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CULEGERE SEMESTRIALĂ DE STUDII ŞTIINŢIFICE ŞI DIDACTICE

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THE PERVERSE EFFECTS OF FASHIONABLE WORDS IN CURRICULAR REFORM

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When I am telling the truth,
I don't do this to convince those who do not know it,
but to defend those who do know the truth.
(William Blake)

Abstract: *The present paper represents a reflection upon the state of curriculum reform in Romania after twenty seven years since its beginnings. It intends to focus on the analysis and the implied considerations on a very specific aspect of the curriculum reform: the cacophonic language (quoting Pinar, W. 1975) which in Romanian reform has reached really high levels. More specifically, the purpose is to highlight the use of several terms in official documents and, further in educational practical field, without a real unitary understanding of their meanings. The perverse effects of such state are pointed out. Some brief considerations about the necessary strategy of the curriculum reform are presented. They argue the necessity of a genuine congruence and consistency along a period of reform in the field of curriculum. The paper presents explanations about some core concepts connected to the curriculum content and its way of been structured, correlated with some general principles that should be clearly understood, within the context of the curriculum focused on competencies. The paper belongs to a series of reflections about curriculum reform started in previous publications and wishing to be continued.*

Key words: *integrated curriculum, or integrated approach, interdisciplinary, pluridisciplinary, transdisciplinarity curriculum focused on competencies, competence*

1. Introduction

In a new hope arose in 1990 in the hearts of those who were pupils, of their families and, especially of teachers from schools of all levels. A new era was waited and now after twenty seven years the wait state is still alive.

The hope was based then, at the beginnings, on an extremely critical view about everything what had been happened in the Romanian school along the communist years.

The last decade, before that moment, unfortunately has offered an enough deep reason for this critical view. We have had needed of other two decades to understand that there were important good aspects in the education of the successive cohorts of graduates during communist era; most of these graduates have shown a solid training in their confrontation with their mates from other countries.

However, an educational reform obviously appeared as necessary. The reform has started, then in early '90. But, the reform is still in a kind of starting point even after these almost three decades. The obvious lack of congruence or consistency in the repetitive attempts to develop a strategy of the educational reform, as a frame of the curriculum reform, led to a kind of Babylonian tower. An important number of good intentions and even good starts had the misfortune to be abandoned again and again when the political strategy on the general level has been changed. The priority of education has remained a slogan revived from time to time when it was necessary to be released to be heard.

New generations were involved in the educational process. They have been confronted to so many changes, visions, and to a lot of intentions that eventually led to the education decline. The school dropout and the poor results in international assessments generic (like PISA) have managed to blur the real Romanian successes, still present, in clashes of worldwide school elites.

A lot of causes could be highlighted for this reality. One of them can be located in the area of the curriculum reform from diverse perspective:

- a general incongruent strategy,
- the repeated steep interruptions of ”new beginnings”,
- unexpected and unfortunate changes in the educational process trajectory of a cohort,
- a worrying and unjustified disconnection between the philosophy about the teaching and assessing components of curriculum reform etc.

Maybe, an exhaustive analysis of all these aspects could offer golden data for an effective reconsideration of this curriculum reform, that seems to be sentenced to a constantly stillness in its early stage.

The curriculum reform everywhere in the world represents a continuous process, but worldwide, the reform follows the necessary way of a ascending spiral of the curriculum development.

This paper intends to focus on the analysis and the implied considerations on a very specific aspect of the curriculum reform: the cacophonic language (quoting Pinar, W. 1975) which in Romanian reform

has reached really high levels. More specifically, this paper intends to highlight the use of several terms in official documents and, further in educational practical field, without a real unitary understanding of their meanings.

Integrated curriculum, or integrated approach, interdisciplinarity, pluridisciplinary, transdisciplinarity belong to the category of the mentioned terms and they are the specific topic of this paper.

2. Why it is necessary to understand the terms used in curriculum reform ?

The strategy of a curriculum reform should have a logical number of steps and several defined levels.

The highest level is that of the policy of education one. A reform in curriculum is decided and generally managed from this level. But, under this umbrella there are levels, or should be, where the professionals of education and, particularly of curriculum should be the managers. Professionalism in the field of curriculum has itself its own levels: there are specialists in the theoretical field of curriculum and specialists in the practical one. They should act together but with responsibilities on different plans: strategic one for the first category, and tactical one for the second. Unfortunately, the real life does not respect this logical request. Quite often the things are mixed; the levels are interchanged without being genuinely connected. This connection is however strictly necessary.

When this request will be understood and respected for sure the effects are to be felt.

First of all it is important to have a group of professionals in the theory of curriculum able to create the foundation of what it is called as Frame of Reference for every Curriculum reform. This is an action on the level of *curriculum representation* or curriculum theory (Ungureanu, D.1999, Niculescu R.M., 2010), where the congruent meanings of the concepts are a strict necessity.

An in depth analysis of the successive documents belonging to this category in the Romanian curriculum reform does not reveal such a congruence. A glossary of terms should be included in this type of documents, expressing a mutual acceptance of explicit meanings, inside the authors' group, for each considered term.

Further, on the track of designing the strategy of the curriculum reform, all the defined terms must be used on the level of *curriculum representation of action*, in the same way, by designers who have previously shared and understood the accepted meanings. This plan of curriculum design is reflected in National Curriculum with all the subsequent documents, including syllabi, as official curriculum.

The level of designing syllabi is the one where the professionals of theory of curriculum should meet and work *together* with the professionals of practical level of education, scholars and teachers from different grades in education, even if the designing action is still on *strategic plan*. The National Curriculum with all its involved documents must represent a unity, with horizontal and vertical consistency, and must be built, assessed, published, and further implemented, as a unique document, possible to be effectively consulted in all its details. A good example could be the Ontario Province Curriculum[1].

Curriculum implementation is a field that involves a large number of actors: teachers, students, middle managers in school as *leading actors*; parents, librarians, supporting teaching staff, community as *supporting actors*. It is Important to understand that, at least the first group should be pre-trained before the process of implementation of a new curriculum starts. The involved actors have to be able to understand what they are asked to implement, because the correct *perceived curriculum* represents the foundation of an effective educational activity. From this point further, the tactical plan of curriculum reform enters in action. It must keep the stones of the strategy (National Curriculum) even if the design in its detailed takes into account the peculiar aspects of the educational context. Thus the flexibility should be considered within the limits of keeping the *unity of the essence*.

3. Some core concepts necessary to be genuinely understood

3.1. Principles in teaching and learning: trans-disciplinary and integrative learning approach

A considerable number of methodological meetings in school are focused, at least formally, on: trans-disciplinary, pluri-disciplinary, integrated approaches. These three concepts get so many meanings from a family of school to another (micro-circle, in Romanian organization), from a teacher to another that the cacophony of voices in curriculum area is highlighted more than ever.

These concepts are connected to the curriculum contents, in professional debates, as important components of curriculum, of its core cell represented by the learning situation. The learning situations are meant to develop students' competencies, at least, as long as everybody claims the necessity to put the students in the center of the educational activity, the learners with their necessary development, according to the requests of a new and dynamic society.

[1] http://www.edu.gov.on.ca/eng/teachers/curriculum.html

Talking about competency, it could be defined as proved potential of a person to give an appropriate and effective answer to a specific task, putting in action own capacities/ abilities, working with self-selected knowledge, connected to a specified task, and motivated and leaded by attitudes based on genuine values. Talking about competency, it could be defined as proved potential of a person to give an appropriate and effective answer to a specific task, putting in action own capacities/ abilities, working with self-selected knowledge, connected to a specified task, and motivated and leaded by attitudes based on genuine values.

This definition suggests that a competency is developed within an educational process which involved appropriate learning activities. These learning activities represent the action facets of the designed learning situation. The learning situations are designed by teachers. They establish as expected outcomes (finalities) exactly the competencies to be achieved by the learners. The way to reach the expected results is that of selecting the adequate contents, of an efficient activity of teacher and students together upon these contents. A connected condition is also the effective use of teaching and assessing methods, able to support the developing of efficient learning and self-assessment methods. The teaching and assessing methodology turns, in time, into effective learning styles of the students. Another condition is the adequate allocation of the necessary time to cover this entire and complex process.

The core ingredients of competencies development are, of course, contents; but not as an aim in itself, but as vehicles towards the outcomes to be obtained: the designed competencies. What is, in fact, the content within the context of the structure of curriculum?

The components of the curriculum contents are considered to be (McNeil 1981 apud Wulf & Schave, 1984: 24):

• concepts such as: culture, growth, number, space, entropy and evolution;

• generalizations: lessons learned after a long and serious scientific research;

•capacities/abilities (skills) - expertise with different degrees of complexity in the construction of various types of approaches (primarily intellectual); they are the basis of aptitudes gradually formed structures, as operational structures of the personality;

• values – shared beliefs, with a director role in behavior as a basis for structuring and developing attitudes, the vectors of the personality.

Prioritizing content components in the structure of a curriculum depends on the philosophy of curriculum designers; this ideal is encapsulated by the educational ideal, established by the educational policy. Thus, the type of personality considered as desirable by the educational ideal represents an important criterion for the selection of the contents

The selected content components for each level of education are structured in different ways. The main *types of structuring contents* are: *on subjects (disciplinary*, as terms used in Latin languages literature), *inter-subjects or cross-curricular (interdisciplinary*), *pluri-subjects* or *on themes (pluridisciplinarity*), *modular* (on modules.). Nowadays another concept has appeared: *integrative approach*, but, as it will be explained this is not a way of structuring contents, but more a *methodological approach* in the context of philosophy of curriculum focused on competencies. This conception leads to another extremely used term, with a multitude of meanings: "*transdisciplinary*". **Transdisciplinary** itself can be considered as an organizing principle, a manner of approaching contents, and not a way of structuring contents.

D'Hainaut (1981) speaks about so called instrumental transdisciplinarity that consists in approaching contents more than structuring them. It implies a common organizing principle of several disciplines, aiming to ensure the progress through each subject, before proceeding to the next principle. In this case, a focus on education as an ongoing process is highlighted. The meaning of the prefix *trans* may be here connected to *through* or to *over* (meaning *along of.*) The adjective „instrumental" refers to student's active involvement in the process of their learning. It is assumed an integration of contents around the organizing principles, highlighting more a teaching attitude than a way of structuring contents.

D'Hainaut (1981) also introduces the wording "behavioural transdisciplinary approach". It is defined as the one which highlights what the students should learn to do, how they are expected to act in situations that can be found at the end of a school cycle, or in life, not only in the context of subject matter or themes that are approached in the teaching activities. These represent only a practical context with formative effects. An enough strong accent should be put on the general intellectual and socio-emotional approaches of students, which they will be able to use further, in the situations for which they are trained.

The prefix *trans* has here the meaning of "*behind*" or even better of "*beyond*" what is to be learned. This type of transdisciplinarity involves a complex integrative process on the level of the learning situation in which the learner is involved. This time the emphasis is on product hypostasis of education. (apud Niculescu R.M. 2010: 136,137). In this case the concept of the trans-disciplinarity is much closed with the wording integrative approach in teaching. The last one has been introduced by Jerry Perez de Tagle (1986, apud Saint Louis University, 2008:6).

Hill B. (2008: 6,7) within the previously quoted paper says:

"The verb *to integrate* means "to bring together or incorporate (parts) into a whole" so says Random House Webster's Unabridged Dictionary (1998).

[…] Integrative learning is an ongoing conversation between curriculum development, faculty development and assessment. Operationally defined, a teacher using integrative learning would be someone who developed and taught their classes using a mosaic of teaching strategies. They would review their course assessments at the end of their semester as well as reflecting on their own teaching style. Along with their course and self assessments, they would also be aware of their departmental program assessment outcomes. Throughout the school year, the teacher would routinely interact with peers in other disciplines for value added faculty development."[2]

Here an active and reflective educator is highlighted, an educator who is interested to involve students into an educational process aiming to help them to remain engaged in their own developmental process.

"Learning through an integrated studies approach is enhanced when students are actively engaged in meaningful and relative topics. *Learners construct and produce knowledge by solving problems, conducting inquiry, engaging in reflection and building a repertoire of effective strategies*.

Integrated studies helps students to become lifelong learners and allows efficient coverage and delivery of curriculum in terms of expertise, resources and time"(An integrated approach to learning and teaching. w.y: 1)

The first concern seems to be about the results of the educational process on the students' level, on their achieved competencies. It is about of the educator's attitude in teaching; the educator seems to have a specific philosophy about curriculum, which is able to generate a constructive attitude in learning from the students' side.

3.2. Interdisciplinary and pluri-disciplinary – ways of structuring contents

Structuring contents in an interdisciplinary way imply to organize the selected components of contents on broader areas (curriculum areas) that have in common: principles, laws and even concepts which can be detailed according to their specific appearance within more peculiar (disciplinary) contexts.

Interdisciplinary seen as a way of putting the contents into a national curriculum; it represents a necessary but not enough condition of an interdisciplinary approach.

[2] https://www.reference.com/education/integrated-approach-teaching-7526cac10b3fc03# p.1

The interdisciplinary approach should aim to develop a system of functional knowledge, at the intersection of different fields of knowledge when the manner of structuring contents in curriculum makes it possible. First, interdisciplinary is an attribute of the strategic curriculum design; here the facet of interdisciplinary as a way of structuring contents is more obvious. In the second case, it is a methodological approach of the educator (close to the integrative one); this facet becomes possible if the strategic design prepares an appropriate structure of contents. Both of them aim to determine an integrative process of student's learning. The development of the necessary students' competencies for solving complex problems, through the creation of a good background of practicing transversal/ transferable competencies, and the active involvement of students in this practice are the main goals of an interdisciplinary way of structuring contents and of an integrative approach of them within the teaching focused on learning process.

General and directed principles (putting in D'Hainaut's terms, 1981) are to be taught in this context. These principles or laws can be found in several areas of knowledge but they are specifically directed for each of them. It is supposed to be explained and demonstrated how a single principle or law could have many facets according to the field where it is supposed to action. (L. D'Hainaut, 1981, apud Niculescu R., 2010: 143).

This way of structuring the curriculum contents facilitates a cross-curricular approach and also, in the same time, facilitate the connections with a starting point in a subject towards other subjects and back. The student's mind flexibility can be developed, knowledge from an area being are used for solving problems in another area, issues apparently specific to a field being analyzed from other perspectives. This interconnected approach of information facilitates the development of functional, flexible and well structured knowledge. It facilitates the development of lateral thinking, of cognitive skills sets necessary to the transversal development of competencies. Students could develop open-minded attitudes instead of enriching a divided mind with memorized information. (Niculescu R.M., 2010: 143)

This approach has been expressed by our students using the metaphor of communicating vessels; each of vessels there may contain a liquid with a specific color, as in each subject the principles, laws or concepts may have specific meanings; in the same time common features with those are detected as belonging/ acting within other subjects. "The processing action in communicating vessels (similar to the educational process) facilitates the combination of various colors by ensuring the transfer of liquid from a container into another. Designing the learning situation within the educational process should respect the communicating vessels principle,

meaning that knowledge and capacities from one side are possible to be used on another side, enabling the transfer of learning from one situation to another, from one subject to another one, all facilitating a proper and effective development of the student's mind and soul, as a whole, a proper development of the student's cognitive and psycho-motric capacities on a positively evolving attitudinal background. The learner, in the same way as communicating vessels installation, will be a whole in which the contribution of each development department will be obvious and functional, like the colors of each container in the final color of the communicating vessels set, as the result of each component transferring from and to another component." (Niculescu R.M. 2010: 144,145).

Pluridisciplinary or multidisciplinary model

Another interesting and extremely productive manner of structuring curriculum contents is represented by the pluridisciplinarity or multidisciplinarity (d'Hainaut, 1981) which is, in fact, a structuring way focused on theme or projects. Different areas of knowledge are the source of each theme or project.

A simple proposal of a theme or of a project topic is not enough to determine the effectiveness of this manner of structuring contents. Like in the interdisciplinary case, the aware approach of the teaching process by the educator, focused on developing for student effective and complex learning experiences, containing and involving multiple competencies is the action side of a pluri-disciplinary design of the learning situations. The designed learning situations focused on themes should determine the students to act in order to achieve cognitive capacities (to analyze, compare, interpret, infer etc.) connected to each topic seen from multiple perspectives.

This way of structuring contents appears to be more effective, in my opinion, at the two extremes of schooling: preschool and possibly early primary education, and the final grades of upper secondary education.

On middle sequence of schooling, the interdisciplinary way of structuring contents connected to an integrative learning approach may ensure a deeper understanding of each knowledge field but not disconnected by the others, accompanied by a proper attitude for learning of the students, and an effective development of the core transferable competencies.

In preschool education, and partially in primary grades, the focus should be on developing a genuine motivation for learning as priority. This accompanies the creation of the fundamentals of the instrumental culture well and effective accomplished. The mentioned aim may be well supported by a

combined way of pluri-disciplinary (thematic) structure of contents with an interdisciplinary one.

The use of themes/ projects may be taken into consideration in last primary grades and low secondary grades, in an interdisciplinary context as well.

The last year of the high school could totally eliminate the subjects and the curricular areas. They can be substitute with a correspondent number of themes/ projects. These should be approached by students in teams and/or individually; each theme should be asked to be treated, by a student or a group, from the perspective of other groups of subjects (curricular areas). Thus, each student is put into the situation to reflect on each theme/ project, eventually passing through all the previously studied subjects. The focus must be in this moment on re-organizing the knowledge of students, putting them to use what they have already learned into the service of solving the specific tasks of each theme and practicing important competencies for future life: for documentation, selection of proper information, interpretation of it according to the requests of the tasks, planning the paper editing, writing on computer, orally presenting the topic in front of the other students based on an self created support (PPT, Prezzi, poster etc.)

These ideas totally correspond to a definition of *integrated teaching and learning*[3]

"An integrated approach allows learners to explore, gather, process, refine and present information about topics they want to investigate without the constraints imposed by traditional subject barriers" (Pigdon and Woolley, 1992). An integrated approach allows students to engage in purposeful, relevant learning."

