefficient was found ($F = 27.885$, $p < .001$), with an adjusted R^2 of .216. Hate speech perpetrator pattern equals to $0.557 + 0.365(IV_1) + 0.233(IV_2)$ where **VD** is coded as 1=No, 2=Yes, in person (face-to-face), 3=Yes, online, 4=Yes, both in person (face-to-face) and online and **IV₁** and **IV₂** are coded as 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree.

As results show, revenge thinking pattern ($B=0.365$, $SE=0.082$, $Beta=0.317$, $t=4.452$ at a $p < 0.001$) and ignoring attitude towards the negative effects of hate speech ($B=0.233$, $SE=0.076$, $Beta=0.219$, $t=3.076$ at a $p < 0.005$) are significant predictors of youth hate speech perpetrator pattern.

Table 1. Regression analysis results for predicting the hate speech perpetrator pattern

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.464 ^a	.216	.208	1.008	.216	27.885	2	203	.000

a. Predictors: (Constant), Hate speech online is just words., It is OK to send hateful or degrading messages against someone online if they start to attack you, your friends or family first.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.655	2	28.327	27.885	.000 ^b
	Residual	206.219	203	1.016		
	Total	262.874	205			

a. Dependent Variable: 21. Have you ever treated someone in a hurtful or nasty way?

b. Predictors: (Constant), Hate speech online is just words., It is OK to send hateful or degrading messages against someone online if they start to attack you, your friends or family first.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.557	.174		3.198	.002
	It is OK to send hateful or degrading messages against someone online if they start to attack you, your friends or family first.	.365	.082	.317	4.452	.000
	Hate speech online is just words.	.233	.076	.219	3.076	.002

a. Dependent Variable: 21. Have you ever treated someone in a hurtful or nasty way?

Altogether, in the computed equation presented in Table 1, selected independent variables IV_1 - IV_2 account for 20% variance of the youth hate speech perpetrator pattern, with both revenge thinking pattern ignoring attitude towards the negative effects of hate speech being significant predictors.

4. Conclusions and implications

The present study investigated if the revenge thinking pattern and ignoring attitude towards the negative effects of hate speech are powerful predictors of future online perpetrator pattern of hate speech. The obtained results confirm the proposed hypothesis. These results suggest that if an individual is enveloped by a thinking pattern built on revenge and if the level of ignorance is high (regarding the negative effects of one's actions), then there is a possibility of the individual to engage in a form of hate speech.

Hatred and hate speech cannot and should not be in a free society. The lines between hate and prejudice and between hatred and opinion and between opinion and fact are so complex and blurred that any attempt to build legal and political firewalls is a futile and illiberal undertaking. We know by now that hate will never vanish from the collective consciousness of mankind. After decades of educational initiatives, it is a fact that hate is not simply induced by ignorance, but a collective inducing aspects (King, R. D., Sutton, G. M., 2014).

Society has made a lot of progress, but after all it is idealistic to expect that hatred, in all its diversity, can be eradicated in an increasingly diverse society. This is perfectly illustrated by the gap between tolerance and toleration. Tolerance is hate eradication and toleration is coexisting with it.

Every manifestation of discrimination in some cases serves a useful social function, it allows natural conflicts to be articulated incrementally; it can steam off conflict by words rather than actions: a human recognition of our need for distinction, without a full capitulation.

Unless a victim can be psychologically injured, a perpetrator cannot wound psychologically. And it can never be given that immunity to hurt; it can only be achieved. Hatred will never be eliminated in spite of all our rhetoric, hate can only be overcome.

People are affected by hate speech in different ways. Raising young people's awareness of this topic may mean keeping an interaction full of respect and appreciation for one another (Waldron, J., 2012). Anyone facing hate speech on the Internet must not only transmit digital competence, but also be informed about discriminatory structures in analogous life.

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LACK OF TRAINING - CAUSE OF THE LAG BEHIND

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Abstract: *This work is a continuation of a previous one in which we identify the problems faced by high school students and the factors - educational realities that make learning progress difficult and lead to the lagging behind. This time we set out to identify the causes that lead to these realities. The hypothesis from which we have left seems to be the result of a lack of training in school activity as a result of the fact that most of the hours are carried out by frontal activity. For the validation of hypotheses, we tried a research approach, using the interview method, by administering a questionnaire, a batch of 537 high school students and direct observation, during 73 special inspections to obtain the first degree.*

Keywords: *frontal activity; lack of training; guided individual activity; mutual reading; analysis of small group workload;*

1. Introduction

In a previous study, we have tried to identify the problems faced by high school students and the factors - educational realities, making learning progress difficult and leading to lagging behind.

Major problems have been identified: functional illiteracy, malfunctions in the process of thinking, and lack of interest and motivation for school learning. Educational realities, the factors mentioned by the students and the questioned teachers leading to the lagging behind were:

- the issues mentioned by the teachers are:
 - large gaps in previous years' acquisition;
 - attitude of low indifference and motivation for learning;
 - basic intellectual skills (precised reading, writing, counting);
- aspects that make it difficult for students to learn are:
 - the large amount of knowledge taught at each discipline, which leads to overloading;
 - accentuated by teachers on the theoretical part of learning, to the detriment of the practical-applicative character;
 - inappropriate dosing of the required effort, subsistence or overload.

2. Description of the research

This time we set out to identify the causes that lead to these realities.

The hypothesis from which I left is the following:

The lagging behind in learning is the result of a lack of training in school activity as a result of the fact that most of the hours are carried out by frontal activity. This hypothesis was suggested by the empirical idea that most of the school learning activity is done through frontal activity, which implicitly leads to a lack of training of a consistent part of the number of pupils in a class.

Frontal activity makes a small number of learners involved in authentic learning, particularly those with sustained activity, those who are leaning towards intellectual activity

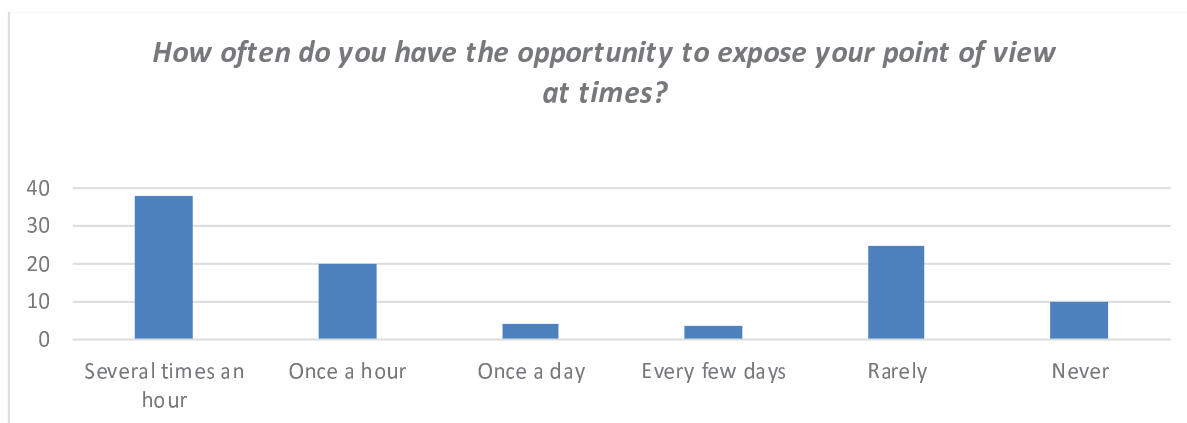
and with high learning potential. The others become inactive viewers of activities carried out by a small number of colleagues.

Hypothesis suggests that if students are not trained in school activity and only physically participate in classes, mental processes will be in the situation where, instead of evolving, it is possible to incite or at most to stagnate. Lack of involvement generates boredom and automatically, lowers interest, and secondly, lack of involvement, the sense of inutility leads to the loss of self-esteem and the full potential. Prolonged this situation will make the pupils come to helplessness learned, a situation that can only be overcome with the additional support of those around us: teachers, colleagues, mentors, tutors, etc. The student alone will be totally helpless.

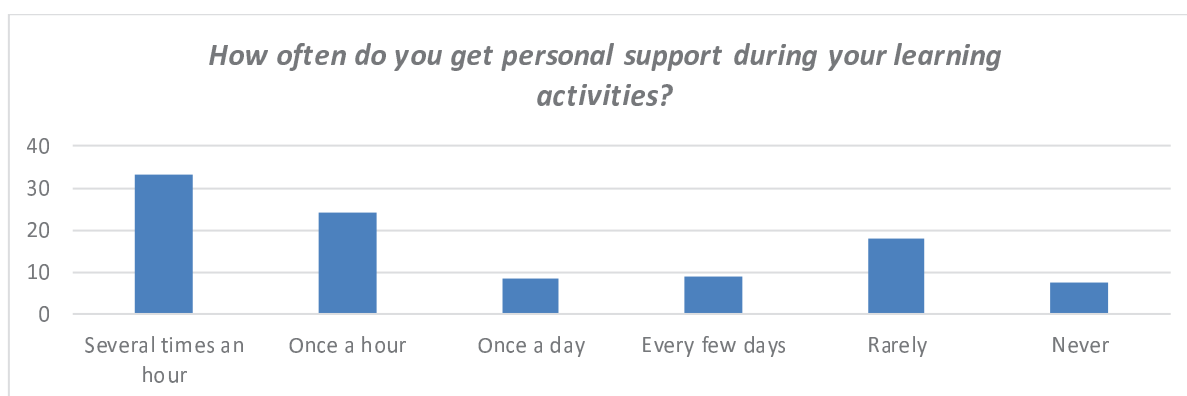
The direct observation of the activities and the interview were used as a research method, by the administration of a questionnaire.

The information gathered during the 73 inspections for obtaining the first degree did in 13 counties and the municipality of Bucharest and the administration of the questionnaire was used to 537 high school students, which included some of the questions regarding the possibilities of involvement in the activity of learning.

The questions and answers were as follows:



1. 34.8% of students surveyed have the opportunity to participate very little in classwork.



2. 25% receive rare or none-personal support.

The answers given by pupils and the observation on the occasion of the special inspections carried out for obtaining the first degree, 73 distributed in 13 counties and the city of Bucharest, and the ARACIP evaluations carried out in 61 school institutions, of which 42 high schools, confirm that the teaching activity is dominated by the activity in which the teacher

exposes knowledge and involves a small number of pupils in the teaching activities, dominating those with high potential and availability for school activity. Only 15% of the assisted activities combine in a steady and balanced way the front-to-the-front and the group-independent activity so that each student has the opportunity to participate through personal effort in the learning activities.

3. Techniques for involving each pupil in the learning activity

To increase interest and motivation, the need to increase the participation in the learning activity of all pupils, not only a few, those who have a sustained rhythm in learning, solving school tasks, those with an increased need for affirmation, we propose some working techniques that create a learning context that puts each student in the position to participate through personal effort and with the possibility to have the necessary support for the realization of learning: Individualized Activity, Mutual Reading and Small Group Workload Analysis .

3.1. Individually directed activity

In order to enable individual activities to be carried out, in the case of learners with slow learning or knowledge gaps, take the following steps:

- a. The pupils will follow (without writing, only by proposing to understand the approach) the demonstration made by the didactic framework, using the voice-thinking protocol (step-by-step explanation while demonstrating);
- b. Students will follow (without writing, only by proposing to understand the approach) the demonstration made by a colleague on the board;
- c. Everyone will work individually (using the voice thinking protocol) under the supervision of their colleague. Then the roles change. He will work every two exercises each;
- d. Everyone will work individually with the opportunity to ask for help from the teacher or colleague, two exercises;
- e. each will perform the activity individually, without support, two exercises;
- f. In a group of 4/5, students perform self-evaluation, each reading what others have done, what results they have achieved.

The number of exercises students perform at each stage may be different, depending on their complexity and the time needed to accomplish. Exercises from the book or from a workbook that the students receive at the beginning can be used.

3.2. Analysis of small group workload

When workload involves individual work, especially for a problem that is more difficult to understand or is more complex (it has many data, it involves multiple connections, it has more operations) we recommend that after the explanation for the better understanding of the task and the problem solving, the pupils discuss at a small group level to identify the keywords, to clarify the steps, the steps, the issues that can raise problems and only then to start individual work.

3.3. Mutual reading

Mutual reading is a pedagogical concept that designates a work technique that can be used in school learning after each sequence of independent activity, with the aim of

- a. to share with colleagues from the small group the way of solving individually;
- b. to express, at the level of the small group, the way of solving a problem, his own opinion, a personal opinion;
- c. a first assessment of the learning outcomes by confronting the solutions, opinions, opinions of others.

4. Perspectives

Following the use of Guided Individual Activity, Mutual Reading, Small Group Task Analysis over time, psycho-pedagogical reflections made with thousands of learners from the project framework: Mentored for rural teachers, Studium, After-school Professionals, teachers involved in the preparation for obtaining the didactic degrees, future teacher students, the conclusions of the focus groups organized during the pedagogical circles, the mentor teachers' working sessions, for each of the three techniques we have established several advantages:

Advantages of guided individual activity there are:

- tracking the demonstration, without copying the exercise, makes the focus point only on the steps, the work algorithm, without losing certain explanations or important elements due to copying the exercise on the board;
- we all know that the worst retention rate occurs when we explain, what we do. The protocol of voice thinking and the answer that students give to their colleague are educational contexts that make this technique possible;
- Time multiplies. At the same time, in the sequence of activity in pairs, half of the class staff work in parallel;
- students with low self-esteem, have the courage to ask their colleagues if they have not understood something; there is no the same reservations and fears they have in relation to the teacher and to the whole class.

The advantages of the task analysis in the small group there are:

- for those with learning potential, the exercise of the explanation is a possibility of attachment, learning;
- for those with low potential for hyperkinetics, the explanation and discussion in the proximate space will have an increased impact on the teacher's explanation, which was done somewhere in the space that did not attract enough attention.
- In the small group, students with low self-esteem have another courage to ask if they have not understood something; there is no the same reservations and fears they have in relation to the teacher and to the whole class.

Advantages of mutual reading there are:

- each student has his / her time, in which he / she is listened to by colleagues. It will feel useful and important, which will contribute to the development of self-esteem;
- It takes little time and ensures the participation of each student in the activity. Nobody is excluded;
- each has its own moment of expressing the personal point of view, of its own way of solving. A first evaluation is carried out. Provides the possibility of displaying the learning outcomes of each student. Some of the errors are identified by confronting responses, opinions, and shared ways of solving;
- Differences of opinion, different ways of solving, give the pretext of group discussions on the subject;
- Provides multiplying time. At the same time, in the classroom, by matching the intensity of the voice to the specifics of work in the small group, pupils speak in a number equal to the number of working groups. If we use classical front-end activity to evaluate individual activity outcomes, some students, 2-3, share their views, achievements; usually those who finish first. The risk is that, as a matter of course, a large number of students will not even carry out the exercise for individual work because they know they will not be listened. Under these circumstances, for many of the students, that time is a lost one because they did nothing.

Conclusions

As a result of these data, we consider that the main cause of functional illiteracy, lack of interest and motivation and dysfunctions in the processuality of thinking is the lack of training of students, which, step by step, causes the accumulation of gaps, the feeling of impotence and the detachment of a number quite a large number of students of what would have been natural to be daily concern and constant responsibility - their own development.

Guided Individual Activity, Mutual Reading and Small Group Workload Analysis are techniques that are used every hour several times, ensure each student's participation by personal effort in learning, provide the necessary training for each person's evolution, acquire the level of mental activity required overcoming functional illiteracy, and then resulting in progress in the functioning of thought processes, hence progress in learning and then increasing interest and motivation for school activity.

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CC PLATFORM - A DIGITAL INNOVATION AND COLLABORATIVE TOOL FOR TEACHERS. ASPECTS OF ITS IMPACT IN ROMANIA

Prof. univ. dr. habil. Dorin Herlo

**"Aurel Vlaicu" University of Arad, National Team Leader for Consumer Classroom
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Expertise France, coordinator of Consumer Classroom European Project

Abstract: *At the end of the Consumer Classroom project, an impact assessment was carried out on some categories of people involved in education - students, future teachers, teachers, university teachers who train the future teachers, experts from the human resources centers or the training of the teaching staff. Thus, two activities were proposed, in two university centers in Romania. The result was that the CC platform is conducive to users - students, teachers and other categories - and it would be good if they addressed the primary cycle students as well.*

Key words: *Consumer Classroom e-learning Platform; its impact in education;*

Introduction

The Consumer Classroom project is a European Commission (EC) funded collaborative platform and multilingual website for teachers across the EU, launched on March 2013. Therefore it is a tool that provides a response to the new approaches towards consumer education.