The effective **integrated approach** is possible first, if, from the strategic level of curriculum design , the structuring types as interdisciplinary or pluri-disciplinary are realized. Second, the effectiveness is possible if on the tactical level, the educators' philosophy and their trained competencies allows them to respect the principle of the transdisciplinarity as it was previously defined and to be leading actors of an integrative teaching focused on learning approach. The necessary balance between what the curriculum designers and the curriculum implementation actors must keep for

[3] **http://www.angelfire.com/stars5/integrated_teaching/integration.html**

Accessed 19.03.2017 ora 00.15

the students' development of competencies is illustrated in the following figure (fig. 1)

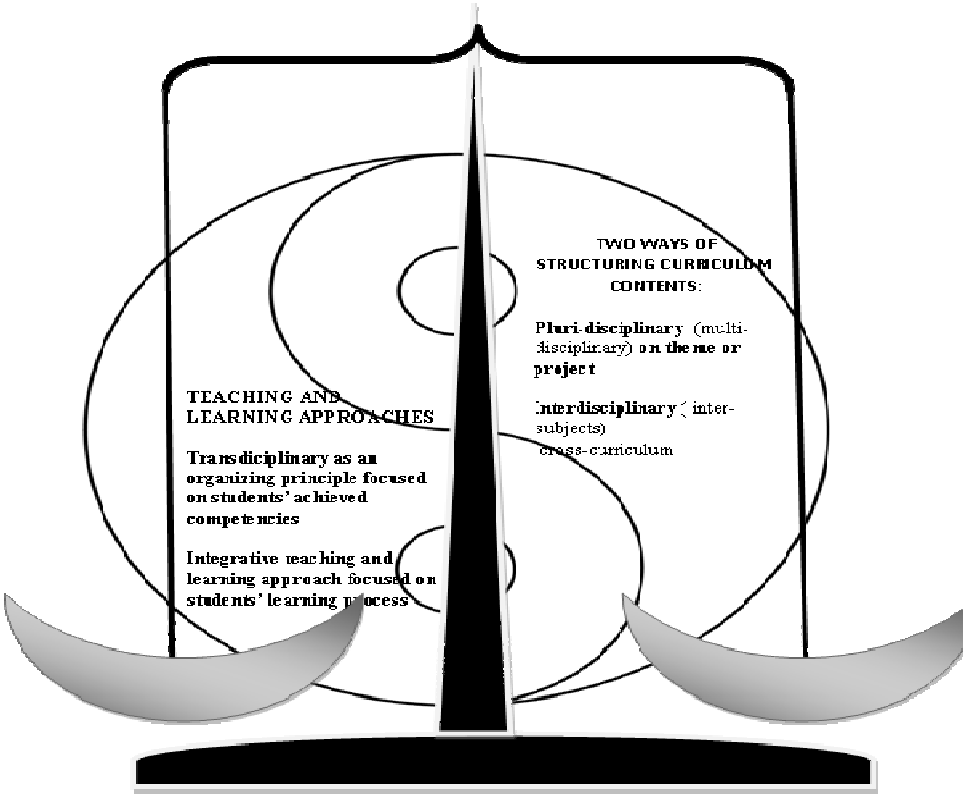

Fig. 1 Ying-Yang in designing and implementing curriculum contents within curriculum centered on competencies philosophy

The D'Hainault vision about how the transdisciplinary principle or vision is put in practice, with a peculiar reference for pre-school curriculum is illustrated by the figure 2.

The left column inserts, on distinctive lines, by category, students' actions for the implementation of which, they must develop their competencies. This means to have the fundamental knowledge about, to practice proper capacities to use knowledge, to be motivated and directed by appropriate attitudes towards high standard elaborated competences. Other columns represent the five experiential domains of pre-school curriculum, but they can imply the different curricular areas or disciplines of other levels of schooling.

The intersection of lines and columns gives possible ways of approaching the curriculum structure:

1. If a subject is approached as a distinctive knowledge field, trying to develop as much as possible competencies for each mentioned actions on

lines, a focused on subject approach is highlighted. (the vertical reading of the table)

2. Competencies for each action mentioned on lines, may be developed for almost all the knowledge areas (more effective if the designed structure of contents is an interdisciplinary one, providing fundamentals for an integrated approach).

3. A consistent number of competencies connected to different actions, specified on lines, may be developed through a thematic approach (the diagonal/ transversal reading of the table imagined by circle).

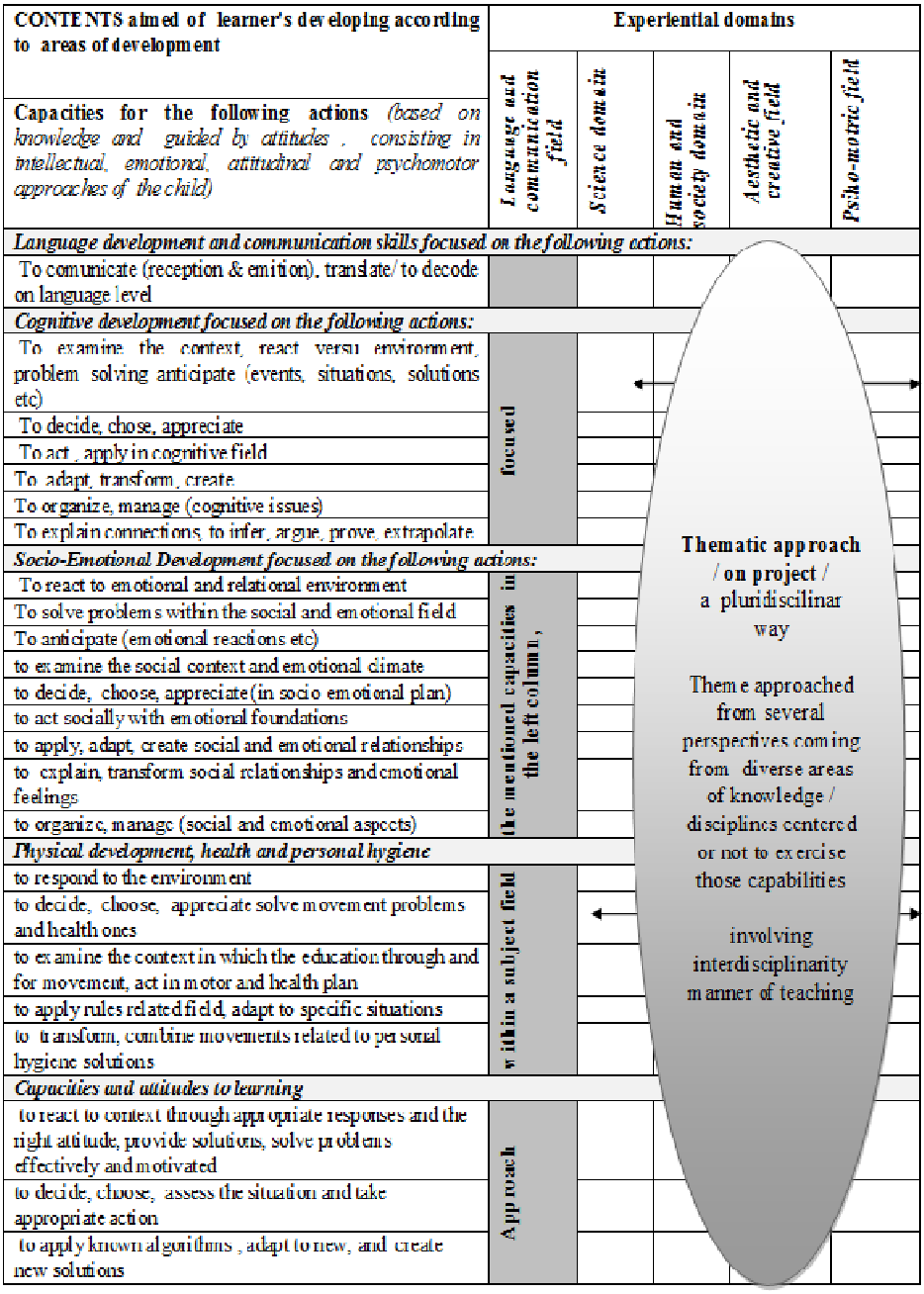

Fig. 2. D'Hainault vision about how the transdisciplinary principle or vision

The motto of this paper may be the root of the final idea of it, as well. As William Blake says, these ideas are to be a help for those who wants to

understand, having perpetual doubts and questions, not for those who don't know enough, but for them the doubts and questions do not exist.

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COMPARATIVE ANALYSIS OF THE EDUCATIONAL MANAGEMENT STRATEGIES BETWEEN PUBLIC AND PRIVATE UNIVERSITY IN MEXICO

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Abstract: *The objective was to identify best practices in education management strategies undertaken from their model Educational Management by public and private universities in México. An evaluative research-comparison and a Generic Benchmarking were performed, based on the Model V-Assessment Planning. A "commercial" trend was observed in the public and private universities to invest in infra-structure, offering tangible benefits to customers (students and parents), with modern facilities. It is essential for both quality and structures consolidated for compliance with its basic functions and encourage the creation of new knowledge. Although, private universities must learn from the public universities, for example in areas of research, development and promotion of science. In addition to a comprehensive educational model (research, teaching, extension, Academic Programs, internationalization, Teaching-Learning Process, Social Impact, Bonding, Philosophy and Institutional Financing). And in the superstructure Public Private must learn, as it has a sound and reliable organizational vision for their operation because it works from a commercial approach to achieving institutional and economic objectives.*

Keywords: *Educational strategy, educational management strategies, public university, private university.*

Introduction

The opening of Mexico to the international market, with the elimination of the import substitution model towards the end of the 1970s and the beginning of the eighties, forced, with priority, to develop in the environment of Mexican organizations a culture of competitiveness that to increase the productivity of goods and services generated by the country, and above all

the profitability of companies regardless of the sector to which they belong, social, private or public and even educational. With this, the companies of the country had to face international markets - and not only the national ones - beginning to compete with large foreign companies, international and multinational. Moreover, they had to face the beginnings of the globalization process, the international reconfiguration and the new scenario of the world economy, react and leave their organizational structures of the past, obsolete and past, developing actions (strategies) to respond to the competitiveness needs demanded by market circumstances.
It was then that Mexican companies gave importance to the theories of administration that emerged from the late nineteenth century - which were the result of the experiences and situations experienced during the Industrial Revolution - theories that were the axes of action of companies, from organization to business monitoring. From the classical and scientific theory of administration (with Frederick Taylor, Henry Ford and Fayol) to other theoretical schools of administration [1]. Today, in this social and commercial evolution - from the school of human relations, market behavior and the working climate with Weber, Kant, Elton Mayo and Abraham Maslow - to the beginnings of recent theories of strategic planning And the competitive vision with Peter Drucker, Senge, Mintzberg, Steiner and Michael Porter - with objectives based on results, new ways of working, processes and how to do things, being the center of all this theory Management.

Management is the simplified description of a reality that seeks to understand, analyze and modify if necessary [2]. It is the way in which the effective, social and academic interactions of the individuals that are actors of the complex educational processes and that constitute the institution to achieve the informative purpose of the individuals and of the groups are organized, these descriptions are executed By means of intelligent actions of decision, that are the strategies.

The management of a company is all the processes put in place, guided by the decision-making processes that determine the activity of the company [3]. Similarly, Drucker addresses the concept of management as a management function "the manager has to manage, he has to organize and improve what already exists and is already known, just like he should be an entrepreneur." Other authors [4] argue that "management encompasses a series of elements of different nature: an organizational structure, a series of management practices, a representation system and a personality model." Management is characterized by a broad vision of the real possibilities of an organization to solve a certain situation or reach a certain purpose. Finally, Mintzberg and

Stoner assume the term management as the "disposition and organization of the resources of an individual or group to obtain the expected results".

Educational management is a relatively new discipline, which unites concepts of administration (as in any organization, planning, organizing, directing, evaluating and controlling) with education concepts [5]. The International Institute for Educational Planning (IIEP) of UNESCO, in the year 2000, points to educational management as a set of integrated theoretical and practical processes, both horizontally and vertically, in the educational system to meet and fulfill social demands to education. It is possible to define educational management, as the actions deployed by managers who manage large organizational spaces of a whole that integrates knowledge and action, ethics and effectiveness, policy and management of processes that tend to the continuous improvement of educational practices. Educational management has been divided into three aspects [6] according to the scope of its work in institutional management (related to structure), school management (community-related) and pedagogical management Classroom).

Table 1: Fields of educational management

Institutional management	**School management**	**Pedagogical management**
The institutional management comprises actions of administrative, managerial, personnel policy, economic-budget, planning, programming, regulation and guidance. It is a process that helps a good conduct of the projects and the set of actions related to each other, which enables the achievement of pedagogical intentionality in, with and for educational action in order to achieve the objectives	School management is broader and deeper management with the theoretical and methodological sufficiency to turn the school. Into an organization focused on pedagogy, open to learning and innovation. It consists of the actions carried out by the institution to direct and plan the school development and the set of tasks carried out by the actors of the educational community (principals, teachers, support staff, parents and students), linked to	Pedagogical management specifies educational management as a whole, relating teaching processes, curriculum, didactic planning, assessment and how to relate to students and parents to ensure learning. It is the coordinated action of actions and resources to enhance the pedagogical and didactic process that teachers perform in collective, to direct their practice to the fulfillment of educational purposes

set, the evaluation of the system and Compliance with the institutional mission. It is a tool to grow in efficiency, effectiveness, relevance and relevance, with sufficient flexibility, maturity and openness to new forms of work.	the fundamental task that Has been assigned to the school.	becoming a management for learning.

Source: own production with data from [6], [7], [8] and [5].

The changes that have occurred in recent years in the world economy, social and political relations, the organization of government and the management of university institutions, it have been influenced [9] by the new normative theories of the State that are Manifest in the notions of "New public management" and "Self-regulation" [10]. Similarly, other author, [11] have identified different ways of managing universities, which, respecting the particular characteristics of each university institution, approach business management techniques. These models have in common the attempt to find a balance between centralization and decentralization, between external (market) and internal (academic) influences, between stability and institutional flexibility, all with the aim of maximizing the capacity of Institutional development in a state or market control system, as shown in the following Table 2.

Table 2: Models of educational management

Model	Description
Adaptive University	The Adaptive University has to do with organizational adaptation that refers to changes and alterations in the components of the organization with the aim of adapting to external changes. It identifies five factors that facilitate the adaptive capacity of Universities: 1. An externally focused mission, 2. A differentiated organizational structure because not all universities are the same, 3. Collegial management, 4. Institutional autonomy and 5. Diversified funds.
Cybernetic University	The Cybernetic University, presents a conceptual approach to governance, management, and institutional leadership based on the cybernetic model of organizations. Higher education institutions are considered to be complex, seemingly disordered organizations with almost total lack of clear management structures. This stability is achieved

	through cybernetic controls, that is, through self-correcting mechanisms at the micro-level, implying the establishment of organizational control systems.
University of Academic Capitalism	The University of Academic Capitalism refers to the changes in higher education in the dependence of resources in universities, which provoke the search for new sources of monetary resources. So the indicator of "academic capitalism" in the university is the increase of the commitment of the university to the market.
Networking Organizations	The Networking Organizations are the universities that in their forms of government and management can respond quickly to situations of increasing complexity. Since they are able to use their resources, programs and staff in a more flexible, more adaptive and more efficient way. Since there are structured relationships between individuals or groups with lateral and reciprocal communication exchange.
University Entrepreneur	The University Entrepreneur has central departments can also be self-sufficient; Collect money, actively choose between specialties, and in any case, make forecasts; Develop a set of fundamental beliefs that guide and rationalize the structure of change that provides a strong response capacity; And build a centralized management capacity with the aim of making broad choices that help guide the organization. The diversification of the funding base and the integration of the entrepreneurial culture in the organization are basic elements in the organizational structure of the University - "the paths of transformation" - seeking new opportunities, flexible to fit market changes And constantly seek new competitive advantages, through a new demand for their products and at the same time create new customers.
Innovative University	The Innovative University is the one that wants and tries to adapt to the changes of the environment and exert the same characteristics that the "paths of transformation". As well as the model referring to the evolution that has occurred in the field of university research, passing during the last decades from the so-called "Model 1" to "Model 2". The "Model 1" is present in those universities organized according to structures by disciplines and in "model 2" research is produced in the application context. The main characteristics of this model of knowledge production are its trans-disciplinarily, its heterogeneity, its organizational

	diversity, high social responsibility and the new forms of quality control emanating from it. In the "Model 2" of knowledge production, faculties and university departments become organizational and administrative units rather than intellectual categories, emphasizing the importance of relationships, interaction and collaboration in the production of knowledge and would have implications In the organization and management of the University.
University that Learns	The University that Learns is the university like a forum of learning and knowledge and is followed of a new and modern concept of "learning organization". It refers to the provision of an enhancement of learning ability, which depends on the development of new pedagogical methods, learning-based research, increased multimedia learning, student mobilization and interdisciplinary projects. According to Kristensen, it is based on the concept of self-evaluation, for the organization as a whole, which depends on the commitment of quality and an increase in competition, and the construction of internal and external networks.
Corporate University	The Corporate University is another way of developing higher education institutions under external pressures, such as the reduction of public resources, has been the administrative management to improve internal efficiency and increase opportunities for expansion of new activities And services, known as "New Public Management" or "New Managerialism", giving rise to the institutional model. In this type of university, the formation of corporate identity, the strengthening of a strong administrative level (that allows the distribution of the internal power of the Institution, an increase in the size of the administrative structure and the recruitment of external professionals), the Establishment of new priorities, conditioning the results to the available financing with the introduction of competitive elements in the public financing of the University and the orientation to the client increasing the quality of the services and defining the responsibility for the provision of the same. Producing a structure based on the systems and vision of private companies and the market.

Source: own elaboration with data [12], [13], [14], [15], [16], [17], [18], [19], [20], [21], [22] and [23].

Alain Touraine [24] points out that the university is an establishment that protects and integrates three functions: production, transmission and utilization of knowledge. Then the "integrated university" [25], with the current needs of the educational and business market. They are finally reduced to the production of strategic knowledge by the University.

- The production of knowledge (research).
- The teaching of scientific knowledge (development of researchers).
- The application of science (professionalization).
- The diffusion of knowledge (strategies to make known the products of higher education).

The models of educational management in Mexican universities, some are focused mainly on the teaching-learning process - the teacher, research and student training - but do not reflect the productive reality of the context. On the other hand, other models bet on the professionalization of students, but most of the time with educational and non-strategy deficiencies that balance the operative-administrative part with the educational one for an adequate educational planning, existing a link between the conditions of learning (educational models) And factors that affect the educational process (strategic resource management models) [26].

It is clear that in Mexico there is no link between the academic and the productive world, where the Mexican educational system has had to copy models from other countries and has not adapted them to national contexts, making it difficult for universities to make innovative proposals that respond to the current demands of a globalized economy. In several Latin American studies on the quality of education and its relationship with educational management strategies, there is a priority concern with the equity and social relevance of education and knowledge for citizens.

Summarize this concern [27] when they affirm that "the pursuit of quality should not be done at the expense of equity" and the quality of service offered. Hallack [28] defends a proposal of school administration capable of articulating creatively the ideals of quality and equity in the effective provision of educational services. The new strategic role of universities is to be the builders of information and knowledge societies. This new paradigm - as competitive institutions - occurs in two important demands [29]:

1.

1. The market perspective (economic survival).
2. That of their own formative nature transmitting knowledge.

To respond to the "Convergence of knowledge" with the administration of ideas, theories, technologies, information and communication to achieve productivity, efficiency and quality that ensure development, growth, productivity and competitiveness, not only before Markets, but in the new international markets. There is a quantitative and non-qualitative growth of mainly private and sometimes non-university universities, ranging from technical, scientific, even vocational approaches, which is the most common trend of global educational growth [30]. The causes of this growth are:

1. Growth of enrollment in the Higher Education System.
2. Emergence of various types of Higher Education Institutions.
3. The growing number of private education institutions (as a competitor of public education.
4. The reduction of public funding to public universities [31].

Design and process of research

The present work is the result of an investigation, which was based on the lines that explain the higher education in Mexico and its evolution as "Institution-company" was taken as subjects of study and analysis to the public and private universities in the State of Puebla, in Mexico. The objective was to identify best practices in educational management strategies for the imaginary of an educational-commercial model. In addition to being quantitative, descriptive, cross-sectional and non-experimental, the research was based on the generic benchmarking technique of Boxwell [32] -planning, doing, comparing and acting-and the model of weights by Spendolini [33].

For the "planning stage", the evaluation-comparison matrix was compiled with the information collected, based on the variables that make up the V-planning-evaluation model [34] of the CIEES-UDUAL (in acronym Spanish, mean: Inter-institutional Committees for the Evaluation of Higher Education - Union of American Universities Latin America and the Caribbean). It was weighed for comparative analysis - based on the importance of the university structure [35-36] - to the structure with 50%, followed by the infrastructure with 30% and finally the superstructure with 20%.