Consumer Education is a sub-theme under Education for Sustainable Development. Thus, it is the preparation of individuals through skills, concepts and understanding that are required for everyday living to achieve maximum satisfaction and utilization of his/her resources in a sustainable way.

It consists on an interactive open multilingual platform for the on-line community of teachers of between 12 to 18 years old European schools and other stakeholders across Europe (experts in education or consumer issues, parents, etc.).

This initiative is a link between the Digital Agenda for Europe and the multiannual Consumer program as well as a link among the SDG4 (Sustainable Development Goal 4) on Quality Education, SDG12 on Responsible Consumption and Production and SDG13 on Climate Change action.

This platform is therefore part of the EC's active policy funded tools and is aligned with 2 main axes of the EC work in terms of Education for Sustainable Consumption:

- a) the CHAFEA (Consumers, Health, Agriculture and Food Executive Agency) and DG (Directorate-General) for Justice and Consumers Program and
- b) the New Skills Agenda for Europe.

It plays a key role for both programs to achieve the following objectives:

1. knowledge-enhancing aspects of consumer empowerment;
2. the development of 21st century skills and competences;
3. innovating and modernizing education and training; and
4. open education.

This collaborative tool helps teachers and experts sharing experiences and creates joint projects with other teachers and experts, as well as with their students. The main objective of this aspect is encouraging inter-school multi-disciplinary projects and also offering teachers the opportunity to become a consumer education expert using the tools provided in this website.

Taking full advantage of the latest web technologies and community based Internet usage, Consumer Classroom provides ready-to-use teaching resources on a wide range of consumer education themes. Each school subject has elements on consumer education - from Literature, Mathematics or Financial Literacy to Home Economics, Sciences, Information and Communication, Sustainable Development, Social Media and Internet Safety and Languages – providing the necessary pedagogic tools to include this thematic area in the teachers' curricula.

The platform aims to provide better coordination and synergies with national efforts within the area of consumer education and provides a database with teaching/pedagogical resources on consumer education and its subthemes. Its main goal is to promote an understanding of the structures and systems within the market and to provide the necessary insight to develop citizens into responsible and intelligent acting consumers. In particular, it seeks to encourage Consumer Education in European secondary schools. Based on this, Consumer Classroom could develop diversified information and material resource base for teachers, for universities, for practice schools, etc. in order to contribute to teacher professional development.

In an increasingly globalised world that is currently facing environmental challenges, this will be an opportunity to explore the role of digital tools to provide teacher training on digital competences and thematic open resources, and to promote awareness and understanding regarding Climate Change and Consumer issues in order to have a positive impact, the civil society's role in the environment, climate change and the market. Awareness on Consumer rights and issues is crucial in order to ensure protection, confidence and social responsibility.

Romania, by "Aurel Vlaicu" University from Arad, specific by Educational Sciences, Psychology and Social Work Faculty, represented by Prof. dr. Dorin Herlo was part of the CC Project from the beginning. Taking into consideration that University prepares the future teachers for secondary schools, the interest for this project was great. But "Aurel Vlaicu" University has had the objective to share all the achievements from the project with all Romanian Universities with Educational Departments and with a lot of Secondary Schools and other beneficiaries/stakeholders from Romania.

In these terms it was interesting to observe at the end of the project, what the impact of it was, and for this reason two Focus groups were prepared and two Workshops in two Universities ("Aurel Vlaicu" from Arad and "1 Decembrie 1918" from Alba Iulia) for the teacher students and their professors.

Methodology

- The objectives of the Focus Groups and Workshops were:
 - i. how to effectively use ICTs in Education by teachers in the Classroom and explain the importance of teaching Consumer Education;
 - ii. illustrate how to effectively use Consumer Classroom and
 - iii. a discussion on what are the teachers needing in the current digital tools for the further development of the Consumer Classroom Platform.

In Alba Iulia University the event was moderated by Prof. dr. habil. Dorin Herlo ("Aurel Vlaicu" University of Arad, National Team Leader of Consumer Classroom European Project), during of 4 hours the workshop and was structured as it follows:

- Presentation – 20/25 minutes): <https://vimeo.com/297051312>
- Focus group discussion:

- **Scenario:**

The participants are from around the globe. A digital revolution is happening and the education is impacted by digitization, machine learning, artificial intelligence and robots. The needs of the education systems have completely changed, even more so than today.

- **Objectives:** the participants will be able to

- Share their feelings/thoughts/reactions towards this tremendous change in the education sector and teaching practice.
- Imagine which tools/initiatives/ideas could save them from an increasing gap between digital skills and the transformation of teaching and learning

- **Activities:**

- ✓ In groups of 5 (1 assistant professor or associate professor and 4 teacher students) - 25 minutes:
 - ❖ Identify the difficulties to adapt to the changing needs and associated contextual challenges.
 - ❖ Imagine innovative tools/initiatives/ideas to identify/anticipate digital skills needs of future classrooms and students
- ✓ In groups of 5 (1 assistant professor or associate professor and 4 teacher students) find and write the answer to the following questions - 20 minutes:
 - ❖ What is the added value of e-learning and ICT platforms to encourage the transformation of behaviours
 - (i) the gap on digital skills and
 - (ii) the digital transformation trends in teaching and learning?
 - ❖ How these digital tools could help teachers adapt to these rapid changes? Transformation in teaching practice. Transformation in learning: Students today are different.
- ✓ Each of the participants please go through the platform www.consumerclassroom.eu (in EN or RO) to form an opinion about what Consumer Classroom is providing? - 20 minutes)
- ✓ How is Consumer Classroom responding to current Consumer Education needs?
- ✓ What are the stakeholders missing?
 - **Methods:** exposure,
 - heuristic conversation,
 - demonstration,
 - exercise,
 - group work,
 - computer assisted training,
 - online evaluation,
 - ppt presentation

At “1 Decembrie 1918” University from Alba Iulia was 20 participants

At “Aurel Vlaicu” University of Arad it was organized at the Faculty of Educational Sciences, Psychology and Social Work, a complex activity with the title “Focus Groups & Workshop: Consumer Classroom Platform, Digital Innovation and Collaborative Tools for Teachers curated by Andrea del Pilar Giraldo Sevilla - Expertise France, Project Leader of Consumer Classroom European Project and Prof. dr. habil. Dorin Herlo – “Aurel Vlaicu” University of Arad, National Project Coordinator of Consumer Classroom in Romania.

- **Topics**

The main topics within the presentation were the following:

- Consumer Education definition and context:
 - Active citizenship due to Internet (not online or offline but online)
- How Consumer Classroom responded to consumer education policy needs
- Consumer Classroom: Addressing national and EU needs; transversality of the Consumer Themes with Curriculum Subjects; Rewarding innovative and creative use of ICTs with students (InterSchool Competition); Promoting collaboration.
- Changing in learning (traditional generations vs digital generations)

- EdTech Revolution in Teaching
- How digital platforms could help teachers adapting to rapid changes
- Teachers required competences for the use of ICTs

- **Methodology**

Taking into consideration the time for this workshop, there was sufficient time to apply a methodology that could provide quantitative and qualitative results during the workshop itself and after.

During the workshop, it consisted on an interactive presentation software mentimeter mixed with the Wallace methodology for the creative thinking, creative problem-solving and inventive design challenging participants with problem based situations.

At the same time, the sessions were recorded with the approval of the participants in order to verify the participants behaviours and exchanges as well as double-checking the outcomes and conclusions of the workshop.

Concretely the following methods can be recalled:

- Ppt presentation,
- Wallace methodology,
- critical thinking,
- dialog,
- exposure,
- heuristic conversation,
- demonstration,
- exercise,
- group work,
- computer assisted training,
- online evaluation (from mentimeter and consumer classroom typeform)At “Aurel Vlaicu” University of Arad was 18 participants.

Results

At “1 Decembrie 1918” University of Alba Iulia

- Highlighted participants identified
 - students from psycho-pedagogical module,
 - assistant professors
 - and associate professors
- Discussion topics
 - a) Tremendous changes in education today, due and IT impact. Difficulties and opportunities
 - b) Imagining a future classroom, with teachers, students and tools which interact for an authentically learning (transformative learning)
 - c) The impact of CC project on yourself
 - d) How is CC platform responding to current consumer educational needs
 - e) Stakeholders missing from the CC e-learning platform.
- Main outcomes
 - 1.1. All knowledge defines us like human being and the IT facilitate us to reach a lot of information. But all these information must be selected for being transformed, by understanding, into knowledge.
 - 1.2. Respect and develop each personality involved in education process means also the well being of the learners into the learning process.
 - 1.3. Due to the IT tools the learners can have a tremendous access to the other cultures. It's important to have an open, flexible and well done mind for deducing the real values of our culture and of other culture for the proper interactions between them.

That is possible by education (f2f or/and distance)

- 1.4. It needs the digital equipment be adequate to nowadays evolution; it's requested from the teachers to know to interact with the IT devices; it's needed that teachers change their approach to the students by responsabilising them and raising their autonomy and respect for well done task; it's needed to familiarize the students who came from villages, where they don't have access to the last technology, with the new technologies.
- 2.1. The classroom will have walls with touch screens that can connect everybody with everyone; the teachers will be somehow hologram; students will have the possibilities to learn from everywhere (from classroom, home, outdoor or...)
- 3.1. The joy to be enrolled on the CC platform because there are so many resources, different opinions and points of view about teaching and learning.
- 3.2. Presentation of consumer education topics by different type of subjects and from different cultures' point of view is an example of good practices for integrative learning.
- 3.3. The possibility of the participants to know more, how to use the platform as a future teacher.
- 4.1. The CC platform responds to the modern society needs, being an interactive way to have new information, well structured and it can be easily and anytime used by the teachers and students.
- 4.2. The CC platform improves the teachers and students perspective on consumer education, opening widely the eyes of users, in different fields.
- 4.3. The CC platform facilitates to the users to work in groups and to make practical things, related not only with the National Curriculum, and deliver modern and creative ways to teach.
- 4.4. The CC platform can also be easily used in teaching different languages, because it can adapt the given materials to teach students concepts from different areas of study.
- 5.1. The most important missing group is that of primary school pupils.
- 5.2. Can be attracted to express their point of view the producers of goods and services providers
- 5.3. Should involve many more countries.
- Synergies and partnership/networking opportunities
 - The debates were very fruitful, with great synergy, the participants having the floor at their disposal, for presenting their thoughts
 - The participants were willing to respond to the two online questionnaire
 - Professors from the Educational Department promised to share more the CC platform into the Alba County Schools.

At "Aurel Vlaicu" University of Arad

- Highlighted participants identified
 - Students from bachelor and master study program in educational sciences,
 - Assistant professors,
 - Teachers and
 - Counselors at Arad County Center for Psycho-pedagogical Counseling and
 - the Principal of Teacher Training House from Arad County
- Discussion topics
 - Conception on consumer education;
 - The role of an e-learning platform in lifelong learning;
 - The biggest challenge in Digitising Education in Romania;
 - How the digital tools could help teachers adapt to their students and the classroom?

- Main outcomes

Participants conception about Consumer Education

What words come to your mind when you hear about Consumer Education?

Mentimeter



„Consumer education” has been defined in many different ways, clearly demonstrating the complexity of the issue, as well as the difficulty to implement education programmes in schools and for a wider audience. Approaches to consumer education also differ throughout all Member States; consumer education strategies are not well defined in most countries.

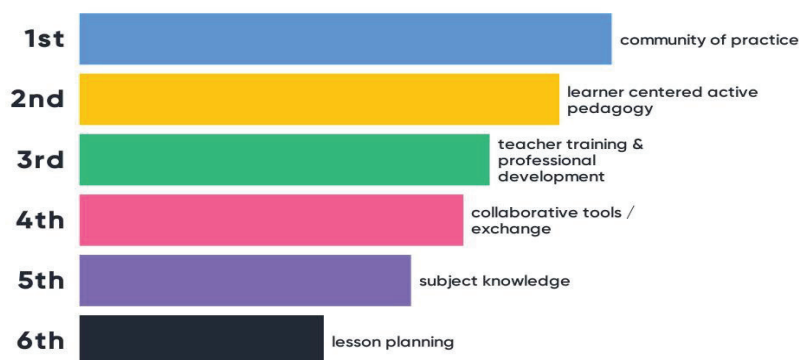
Challenging Romanian participants with their own conception of Consumer Education provided a clear basis about their understanding of this subject and their level of awareness. They were asked to define Consumer Education in 2 words maximum. Indeed the three most popular responses were concerned with: responsibility, future and awareness about the impact of consumer choices.

Still, skills and competences (i.e. knowledge, skills, critical thinking) have a second role according to the responses received. This was therefore one of the topics to further orient our work during the workshop.

What is the most useful role that an e-platform should play to promote lifelong learning?

Ranking

Mentimeter



The Consumer classroom project is developed within the Objective II of the Consumer Education Programme, more specifically under item “Enhancing consumer education as a life-long process with a particular focus on vulnerable consumers”.

The two main objectives were the following:

- to improve information and raise awareness of consumer rights and interest;
- to build a knowledge and capacity for more effective consumer participation in the market.

Taking into account the responses provided, the participants situated knowledge on Consumer Education in the fifth position above the six possibilities provided. They considered that for their teaching practice an e-platform such as Consumer Classroom there should be a priority

- (i) to build a community of practice,
- (ii) the promotion of learner centered active pedagogy using the necessary tools, providing training to teachers and identifying the resources and methodologies needed, and
- (iii) a platform that could provide teacher training and professional development.

What is the biggest challenge in Digitising Education in Romania? (describe in one word)



This question-challenge was the one that incited the greatest interest and discussion with different points of view among the participants. We could observe the following trends:

- ICT related issues: lack of tech resources (x4)
- Educational methodology issues: assessment tools, video instruction, tools for kids attention, school content – curriculum content (x2),
- Competences/Skills: emotional health (x2), human relations education
- Classroom issues: lack of respect (x3)
- Structural issues: well vs worse prepared teachers, lack of teachers, Educational System instability (x2)

Based on this the most voted challenges to which Consumer Classroom could provide responses are:

1. Lack of tech equipment/resources: Here it was told that the fact that the Inter-School Competition’s prizes consisted on IT Equipment not just encouraged but it is very helpful for Romanian schools.
2. School content – Curriculum content
3. Assessment tools/video instruction/More interactive tools: this could be foreseen in the further development of the platform
4. Teachers’ skills development: Consumer Classroom could provide basic training for teachers and resources for teachers to improve their competences. It was suggested that Consumer Classroom could provide a diploma for teachers that have finalized these lessons or training.

How these digital tools could help teachers adapt to their students and the classroom?

COMMUNICATION IN THE MEDIA INFORMATION SOCIETY

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Abstract: *The article performs a analysis of communication. Speech, natural communication, epistemological discourse translate self-referential analysis into a paradigm. The quest for fundamentals is transposed into fallacious and improvable statements which are placed in an absurd field. I have already proven the fact that the human mind and thought acts in a binary manner. This idea belongs to the psychology of conformity. Consequently, communication is simplified both culturally and in terms of civilization. Obviously, we have not evolved much culturally or in axiological terms since the Antiquity. The result is today's society which is ideologically-unethical, morally-unaesthetic, competitively-equal or properly-false etc. basically, a phenomenological analysis of the fundamentals of speech is enough to understand the current humanity.*

Key words: *communication; epistemological discourse; etich; morallity; argumentation;*

I would like to add another definition to the more than 300 already existing ones (Ripp, 1998: 217). It is a definition that belongs to a simple but efficient function in terms of understanding the social grounds of speech. By analysing the implicit social fundaments, I suggest an axiomatic approach of the idea that speech carries in its inner structures the grounds. Self-reference is indifferent to linguistic families and it reveals itself by means of three implicit cases that can be found in proto-languages and are specific to human nature: conformity, the desire to overcome conformity, and both of them guided by intentionality. Conformity would find its correspondence in natural speech, which is schematic and binary with linguistic clichés as sublayer. Linguistic clichés are used by any manner and any communication species, irrespective of the speaker's status and role and irrespective of the most commonly used argumentations. These argumentations have mostly a cognitive nature or on the contrary, an affective one. From politeness statements to wooden language and passing through axiological ideas, the humanities are part of the repetitive act, spoken or written with an unacknowledged lightness. We are totally free to utter imitations that we accept but only if we consider paradoxically or stupidly, that they have a certain amount of originality, semantically or at least stylistically interiorized. Only the meaning and the infinity of interpretations bear the mark of individuality, subjectivism and the common man's unique way of being.