Likewise, it was determined to assign to each dimension the Value of 100 (one hundred) points and an individual percentage were assigned to each of the elements of each dimension (see Table 3). In the "doing stage" we identified the universities to compare each university, three public universities and three private universities (From this moment, will be identified as university-1, university-2 and university-3 of type public and university-1, university-2 and university-3 of type private). The instrument

was applied for 73 constructs (see Table 4). In the "comparing stage", the information obtained was analyzed and benchmarking was evaluated-compared independently by type of institution that is, only between private institutions and then public ones (see Table 5).

Table 3: Weightings by dimension: superstructure, structure and infrastructure

Dimension	Weighting	Value	Category
Super-structure	20%	100	Institutional philosophy Academic model Strategic administration plan of the institution
Structure	50	100	Academic offer Academic model PEA (Teaching learning process)
Infrastructure	30%	100	Teaching resources, materials and equipment

Source: own elaboration with data [33-36].

Table 4: Research instrument

Dimension	Category	Sub- Category	Item
Super-structure	Institutional philosophy	Institutional objectives, vision, mission, values	1 - 4
	Academic model	Basic elements: 1. Research 2. Teaching 3. Extension-dissemination 4. Academic offering 5. Internationalization 6. Teaching-learning process 7. Social impact 8. Bonding (social, business and governmental) 9. Institutional philosophy 10. Financing	5 - 6
	Strategic administration plan of the institution	Marketing plan	7 -8
		Human resources plan	9 - 12
		Finance plan	13 - 16
		Quality plan	17 - 18
Structure	Academic offer	0. Study programs:	19 –

		bachelor, master's and doctoral	30
		1. Teachers academic degree 2. Teaching experience 3. Work experience 4. Lines of research 5. Institutional research 6. Teachers in the SNI-Conacyt 7. SEP-PRODEP profile 8. Binding 9. Relationship of study programs to the market 10. National exchanges 11. International exchanges 12. National conventions 13. International conventions 14. 5 student relationship with the production sector 15. University extension 16. Culture 17. Continuing education 18. Distance education	31 - 42 43 - 48 49 - 56 57 – 61
	Academic model	Teaching-learning process	62
Infrastructure	Teaching resources, materials and equipment	Academic spaces Social spaces Sports spaces Spaces for technology Libraries Languages laboratories	63-73

Source: own elaboration with data [35-37].

Table 5: Benchmarking of Educational strategies between public universities and private universities in Mexico

Variables			Private university						Public university					
			1		2		3		1		2		3	
Dimension	Weighing	VALOR	Bench	Weighing	Bench	Weighing	Bench	Weighing	Bench	Weighing	Bench	Weighing	Bench	Weighing
SUPER - STRUCTURE	20%	100	90.33	18.07	100.00	20.00	44.30	8.86	78.67	15.73	76.73	15.35	75.07	15.01
STRUCTURE	50%	100	85.89	42.95	88.36	44.18	54.49	27.24	90.64	45.32	59.53	29.77	47.95	23.98
INFRA-STRUCTURE	30%	100	78.95	23.69	89.20	26.76	39.00	11.70	88.50	26.55	77.50	23.25	45.00	13.50
Total	100 %		255.18	84.70	277.56	90.94	137.79	47.80	257.81	87.60	213.77	68.36	168.02	52.49

Source: own elaboration.

Finally, in the act stage, the results of public and private universities were integrated into the same comparative matrix to determine best practices. Based on the highest weights, the best practices of each dimension were obtained. In addition to integrating a ranking of universities, one including both types and for each dimension to compare.

Results

Based on the type of research described in previous lines [37] (quantitative, descriptive, cross-sectional and non-experimental). The public university-1 with 278.93 points, followed by the private university-2 with 277.56 points. As can be seen in Table 6, this difference of points is not conclusive, at least from this perspective, in which they include the three dimensions. The difference of 1.93 points shows and confirms the position of a very close competition between public and private in the educational market currently offered in Mexico. For a more in-depth analysis, the data by size were compared.

Super-Structure

The only university with 100% in the institutional statutes is the private university-2 and is followed by the public university-1 with 95.50 points. As can be seen in Table 7, private universities have completed institutional strategic planning, which does not mean that public universities do not have it, since the difference is the commercial and social approach, respectively.

Structure

In this dimension, none of the universities (public or private) meets 100%. The public university-1 obtained 90.64 points and the private university-2 88.36 points. As can be seen in Table 8, there is no great difference (only 2.28 points), which reflects that the private university is investing more in the recruitment, development and certification / accreditation of its educational and teaching offer.

Infra-structure

Also in this dimension none of the universities (public or private) obtained 100%. The first positions occupy it, the university -1 pública with 92.79 points, followed by the private university-2 with 89.20 points. As you can see, the difference is relatively small, it is 3.59 points. As can be seen in Table 9, there is intense competition between the private and public universities for the provision of the best facilities (buildings, technology centers, language centers, study areas and coexistence) Students see their institutions as the best study options.

However, the private university has not managed to match the public's offer in terms of facilities, due to the budget dependence of its own funds. The public universities can count on observatories, telescopes or facilities with complete laboratories, thanks to the federal and state budgetary supports in the investigation and promotion of the new knowledge.

Table 6: Educational Ranking of Universities in México.

Position	Sector	University	Result	Weighing
1	Public	1	278.93	92.26
2	Private	2	277.56	90.94
3	Private	1	255.18	84.70
4	Public	2	213.77	68.36
5	Public	3	168.02	52.49
6	Private	3	137.79	47.80

Source: own elaboration.

Table 7: Educational Super-structure Ranking of Universities in México

Position	Sector	University	Result	Weighing
1	Private	2	100.00	20.00
2	Public	1	95.50	19.10
3	Private	1	90.33	18.07
4	Public	2	76.73	15.35
5	Public	3	75.07	15.01
6	Private	3	44.30	8.86

Source: own elaboration.

Table 8: Educational Structure Ranking of Universities in México

Position	Sector	University	Result	Weighing
1	Public	1	90.64	45.32
2	Private	2	88.36	44.18
3	Private	1	85.89	42.95
4	Public	2	59.53	29.77
5	Private	3	54.49	27.24
6	Public	3	47.95	23.98

Source: own elaboration.

Table 9: Educational Infra-structure Ranking of Universities in México

Position	Sector	University	Result	Weighing
1	Public	IES-1	92.79	27.84
2	Private	IES-2	89.20	26.76
3	Private	IES-1	78.95	23.69
4	Public	IES-2	77.50	23.25
5	Public	IES-3	45.00	13.50
6	Private	IES-3	39.00	11.70

Source: own elaboration.

Best Practices

Taking into account the categories in the dimensions of the model V-planning-evaluation (CIESS-UDUAL, 2009) proposals, best practices were identified based in the highest numerical evaluation. The best practices by size and category are described below.

Dimension: super-structure

Best Practice 1: private university -2 and public university -2.
Category: Institutional Philosophy
• Valid for 3 years, formulate or reformulate every 3 years, not exceed the projection to 10 years and be published in at least three internal media of the institution.

Best practice 2: private university -2.
Category: Academic model • Research, teaching, extension-dissemination, academic offer, internationalization, teaching-learning process, social impact, social, business and governmental linkage, institutional philosophy and financing.

Best practice 3: private university -2.
Category: Strategic management plan • Educational marketing plan: existence in the strategic plan, valid for at least 3 years, strategic elements: positioning, marketing, brand value and communication.
• Human resources plan: existence in the strategic plan, valid for at least 3 years, strategic elements: recruitment, selection, contracting, training, development and promotion. In addition to the health and safety plan and civil protection.
• Financing plan (finances): strategic elements, such as tuition, supplementary education, funding, research and publications, as well as certifications and accreditations of sound finances for internal and external institutions in the strategic plan, valid for at least 3 years.
• Institutional quality plan: existence in the strategic plan, valid for at least 3 years, certifications / accreditations in five aspects of institutional quality: academic, processes, customer service, study, administrative and social programs.

Dimension: structure

Best practice 4: private university -1, private university -2 and public university -1.
Category: Academic offer • 50% of undergraduate degree programs accredited by COPAES.
• 100% of undergraduate degree programs, certified by CIEES.

• 70% of master's degree programs, certified by CIEES.
• 70% of doctoral study programs, certified by CIEES.
• 100% of the undergraduate, master and doctorate programs, updated, with a validity of no more than 3 years.
• 50% of master's and doctoral programs registered in the PNPC of the Conacyt.

Best Practice 5: private university -2 and public university-1.
Category: Teachers
• Not more than 40% of hour-class teachers in the institution, for both bachelor's, master's and doctoral degrees.
• 100% of teachers with the academic degree equal to the level of the classes they teach (bachelor, master and doctorate).
• 70% of teachers (minimum), with the next higher level to the level that they teach (mastery for bachelor and doctorate for masters).
• 50% full-time (minimum) teachers with a PhD degree.
• 100% of teachers with at least 5 years of teaching experience in higher education.
• 100% of teachers with at least 5 years of work-professional experience in the teaching area.

Best Practice 6: private university 1 and 2 and public university 1.
Category: Research • 50 lines of research.
• Production of at least 300 investigations, on average during a school year.
• Publication of 70% of the research carried out.
• Have at least 60% of teacher-researchers, registered in the National System of Researchers SNI-Conacyt.

Best practice 7: private university -2 private.
Category: Bonding
• More than 10 academic boards made up of entrepreneurs, religious, alumni, executives and executives, politicians, academic opinion leaders, researchers, non-profit social associations and sports leaders.
• 80% of students take internships at the national level.
• 50% of the students take internships at the international level.
• Have more than 160 national conventions (throughout the Mexican Republic).
• Have more than 60 international agreements (in the four continents).
• Have an entrepreneurship program that offers incubator and accelerator.

Best Practice 8: university private -2 and university public -1.
Category: University Extension

• On average 65 activities per month to promote: culture, art, spiritual development, emotional intelligence, social interaction, creativity and knowledge development.
• Must offer refresher, training and flexible professional training: continuing education, executive programs (bachelor's degree) and online offer.

Best practice 9: university -1 and 2 private and university -1 public.
Category: Teaching-learning process
• The process should integrate: research, teaching, extension-dissemination, academic offer, internationalization, subjects of the teaching-learning process, social impact, social, business and governmental linkage and institutional philosophy.

Dimension: infra-structure
Best practice 10: university private -2 and university public -2.
Category: Didactic resources, materials and equipment • Have 100% of the rooms equipped with educational technology (multimedia projector or giant screen, audio and video player, unlimited Internet access, acrylic board, ventilation, climate or fan, water dispenser, furniture according to academic degree Work tables or executive chairs).
• To have 100% of the corresponding laboratories and adequate to the academic offer that counts (medicine, mechatronics, electronics, nutrition, marketing, etc.).
• Have at least one area of student coexistence, for each academic area of the institution (or areas of knowledge).
• Encourage sports: sports areas.
• Internet service (university community) without restrictions and demand capacity.
• Have a virtual and physical library.
• Have the language practice areas.

Conclusion
The best strategies developed by public and private universities to operate and fulfill their educational and commercial objectives are related to the basic functions of the university: academic offer, teachers, research, linkage, university extension and teaching process -learning. Each one of them based on the social, business, humanistic or commercial approach that they have set in their strategic objectives. Although the learning that the private university must learn from the public, in terms of educational management, it is mainly in the academic structure regarding research with focus, that is, research to transform and bring knowledge to society, including all sectors (National

System of Researchers, SNI in acronym Spanish), to provide science, knowledge and innovation to the institution, the students, the community, and so on. Based on the best practices identified in the educational management strategies of public and private universities in Puebla, a model of educational management for higher education institutions is proposed and shown, Table 10.

However, the public university must also learn from the private, from its superstructure. The private university has strategic institutional plans with objectives, goals, impacts, coverage and commercial scope that include aspects and strategic actions of marketing, human resources, finances, production of the educational service and quality. The differences between the educational management strategies used by public universities in relation to those used by private universities are relatively basic, that is, there is no great difference between the operational actions carried out by a public and private university. Although the difference is that the private university is concerned about remaining in the market as an educational company competing with its own type and with the public ones to obtain student-clients, ensuring the proposed "sale" in its commercial goals to finance its activities, Programs, institutional and educational projects. While public universities, still do not enter into the dynamics of operating commercially, are concerned to offer their product (educational programs for professional training) with educational quality, which meets the requirements of society: institutional philosophy, strategic objectives and mission-vision.

It is clear that every institution considers itself competitive, the best in the market, offering quality in the product and customer service, etc. Aspects that public and private universities contemplate in their philosophies. But in the administrative or management approach is the difference of one respect to another. The private university has an administrative management degree in order to be the best competitor in the market with economic profitability, as the first order of business importance. On the contrary, the public university has the administrative or social management intention to be a real university that "produces" science-knowledge for the transformation of society, as the first order of "business" importance.

One of the main challenges faced by both public and private organizations in the 21st century is how to create social structures that facilitate the organizational-administrative function of knowledge intermediation. That is, management strategies in which the company today can be able to turn information into useful and practical knowledge that responds to the needs of its market-customers, employees and suppliers. Thus, there is a need to create mechanisms of various kinds, administrative or organizational, that can process information for specific users, about specific topics and provide it in

real time, thus facilitating the mobilization and use of information and knowledge in decision making.

The new scenario of the global economy requires educational companies competitive management strategies for the need to have resources that allow investment for the development of educational and research projects, so that universities or public and private higher education institutions Must have the strategic tools that contribute to the achievement of their educational and management objectives, achieving a balance between these two aspects. Obviously, these strategies are carried out by the individuals who are in charge of the management and organization of the institutions, of academics, teachers, support staff and researchers, who each carry out actions (from basic functions and of structural importance) to the operation of the institution.

In this struggle for the market, public and private institutions execute strategic actions that they use to attract "clients" (the students), who have to select one or another university based on variables such as economy, brand value, educational quality, Job opportunity and philosophical identification.

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OPTIMIZATION OF THE DIDACTIC COMMUNICATION

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Abstract: *Educational process requires an inventory analysis and investigation of communication components; interconnections between them; consequences and capacity development; generating sources of bottlenecks, the manner of expressing them and ways to optimize educational communication; analysis involving of the one part, teachers, on the other students. Teaching communication efficiency is generated by several factors, whose understanding and straightening can reduce the differences that arise between the information the teacher wants to send and what the students understand and keep the information. The factors that determine the efficiency of communication are teacher's personality, the personality of students, psychosocial dimensions of the context and environmental. Increased the influence over members of the educational group can be done by removing barriers in communication. The activity of the didactic communication optimization requires the following steps: analysis and evaluation the quality of teaching communication, identify nature of the bottlenecks involved in the act of communication, outlining a strategy that is customized depending on the nature and composition of the educational group, implementation of the strategy that has been chosen, the analyze the effects of post-implementation.*

Key words:

1. Didactics communication

The knowledge and experience in communication contributes significantly to the progress and development of education; at the formation, development and education of the generations of students. In the educational process, the communication illustrates in the same time, a fundamental concern and an indispensable tool used by teachers. The didactics communication has a integrative and overall character, in the sense of the coverage and of the harmonization all forms of communication; of languages (natural and artificial); of the multimedia communication; psychological, psychosocial, social, cultural and contextual factors. Each compartment of

the life, cultural and social reality unfolds and develops around the communicative act; communication represents a source of reflection, of research and of achievements. The educational process is in constant metamorphosis, but his various situations are always based on communication. Between communication and the education process is an interdependence and reciprocity relationship, of complex and multifaceted nature. The activity educational requires that, permanently, the scientific understanding it to be naturally and necessarily associated with the psycho-pedagogical understanding of the educational process, with the practice of efficient communication and pedagogical experience. The significance of the communication act within the educational process is validated and strengthened by the fact that learning it is based on this one.

The analysis and investigation of the issues communicative process in educational institutions require the corresponding attention the elements composing, the elements which it is based, psychosocial aspects that optimizes him and render more effective or those that can cause dysfunction, cause blockages. The perception correct and the understanding of the quality of communication, of the structure of communication, the contribution of each element to the implementation of the entire, allow us to notice the complexity and value of the work process and educational activities. Investigation of the educational process calls for an analysis of communication components; of interconnections between them; of consequences and development capacity; of sources generating of bottlenecks, of the manner of expressing them and the ways to optimize the didactic communication; analysis involving on the one hand, teachers, on the other students. Educational practice it must be understood and perceived by students and teachers as a communication experience, an application of interpersonal relations, discussions and collaboration, and not as a process of transmitting information in one direction. The act of education should be an essential tool to eliminate obstacles hampering communication at all levels. The communication was treated over time under different forms, in vision of various sciences specialized, each giving it new meanings and meanings. The communicative act is defined and characterized distinct from each field of knowledge, focusing on contact, transfer, transport, energy, information, features of the interlocutors, of the specific of social context, the particularities of social situation.

The improvement of the communicative process it is based on a spectrum of sciences and on complex analysis, requires consideration of all scientific perspectives. The concept of communication has received various nuances, meanings and emphases over time, meanings offered by science as anthropology, sociology, psychology (general psychology, social psychology, psychology of groups), pedagogy, political science, management and

theoretical explanatory models and information theory, cybernetic model, systemic theory, semiotics perspective. Although the manner of definition, characterization and explanation of the communication is distinct for each science or theoretical orientation, combined they can provide a sophisticated vision, general perspective of the process is superior in terms of how to explain the facets they represent.

Perceived and investigated as a process in constant change, transformation, the communication has the following characteristics:

1. mutual relationship in a particular context;
2. the communication and transfer of messages between stakeholders are based on certain features and subordinate rules and perceptions;
3. the exchange of information, the knowledge, the ideas, the concepts, the opinions, the beliefs and the feelings in order to get certain reactions or behavioral responses specific. (D. Mc Quail, 1999)

At these features add:

- interaction between social actors depends on the social context and requirements of the social situation;
- the qualities dominant of the interlocutors and traits are reflected in the manner of issuance and receipt of the message;
- the circular character, each actor of the communication plays the role of the issuer and the receiver;
- the meaning of the message is based on psychological, social, cultural, environmental factors.

The attributes, the qualities and the elements components of the communication assigns him a genuine complexity that cannot be expressed by a single general scheme; described by a one-way perspective. The act of communication must be guided naturally by inter-communication, by adjustment and adaptation of the educational context. Improving communication is a fundamental objective of education, because this process illustrates equally a tool of relations with educational character, but also of concern on the personal development of all actors involved in the process.

Understanding and mastering the qualities of each form of communication is a basic condition of education, a condition which can ensure the effectiveness of teaching and improve interpersonal relationships within groups conducted at all levels (between equals, between teacher and educational group members).Training of skills and communication skills, relationship skills and influence, both for teachers and students, lead to the improvement the process of teaching.

2. Dysfunctional aspects of the didactic communication

Between the educational activities and the act of communication there is a inter-connection relationship, the obstacles that arise in communication causes considerable repercussions on the efficiency of the educational

process. The educational objectives can be affected by dysfunctional communication. Understanding and correct perception of various disorders that appear in the act of communication is the first step towards mastering the communication. The identification of the causes and the blockages of the process of communication allow identify the ways to optimize of the communication.

In our opinion, a diagnosis of the disorders noticeable of communicative in education can be developed from different perspectives:

- linguistics- the particularities of language and forms of the communication in school: the insecurity of sending the message; the transmission of the message as the inadequate, the incongruence between forms of language, inability to adjust to the interlocutor language (much too technical, sophisticated), intention and availability information, the ability to interpret and decode the message;
- psychological- psychological characteristics of their communication partners: low level of social intelligence, prejudices and stereotypes, absence of the psychosocial skills;
- psychosocial- psychosocial characteristics of the specific school social environment (class, school groups): low levels of cohesion and the tendency to split the group, promoting of the antisocial behaviors and the counterproductive behavior;
- contextual- the physical and temporal factors that influence the development of the communication process: dysfunctional arrangement of space, inadequate physical environment;
- functionality of the teaching communication- causative factors what one derives from the specific conduct of the process of the didactic communication: authoritarian style of the teachers, lack of theoretical skills or lack of experience on the educational act, inappropriate techniques and methods training.