By its nature, conformity has a binary nature (Roman, 2007: 290-299) of acceptance or rejection, true or false, good or bad, knowledge or lack of knowledge, existence or inexistence etc. which are based on the reflexive schematic character of humanities. Life is mostly regarded in an alternative manner. We constantly need to make choices, we place ourselves between me and the other, between Ego and nature, between time and space, disintegrative ontogenesiological stability and instability. Binary schematism is an innate construction but also a cultural construction that reached its peak in the manifestations of historical reasoning in the modern age. In this respect, we can make reference for an epistemic exemplification to the fundamentals of cognitive psychology, to the computer metaphor and even to the development of calculation machines, etc. If we assess speech, we would fall into its specific trap, therefore we only note that it exists. The opposite, the desire to overcome conformity is something different from any non-systemic status. It reveals a sort of existential indignation or even rebellion. The intention of going beyond any unspecific breakage is shown so that the

difference between the self and something else is equalised or shaded off in a new manner. The binarity is replaced by a multitude of polymorphic meanings. It is not only about a trivial Hegelian synthesis like the bound between thesis and antithesis which is based on duality and pre-set prejudices. Nor is it about symbolic writing, namely ideographic writing which involve dual conventionalism assumed culturally and civilizational.

Going beyond conformity describes the intention of reaching one form or another of creation through a pre-or post-Wittgenstein open notional game that can be associative or epistemic, etc. Or, in other words, ludic attitudes become epistemic, i.e. pretty serious, inviting to an initiatory baptism of new notions. Overcoming conformity contains, therefore contradiction, contrariety against a pre-existing language, or the need to impose specific notions concerning reality or thinking, which tend to expand mostly at intentional level due to the lack of such notions. The dynamics of cultural acts, crystal works, more or less perfect, paradigmatic or historical research theories bear the authors' intentionality as implicit initiation. The most frequent conflicts, misunderstandings, reasoning errors, structural-semantic crisis emerge at this point. Hermeneutics, empathy, comprehension are tools of sadness to be found everywhere and we tend to overcome them all the time, at least, fractionally. Overcoming conventionalisms can bring about irritation or it becomes casuistically unhealthy. Moreover, counterarguments can be found in the same binary thinking, which is typical for traditional and pragmatic logics. Fixed ideas, conventionalism are stronger than alternative, new statements. Social crowd psychology has proven it statistically. Social innovation needs hundreds of years to be accepted by the society. Intentionality embraces the nature of individual subjectivity. The way a person lives in a Heideggerian manner in language is a defining tool in terms of relative onto-gnoseological truth, reduced mainly to phenomenological anchors. Many studies and authors have tried to argue about the existence of a type of objective, unintentional, neutral speech. These beliefs understood as David Hume refers to them, have emerged as consequence of modernity and binary thinking, of the delusion about the existence of a pure (neo)Kantian reason, and even about the existence of unintentional and potential speech. These ideas have been referred to briefly in U. Eco's studies on metaphor, or in P. Ricoeur's paradigms of interpretation, etc.² However these unjustified attitudes impel the man in a utopic world and end up being overwhelmed by the impoliteness of certain ideals or forms of absolute unprovable potentials. Integrative linguistic analyses are demanding but do not transmit anything different from the modern ones. However, they are so frequently used that become obsolete because of their binary reception and interpretation. Dual dichotomies and perspectives are only the same reductionist manner that continues the state of incompleteness. For instance, the quarrel of universals remains a methodological non-sense in projection and potential analyses as nominalism reveals more than it is able to do and realism is limited to its own sufficiency that renders subjective incompleteness. Both tools are necessary to an equal extent for speech analysis when we take into account the degree of involvement in textuality and subtextuality, simultaneously. *In essence, communication is, ab initio, the minimal form of manifestation of subjectivism and each individual's subjectivity staged by historical, concrete cultural symbols.* The definition has been reduced to a synthetic, elementary statement that makes reference to any type of communication without taking into account the interlocutors' ethical, axiological and status premises. It comprises simultaneously natural and epistemic communication as there is no strategic difference between them. Only socially hierarchical roles bring about stupefaction, yet the differentiations belong exclusively to the semantic classes used by the interlocutors. Cognitions, associations and transfers concerning the relation between words and meanings are

² There are so many examples that we would have been unable to refer to all of them; the selected ones are only for practice and inference purposes

not as varied as believed at a hereditarian level. Education is the consequence of current historical policies, remaining in the same inconstant sadness in the end.

One first strengthening re-argumentation can refer to the speaker or the sender of a message. The limitations of Wittgenstein's thinking are also the limitations of the language used. Similarly, the principle bears away vice and reasoning errors that exist in the inner structure of thinking. Intentionally, conservatives oppose conventional changes, the novelty bringer seeks a way of re-understanding things and mediating them. The conflict which arises is relatively irreconcilable as there is the same semantic indeterminacy that emerges with translations from a language into another. The compromise is tolerated. Secondly, the virtual interlocutor, fundamental by relation to extreme cases, can be placed on the same level. In easier words, both scientists and common men relate to the same perceptive scheme: binary or multivalent! This happens because the initiatory baptism and summed up or synthetic recognition of a varied number of notions, smaller or bigger, does not stand for a maximal assessment grade or individual value in terms of the reasoning values that we have analysed. It only stands for adaptation to the process of recognition, namely of understanding notions through old or new perceptive richness that has been used only for social segregation such as trivial power games. Different social roles and statements of interlocutors with a different social status are always placed under the category of authority's sophism. It is not a criterion of truth the fact that a superior, educated ego, a value state something but the independent judgement and the judgement assumed by the Ego. The Aristoteles correspondence with facts is another cliché of the naivety of humanities as facts are mostly interpretative, therefore they are historically subjective and not subjective as positive, disinterested universe. The third argumentation can be made as we understand that communication has always an ethical implicit basis. However, ethics depends on the degree of indoctrination and on the values, called absolute that guide it. Absurdity has an utopic nature as a perpetuum mobile. It exists only in informative experiences and experiences formalized by the modern intentionality. For instance, many generations have worshiped the idea of pure Kantian reason, namely the German idealism that used the policy of superior state reason not to the detriment of the individual but of the social groups with implicit adverse effects. We refer to the theoretical core of communism that does not realise today, in democracy the ethical hostile consequences of humanities. It is explainable why the old continent is self-defined through unified forums like practicing a meritocracy dictatorship within closed groups. At least, this is the way it is self-characterized.

Forth, in any act or form of communication, the most important part is the message itself. It is important how it is transmitted, the binary or tertiary correspondence with the truth, the pragmatic productivity but among all these, the most important part refers to intentionality. The work, the process, the final phenomenon that reality focuses on without being actually uttered. I say „Hello!”, aiming at something conscious or on the contrary!, I describe a metaphor (Battistini & Guaragnella, 2007: 445-466), or an intentional paradigm (Grady, 1999: 100) or a vulgar politeness form. Any of them share an intentional state that brings about something, define a proper notion or a fake, improper, indifferent one. Unselfish communication does not exist at any level because it is not a mere instrument of anchoring in the informal mundanity. It is an instrument used to possess an universe considered hostile at the beginning in a conservative perspective. We answer in the same manner, we double our own limitations with a finite similar gender because we cannot overcome binary, no matter what we do.

In argumentative terms we can exemplify by a multitude of philosophical, linguistic, philological, logical, psychological, anthropological etc. studies that refer to the apparent neutrality of discourse and speech as objective, instrumental and secure genders. Discussions are held on metalanguage, self-reference as a (un)human and necessary or (un)knowable

universe that exists in ideal and static worlds, untouchable universes, global semantic systems thrown into the ideal, into Nirvana, about autistic worlds that use disabled communication, completely unserious and hilarious exercises to such extent that they do not even deserve citation. For instance, pragmatic approaches on communication focus on a judgement according to which “there are no universal interpretation issues but rather particular ones that can be solved with normal research techniques” (Habermas, 2000: 27). These ideas have been overcome in the 70s by introducing into the academic world the paradigm of interpretation as effect of relative authority of logical positivism, the development of phenomenology, of philosophical hermeneutics and critical theory, of structuralism (anthropological, linguistic and sociological), of socio-biology and eco-biology, of belief in the possibility of finding an explanation to civilizational universal traits „rather through human being’s nature than through rational infrastructure of knowledge, action and human language, namely of the culture itself (Habermas, 2000: 28). Language has been regarded from the beginning as a form of power³, of persuasion, influence and manipulation of the other real and not abstract, inborn or potential, nothing more than a deliberate induction in error, that sometimes we try to change out of interest. The message is no longer important, only the transmission medium as formula of complete denigration of communication, as we find out in the Anglo-Saxon literature. Propaganda receives a major explicit role as it addresses to a growing number of people. Lie is elevated to virtue, as the alternative is minimized and mocked! I did not say that the truth is an alternative nor that it isn’t a choice! Knowledge, epistemology, science that developed gradually are circumscribed to this phenomenon of accepting primary axiological statements, irrespective of their field: mystical, religious, ideological etc. In this respect, it is an utopia not to imagine the existence of an objective, neutral universal language, without taking into account the rhetorical implication of influencing the other through intentional means of communication. Not even by using a wooden language in direct communication can we transmit neutral messages, even if there isn’t a state of intentionality and conscious persuasion from the interlocutors’ side. This characterization re-describes an initiating foundation of language as manner of manifestation and not as theoretical and theorized gender which indicates a minimalist form of subjectivity. Language through humans becomes a form of domination, of power, going beyond the causes and forms of manifestation or cultural species by gender, conscious or not, belonging to each individual through a formal analysis of the effects of subjectivism. Archetypally, language means persuasion, influence, community power not only collectively subliminal. As language is not inborn it cannot be an unconscious dream common to all humanities.

In the fifth case, when going from subjectivism to individual subjectivity, different languages transpose in translation and their understanding in syntactic, semantic and pragmatic terms. To a larger or a smaller extent. In terms of communication reference, the difference is insignificant. Inadequacies, lies, sophisms are kept according to the same algorithm. In natural language, they are more easily recognized, being easy and common to everyone. Empirical analysis is an explicit attribute of the entire society. But in language of type II⁴, the case of meritocrats, elite, epistemologists, when formally analysing the judgement errors it is possible but not compulsory to recognise them. It is a criterion common to a smaller community and not to the entire society. The efforts, even if they are less visible to the great mass of people, affect everyone to the same extent. Reduced to representative, initiating schematism as elementary foundation of language, admitted or not admitted errors do not differ according to

3 We find the idea at Claude Lévi-Strauss *Tristes tropiques*, Paris, 1965, for whom the main and primary idea of discourse, *of written communication is to ease enslavement*, reduced to written language, unnoticed the importance of social interception of texts, their latent effect by releasing them into society is used by J. F. Lyotard, *Condiția postmodernă*, Editura Idea, Cluj-Napoca, 2003, pag. 11.

4 According to *Noam Chomsky’s classification*

the speakers' social role. The understanding of communication basis is not a differentiated analysis but on the contrary, it tries to grasp the common place of manifestations. Consequently, it is the same thing if we communicate directly and send the same message using neologisms specific to a scientific field, to a vocational or elitist one. The clothes differ but the representations are the same. The idea of communicational conformism is identical when uttered by a common man and by a scientist. The clichés are the same, differences emerging only in terms of frequency of fashionable statements and number of receivers. The opposite of communicational conformism, the denial of social clichés or of restraint communities that make us think about uniqueness, stylistic formulas, creativity through creation are developed on identical rational, associative, contradictory and contrary that build something like an open critical thinking. In this last case, one should mind the professional deontology of the one who brings novelty as immediate ethical fragment. An analysis of immediate, superficial and explicit causes should be performed as well as of intermediary, virtual and implicit effects.

In conclusion, we can say that linguistically we are close to the statement in which we play with nothing, or we should call it⁵ a constant variable of apparent language. Clichés do not stand for anything. However, today, philosophy is sentenced by our present society not to talk about anything. It has become a positive, binary discourse used by the socio-humanities if they accept a sort of parallel or imaginary reality (sentenced to disappearance by the humanities) and a negative discourse if they deny this post-physical relation (positivism and pragmatism). But, it is immoral to imitate and state at the same time, that you are original! Moreover, is it moral to state that you have overcome imitation? Generally, the conformist man, the man of clichés imitates himself through a phenomenological another, through the hermeneutical self or through a historical-cultural model. Man as novelty and new provider tries to impose the same quasi-reality, which is socio-conceptually related. However, he is still a piece of reality! The individual imitates and reproduces as faithfully as possible the natural phenomenon, believing that it is different or that it exceeds him. He behaves as if he were not a piece of reality! The last judgements show that at semantic level, the issue is intuitively paradigmatic due to the process of denying self-reference or due to the inability of solving what we naturally accept as the universe of unprovable statements or the universe of tautologies. Ironically, in the human semantic field, both universes are accepted according to the binary nature of the universe. But, any universe considered necessary leads to the emergence of new immoral consequences – because in both cases, the subject is placed in a position of structural and ontological incompleteness up to the point he ascertains his own fundamentals.

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5 We make reference to the constant Heideggerian effort of building nothing or to the question: why rather the Being than Nothing? to propose phenomenology and philosophical hermeneutics.

STUDY ON THE IMPACT OF THE CONTINUOUS TRAINING PROGRAM CLASSROOM MANAGEMENT - EFFECTIVE STRATEGIES

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Abstract: *The present impact study was made on the basis of the reports of the training sessions, within the training program Classroom management - efficient strategies, accredited by us in collaboration with the Didactic Corp House Sibiu. The purpose of the investigation was to assess the extent to which the training program was an answer to the individual needs of professional development. The tool for assessing the impact of the training program was sent to the trainees after the completion of the training program. The answers were received from 48 teachers. The research findings indicate that teachers use frequently for classroom management, the following techniques: students' empowerment, followed by relationship techniques and techniques for inducing the idea of acceptance in the class. Also, difficulties in classroom management and in the application of the specific working tools, are registered, firstly regarding the management of students with behavioral difficulties, followed by conflict management and by communication with students and parents. Teachers affirm that in approaching the class from a managerial point of view, they use firstly the power of reference alongside with the power of the expert and not lastly, the power of the resource. The investigated teachers build and maintain positive relationships with all the students, especially by demonstrating their interest in the students and their problems, followed by the use of equitable behaviors to stimulate learning and then by rewarding the cooperating students. In order to accommodate students with behavioral difficulties in the classroom, the subjects of the study indicate the following strategies that they use with increasing frequency, in the following order: reward, arranging desks, use of work areas, use of music, preferential place and punishment. Also to manage students behavioral problems, teachers tend to use mainly symbolic awards and the answer cost.*

Keywords: *classroom management; teacher training; teaching skills; professional development;*

1. Introduction

Perhaps no other aspect of teaching is as important for teachers, regardless of whether they are beginners or experienced, as classroom management activities. Classroom management is a complex set of organizing behaviors, initiated by the teacher, in order to create and maintain a climate, in order to reach the teaching objectives. Of course, the main objective of these behaviors is to facilitate the learning activity of the students. As such, the organization of the class can be considered one of the fundamental tasks, and perhaps the most difficult, that the teacher performs in school. So that teachers can act appropriately in different teaching situations, certain classroom management competencies are required: teaching skills, psychosocial skills, communication skills and organizational skills.

2. The importance of developing teachers' classroom management skills

In the social education system, teachers must interact with those they educate, establish cooperative relationships with students and their parents and other stakeholders of the society. They not only educate in the classroom, but through each relational contact with children and parents, they carry out work based on growth, development and guidance.

Also, the activity of the teachers is carried out in relation to people who have training needs. From this derives the need for maximum responsibility for the behaviors and interventions of the educator. The teacher relies in the classroom management action, mainly on his own perception and interpretation of the teaching situations, as well as on his own beliefs regarding the modalities of action. An important role in the organization and management of the class is the subjective appreciation and expectations of the teacher's success. (Schönbächler, 2008).

A significant body of research also shows the fact that classroom organization and behavior management competencies, significantly influence the persistence of new teachers in the teaching career (Ingersoll & Smith, 2003).

Teachers who have problems with behavior management and classroom discipline, are frequently ineffective in the classroom and they often report high level of stress and symptoms of burnout (Berliner, 1986; Browsers & Tomic, 2000; Espin & Yell, 1994).