The success of the educational process not depend on the choice certain forms of communication, but calls for the creation of learning contexts and situations in which different forms of communication to support and combine each other, indicating the harmonization and compatibility practice.

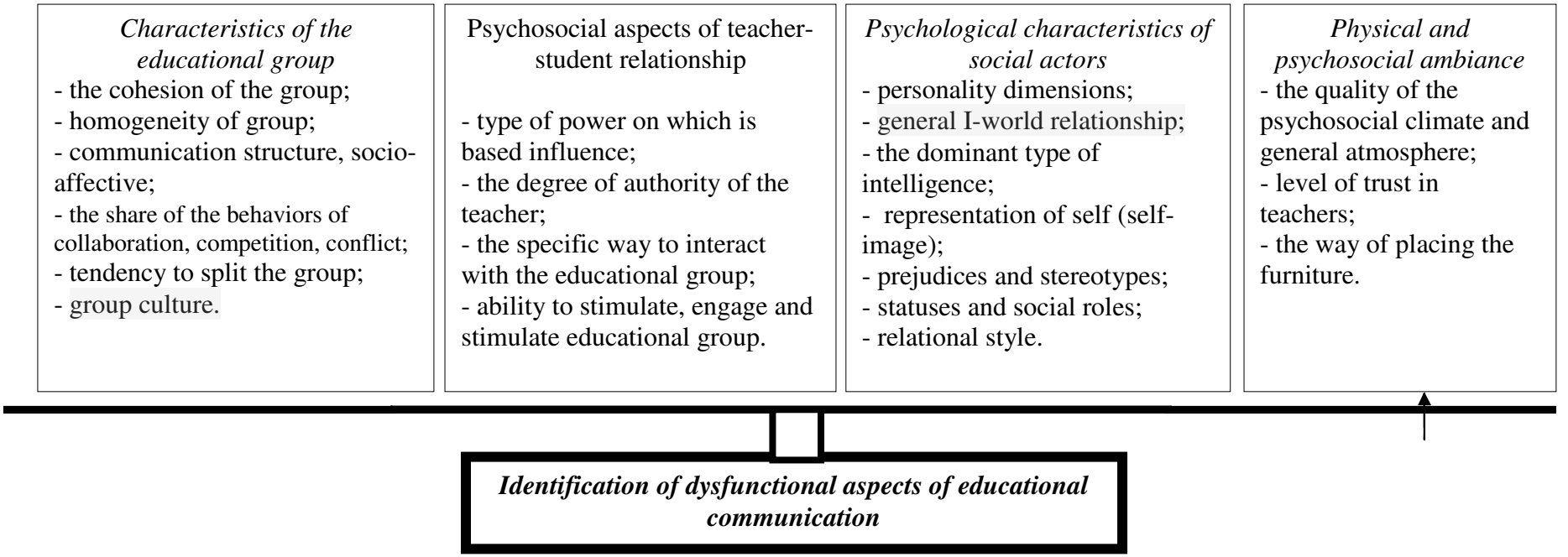


Fig. no. 1 Identification of dysfunctional aspects in teaching communication

3. Optimizing the didactic communication

In traditional education pedagogical efforts were focused on providing information and interest has centered on the issue of content and manner of their sense unidirectional transmission, omitting the reception characteristics, of interacting and intercommunication. The education system requires not only exposure of the knowledge, but also a convening to receive in a way consistent, dynamic, finding the understanding and practice of that information. The transmission of the information turns itself in to communication when the information that makes up the content (message) generates a consistent action and require a communicative interaction of the partner. In this context, the understanding appears to be essential in order to improve the didactic communications, understanding is on the one hand, means, on the other hand, the purpose of human communication. (Morin, E., 2010)

Modern approach to the didactics communication plays a crucial role, privileged, interest that is given the student, as a dynamic partner. In these circumstances, it is clear that the relationship of the communication between teacher and student and interaction are two key dimensions to improve the communication process.

Modern education system requires some rules for teachers: to know to listen to students, to understand their needs and wishes, to guide and direct so that their potential with which they were endowed. We Identify a effective communication where the subject expresses feelings openly and directly and simultaneously stimulates the partner to behave the same.

Teachers, to intervene effectively for optimizing communication and intercommunication staff must identify the elements that can influence communication, relations between them, their consequences and evolutionary trends, and individual dimensions of students interacting particularities school group, general context of communication. It requires the teachers to guide students step by step towards obtaining the teaching conditions to improve communication, operate so as to obtain an enhancement of all aspects of communication. (T. Slama-Cazacu, 1973, apud. Tran, V., Stănciugelu, I. 2001)

Improved of the intercommunication cannot be effected by means of a formal interactions, but requires the involvement of voluntary and conscious of the partners, the more since it is based on a higher type of training, which is based on the activation of training subjects; on assisting and dynamic and full participation; the establishment of interaction, intellectual metamorphosis, opinions, confrontation of views. (Bocoş, M., 2002)

The efficiency of the teaching communication is generated by several factors, whose understanding and straightening can reduce the differences

that arise between the information the teacher wants to convey and what the students understand and retain that information.

Factors that determine the efficiency of communication refers to the personality of the teacher, the student's personality, psychosocial and environmental dimensions of context.

The factors relating to the teacher's personality:

- ❖ the mirroring the quality of teaching;
- ❖ the accuracy with which follows objectives set out;
- ❖ packaging of the information in such a way as to provide meaning, functionality, reliability, accuracy, brevity them;
- ❖ the adjustment of the message and manner of speech at psychosocial characteristics of the students(not to overlook that the teacher not talks to a ideally student, but with one authentic, which has a certain degree of mental development, emotional and social, which has a certain amount of information, a certain proficiency);
- ❖ capacity to adapt their rhythm, the speech fluency, the timbre and tone to psychosocial and environmental characteristics and to the context in which the communication is made;
- ❖ ability to stimulate dialogue, to maintain harmonious relations with the educational group, ability to behave integrator (opposite behavior domineering, dictatorial) which is defined by flexibility, adaptability to the personality of others, spirit of cooperation, empathic capacity, removing inhibitions. (Pâinişoară, I., O., 2009)

The factors relating to the student's personality:

- degree of mental development, emotional, social, a certain level of cognitive structures, which should allow them capturing, understanding and assimilation of the message;
- linguistic capacity to correctly decode the message;
- an knowledge base, the skills, the attitudes stored in time at which to relate new knowledge;
- availability to capture the message, to learning to listen, dynamic involvement in the act of communication, quality of the interactive listening;

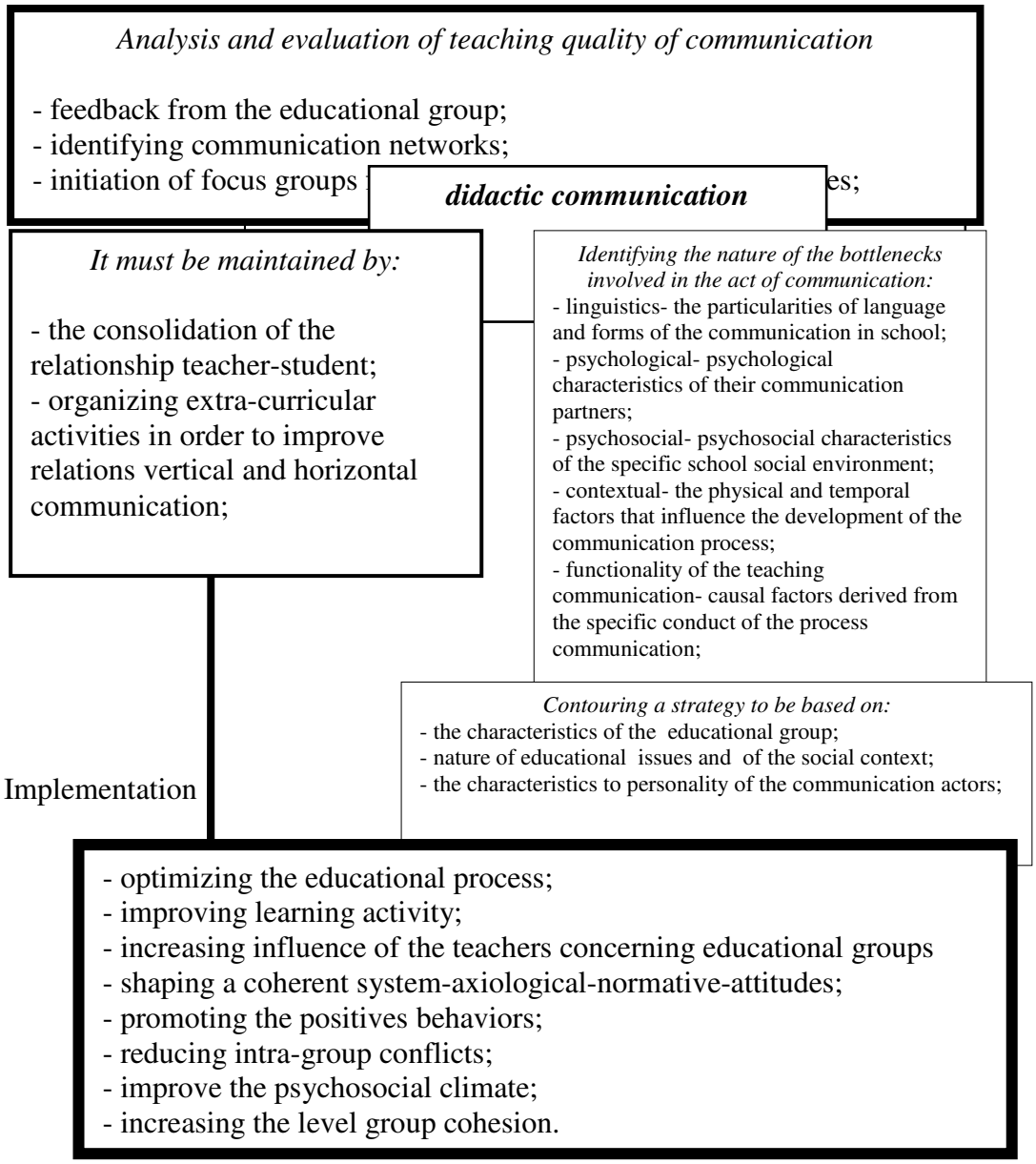
The context in which communication occurs:

- the information transmission channel must allow the message to be receiver without distortion, exclude room reverberation, noise, states of rumor;
- use as many channels of spreading the information;
- the psychosocial climate in which occurs the act of communication to be positive, harmonious.

Given that there is a relationship of interdependence between the quality of communication and value the educational process, increasing educational influence on group members can be achieved by removing barriers in communication.

The didactic communication activity requires completing the following steps:

- *Analysis and evaluation of teaching quality of communication* - the main purpose of recognizing the dysfunctional issues, which can disrupt the communication act; can be achieved by feedback from pupils / students (the degree of understanding and retention of information from teachers; ability to operate with concepts, to perceive connections between them; ability to apply knowledge); identifying communication networks to understand the manner in which information flows; organizing focus groups, enabling pupils / students to indicate negative aspects that influence teaching communication;
- *Identify nature of the bottlenecks involved in the act of communication-* requires a holistic, integrative, taking into account all dimensions of teaching communication: the characteristics of participants in the act of communication, the message and the social context in that unfolds the educational process;
- *Contouring a strategy* that is customized depending on the nature and composition of education, the specific activities and tasks of teaching, teacher's personality profile and the students; taking techniques that facilitate communication teaching or have been employed in an educational organization, without being adapted to the context, constitutes a failure;
- *Implementation of the strategy who was chosen-* effects, the repercussions of a strategy depends on the manner in which it was applied and the people involved in this process;
- *Analysis of the effects of post-implementation-* are visible over time; application of an appropriate strategy leads to optimizing the educational process, improving learning, increasing influence of the teachers concerning educational groups, shaping a coherent system-axiological-normative-attitudes, promoting the positives behaviors, reducing intra-group conflicts, improve the psychosocial climate, increasing the level group cohesion.



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PUPILS MOTIVATION IN EDUCATION BASED ON INFORMATION AND COMMUNICATION TECHNOLOGIES

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Abstract: *Information and communication technologies (ICT) have been used for some time in education and most often using such technologies had a positive impact on teaching methods and pupil or student learning and achievement. A quicker data transfer, better comprehension and gaining various skills are associated with ICT because information and images can be used in many ways and this helps to improve retention of knowledge and its understanding or development of school related skills. More studies have focused on the relation between ICT and motivation in education both on students and pupils and overall it has been found that ICT has a beneficial effect. For pupils, ICT has a motivational value because gives pupils the ability to interact with the knowledge transmitted during lessons in a more open and joyful way and also helps them to work quicker and with better results when are working on their tasks for writing them or improving their presentation. Because of these previous results the hypotheses of this study were to identify if there is any association between pupils motivation and use of ICT in the activity of integrated teaching-learning and also, to identify if means of teaching-learning based on exploration and use of ICT contribute to an increased motivation in pupils from primary school.*

Keywords: *motivation in education, ICT, teaching methods, didactic strategies*

1. INTRODUCTION

Although reviewing computer assisted teaching indicates another significant discrepancy between the rhythm of changes in education - in comparison with the rhythm of development for the systems of information transmission and modelling and their implementation rhythm in other life areas- modern technical means have confirmed their utility in educational area, through the easiness with which can recreate the pedagogic situation always, in concordance with the new acquisitions

from the education science area. So, a pedagogic strategy must permit the use of all means that can lead the pupil to attain the desired goal in the education process. But traditional pedagogic means complementarily with ITC means, no matter efficient would be, do not absolutely guarantee acquisition of the whole desired content, by the pupils, being multiple factors that influence pupils efficiency learning. As a consequence, we consider appropriate an analysis of the role of ITC means over pupils motivation, from the perspective of teachers responsible with organization and unfolding of teaching-learning-evaluation strategies.

1.1 Speciality literature review

Theoretical aspects and references from this study are focused on the conceptual analysis and of the didactic strategies elements, both from the traditional perspective but also from the computer based teaching perspective, and the their advantages and disadvantages will present relationships with motivation particularities at primary classes pupils. In this perspective of approach of teaching strategies can be integrated the following definitions: "an assembly of shapes, methods, technical means and their using principles, whose help are used contents aiming to get specific objectives" (M. Ionescu, V. Chiş, 1992, p. 9); "the assembly of means used to get to the desired objective, starting from material organization and supports choosing and ending with learning task and required conditions identification. All these will depend by proposed objectives and by formation stages experienced by the subject" (G. Nunziati, apud. I. Cerghit, 2002). As action mode, the strategy supposes methods associations, didactic supports, means and organization modes. All these must act "act not as distinct entities, but as interdependent resources, that act following function complementarities principle, of compensation and reciprocal support (reinforcement)" (I. Cerghit, 2002, p. 275). Even more, the strategy supposes methods, procedures and means integration superior operational structures, in which are established functional hierarchies. "So, didactic strategies represent un group of two or more methods and procedures integrated in an operational structure, engaged at the level of teaching-learning-evaluation activity, through realising general pedagogical objectives, specific and concrete to it, and at superior quality parameters" (S. Cristea, 2000, p. 350).

From the perspective of continuous improvement and didactic strategies efficiency have been established few common principles to alleviate traditional teaching but also computer assisted teaching which are, in the same time, conditions of any efficient didactic strategies (N. Lebrun, S. Berthelot, 1994): structured organization, content gradation, pupil motivation, active participation of the pupil, practical-applicable character and frequent feed-back, taking in consideration the learning rhythm of the pupils.

1. Content organization and gradation. Numerous studies indicate that aquisition of knowledge or of a new behavior is favourized only it is realized in

small sucesive stages and in aprogresive order; asimmilation of each stge can not be done if the previous ones are not asimmilated.

2. Pupil motivation. Motivation must be sustained and to be reinforced. The are didactic conditions and means, including here also ITC means, that favourize or triggerpupils motivation, such as: making clear for pupils which are the objectives and purposes required; presentation of the teaching in a practical and realistical manner; challenging the pupils and creating success conditions; creating in every pupil the conviction that the goal is not only desirable but also attainable; making clear to the pupils the information about the realised progress and use of encouragements or other forms of reward; adaptation of the difficulty at the individual and his own evolution; organization of the instruction conditions so that to ensure a just balance between succes and failure, through pondering of the learning tasks (if the task is very easy, the learning person is possible to underestimate it but if the task is too difficult there is the real risk like the person to became frustrated by it).

3. Participation. Learning is realised throuthe physical and mental activity of the pupil. Longer is participation, better his results. On one side pupil pupil participation can be favourized by formulating some adequated questions; asking some good questions in right moments allows the pupil to reactualize asimilated or in course of assimilation information. On the other side, formation of an ability, of one behaviour or of a working method is, mostly, failitated if the pupil is allowed to "practie" his task or to prove the stages of the task that is assimilated. Obviously, the participation level vary considerably depending on the activity the pupil is engaged in. The pupil that takes part to his own instruction has more chances to succed than the passive one.

4. Feed-back. The process of instruction implies a professor pupil communication. The feed-back is double, on one side is referring to ameliorate the acquisition, informing the pupil over educator requirements or over learning objectives and providing necessary clues during obtaining the desired performance. On the other side, it is allowing the professor a permanently adjustment of the communication content and rhythm.

5. Keeping the learning rhythm. A pedagogic strategy it is integrated in an assembly of pedagogic interventions even bigger as it is situated in a collective or a individualized one. These two are not mutually exclusive. In fact as a collective education system can be useful for oral communication presentations, collective approaches of problems etc., in the same way principles of individualized instruction principles can be integrated consciously in a collective instruction program, as it is the computer assisted one.

Presenting the importance, advantages and disadvantages of computer assisted instruction even in 1984, F. Skinner said following a study on the American education system: "Pupils would learn twice more during the same time and with the same effort, if it would be used the computer technology in the teaching act" told F. Skinner in 1984, following a study focused on American teaching system.

S. Papert (1972) foreseen the movement of the frontier between intellectual development stages, through a quicker passing of pupils from concrete operations of thinking to the formal ones, propositional, because computer use in education.

W. Feuerzeig considers that use of computers in school learning leads to the development -for children- of some cognitive abilities and some thinking particularities, such as:

- a better thinking discipline, more precise mental operations and their expression, better ability to explain sentences (that are similar to the algorithmic language of computers);

- early formation of some general concepts such as: formal proceeding, variable, transforming function, hypothetical-deductive rationale (terms used in programming);

- facilitation of application of heuristic strategies in resolving problems from any area.

Gage and Berliner (1992) enumerate among advantages of computer assisted teaching the following ones: data about individual or group results can be stored, re-actualized and statistically processed, for being examined by the teacher all along the lesson and at its end; the software can be conceived in such a manner so that its ramifications to offer differentiated teaching support , in relation with pupils capacities; the software can record information about the speed pupils learn, can be presented non-verbal items (images, diagrams, figures, simulations etc.) or hearing (spelled texts, musical pieces etc.) on the computer screen or on audio boxes.

Among advantages of computer assisted teaching must be enumerated the facility to simulate animated phenomena, states, properties etc., and the possibility to create problem situations that have motivational value - in the presentation stage of the new material - or with test value - in the evaluation stages of the lesson.