Although the importance of effective classroom organization and behavior management is widely acknowledged by teachers, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments (Baker, 2005; Siebert, 2005).

Teachers educators consider that the ongoing professional programs in classroom management are effective if they are taught with adequate supervision in a real classroom context (Siebert, 2005).

3. Research objectives

The impact study was made on the basis of the reports of the training courses within the training program Classroom management - efficient strategies, accredited by the Didactic Corp House Sibiu, for a period of 3 years, with 54 hours, 13 transferable professional credits and by having as target audience, preuniversity teachers. The present impact study aims to identify the skills development level of the former students, involved in the training program Classroom management - effective strategies. The impact of teachers continuous training was pursued, through the implementation of methods and practical activities, adapted to the particularities of each student involved in the activity carried out in the classroom. The purpose of the investigation was to assess the extent to which the training program was an answer to the individual needs of professional development.

4. Research methods and subjects

The impact study questionnaire was applied to the teachers group who participated in training during the accreditation of the program. The tool for assessing the impact of the training program was sent to the trainees after the completion of the training program. The answers were received from 48 teachers. The impact questionnaire applied to the subjects, is made up of 10 items, 9 objectives with response variants, respectively with 5-point Likert scale evaluation and 1 subjective item with free answers.

5. Research findings

The results are presented as percentage for each answer variant. In estimating the impact of the training program *Classroom management - effective strategies*, we took into consideration as being significant for our research, the evaluation point 5 (to a great extent) and the evaluation point 4 (to a large extent) of the Likert scale. For the other items we have

presented the frequencies and percentages on each answer variant and we consider as relevant for our study those answers that reach over 50% of the allocations.

For the quantitative analysis of the impact study carried out on the participants in the training program, we consider it relevant to present the percentages for each answer variant, for both evaluation point 5 (to a large extent) and evaluation point 4 (to a large extent)).

Item Answer options	Evaluation scale / Answers				
	5 To a great extent	4 Largely	3 Moderate	2 To a small extent	1 To a very small extent
	%	%	%	%	%
Assertive communication	41.66%	41.66%	14.58%	2.08%	0%
Emotions management	47.91%	19%	6.25%	6.25%	0%
Conflict management	39.58%	47.91%	10.41%	0%	2.08%
Observation of other efficient teachers	31.25%	43.75%	16.66%	6.25%	2.08%
Reframing	14.58%	43.75%	31.25%	8.33%	2.08%
Monitoring your own thoughts	47.91%	35.41%	15.50%	4.16%	0%

Table No. 1 Restructured and applied self-management strategies

Thus, according to impact assessment of the continuous training program *Classroom Management-effective strategies*, most teachers investigated (N = 48) answer that they have restructured and applied the following self-management strategies: assertive communication 41.66% (to a very great extent), respectively 41.66% (largely); emotions management in proportion of 47.91% (to a great extent), respectively 19% (largely); conflict management 39.58% (to a great extent), respectively 47.91% (largely); observation of other efficient teachers in proportion of 31.25% (to a great extent), respectively 43.75% (largely); reframing in percentage of 14.58% (to a great extent), respectively 43.75% (largely); and monitoring of their own thoughts in a proportion of 47.91% (to a great extent), respectively 35.41% (largely).

Therefore, the most frequently selected response variants are, first of all, conflict management, followed by assertive communication and monitoring of one's own thoughts.

Referring to the classroom management techniques used frequently by teachers, we identify that 41.66% used to a great extent rules, consequences and routines, whereas 39.58% used largely these techniques. Then 39.58% of the research subjects applied to a great extent techniques for identifying the students' expectations, whereas 45.83% applied this techniques largely. 41.67% of the questioned teachers consider that they induce to a great extent the idea of acceptance in the classroom, whereas 43.75% applied this techniques largely. In terms of techniques for empowering students, 70.83% of the teachers answered that they apply them to a great extent, while 22.92% largely. Regarding the relationship techniques, 50% of the teachers indicate that they used them to a great extent, while 41.67% largely.

Item Answer options	Evaluation scale / Answers				
	5 To a great extent	4 Largely	3 Modera te	2 To a small extent	1 To a very small extent
	%	%	%	%	%
In class management I use:					
Rules, consequences and routines	41.66%	39.58%	14.58%	4.17%	0%
Identifying students expectations	39.58%	45.83%	12.50%	2.08%	0%
Inducing the idea of acceptance in the class	41.67%	43.75%	14.58%	0%	0%
Techniques for empowering students	70.83%	22.92%	4.17%	2.08%	0%
Relationship techniques	50%	41.67%	6.25%	2.08%	0%

Table No. 2 Applied classroom management techniques

Therefore, the most frequently selected response variants are, first and foremost, techniques for student empowerment, followed by relationship techniques and techniques for inducing the idea of acceptance in the class.

Regarding the item that concerns the difficulties experienced by teachers in classroom management we find out that organization of a climate conducive to study and intellectual activity is a difficulty to a great extent only for 4.17% of the teachers, while 16.67% think it is largely a problem. Then 8.33% of the questioned teachers consider the implementation of a rules system, as being difficult to a great extent, respectively 16.67% to a large extent. Regarding the communication with students and parents, 12.50% of the teachers consider that they have difficulties to a great extent, respectively 16.67% largely. As far as accepting the behavioral differences, only 8.33% of the respondents claim that they have difficulties to a great extent, respectively 18.75% largely. Then 14,58% of teachers participating in the training program, considered that they have difficulties with managing students with behavioral difficulties in a very large extent, while 22.92% to a large extent. Conflict management is also a problem for 8.33% of teachers in a very large extent, while 25% say that they had difficulties with this aspect in a large extent.

Item Answer options	Evaluation scale / Answers				
	5 To a great extent	4 Largely	3 Moderat e	2 To a small extent	1 To a very small extent
	%	%	%	%	%
I encountered difficulties regarding :					
Organizing a climate conducive to intellectual study and activity	4.17%	16.67%	25%	18.75%	35.42%
Implementation of the rules system	8.33%	16.67%	8.33%	35.42%	31.25%
Communication with students and parents	12.50%	16.67%	16.67%	35.42%	18.75%
Acceptance of behavioral differences	8.33%	18.75%	25%	31.25%	16.67%
Management of students with behavioral difficulties	14.58%	22.92%	27.08%	25%	10.42%
Conflict management	8.33%	25%	22.92%	25%	18.75%

Table No. 3 Difficulties in classroom management

As a result, analysing this item we found out that teachers have difficulties in classroom management first of all in managing students with behavioral difficulties, followed by conflict management and by communication with students and parents.

Another aspect of the impact assessment, focused on the degree to which the trained teachers appreciate the usefulness of some classroom management tools. Thus 20.83% consider it useful to a great extent, respectively 33.33% to a large extent. Then 29.16% reported that they appreciate in a great extent the usefulness of the questionnaire - how my students perceive me, while 33.33% to a large extent. Regarding the card for behavioral self-monitoring, 29.17% of the teachers reported its usefulness to a great extent, and 29.17% to a large extent. The parents card is appreciated to a great extent by 31.25% of the teachers, respectively to a large extent by 39.58% of those investigated. The assessment card for students with behavioral difficulties is considered by 45.83% of the participants to be very useful and by 39.58% to be useful. 18.75% of the teachers consider that the behavioral correction essay is useful to a great extent, while 35.42% reported it to a large extent useful. Finally the contract between parent-teacher-student is highly appreciated by 20.83% of the teachers in a great extent and by 20.83% to a large extent.

Item Answer options	Evaluation scale / Answers				
	5 To a great extent	4 Largely	3 Modera te	2 To a small extent	1 To a very small extent
	%	%	%	%	%
I appreciate the usefulness of the following tools for classroom management :					
Daily check table for teachers	20.83%	33.33%	25%	18.75%	2.08%
How my students perceive me - questionnaire	29.16%	33.33%	22.92%	12.5%	2.08%
Card for behavioral self-monitoring	29.17%	29.17%	22.92%	14.58%	4.17%
Parents card	31.25%	39.58%	20.83%	6.25%	2.08%
Assessment card for students with behavioral difficulties	45.83%	39.58%	6.25%	4.17%	4.17%
Behavioral correction essay	18.75%	35.42%	18.75%	20.83%	6.25%
Contract between parents-teachers-student	20.83%	20.83%	12.5%	14.58%	31.25%

Table No. 4 Tools for classroom management

Thus, the teachers involved in the impact study of the training program, especially appreciate the usefulness of the following classroom management tools: first the assessment card for students with behavioral difficulties, second the parents card and third, the questionnaire-how students perceive me.

The next item refers to the kind of power used by teachers in approaching the class. As we can see from Table No.5, 2.08% from the questioned teachers use physical power, to a great extent and 8.33% to a large extent. 31.25% of the teachers indicate that they use the resource power, to a great extent and 33.33% to a large extent. Then, 16,67% consider that they approach their class/classes frequently to a great extent, by using the reference power, while 52.08% have the same approach to a large extent. The expert power is applied to a great extent by 16.67% of the questioned teachers and to a large extent by 52.08% .

Item Answer options	Evaluation scale / Answers				
	5	4	3	2	1

In the approach of the class/ classes I use frequently:	To a great extent	Largely	Moderate	To a small extent	To a very small extent
	%	%	%	%	%
The physical power	2.08%	8.33%	0%	10.42%	79.17%
The resource power	31.25%	33.33%	27.08%	8.33%	0%
The reference power	16.67%	52.08%	27.08%	4.17%	0%
The expert power	16.67%	52.08%	27.08%	4.17%	0%

Table No. 5 The kind of power used by teachers in approaching the class

Therefore, the questioned teachers affirm that in approaching the class from a managerial point of view, they firstly use the reference power, alongside with the expert power and not lastly, the resource power.

As for how teachers involved in the impact assessment, build and maintain positive relationships with all students, the results for each answer option, is presented in Table No. 6, 77.08% of the educators build and maintain positive relationships with all students, to a great extent, by expressing their interest in students and students problems and 18.75% do this, to a large extent. Another option to optimize teacher students relationship is by using fair behaviors to stimulate learning. 60.42% do this to a great extent, respectively 33.33% to a large extent. Then, 66.67% consider it appropriate to a great extent, to provide constructive feed-back to the wrong answers given by the students, while 20.83% adopt this relating pattern to a large extent. Rewarding the cooperating students, is another way of positiv relating to students. 62.50% of the questioned teachers consider that they apply this technique to a great extent, respectively 27.08% to a large extent. Finally, punishing the opposing students, is considered by 31.25% to a great extent and by 18.75% to a large extent, to be an appropriate relationship strategy.

Item Answer options	Evaluation scale / Answers				
	5 To a great extent	4 Largely	3 Moderate	2 To a small extent	1 To a very small extent
	%	%	%	%	%
I build and maintain positive relationships with all students through:					
Expressing interest in students and their problems	77.08%	18.75%	2.08%	2.08%	0%
Use fair behaviors to stimulate learning	60.42%	33.33%	6.25%	0%	0%
Providing constructive feed-back to the wrong answers given by students	66.67%	20.83%	12.5%	0%	0%
Rewarding the cooperating students	62.50%	27.08%	6.25%	4.17%	0%
Punishing the opposing students	31.25%	18.75%	29.17%	20.83%	0%

Table No. 6 Building and maintaining positiv relationships with students

Therefore, the research subjects build and maintain positive relationships with all the students, especially by demonstrating their interest in the students and their problems, followed by the use of equitable behaviors to stimulate learning and by rewarding the cooperating students. However, it is interesting that 50% (cumulating the evaluation point 5 with the evaluation point 4) of the questioned teachers, consider that by punishing the opposing

students, they manage to build and maintain positive relationships with all the students. On the one hand, we consider this aspect, as a consequence of the frequent use of punishment to change students' behavior, and on the other hand, due to a lack of students' feedback about teachers' relating way.

Another questionnaire item concerns the classroom management strategies used by the trained teachers, to accommodate behavioral problems students in the classroom .

To accommodate students with behavioral problems in the classroom I apply:	Answers (f)	Answers (%)
Preferential place	23	47.91%
Arranging school desks	35	72.91%
Use of work areas	25	52.08%
Use of music	24	50%
Punishment	8	16.66%
Reward	38	79.16%

Table No.7 Classroom management strategies used by the trained teachers, to accommodate behavioral problems students

As Table No. 7 shows, how the questioned teachers apply different strategies, in order to accommodate the students with behavioral problems in the classroom, in the following order: 79.16% the reward, 72.91% the school desks arrangement, 52.08% use work areas, then 50% use music, 47.91% use the preferential place and 16.66% the punishment. We note, once again, that although the punishment is not used to a great extent, it is still a strategy that some teachers adopt, to facilitate the accommodation of students with behavioral difficulties.

The next item focus on how teachers manage students behavior problems. The answers are shown in Table No. 8.

For managing students behavior problems I use with increased frequency:	Answers (f)	Answers (%)
Symbolic reward	45	93.75%
The answer cost	45	93.75%
Group contingency	21	43.75%
Family contingency	14	29.16%

Table No. 8 Managing students behavior problems

First of all, the symbolic reward together with the answer cost are considered to be the most effective techniques for managing students' behavior problems, because 93.75% of the teachers claim to apply them. The group contingency is used by 43.75% and the family contingency only by 29.16%. Therefore we can conclude, that for managing students with behavioral difficulties, teachers tend to apply individual intervention strategies.

The last questionnaire item concerns the aspects particularly appreciated by the students of the trained teachers. Being a subjective item, the answers are very varied, as can be seen in the table below.

My students have appreciated with fondness (present the answers)	Answers (f)	Answers (%)
Arranging the classroom and the school desks	1	2.08%
Bringing students closer	7	14.58%
Expressing interest in students problems	9	18.75%
Assertive communication	8	16.66%

Behavior monitoring sheet	2	4.16%
<i>Symbolic reward</i>	15	31.25%
Praise in front of the group	2	4.16%
Fairness	4	8.32%
Delegation of responsibility	4	8.32%
Collaborative relationship with students	5	10.41%
Establishing a set of rules	2	4.16%
The teaching methods	2	4.16%
The way I managed small behavioral problems in the classroom	1	2.08%
Appreciation of positive behaviors	1	2.08%
Emotions management	1	2.08%
Use of music	2	4.16%

Table No. 9 The aspects particularly appreciated by the students of the trained teachers

We choose to describe here only the answers with a relatively higher frequency, such as: the symbolic reward, that is mentioned by 31.25% of the teachers, expressing interest in students and their problems with 18.75%, assertive communication, indicated by 16.66% of the educators and bringing students closer, reported by 10.41% of the teachers.

6. Conclusions

Following the impact study, we conclude that the questioned teachers have restructured and applied to their work, following self-management strategies: conflict management, followed by assertive communication and monitoring of their own thoughts. Regarding the techniques used frequently in the classroom management, teachers indicate in particular, techniques for student empowerment, followed by relationship techniques and techniques for inducing the idea of acceptance in the class. Then, difficulties in classroom management and in the application of the specific working tools, are registered, firstly regarding the management of students with behavioral difficulties, followed by conflict management and by communication with students and parents. The teachers involved in the impact study of the training program *Classroom management - effective strategies*, especially appreciate the usefulness of the following tools: first the assessment card for students with behavioral difficulties, then the parents' card and also the questionnaire-how students perceive teachers.

Also the questioned teachers affirm that in approaching the class from a managerial point of view, they use firstly the power of reference alongside with the power of the expert and not lastly, the power of the resource. The investigated teachers build and maintain positive relationships with all the students, especially by demonstrating their interest in the students and their problems, followed by the use of equitable behaviors to stimulate learning and then by rewarding the cooperating students.

In order to accommodate students with behavioral difficulties in the classroom, the subjects of the study indicate the following strategies that they use with increasing frequency, in the following order: reward, arranging desks, use of work areas, use of music, preferential place and punishment. Also to manage students behavioral problems, teachers tend to use mainly symbolic awards and the answer cost.

Last but not least, the aspects that the students of the trained teachers particularly appreciate, are: the symbolic reward, followed by expressing the interest for students problems, then the assertive communication and the establishment of a collaborative relationship between teacher and students.

Therefore, we consider that the main focus of the investigation has been reached and the training program has been an answer to the individual professional development

needs of the preuniversity teachers. The classroom management is and will remain a challenge for every teacher, in a society that is constantly changing, focused today mainly on competition, efficiency and performance.

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