In short, computer assisted teaching/learning guarantees: the possibility to individualize the instructive process and to personalize the learning act; covering of learning-evaluation sequences in the own rhythm of the user; learning activity control and knowledge evaluation; mobilization of the user for a quick and strong learning; development of some thinking strategies, elimination of empty moments

from the instructive process and giving the teacher more time for pupils guiding and counselling, changing of teacher-pupil relationships, producing that modification that is wished by the pupil - specifically, to be treated not as a subject capable to "swallow" information but as a partner of the teacher in the act of his own formation.

If above have been underlined the positive parts of the computer assisted teaching, disadvantages mentioned by other authors must not be ignored. The main critics of this method are related to the heterogeneity of techniques, the patchy teaching model, the discontinuity in the teaching-assimilation process because it is behaving such a cybernetic system with a negative feedback, controlled by two circles of reaction (one source of feedback being the teacher and the second one being the computer); formation of algorithmic thinking in the detriment of the divergent thinking; the difficulty - on some occasions - of the knowledge transfer and its integration; the fat that pupils are isolated by social interaction - and as effect will be unilateral formed individuals - although the recent connection possibilities through the Internet are contradicting this disadvantage to some extent.

So, in this study unfolding, we formulate the hypothesis that there is a correlation between pupils motivation and use of ICT means, from the perspective of didactic strategies design, based on a complementarity of traditional instruction principles and those of computer assisted instruction.

2. METHODS

2.1 Sample

For this sample the mean age was M= 34,17 SD = 9,161. This study questioned 90 teachers but out of these only 87 had experience with preschool and primary school classes (97,8% of the sample). In this sample the mean experience in years was M=12,149, SD=9,517 and 33 cases (37,9%) have obtained their first grade as qualification (0 - none, 1 - def., 2 - gr.2, 3 - gr.1 in Fig.1).

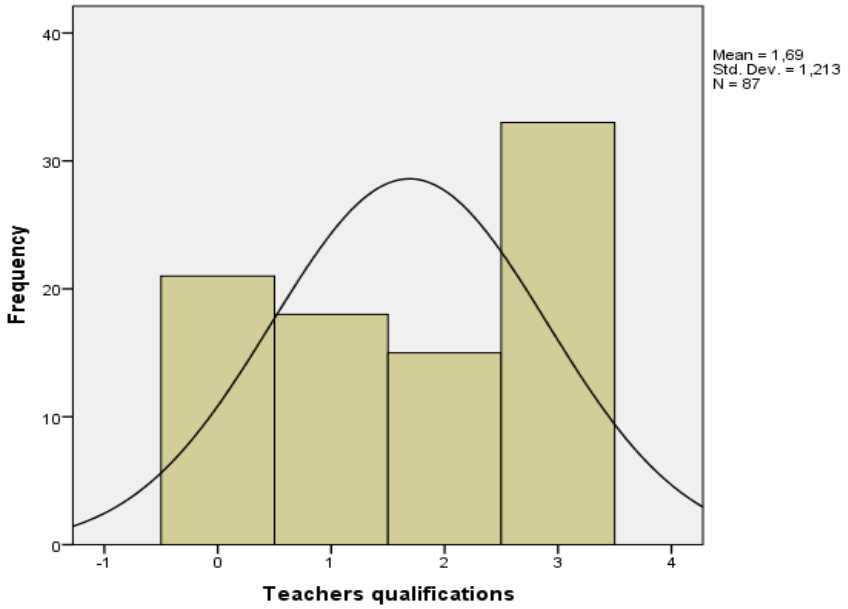

Fig. 1. Distribution of teachers qualifications variable

2.2 Instruments

Data was collected through a questionnaire containing more questions about teachers experience and their options and methods in teaching. Each person answered by self-evaluation.

2.3 Statistical methods

All the results were obtained using SPSS software. The statistical methods used in this study were descriptive statistics (mean, frequency, mode, SD) and correlations.

3. Results

Teachers appreciate that the influence of use of ITC in education over pupils motivation is a specific one. In our study teachers could rank three types of motivation and, 47% of them considered that cognitive motivation is the most influenced one, 28% considered that the positive motivation is the most influenced and 25% considered that intrinsic/extrinsic motivation should be the first answer.

Table 1. Teachers opinion about the influence of use of ITC over pupils motivation

	Intrinsic/extrinsic motivation	Positive motivation	Cognitive motivation
Mean (SD)	2.20 (.808)	2.06 (.791)	1.72 (.816)
Median	2	2	2
Mode	3	2	1

N = 82

Another question has been asking teachers about which are the advantages of using ITC means in the teaching-learning process. Their choices are ranked as follows: the most important advantage (41,5%) is that the software can be conceived in such a way that its branches can offer differentiated teaching support, depending on pupils abilities; the second option (31,7%) is related to the capacity of software to record information about pupils work speed during the time they accomplish different computer tasks and, ITC means facilitate presentation of non-verbal items (images, diagrams, figures, simulations etc.) or hearing (spelled texts, musical pieces etc.) on the computer screen or on audio boxes; and, the third option (23,2%) underlined that data about pupils performances, that these can be stored, re-actualized and statistically analysed, to be examined by teachers during or at the end of the lesson.

The correlation analysis between variables that measured advantages of using ITC means, mentioned above, and variables that measured how use of ITC influenced pupils motivation indicate a statistically significant relationship ($r = 0.226$, $p = 0.043$, $N = 81$) between cognitive motivation variable and the variable about software advantages (the software can be conceived in such a way that its branches can offer differentiated teaching support, depending on pupils abilities).

A different question asked about the disadvantages of using ITC means in teaching. In teachers opinion, main disadvantages of ITC assisted teaching are ranked as follows: the first option (54,9%) is related to the fact that computer based teaching isolates pupils from social interaction, the second option (15,9%) underlines that ITC means can induce an erratic and discontinuous style in the teaching-assimilation process because it is behaving such a cybernetic system with a negative feedback, controlled by two circles of reaction (one source of feedback being the teacher and the second one being the computer). The remaining options presented low frequencies.

- From teachers perspectives, ITC means are improving the positive attitude against learning and help to obtain a better class atmosphere, being accompanied by other positive effects such as content individualisation in learning or pupils capacity to work independently.

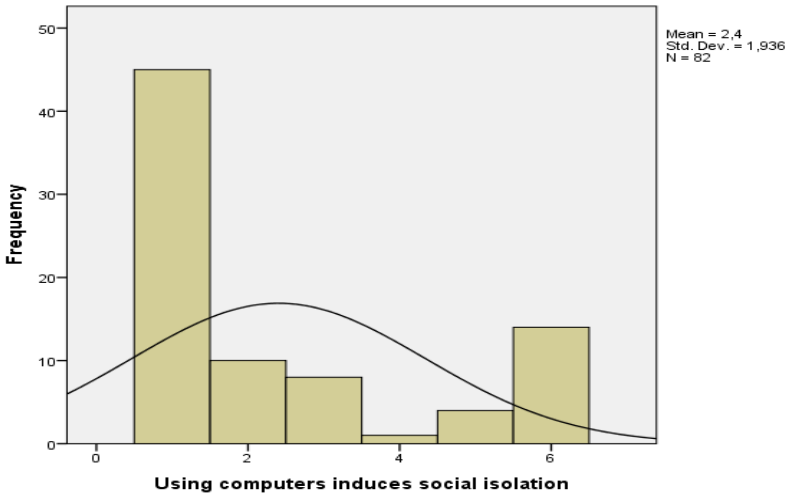

Fig. 2. Distribution of teachers opinion about how significant is the social isolation induced by use of ITC means in education variable

4. Conclusions

Results confirm the first hypothesis of this study. There is a positive correlation between pupils motivation and use of ITC in the integrated activity of teaching-learning. Teachers consider that first of all it is involved cognitive motivation, and related to this by involvement and curiosity proven by pupils from primary classes in discovering new information or contents. Presentation of new knowledge through age adapted instruction programs are much more appreciated than traditional handbooks.

The second hypothesis is confirmed by the presented results. Use of ITC means and of types of motivations indicate a statistically significant correlation ($r = 0{,}226$; $p = 0{,}043$; $N = 81$) from the perspective of cognitive motivation and software as instruction supports, differentiated by pupils capacities.

It is important as the instruction events to be, as much as it is possible, to be connected to pupils characteristics. Depending by pupils age and experience, a instruction system with traditional component elements or by use of ITC means can be situated on a continuum, from the first level (where the teacher is responsible for material, diagnosis, prescriptions and instruction evaluation; where the pupil himself is responsible to acquire what is prescribed in due time) to a second level (where the role of the pupil is more accentuated in choosing, objectives definition and his learning activities; where the professor remains available to guide the pupil all along of his journey).

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EVIDENCE ON HOMEWORK EFFICIENCY IN TIMSS MATHEMATICS ACHIEVEMENT

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Abstract: *The attitude regarding the time spent doing homework is varied in Europe. In some countries, the students finish quickly their recommended tasks, meanwhile in other countries, the process taking a longer time. The information taken from international databases show that supplementing the time for homework doesn't always bring better performance.The international comparison was made taking into consideration five assortments of students as follows: students without homework, students with a homework taking maximum fifteen minutes, students with homework taking between fifteen and thirty minutes, students with homework taking between half an hour and an hour, and students with homework taking longer than an hour. This comparison offered the occasion to analyse the Romanian student's performance in an European context in order to identify the important factors in making strategies oriented on improving results in mathematics, in primary school.*

Key words: *homework, primary school, TIMSS*

Introduction

This subject always had an important impact on extremely varied audiences, mobilizing an impressive collection of actors. Students, teachers, parents, grandparents, elder brothers and sisters, nannies, tutors and even institutions more or less sophisticated are advancing specific mentalities and attitudes using analysis patterns shaped by specific philosophies.

Internalising this reality lived so diversely by each category listed above is directed by the personalised importance given to each one of the immense quantity of variables taken into consideration. Of these, the most discussed is the time factor. Not only the concept of time has importance in this context, but the efficient use of this resource, time management.

Homework frequency

One of the important variables associated with this subject is homework frequency. (Dettmers, Trautwein & Ludtke, 2009; Farrow, Tymms & Henderson, 1999; Murillo & Martinez-Garrido, 2014; Rønning, 2010; Valle et all, 2015; Valle et all, 2016). There are authors that do not agree with the catchphrase: „More is better!" (Farrow, Tymms& Henderson, 1999) recommending high vigilance, especially regarding primary school. Moreover, they suggest important associations between low school grades and frequent homework.

In order to give an explanation to this connection we could introduce motivational variables into discussion. Some authors describe different motivational styles that influence differently the learning process (Valle et all, 2015). There are students with strong goals, oriented to multiple areas. Other students are focused single-mindedly on learning. The last category of students, has an attraction and is motivated to divergent areas just like the first category but with a lower intensity. Even if these three styles don't interact with the frequency of homework, the results in school and the time management is different in direct relation with the motivational styles.

In the study published the next year (Valle et all, 2016) are added significant details to this context. School grades are positively associated with the quantity of homework resolved; quantity of homework being related to time management regarding homework; time management is related to the type of approach regarding homework; the type of approach and all the other variables, excepting the time spent during doing homework, are related to student's motivation.

Rønning (2010) relates homework frequency with family's socio-economic level and with learning motivation. The more children come from disadvantaged backgrounds, the less they tend to spend time doing homework. They are less motivated to learn because their environment is not proper for learning. On the other head, a quantity too large of homework strongly diminishes the motivation, and directly affects grades in school. A lower quantity of homework would be more suitable for the children that are financially disadvantaged. These students learn much better during classes rather than at home. A long time spent doing homework could be a high frustration indicator on one hand but on the other hand, an expression of high goals for another category of students.

The effect caused by the economic variable is seen by Dettmers, Trautwein and Ludtke (2009) also. They report a positive association between the results in mathematics at the PISA evaluation and the quantity of time spent in doing homework. But when the socio-economic variable is taken into consideration, the effect decreases significantly.

Besides the fact that they keep the socio-economic variable, Murill and Martinez-Garrid (2014) refine the discussion regarding homework frequency

by introducing a new variable – valorising student's homework. They focus on the fact that the quality or quantity check count less. What effects the most studying results is valorising homework. Based on research, these authors claim that homework must be incorporated in lesson dynamics, and the knowledge and abilities accumulated doing homework must be used during teaching the next lesson. An increase in homework frequency is recommended when the teacher uses homework to teach new concepts. In Latin America it is considered that homework duration must not be over half an hour a day during primary school.

Parents and homework

Another coordinate of homework focuses on parent's contribution in the homework solving process. (Cooper, Lindsay& Nye, 2000; Gonida, Cortina, 2014; Falch & Rønning, 2011; Farrell & Danby, 2012; Margolis, 2005; Rudman, 2014). From the beginning it was considered that parents can be strong allies for teachers in doing homework. It is suggested that parents should be taught how to help their children and that they must be won for collaboration (Margolis, 2015).

Cooper, Lindsay and Nye (2000) describe more dimensions of parent's implication regarding homework: autonomous support, direct implication and disturbance factor elimination. Research shows that two thirds of parents practice totally inappropriate methods of implication regarding homework. In these conditions, the question is raised if parent's style and family characteristics could affect the efficiency of the help given to the students by their parents. Generally, the more parents help their children to acquire a higher autonomy level, the more they obtain higher scores in standardised tests. This high autonomy level is reached generally in higher grades, being obtained harder by the student coming from disadvantage families. The same research shows that student's attitude regarding homework is not related with parent's style and that students have a lower level of eliminating distractions when adults are not home, especially in case of lower grade children.

Other authors take types of involvement of parents in homework (Gonida & Cortina 2014): autonomous support, control, interference, cognitive engagement. The discussion is moved here to a subjective coordinate by introducing variables like: children's expectations, ideals orientation, opinion regarding children efficiency. Parent's types of involvement in homework are associated with different results at school. Parents that offer autonomous support have the capacity of leading students to having superior results.

Rudman (2014) accentuates the need for schools to research more this subject, and to insist on understanding student's motivation and parent's role with the purpose of conceiving proper strategies, in order to answer parent's

and children's expectations. It is believed that the absence of dialogue leads to absence of clarity regarding the creation of a unitary vision on the purpose of homework for children of the same age. Like other authors (Farrell & Danby, 2012), Rudman insists over the fact that this subject is not researcher sufficiently. There is a diversity of opinions at international level, fueled by the fact that are researchers who state that homework's effect varies according to the country the research is done in (Falch & Rønning, 2011).

Homework have a significant contribution in acquiring knowledge, skills and values. Literature describes four type of themes: practice themes, preparation themes, extension themes and creative themes (Heitzmann, 2007). They are true educational instruments, but to make the most out of these, a plan is mandatory. Homework organising plays an essential role in this vision, knowing the people involved and the role they will have being mandatory. The most important element, according to Hampsire, Butera and Hourcade (2014) is establishing routines. They must include: going through every homework before leaving school, gathering the material needed for students to do the homework before leaving school, organising the space for homework, checking the personal agenda with the homework schedule for the day, checking the strategic plan, following homework routine, display the homework at school.

Examined studies have also particular aspects regarding homework. It is examined the alternative of help for doing homework through a phone call (Reach&Cooper, 2004) and also online homework (Dodson, 2014). There is evidence that show an increase of performance when the student uses paper for homework. This explains why teachers still use this method. However, online homework maintain the performance of students in class.

Both internationally and nationally are trends of shifting to projects. It may be boring for children to do their daily homework (Stefan, 2015), but it becomes really interesting when they have to work at a project. It is underlined more and more the need of flexibility. For example it can be allowed doing homework in multiple stages.

The biggest need at the moment is enriching traditional methods of doing homework by introducing new modern variants that are capable to arouse contemporary children interest, to involve creativity and to develop a critical thinking.

Time given to homework and the results obtained at TIMSS

In the yeas 2011, approximately 30 countries participated at TIMSS international evaluation (Trends in International Mathematics and Science Study). After participating at this evaluation, an international database has been created that includes detailed information regarding all fourth grade students (TIMSS evaluates eight grade students also, but this research was

limited to fourth grade students), that are approximately ten years old. This information contain scores obtained at the evaluation, data about school, family and country of origin. Data was gathered from 185475 students, 171098 parents, 6469 principals (Foy 2013).

In homework context, researching the link between time spent doing homework and performance at mathematics was considered important, at European level, using this database.

Figure 1 divides students with no homework, students who stated that finished their homework in maximum fifteen minutes, student that spend between sixteen and thirty minutes doing homework, students that spend between half an hour and an hour and students that spend more than an hour daily doing homework.

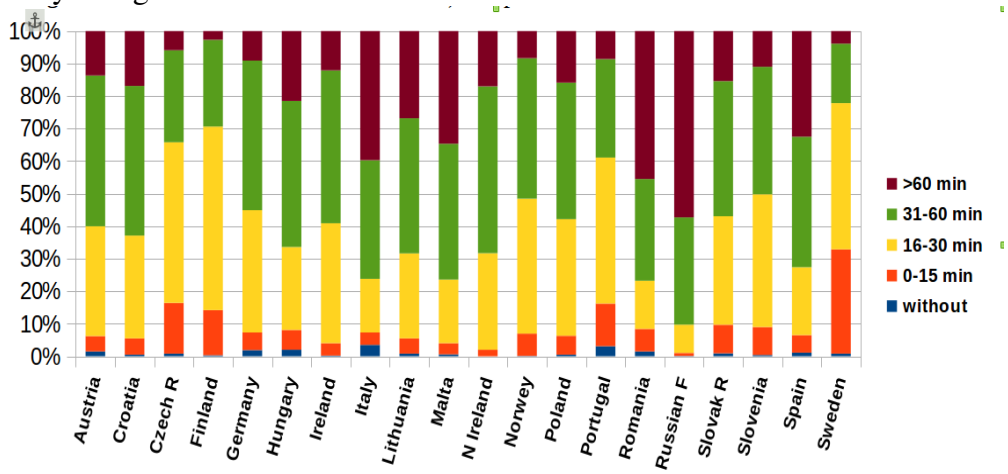


Figure1. Average scores at mathematics and time allocated to homework
Source: Personal presentation of the data from the TIMSS International Database 2011.

At a global analysis, it can be concluded that there is a small number of European students that report a lack of homework. Swedish students have the smallest amount of homework. Approximately a third of them spend less than fifteen minutes for doing it. Finnish students have a similar situation, having the smallest percent of students spending more than an hour doing homework (less than 3%) and the biggest percent of students that do their homework in maximum half an hour (56.5%).

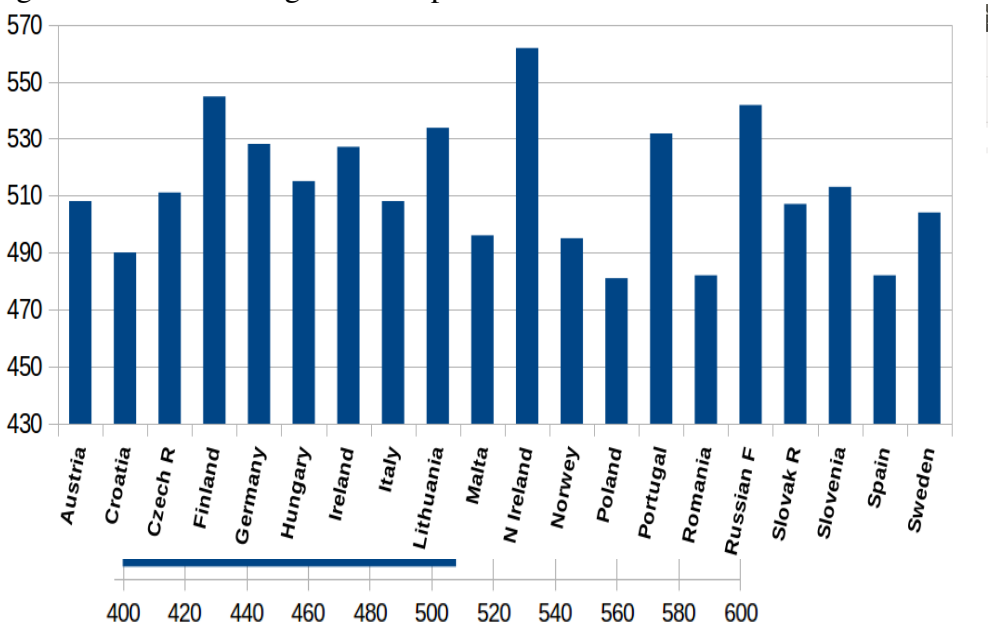
At the opposite pole are situated Russia, Romania and Italy, true champions of homework. In these countries, approximately half of their students spend more than half an hour doing homework. Russia's case being the most eloquent. Just one students out of one thousand declares that have no homework, nine of one thousand declare that they do their homework in

maximum fifteen minutes, 87 students out of one thousand spend half an hour doing homework, 33% one hour and more than half of students spend more than an hour doing homework. It is observed that the states from Eastern and Southern Europe prefer a longer homework, meanwhile Central, Western and Northern European countries are more relaxed regarding homework.

The most important question of this research is if the time spent doing homework influences directly TIMSS results. Through moderate case analysis on the date presented in Figure 2, in the context of Figure 1, we will find an answer to this question. The analysis will be presented in decreasing order of the TIMSS results, being selected a few representative states for each level. Romanian student's results will be then compared with the results of the students form the first three countries in European hierarchy.

As you can see, the highest scores were obtained by Northern Ireland. Out of the 3571 of students in this research, none of them stated that they don't have homework, a unique situation in the selected countries for this research. Just 2% finish their homework in less than fifteen minutes. The vast majority doing their homework between half an hour and an hour and just 17% declare that they need more than an hour for homework.

Figure 2. TIMSS averages in European States



Source: Personal presentation of the data obtained from the TIMSS International database, 2011

With an average score of 562, it is considered that they have a high score. The maximum score was reached by students that do their homework in maximum half an hour, 582.2, in the meantime students that do their homework in more than an hour, obtained lower scores 567.8. The conclusion would be that in Northern Ireland, the learning process is uniform during classes, students wouldn't need more than half an hour to consolidate and deepen their understanding. The ones that surpass this time, are the students with problems in learning, because they obtain lower scores even if they spend a longer time doing homework.

Figure 3. Comparing the averages obtained regarding the time spent doing homework

Source: Personal presentation of the data obtained from the TIMSS International database, 2011

The second country in this classification is Finland. Finnish educational system is well known as being one of the most efficient in the world. The average of this country is 545. To be noticed that less than 3% of the Finnish students spend more than an hour doing homework and only a quarter of the 4638 evaluated students need more than an hour for homework. The majority of students finish their homework in maximum half an hour. This category of students obtain the highest average of the country: 549.1. Like Northern Ireland, evidence show that Finnish students learn during class and don't need more than held an hour for doing homework.

Third in class, Russia, obtained 542 points, being the country where students work the most for their homework. More than 57% of the 4467 Russian students evaluated spend more than an hour doing homework. However the highest scores (546.7) were obtained by students that work at home between 30 to 60 minutes. Russian students need double the time for preparing at home to be be at the same level with their Finnish colleagues or students from Northern Ireland. It is possible that the teaching methods used by Russian teachers do not favour learning during classes, excepting a small amount of students. This could be the reason why students in Russia have to work double at home.

Romania is placed according to Figure 2, in the backward lot, along Poland and Spain. With a score average of 482, it is far away from the first in class, approximately 60 points. A definitive note of Romania students is the big difference between the results of the five analysed categories.

Out of the 4673 Romania students evaluated, approximately half of them need more than an hour for homework. This is the category that has the highest scores. The half of students that finish their homework in more than an hour obtain 504.9 and a third of Romanian students that finish their

homework in maximum an hour, have an average of 445.1, almost 7% of students that finish in approximately fifteen minutes have an average of 411.9 points (Figure 3). As a result Romanian students that do homework for more than an hour a day have approximately the same results as the Finnish or Russian students that do no homework at all! For Romania students. The saying "the more, the better!" seems to be true, because the longer the time to do homework is the better are the results at the international test, but this doesn't help them have the same results as their European colleagues.

Implications and conclusions

The data given by the International database with the results from the TIMSS (2011) evaluation regarding homework efficiency in Romania are alarming. Even if they put more effort than other European students, their scores aren't better, quite the opposite, they are far lower than students from other countries that spend far less time.

A possible cause could be the lack of unity between teaching and evaluation. The more the splitting is grater, the more the time necessary for consolidating information and for forming the necessary skills for continuation of the learning process is longer. Most of the schools still use the traditional method of learning where teaching has the biggest place during classes and learning is isolated during homework. In this case the time for doing homework is longer. A change in vision and trying to make it easier to learn during classes could help making the homework doing process more efficient.

The reluctance regarding the active participative methods in the teaching learning and evaluating process could be another important factor for the low scores obtained by the Romanian students, despite their supplementary efforts. The higher usage of the exposition methods that don't encourage students to involvement and don't have the gift of making the students active, increases the distance between teaching and learning, keeping the teacher in the centre of the activity, not the student, how it is accustomed in the modern teaching process. Student motivation in class, gaining his attention and his activation could encourage learning during class. In this way, homework would not concentrate on learning but applying the knowledge and the skills already acquired during class, developing creativity and critical thinking.

Overcrowded classrooms force teachers to apply more the traditional methods. He doesn't have the necessary time and space to offer each student an active role in the teaching process. Thus a big part of the activities that should take place during class must be done at home. AT this point, teachers depend on solutions that can be found at the system level.

Teachers don't have didactic materials varied enough in order to create significant teaching situations that could impress so strongly student's minds in order to motivate, ease and accelerate learning. Even if these resources would exist, teachers in Romania are too little stimulated and motivated to use them because this needs personal development and they are not professionally stimulated to continuously develop.

One of the biggest need at the moment is investment in the didactic personal. Increasing the preparation quality would call for increasing the teaching experience quality in school. It is important that the time doing homework not be spent learning, a process that should have taken place during class. The time given to homework should have as an objective developing creativity and critical thinking, encouraging developing free initiative through varied projects and interdisciplinary activities.

The Romanian student is perfectly capable of evolving as well as all his European colleagues. It is important that homework time not to be busy with boring tedious tasks, but with challenges that could develop his entire personality, that could satisfy his innate curiosity and motivate him. Only this kind of homework would be efficient despite the short working time and would bring the long expected results.

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EVALUATION OF INTERNET ADDICTION AND EFFECTS AMONG UNIVERSITY STUDENTS

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Abstract - *Internet is an indispensable part of our everyday life. Most young people enjoy the use of the Internet, but for some the use of the Internet can get out of control and turns into an addiction. Internet addiction leads an individual to a state in which which Internet is the dominant life activity, which isolate it from the environment. The main objective of this paper is to analyze data on internet addiction among students of the Faculty of Education in Sombor. The research was carried out by Internet Addiction Test, one of the oldest and most widely used instruments in this field. Survey results indicate that about one-third of students (33.3%) the symptoms of disorders of Internet use.*

Key words – *students; Internet; use; addiction; effects.*

• Introduction

Internet is the greatest invention in the field of means of communication. Technically speaking, it is the network of all networks that consists of a large number of separate computers connected in a network structure (Smiljanic, 2015). On the other hand, the Internet is a huge library of information, which can not be found anywhere else. But the Internet is also a wild west where there are few rules and those existing are often violated.

Simultaneously with the development of the Internet as a medium accessible to the general population has created a space for the different forms of abuse. Special place occupies excessive and dysfunctional use of the Internet, which can result in a development of the Internet addiction. Internet addiction is called addiction disorder, pathological internet use, excessive internet use, and compulsive internet use (Kim, 2008) Internet addiction is a

disorder that is not like the excessive use of tablets or pathological gambling (Alavi et al. 2011). Internet addiction, also described as pathological internet use, is defined as an individual's inability to control his or her use of the internet, which eventually causes psychological, social, school and/or work difficulties in a person's life (Davis 2001; Young & Rogers, 1998). Internet can be considered a strong asset dependencies. The risk of Internet addiction in men was about 3 times more than women (Alavi et al. 2011).

The main criterion for the diagnosis of Internet addiction is the time spent at the computer. Is considered to be 4 to 8 hours per day depending on the symptom (Young, 1999) or for at least 6 hours (Tao et al. 2010). Under the activities related to the Internet can not be taken into account only on-line room on the network, but also all other activities related to the network - and responding to emails, discussions groups, the reading undertaken news, magazines, articles , texts in general and others. However, it should be noted that the time from 4 to 8 hours spent on the internet may or may not be an indicator of Internet addiction. To a person called internet addict needs to fulfill five or more of the eight criteria for a period of six months (Young, 2004):

[1] depending on occupancy facility

[2] tolerance to the use of the Internet

[3] the emergence of symptoms of abstinence crisis in a bid to reduce the use or interruption in the use of the Internet

[4] inability to control use of the Internet

[5] on the Internet stays longer or it can be accessed more frequently than planned

[6] the emergence of problems in social relationships, in school, at work, due to the use of the Internet

[7] hiding the real time spent on the Internet

[8] perception of the Internet as a way to escape problems.

Today there is no clear agreement as there are forms of internet addiction. One of the most popular classification of internet dependency was created based on the results of the study on the characteristics of the Internet, depending on the characteristics of internet addicts, and depending on the internet connection with other forms of addiction (Young, Pistner, O'Mara,, Buchanan, 2000). Isolated a large number of different behaviors and compulsive actions, which are classified into five types of internet addiction (Kovačević-Lepojević, 2011):

- cybersexual addiction - compulsive use of the Internet for cyber sex and cyber pornography
- social networking addiction - excessive involvement in social relations online

- no compulsion - gambling addiction, shopping and playing games via the Internet and other
- information overload - obsessively surfing and database search whether it comes to professional interests, or does it just for fun
- information communication technology addiction

No matter what type of internet addiction in question, abuse of the Internet affects every aspect of the personality and life of one person. Effects occur slowly and imperceptibly so that they can not recognize themselves Internet users. Changes range from a mild disorder sleep patterns, red eyes and headaches, over the weakening of the success of the school, to the neglect of basic physiological needs, alienation from reality and withdrawing from friends and family (Young, K. 2004) Compared to all demographic groups of Internet users, the university student population has been regarded as one of the most susceptible to developing problematic or excessive Internet usage *(*Nalwa & Anand, 2003; Yang & Tung, 2007). This is a generation of people who have been exposed to personal computers and the Internet since young *(*Djamasbi et al, 2010) Causes that they are regarded most vulnerable to use the Internet excessively are free and unlimited Internet access, badly organized leisure, loss of parental control and support for students to use the Internet by professors (Yeap et al, 2015).

The best-known instrument for evaluation and measurement of Internet use disorder is Internet Addiction Test (IAT), which was designed by Young (Young, 1998; 2011). The test consists of 20 items formulated in the form of question about the impacts that the use of the Internet has on everyday life, social life, productivity, sleep patterns and feelings (Popović-Ćitić & Marković, 2013).

The test version of the 1998 responses were given on a five-point Likert scale from *1 = "never"* to *5 = "always"*, but scores range on a scale ranging from 20 to 100, with scores ranging indicate:

1. 20-39 - average use of the Internet, which can be controlled
2. 40-69 - frequent problems due to the use of the Internet
3. 70-100 - use of the Internet that causes serious problems

In the version of the test in 2011, the answers are given on the six Likert scale from *1 = "rarely"* to 5 = *"always"*, with *0 = "never"*, but the range of total scores ranged from 0 to 100 , wherein the scores in the range indicated:

- 0-30 - lack of dependence on the internet
- 31-49 - a slight degree of dependence on the Internet
- 50-79 - moderate degree of dependence on the Internet
- 80-100 - high degree of dependence on the Internet.

There have been several attempts Validation IAT on specific national samples (Ferraro, Caci, D'Amico, & Di Blasi, 2007; Khazaal et al., 2008),

found six factors that underlie this test, and that measure different aspects scheduled disorders. More and more are believed to IAT has not completely reliable and valid psychometric instrument and that in the near future should join his correction and adaptation to modern conditions and the spread of the Internet, if not making a completely new test that could be used for such purposes. The reason why I still decided to scale IAT is that the content of a number of items are grounded in the diagnostic criteria of dependence and compulsive behaviors, which are considered to be most closely related phenomena of Internet use disorder. Also, since this is the oldest rock to be used for these purposes, there is the most empirical studies whose results depend precisely on this scale.

Today, the Internet plays an important role in the lives of young people, especially for pupils and students, who are still forming. It may be useful, but and harmful and dangerous. Today, the Internet is increasingly used in education- in primary schools, secondary schools and faculties (Iskrenovic-Momcilovic, 2015). It represents the greatest source of information necessary for any level of education Enabling access to information to anyone who wants to learn, regardless of age. Internet learning occurs without borders, which is due to development of new technologies and media (Radovanović & Savić, 2011). The biggest advantage of the Internet is that it is easy to use.

In an era of rapid development of information and communication technologies, the Internet has become part of everyday life of each individual (Iskrenovic-Momcilovic, 2015). The Internet is increasingly common in the world of communication and represents all acceptable way to communicate around the world (Miljkovic, Iskrenovic-Momcilovic & Rastovac, 2013). This method significantly reduces the communication by letter, phone and fax numbers, and even personal communication between people. Information - communication technologies have significantly changed the lives of ordinary people. Without the Internet the day they can not imagine not only the younger generation but also older.

Internet is fast and easy tool that allows you to communicate with people in the immediate vicinity, but also with people who are thousands of miles away (Iskrenovic-Momcilovic, 2015).

- **Methods**

Aim. The aim of this study was to examine the percentage of internet dependent students at the Faculty of Education in Sombor. These results are important from the aspect of the possible planning of learning activities and working with students at risk in order to increase productivity in universities.

Sample. The survey was conducted on a sample of 126 students of the fourth year of the Faculty of Education in Sombor. The sample covers all four study programs: Graduate teacher, Graduated preschool teacher, Graduate media designer in education and Graduated librarian.

Instrument. The study used a questionnaire of 28 questions. The first part of the questionnaire included five questions on socio-demographic data:

- What is your gender?
- How old are you?
- What program of study you attend?
- Do you have a computer at home?
- Do you have constant access to the Internet?

and three questions about the extent of use of the Internet:

1. How many hours a day do you spend on the Internet?
2. How often do you use the Internet?
3. How long do you use the Internet? "

The second part of the questionnaire contained 20 items of IAT (Young, 2008; 2011), with answers to the six-point Likert scale:

0 = "never", 1 = "rarely", 2 = "sometimes", 3 = "often", 4 = "very often", 5 = "always".

Items IAT are, for the purposes of this study, translated into Serbian language and tailored to students:

1. How often do you stay on-line longer than you planned?
2. How often do you neglect household chores to spend more time on the Internet?
3. How often would rather choose the Internet instead of time spent with your partner?
4. How often do you make friends with other on-line users?
5. How often do you get people in your environment regret the time you spend on the Internet?
6. How often it happens that your success in college is suffering because of the Internet?
7. How often do you look at the e-mail message before you finish your duties?
8. How often does your productivity suffers because of the time spent on the Internet?
9. How often do you happen to be angry or secretive when anyone asks you what you do on-line?
10. How often do you block thoughts about everyday problems thinking about the Internet?
11. How often do you catch myself thinking about when you will again go to the internet?

12. How often do you feel the fear that life without the Internet would not be boring, empty and sad?
13. How often do you get upset, yell or odbrusiš someone bothering you while you're on-line?
14. How often do you lose sleep over the Internet late in the evening?
15. How often are you preoccupied with the Internet when you of'-line, or fantasize about being online?
16. How often do you catch yourself saying just a few minutes?
17. How often do you try to cut down on the time you spend on the Internet and at the same time do not you do this in the intention?
18. How often do you going to hide from someone how much time do you spend on the Internet?
19. How often do you choose to spend more time on the Internet instead of leaving with the others?
20. How often do you feel depressed, depressed or anxious during the day, all that disappears when you tap into the Internet?

Procedure. Testing was performed in the period of regular classes during May 2016. Testing was attended by the teacher and the examiners, who are following general remarks regarding the purpose and method of completing the questionnaires were available to students in terms of providing additional explanations and eliminate any ambiguities in the wording of questions, but there was no such requirement. All students of a faculty are also examined, and filling out the questionnaire on average lasted 15 minutes.

- **Results**

Of the total number of respondents in Faculty of Educatiom in Sombor, 80.7% (133) of the students were female, 19.3% (32) were male. This structure was full of expectations, mainly because they are represented in the student study groups Graduated teacher and Gradutae preschool teacher. The mean age was 21.7 years, a range of 'age ranged from 21 to 23 years. This tells us that regular students have even 87.9% (135) and repeater only 12.1% (30). The computer is at home, 97% (161) of the respondents, indicating that the computer has now almost every home. The situation is similar with Internet access. Constant access to the Internet has an even 90.9% (150) respondents.

Intensity of Internet use	Percentage of students	Number of students
less than 1 hour per day	10.3	17
for 1 to 2 hours per day	51.5	85

for 2 to 4 hours per day	24.8	41
more than 4 hours per day	13.3	22
Frequency of Internet use		
several times per month	0.6	1
once a week	6.7	11
several times per week	22.4	37
every day	70.3	116
Length of Internet use		
less than 1 year		
for 1 to 4 years	13.94	23
more than 4 years	86.06	142

Table 1. Internet use

Questions about the extent of Internet use (Table 1) have shown worrying situation and that many students even use the internet too:

1. more than one-third (38.1%) students carried out more than 2 hours on the Internet
2. more than two-thirds (70.3%) visit the internet daily
3. about two-thirds (66.1%) use the Internet for more than three years.

IAT total score of students in the sample ranged from 0 to 90 with a mean value of 31.73 (Table 2). Stidenata in one third (33.3%) recorded the scores, which indicate the presence of symptoms of Internet use (Table 3).

Question	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
sum	446	297	182	330	297	231	512	264	215	182
middle value	2.7	1.8	1.1	2.0	1.8	1.4	3.1	1.6	1.3	1.1
Question	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
sum	231	297	198	297	182	330	231	149	149	215
middle value	1.4	1.8	1.2	1.8	1.1	2.0	1.4	0.9	0.9	1.3

Table 2. Average number of points regarding the IAT

IAT score	**students**	**% students**	**number of women**	**% women**	**number of men**	**% of men**

0 - 30	110	66.7	90	81.8	20	18.2
31 – 49	35	21.2	29	82.85	6	17.5
50 – 79	15	9.1	10	66.66	5	33.34
80 - 100	5	3.0	4	80	1	20

Table 3. IAT score

Disruption of Internet use leads to disruption of work, family and social life of an individual. Questions 6, 7, 8 and 19 in the IAT (Table 4) reflect the impact of the Internet on an individual. It shows that if there is a significant decline in labor productivity and success on the faculty in subjects. Also to be found out whether the social life of students suffer because of its dependence on this medium. On the other hand, disorder work, family and social life of an individual leading to depression. As a marker of depression among students who are abusing the Internet can take data obtained from the answer to question number 20 in the IAT (Table 4).

	Type response											
Question	**0**	**%**	**1**	**%**	**2**	**%**	**3**	**%**	**4**	**%**	**5**	**%**
6	25	15.15	95	57.57	35	21.21	10	6.07				
7	55	33.33	90	54.55	18	10.90	2	1.21				
8	11	6.67	89	53.94	49	29.70	7	4.24	9	5.45		
19	51	30.91	94	56.97	16	9.70	4	2.42				
20	40	24.24	79	47.88	39	23.64	7	4.24				

Table 4. Statistical data for questions 6, 8, 19 and 20

- **Discussion**

The Internet has become the primary means of communication by which the quick, cheap and easy way to obtain information. Research shows that 97% of students have a computer home, and constant access to the Internet 90.9% of students. Hinić (2008) points out that 88% of users access the Internet from home. All this confirms that the number of Internet users from year to year.

Time criteria for the assessment of "normal" and "excessive" use of the Internet is increasing. This criterion was first 7 hours a week, and now it's about 25 hours a week, provided that this limit is constantly moving upward Hinić (2008). In the context of this study (Table 1) half of the students

(51.5%) carried out for about 2 hours a day or 14 hours a week which is below the "normal" use of the Internet. However, 38.1% of students carried out four or more hours a day on the Internet that is 28 or more hours a week, which shows the transition of the border.

The frequency of Internet use is shown by the following data: 70.3% (116) stated that they used the Internet every day, and only 0.6% (1) points out that the Internet is used several times a month. Internet is the most common preferred medium for getting information fallowed by television and textbooks ecause of easy accessibility and recent updates in internet (Popović-Ćitić, Marković, 2013). All this suggests that the internet has become the primary means of information and communication students. Young people very early started to use the Internet, even in the course of primary or secondary school, and some even in the preschool years. Even 86.06% (142) of students use the Internet more than four years.

From Table 2 it can be seen that the average student of the Faculty of Education has a total sum of 31.73 points on the IAT scale. The result is statistically significant, because the value minus p equals 0.0057 or less than 0.01. This means that the average student has a slight degree of Internet addiction. The highest number of points achieved on issues 1 (2.7 points ~ 3) and 7 (3.1 point ~ 3). This tells us that the average student often spends more time on the Internet than planned and often checks the first e-mail before the dedication that the job for which also joined the Internet.

From Table 3 it can be concluded that 66.7% (110) of the students did not show any dependence on the Internet, while 33.3% (55) students showing symptoms of Internet addiction. Of the total number of dependent students was 78.18% (43) women and 21.82% (12) men. IAT identifies three levels of Internet addiction - mild, moderate and high levels of Internet addiction. According to the survey, 3.0% (5) students have a high degree of dependence on the internet. 9.15% (15) students have a medium level, and 21.2% (35) has a slight dependence on the Internet. In all three cases, the woman is more dependent on the Internet than men. This does not coincide with previous research (Alavi et al. 2011), because the Faculty of Education in Sombor has significantly more women than men.

In the survey a large number of students admitted that their operation occasionally or frequently suffer because of abuse of the Internet. Simply put, they are lazy, which negatively affects their success in college, in the family or society. The fall in productivity could be one of the criteria for the diagnosis of Internet addiction. However, anyone can spend 12 hours a day searching the internet, but that's part of his job and that does not lead to any change in his work and life. On the other hand, someone else can spend

significantly less time on the Internet, or to disturb his sleep, poor concentration and a significant impact on its success at work or school.

Table 4 shows the influence of the Internet depending on the productivity of individuals at work and in life in general. Based on the responses of Students to question number 6 shows that 27.27% of them (45) in the risk of developing Internet addiction, because their success in college the fall because of the Internet. However, no student has not answered this question with ,,*very often*" and ,, *always*". Question 7 shows that 12.11% (20) students ,,*sometimes*" or ,,*often*" looked emails before completing their obligations, indicating that the risk of developing Internet addiction, but it is not good students in high risk. Statistics answer to question 8 indicates that 33.94% (56) of students responded that ,,*sometimes*" or ,, *often*" have a lower productivity due to time spent on the Internet This shows that they are at risk of developing Internet addiction. In addition, even 5:45% (9) on the basis of such criteria at high risk of developing Internet addiction. On the question 19 with ,,s*ometimes* "and ,,*often*" replied the 12.12% (20) students. However, on this issue no students in higher rizikuod developing iternet addiction.

It is well known that there is a connection between Internet addiction and depression among internet users. On the basis of questions 20, 27.88% (46) student ,,*sometimes*" or ,,*often*" period of grief and resentment of the lens using the Internet, while those not at high risk of developing depression associated with excessive use of the Internet. It is believed that the Internet facilitates communication depressed people with low self-esteem, because it excludes eye contact, touch, shake the ability to vote and given enough time to prepare a valid answer to any question that the other person can ask. Young and Rogers (1998) find that excessive use of the Internet in drawing people from everyday social interaction and leads to depression. Similarly, depression may occur as a result of Internet addiction. The exact cause of the relationship between depression and Internet addiction is not known (Bahrainian & Khazaei, 2014) However, it is clear that when both disorders appear in the same time, only deepen each other (Young & Rogers, 1998).

- **Conclusions**

The Internet is a useful tool in all spheres of our life, but also a significant factor in addiction. From harmless fun, over obstacles that, to true and proper dependencies - the price is that today's generation of young people pay. Cinema is replaced by 3D movies at home, cards and dice video games, and writing letters and correspondence with peers gave way to the social networks ... Where is the border crossing of Internet use in addiction?

The fact is that in today's internet accessible to everyone and at all times. It's hard to find a place without an Internet connection and a young person without the device through which you can connect to the Internet. It is this constant availability of the Internet has led to excessive use of the internet every day. In addition, the Internet offers various forms of entertainment, information and educational content that attracts a large number of people. But sometimes young immiscible limit how much to use the Internet regardless of the consequences that come with it.

The figure of 33% of students in the Faculty of Education says that one in three students addicted to the Internet. Like other addictions, and internet addiction leads to a distortion of personality, psychological and physical condition and social life. An important difference between this and other addictions is that they are harmful and, at the same time, the useful aspects of Internet use. From this it follows that the treatment of Internet addiction, going to the adjustment of the asset dependency, rather than towards the complete abolition. Therefore, you should strive for self-control and understanding of their own mistakes.

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THE IDEA OF EDUCATION IN THE HISTORICAL CONTEXT OF PHILOSOPHICAL DISCOURSE[4]

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Abstract: *This paper interrogates the relationship between philosophy and education through problem-historical discource. Critical to understanding the idea of epistemological access to knowledge, science, education and other related groups in different eras of development of the spirit. Through a comparison of relevant philosophical and scientific content makes the distinction between Hellenic, medieval, modern and contemporary consepts education. Abstracting the fundamental cognitive and ethical values and critical philosophical heritage associated with the dominant features of the current spirit of time. Reflects on the question of the reaffirmation of traditional educational paradigms and their involvement in solving the current issues of education.*

Key words: *philosophy, education, mind, knowledge, values*

1. Introduction

The development of the idea of education can be traced from the Hellenic, over the modern, all the way to the contemporary concept. The beginning of European education was marked by Hellenic enlightenment which was created through the affirmation of the *logos* and the critique of the myth as "the original language of the world". However, the original implementation of that process was not followed by such a radical discontinuation from the cultural history as was later understood by some historians of philosophy. The ideal of mental independence, which was viewed by the Hellenic enlightenment as the highest educational goal, was not clearly defined in advance as a complete contrast to the spiritual tradition, but it was gradually realized, searching for the rational explanation of the

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core of overall existence. What constituted a common characteristic of the religious-poetic experience and philosophical thought was the pursuit for the truth of that which exists, which was thought to lie in the common order of things and thought. Therefore, although the Greek opinion gradually freed itself from sensory receptivity it did not claim the right to have an advantage over that which exists. It was not until the Modern age that the self-reflection of the mind was established and introduced as a discovery made by self-awareness. It was precisely this kind of a conception of consciousness that allowed for the construction of a subject capable of producing an entire order of things from his own self, ruled entirely by him, which was completely foreign to Greek gnoseology. However, although the Greek educational demand for the autonomy of the mind had no pretensions towards an alienation from the world, the Greek thought has contributed to this through the "methodical disciplining of the mind", i.e. clear insight into the necessity of presenting arguments for the assertions that are being made. The search for the truth supported by arguments can be recognized as early as in Parmenid's request κριναι δε λογοι (decide with your mind, think well), followed by Plato's principle of λόγον διδόναι (reasonable discourse), in order to find its cognitive source in Aristotle's formal logic (Diels, H. 1983). However, it was not until the Enlightenment of the Modern age that the principle to "justify and explain" everything was promoted into a necessary and ultimate criterion of truth and the authority of the human mind was established as an inviolable authority.

2. The Hellenic philosophical thought on education

The Hellenic thought on education had the same source of origin as philosophy itself. It is the ontological need of man to think, to picture the riddle of the world by using his mind and to seek for it to be uncovered. The Hellenic concept of education (παιδεία) has placed human good as the highest object of theoretical reasoning, and reasoning itself as the finest form of good life (Platon, 2013)This gave an educational character to the philosophical spirit from the moment of its creation, due to the fact that it was marked by a powerful surge of aspiring to uncover the cosmic structure of the world and the meaning of human life. The basis of this aspiration consisted of an open relationship of man towards the world, his pure instinct to observe and examine. As the historical and individual beginning of philosophical thought did not start through mere adoption of knowledge, but through the efforts of the spirit which used thinking to establish itself, so too the beginning of education was marked by a process of entering a new, different world in the ontological and epistemological sense. The Hellenic philosophical concept of education marked a shift from the sensory into the spiritual world, from the state of passivity into activity, from the sphere of the

known and self-explanatory into an area of the unknown and questionable (Aristotel, 2014) This revealed the fundamental tendency of the spirit towards truth to be the source incentive for education. This process had its own path and on this path it went from ambiguity, concealment, anticipation towards the establishment of clear thought. Nothing on this path was presented as complete, pre-prepared somewhere, ready to be adopted. On the contrary, philosophy, as a vivacious spirit, has always necessitated intellectual effort, sought ways in which it will, guided by a strong "knowledgeable Eros", be able to participate in education, i.e. in the formation of character of the person guided by the laws of the mind (Platon, 2013)

Nowhere has the need of the human spirit to liberate and at the same time formulate thought been placed so high, at the very top of the scale of values, as was the case in the Hellenic concept of education. This concept included the self-discipline of thought through *logos*, i.e. understanding the meaning of the action of thinking by using the discourse of the mind. A lot of courage and strength were needed to free the thought of its dependence on original images and symbols and to seek support in one's own ontological foundation. *Logos* is the discovery of Greek philosophy that marked the overall European education and the birth of a new cultural identity (Djuric, M. 2003)

The breakthrough of the "will to knowledge" was not only influential in launching new energies of thought but it was also far-reaching, so much so that its effects are still present today. The concept of *logos* included two meanings: thinking as a thought process and thinking as that which is being thought. This meant that *logos* expressed a common ontological establishment of the structure of human thought and reality itself. In Hellenic speculative thought, *logos* expressed the unity of *physis* and *anthropos*. Thus, Heraclitus' *logos* did not only mean the reality of the physical order, but also the order in which physical laws were identical with the ethical and aesthetical. In its extreme, *logos* represented the universal principle operational in all particular things, which keeps them connected and, on a general plan, makes possible the order and harmony between all opposites. It is the discourse that can be heard by wise people through the *logos* organization of their being, according to the principle "equality can be known by that which is equal".

Logic was derived from the original meaning of the word *logos* as a form of the mind's discourse on the being of that which exists, and in contemporary European education it was separated from the *ontos* and reduced to a means of practical use of reason. By breaking the link between thinking and being, i.e. by separating the *logos* from its ontological

foundation, the possibility of reducing the mind to reason was introduced. Instead of intellectual knowledge, used to speculatively recognize things and relationships and associate them with the whole, the use of reason as the "great Hellenistic discovery" announced the entry into a new process of discursive thought and therefore education. Thus *logos* had two directions and allowed two types of education. One, that bore the character of humanistic enlightenment embodied in philosophy, religion, literature and art and the other which, through the development of science and technology, marked the nature of the development of civilization.

A specific concept of knowledge which encompassed the unity of theoretical and practical content is characteristic for Hellenic education. Although practical philosophy was derived at a later stage of philosophical development in the systematization given by Aristotle by consistently disciplining scientific knowledge, it can still be claimed that the attitude towards practice represented an important determinant of philosophy itself, because philosophical education included, in addition to a certain manner of thinking, a certain manner of living as well[5]. In this regard Hellenic philosophy was not only a theoretical but also a practical undertaking, because a life dedicated to the pursuit of truth, was at the same time considered to be the finest manner of living (Zivkovic, D., Petrovic, R. 2008)

As the conceptual content of philosophy included the aspiration to acquire theoretical and practical knowledge, so the general concept of education included, in addition to the research process of gaining knowledge, self-change as the possibility of creating one's own personality. This allowed for a philosophy with a unified sense for learning about the cosmos and striving for a life worthy of a man, to represent the proper basis for education. The Hellenic educational system has, in addition to the science of that which exists, the organization of the world and the events within it as that which is real and certain, also encompassed the science of human matters, as that which is possible, undefined and that can be different. Thus, philosophy confirmed its practical dimension in education through concern for the moral development of the individual, which it encouraged through the pursuit of the meaning of life and through enabling him to reasonably resolve the issues of life. The aim of practical knowledge was to bring order to life situations and contribute to man's self-understanding.

Hellenic education distinguished between two functions of thought. The function of theoretical thinking as pure speculative power that realizes its goal in the knowledge of truth and the function of thinking based on a

[5] This dimension was later given a character of "the art of living" (*Ars vitae*) or "the skill of living well" (*Ars bene vivendi*)

practical goal realized through the power of knowledge and the power of discernment. This dual function of reason is confirmed through intellect and will, i.e. thinking and wanting. What confirmation or denial (truth or lie) represent for the intellect, which is based on logical thinking, aspiration or avoidance (good or evil) represent to a will, which is based on proper assessment. So, that which is gained as the truth through pure thinking on a theoretical plan, in thinking which is based on a practical goal, coincides with a morally correct will which is the starting point for decision and action. However, in order for thinking to become a principle of action its focus on the object of knowledge is not sufficient and what is necessary is a certain reason which is set as a goal towards which the will is directed.

The possibility of knowing generically different matters, of which some are necessary and others are possible, is based on the adaptation of different properties of the intellect to the matters which are examined. This is also the origin of the character of knowledge. Among theoretical knowledge, the Greeks differentiated between strict knowledge which is created as a result of rational thinking, which can be logically proven, taught and the essence of which can be learnt and intellectual knowledge which contains the truth about the very principles as the most prominent objects of knowledge. People characterized by such knowledge were considered wise men and scholars. When it comes to practical knowledge, whose object is subject to change, some referred to the creation (*poesis*) and the other to action (*praxis*). The first included the sphere of production and artistic creation and, in addition to observation and proper reasoning it required skill (*techne*) (Aristotel, 1988)

Among these were poets, sculptors, homilists, craftsmen. The second type of this knowledge related to practical wisdom. Its holders were considered smart because, in addition to learned skills they also possessed useful life knowledge which required a good decision-making ability based on properly set goals and a selection of means for its realization. Given that it is oriented towards doing and action, practical wisdom required individual knowledge i.e. knowledge that was built on experience, in addition to general knowledge. An important feature of practical knowledge was the focus on the concern about one's own good which should not be allowed to transform into egoism, an activity that threatens the general interest. Hellenic education was very mindful about this, considering that the aspiration towards the common good of the family or the state is the highest form of practical wisdom, which implies the highest level of prudence.

In the context of understanding the Hellenic concept of wisdom, the distinction should be emphasized between wisdom as philosophy i.e. spiritual tendency directed towards the knowledge of truth and practical wisdom, as

cleverness, whose function is not exhausted merely in the knowledge of what is good but also in doing good. However, in order for someone to do good in a noble manner, "with sincere thinking in his heart", a moral virtue which directs us to the right path and practical wisdom, which chooses adequate resources, are needed. This means that moral behaviour should be an expression of free will and not an act made out of ignorance, against one's will or for similar reasons. Therefore the ability of natural agility, ingenuity and skill in achieving a certain goal, which adorns the actions of smart people, deserves praise because it originates in good character, while the same manifests as cunningness in morally corrupt people. As philosophy connected ontology and axiology, i.e. the direct organization of things and their given possibilities, giving priority to the axiological approach, so the educational task, in addition to examining the general structure of the world and its specific domains, included the development of a normative value system of knowledge. This unity shows that the educational aspiration, which undoubtedly found its source in the vast curiosity of the spirit, was focused not only on pure knowledge, the discernment of the truth from the lies, but also on acquiring life wisdom. This connected in a unique way, in the idea of education, the essential and existential urge of man to design the world and the pursuit of the roads of personal happiness.

3. The character of Christian education

Although Greek philosophy provided the fundamental determinants of European education it still failed to maintain its dominance in all eras. Such discontinuity in the development of educational paradigms was also marked by the emergence and spread of Christianity. The breakthrough of Christian ideas and the fight for their domination were, at the very beginning, followed by a harsh repression of philosophy. Instead of the former distinction between knowledge and illusion, the dispute over the supremacy of faith or the supremacy of knowledge comes into play, which will eventually be overcome by the instrumentalization of the philosophical and methodological heritage for the purpose of defending theological dogmas.

Christianity, as a religion that originated in the East and developed through the immediate impact of, but also through opposing Jewish eschatological heritage, was able to become the governing religion of the West due to its great power of adaptation and persistence. It has managed to achieve a huge expansion and powerful spiritual influence even in those cultural areas that built their identity on a broader philosophical education. The contact of Christianity with the European cultural heritage which was created on the foundations of Hellenic philosophy, Roman law and other

achievements of the European civilization, has contributed to their mutual openness towards new experiences. So the process of Christianisation of the European spiritual heritage was accompanied by the reverse process of the reception of philosophical and scientific knowledge in the era whose thousand year long duration proceeded under the auspices of Christianity. Throughout the long struggle of conflicting tendencies of faith and knowledge, demonstrated in their mutual confrontations but also in their mutual interweaving, reconciliation prevailed. It is precisely this juxtaposition of the philosophical and Christian standpoints that indicated a new event on the educational plan. Instead of Hellenic gnoseology, which was based on the view that the path of knowledge leads from "lower" to "upper" levels, i.e. from the power of the human mind to rise to the truth through the effort of its own concept, Christianity accepts the road of "revelations" which is based on accepting the truth that is communicated in the sacred writings (Majorov, 1979)

However, the authentic founders of this teaching knew all too well that its true understanding excludes all naïve and literal interpretation and therefore requires a high level of education of the spirit. The truth concealed in Scripture and communicated in a multi-faceted manner could not reveal itself to pseudo-knowledge and blind faith but to a "mind liberated from passion". Therefore, only sincere devotees could experience this religion as a sacred truth handed over and recorded in symbols, with words that have secret meanings and messages with an essence that is hard to reach. Through such approach they developed a theological exegesis as a form of unique gnoseology. The exegete was limited by a selection of research subjects that usually came down to a text which was interpreted in accordance with the adopted church laws. The possibility of free theorizing could only come from the symbolism of the text which expressed itself at a higher level of exegesis, such as conceptual analysis. It was based on an interpretation according to the soul and not the literal text. Thus, through the reconstruction of the thoughts of the authorities, many comments were created, which contained a certain independence of opinion on individual metaphysical, ethical or aesthetical issues. The highest developed level of exegesis was the speculative-constructive level which only used the selected text as a pretext for developing its own ideas. While the early exegesis guided itself in accordance with the church laws and apologetically held on to the inviolability of authority, the latter found, in the normative text, a pretext for the development of a certain philosophical doctrine.

Originally, Christianity had a relationship of exclusivity towards philosophy, believing that the "wisdom of man is foolishness to God, and the wisdom of God is foolishness to man", that the pursuit of truth based on the

human power of knowledge is limited at its core, and that the truth of revelation stems from true faith and that it therefore needs no rational argumentation. It was precisely this knowledge, that Christianity began its expansion with a merciless critique of philosophy and in strict disunity with it, which created the misconception about the real character of the medieval era. For a long time this was the basis for the unjustified marginalization of educational values on which, in its thousand-year duration, an entire civilization was founded. A part of this civilization was Byzantium with its vast spiritual wealth, partly inherited from the Hellenic culture and partly created on the foundations of Christian heritage. The closing of philosophy schools by the issuance of Emperor Justinian's Edict in 529 did not mark the discontinuation with Hellenic philosophy but a continuity of comprehensive education which, in universities in Alexandria, Constantinople, Cappadocia, developed through the study of philosophical disciplines, mathematics, physics, astronomy and other natural sciences[6]. It is believed that it is precisely this shift of Christianity, from excluding philosophy towards accepting it, which was the achievement of its most educated supporters who realized, through the power of their minds, that faith without thought is blind, which contributed to the strengthening and acceptance of Christianity as the official religion. Christian theologians, who had fundamental studies of

[6] In Byzantium, uneducated people had no respect. It was openly written and talked about uneducated metropolitans, emperors, their families and their servants. For example, it is said that the Emperor Roman Laktin I (920-944) was a "simple and uneducated man, and therefore did not comply with the laws of science, nor the laws of the church." The most educated woman of Byzantium, Ana Komnene (1061-1118) emphasizes as a "necessary condition for emperors and generals, court and business managers, an understanding of different scientific fields ... because free sciences help the temperaments of people and those who have the power to seamlessly rule". Basil I (867-886) in his message to the successor to the throne, Leo said: "Education for life is necessary, especially for honourable persons and emperors, because those who are educated gain, through this, the food for the body and the soul." His grandson, Constantine VII Bagrjanorodni (913-959), also advises his son, the future emperor Roman II (959-963) to accept knowledge as "the greatest treasure, the possession of which creates the best capability for governing a state" (G. Ostrogorsky, 1988: 325, 372, 391). The epithet of a good ruler could only be given to a man who was devoted to science, the patron of knowledge and a lover of books. His attitude towards education and science significantly affected the position of educated people in society and the fate of education in general. The ones that were able to carry the character of an enlightened monarch were very rare. An extremely large contribution to education was given by thinkers: Jon Grammaticus, Theodosius, Nikephoros, Photios, Theodore the Studiete, Leo the Mathematician, Michael Psellos, Jon Mavropid, Ana Komnene and others.

philosophy to thank for their erudition, could not exclude the importance of logical thinking from educational requirements. Thus, while enriching the philosophical heritage, they slowly returned to philosophy its reputation, creating the conditions for its revival in the new, secular attire in contemporary philosophy.

4. The characteristics of contemporary European education

Building a foundation of contemporary European education was marked by a creative restoration of the values of Greek philosophy and Christian religion as the two pillars which dominated the structure of European education in its entirety until the 17th century. As it adopted the rich Greek thinking experience in a new and transformed form, so it was given a secular character by contemporary philosophy, through the influences which came from Christian heritage. Many concepts which related to the cognitive-anthropological field could be themed in a new way precisely because their ontological meaning was set in Greek philosophy and Christian theology. Without their intervention, contemporary philosophy could not have endured in an attempt to build a comprehensive system of absolutely based knowledge. However, despite this historical conditionality, the emergence of contemporary philosophy marked a breakthrough of a new spirit of education which announced deep changes in the theoretical and practical inclination of man towards nature.

The initial confidence of the founders of contemporary philosophical education went so far that it did not refer to, or look back on, any sources, and it celebrated its own emergence as fully authentic. The appreciation of the Greek educational experience came at a somewhat later time, during the stage of sobering up from the initial enthusiasm, when it was possible to view the wider spiritual and historical context of the earlier cultural events in a more sober way. The invitation for the renewal of philosophical knowledge was based on the recognition of the intellectual principle as a lever for motivating the creative spirit. Once again, the understanding of the metaphysical basis of that which exists was pursued, but now in such a way that provided a secure basis of methods. Philosophy established as a "universal science" was oriented towards that goal. The beginnings of its existence were marked by many scientific discoveries which were based on knowledge that still bore the philosophical character because they equally encompassed speculation, exactness and even mysticism. With Hume's

scepticism and Kant's critique of the power of the human mind, the faith in the possibility of discovering the metaphysical basis of the world started to fade, and thus the process of positivization and de-philosophizing of science began. With the disappearance of the philosophical spirit from science its shift from the ontology of things towards the world of phenomenal matters began. This shift was accompanied by a disciplined and strict distancing from anything that bore an enigmatic character and that could not be subjected to the method of strict scientific examination. In accordance with this, every piece of knowledge that eluded scientific measurability could not prove its authenticity and accuracy. By declaring the research of everything that goes beyond what is empirically given to be unnecessary and meaningless, science has made the very search for meaning meaningless.

Compared to the "great Greek beginning", not only has contemporary philosophy failed to build autonomy, it altered the original pattern of philosophizing and distanced itself from it. This radical shift in relation to the Greek understanding of philosophy as an "exemplary school of humanity" was most prominent in the request of Bacon, Descartes and other harbingers of the "grand renovation" to transfer the focus from the unity of theoretical reasoning and practical (moral) acting, to a practical activity understood in the technical and pragmatic sense. This placed the acquisition of knowledge that is useful for life as the first educational priority. What was considered worthy of a free man, i.e. a commitment to the education of the intellect and character, was transformed into what befitted the spirit of the slaves – into a concern about and orientation towards ephemeral things. This resulted in knowledge oriented towards the study of the mathematical structure of nature prevailing over essential knowledge oriented towards the discovery of general truths and the meaning of life, with an aim to increase man's power over things through its technical application. While the pretension of Greek philosophy was to preserve the unity of knowledge, which enabled a direct connection of all sciences dominated by the philosophical spirit, the direction of contemporary education aimed at transforming philosophy into a science that will reach exact knowledge about the world by using the mathematical method. Suffering from a fundamental structural change, this orientation of contemporary philosophy which highly elevated the scientific and technical knowledge embodied in the will to power, has decisively influenced not only its further development, but also the direction of the development of future European education and the increasing withdrawal of philosophy from science (Petrovic, R. 2017).

In order to understand the process of the all-present positivistic scientification of culture and education it is necessary to bear in mind the development of the idea of science from its Greek beginnings to the present

day. In this sense, any standpoint which would view the nature of science in a general way, without taking into account its differentiation in different historical contexts would be limiting. In this sense it can be said that the provisions that apply to contemporary science are completely inadequate to the concept of science that was cultivated within Greek philosophy. Given the fact that the original scientific awareness began to diverge in the opposing direction than the myth, it could be said, while searching for the common feature of science in general, that it can be recognized in the freedom of the human spirit to rationally study reality. Such science, in its inseparability from philosophy and from and all individual pieces of scientific knowledge aspired to the wholesome truth. In contrast, modern science has established itself as the highest instance of thought, in opposition to everything that crossed the limit of a doubtless methodical base. Without a cognitive affection towards objectivity that does not belong to the phenomenal world, it based its starting point on empirical research, thus linking logical discourse with experiential content. Although many scientific discoveries occurred due to the speculative-theoretical observation of that which exists, the basic determination of contemporary science is still reflected in its technical and pragmatic dimension. It is highlighted through Descartes' request to transform the old, speculative, school philosophy into a science that would be useful for life, which would assist man to dominate over nature. Such a tendency has led to the affirmation of its extreme form which functions today through the cybernetics model. As a science of management relying on organization and communication, with developed control mechanisms of transferring information and management, cybernetics has taken upon itself the task of a "planned mastery of human labour" (Heidegger, M., 1969)

By viewing technical effectiveness as the criteria for scientific truth, it elevated the technical mind to a level of an indisputable measure. Without an interest in exploring any area of objective reality, cybernetics places itself out of the ontological domain and, as such, interferes only in a functional way, by placing specific scientific areas into specific organizational, information and management systems. By adopting cybernetic traits, science has provided the growth of its technical power indefinitely, but it also placed a question mark on its human role. Through the absolutization of technology, it sided with positivism and pragmatism, and thus the questions about the essence and the highest meaning of life were not only neglected, but declared unscientific. It is reasonable to wonder whether science can claim the dominant role in the cultural and educational process if it shows a value-neutral attitude towards the fundamental questions of life by saying that they remain on the side-lines of scientific interest because they go beyond the scope of things which are rationally known. It began to lose the trust that it was given the moment

when, by ripping the links it had to philosophy and thus depriving itself of a character of integrity, it increasingly fell under the law of the *techno-logos*.

By following the genesis of philosophy, from its Greek beginnings, over contemporary dissolution into specific sciences, to the modern self-abolition in the concept of cybernetics, we must ask ourselves whether this process was inevitable and whether Greek philosophy carried in itself a seed of these end results. What is the role of the *logos* in this and whether its metamorphosis from a universal ontological principle into a formal-mathematical one was inevitable? Bearing in mind the discontinuity that the Greek philosophy survived after a thousand year long duration, continuing to exist for a thousand more years in a completely altered medieval status, we may be able to better comprehend the changes that were brewed in this long period and that finally gave birth to something new and even foreign to the Greek understanding of the *logos* and *techne*. Nowhere in the original understanding of these concepts does *techne* act without the participation of man and a deep respect for that which exists, nor is *logos* active outside of the cosmic-anthropological unity. It is only in the new century that *techne* is put into the function of governing nature, and *logos* is reduced to a methodical and mathematical dimension.

5. The scientific and technological dimension of education

The complex of changes that accompanied the historical constitution of the basic forms of human spirit was also reflected in the field of education. The forms of consciousness which showed superiority and achieved dominance in a particular era marked that era through the system of education. During the past development of European education four basic spiritual forces marked its duration: mind, faith, inspiration and reason, embodied through philosophy, religion, art and science. Greek enlightenment united in itself the speculative, mystical, experiential and discursive power of the spirit, and thus enabled a form of education which enabled pure speculation, object creation and moral action. In its innermost being such education was oriented towards the ideals of truth and humanity. Their ascent was also continued later in the framework of the Modern age scientific discoveries, social utopias and theories of natural law. But, in time, the humanistic pathos increasingly lost its power and gave way to the ideal of an easy life which has, today, gained influence over human aspiration to the point that it became the basic pattern of life and at the same time the main driver of technological progress.

The rule of technology has enabled the creation of a uniform and informatically comprehensive world, which is announcing a new post-European era embodied in the phenomenon of globalization. While the

movements of Hellenization and modernization carried the idea of the revival of the highest educational European values, so far this last movement is completing the defacement of the human figure that testifies to the all-present deep feelings of anxiety, uncertainty and fear of the modern man. A man belonging to contemporary civilization in general, and thus to European civilization, absorbed in the influence of technological creations, has stepped out of the organic unity with the entirety of the world, reconciled with the lack of justice in the world, suffocated the protesting of human consciousness against evil, mocked the will for an eternal life. In the omnipresent subordination to earthly desires and plans the spirit of interest prevailed (Berdyaev, N. 2006).

The changes that have taken place on the cultural and spiritual level during the new era have caused numerous discussions of philosophers which referred to the "crisis of spiritual sciences". With this topic, which was first started by Husserl in his cycle of lectures in Prague, starts the linking of the crisis of science with the "radical life crisis of man". At first glance it seems contradictory that such a developed spiritual field could even find itself in a crisis given the many new results and successful research undertakings. In any case, the scientific value of exact natural sciences could not be questioned given their rich system of knowledge and developed methodology. The crisis was related to another large group of sciences that we usually classify as positive, and that were considered to be the main bearers of responsibility for the crisis of culture. It was precisely this that required the submission of spiritual sciences to "serious criticism", which was radicalized through the issue of the meaning and importance of science for human existence. "The exclusivity, with which the modern man, in the second half of the 19th century, let his entire world view be determined by positive sciences and blinded by the "prosperity" which was achieved by them, meant an indifferent distraction from the issues which are crucial to humanity. Merely fact-minded sciences make merely fact-minded people" (Husserl, E. 1990)

This situation did not bring into doubt the methodological aspect of science, but the axiological one. Specifically, the issue that was raised was how can science, which was constituted as a strict rational objectivity and which abstracted from itself the wealth of the subjective world, be able to answer to the value requirements of the modern man, to enter deeper into the issue of his freedom and the meaning of his existence? How far does the truth that is subject to pure rational measurability reach? Strict objectivity that rules the positive sciences today was unimaginable in the classical era and at the beginning of the humanistic and renaissance movement, when an attempt was made to revitalize ancient values.

The idea of science in its authentic form, before the positivistic impoverishment, included the synthesis of all spheres of scientific knowledge in which the research of the world and the meaning of man's existence in it were equally represented. The scientific knowledge referred to the entirety of that which exists and therefore had a pluralistic meaning because it encompassed different insights unified in a system of Unique philosophy. Philosophy was entrusted with a project of designing and constituting a universal system that would include the matters of the mind and meaning. However, in time, a contrast started to appear between metaphysics and the theoretical and practical knowledge about matters that did not exceed the physical horizon. This increasingly led to doubting the methodological achievements of the new "comprehensive philosophy" and its dis-unification into separate scientific systems. This process was accompanied by an emergence of a polarization between scholars preoccupied with the philosophical spirit and metaphysical issues and those who were increasingly turning into experts (Gadamer, 2000)

With the fragmentation of a unique philosophy its spiritual core was lost and specific sciences were separated from the entirety of the system, and continued their existence as separate parts of that which exists, which ultimately led to the separation of the mind and reality. This simultaneously meant the beginning of the transformation of vivacious sciences into mere positive knowledge which, as such, began to enter the educational system. These processes did not leave philosophy itself indifferent, and as a self-reflecting awareness, during the beginning of the last century, it began to question the meaning of its own existence. Many philosophical discussions raised the question: Why philosophy? (Adorno, T. 1982). The impetus to this was provided by, on the one hand, doubts and disbelief in the ability of the human spirit to create a structure of speculative knowledge through an intuitively creative conception and a priori construction and, on the other, the conviction that the road that leads to the truth leads through observation and experience, as it does in studying nature. (Brentano, F. 1982)

These doubts ceased in the mid-20th century when the idea about the absolute position from which it is possible to encompass the truth in its entirety, which does not allow any uncertainty and which sharply underlines the boundary between knowledge and illusion, was relegated. This insight was contributed to by the nihilistic spirit which became the dominant expression of the consciousness of the contemporary era. With it, the doubt in inherited cultural and educational values moved in, the faith into the validity of the traditional philosophy was lost; the significance of truth was relativized. The distance from the philosophical tradition could not directly, in and of itself, also produce the answers to the newly created situations

which faced man. By rejecting God, not recognizing the transcendent source of everything that exists, a horizon of hitherto unimaginable freedom appeared in front of man. He sensed that he can use it to question everything, deny the importance of everything and raise himself on the highest pedestal. But, it was in these new conditions of immeasurable freedom, when the past measures of what is true and good were destroyed, that man has imperceptibly entered the waters of the profane and trivial world. His efforts today do not, even remotely, carry an indication of deliverance. Far more, the situation resembles his containment in a vicious circle from which he wishes to escape, but without the strength and will to withstand the internal effort of the spirit which is a prerequisite of all self-transformation.

Today, we view, with pathos, the values that were directly involved in the formation of character of each educated individual, the time when the spirit was praised, when good was honoured, when the soul was nurtured as a refuge of virtues and when truth bore a binding character. All these were not just mere values spawned by a philosophical mind which were effective in some abstract world of ideas. On the contrary, they produced those human goods that the entire Hellenic civilization was educated and created upon. Unfortunately, today we cannot ask for their renewal without reserve, not because they have lost in their importance and not because man found support in some other, higher ideals, but because it seems completely futile to expect their affirmation at a time which is completely governed by the technological and pragmatic spirit, in which man is intoxicated by acquiring money, material wealth, earthly fame, burdened by a pathological ambition for success, a career and all types of power. The comprehensive development of personality is no longer topical. It comes to the socialization of education, the goal not being the formation of a harmonious personality, a man who would live in a maximal harmony with the cosmos and his immediate environment; today, everyone is contended to educate (or adapt) man for a life in the new technological-cybernetic society which is primarily defined by material, pragmatic interests. (Uzelac, M. 2012). This situation has produced discontent, alienation, spiritual poverty and all types of insecurities which are manifested in all spheres of life of the modern man. However, man is a being of possibility, freedom and creation, and the current situation should not be considered as final and unchangeable (Droa, R. P. 2011). Changes on the educational and existential plan can be achieved by overcoming the crisis which is affecting science and philosophy. There is no doubt that science which was entrusted with education has lost its philosophical character in time, all the way to its own complete positivistic establishment. Today we have in place a science which replaced complex cognitive and ethical issues of thinking, judging, criticising, argumentation, designing and evaluating,

with a projection of socially acceptable goals for the realization of which it conjures up effective means. In this context it has become very important to show selectivity with respect to the content that is to be presented and adopted, with an emphasis on knowledge that carries a functional character i.e. that may serve the pragmatism of power (Liessmann, K. P. 2009)

Still, in addition to the undoubted instrumentalization of education that takes place under the auspices of positivist pedagogy, the requests of those educators who, owing to their own philosophical education, in their research endeavours, affirm the meta-dimension of education by making a shift from the pragmatic and technical issues towards the very ontology of education, can also be heard. But, is the presence of philosophical issues in pedagogy, reliance on philosophical contents, and reference to its heritage, enough for pedagogy to receive the character of true philosophy. Can pedagogy founded on the principles and criteria of positive science also function as philosophy? To be truly founded and to act as such it would have to give up the subject distinctness and methodological certainty provided by the system of scientific work, it would have to denounce the developmental success provided to it by scientific results which it places into the function of projected goals and societal interests, it would have to expand the field of its own research efforts in the field of the phenomenal and not envision its ultimate task in discovering the laws which govern things and their relationships, but in the final causality and meaning of their existence. But then science would have to come to terms with the crisis, which is the permanent residence of philosophy, and that is to be always at the beginning, to always have the same curiosity when approaching issues whose attraction is in their mystery, inscrutability, constant elusiveness of the final and definite solution. Because ultimately, disagreement in philosophy is an inevitable part of its nature and the most eloquent confirmation of the vivaciousness of its spirit. The crisis of philosophy does not stem from its openness and the position of permanent beginning, because ultimately, this is its nature. The crisis consists of its inability to implement this essence in the existing spiritual world, and thus in the system of education. Anyone who has experienced philosophical thinking knows that there is no “royal road” to the truth and that a great effort of the mind stands in front of everyone who dares to step on the road towards the truth, and perseverance on this road is the sincere commitment to the truth (Liessmann, K. P. 2008)

Lengthy, thorough and meticulous work, which was considered a necessary condition for the introduction into truthful thinking and essential knowledge, has lost ground today in favour of the requirement for promptness, which was, in the general race for time, declared as the basic measure of the efficiency and success of work. Studying in which the

teaching of specific scientific areas is reduced to one semester is increasingly turning into a compilation of short courses in which meticulous studying is replaced by vocational training. In the spirit of insisting on speed as the secret of success, different schools of skills are increasingly appearing – fast reading, memorizing, learning, and the paradox is made even greater by experts, concerned about the health of the contemporary man, increasingly warning about the dangers of living fast. The fetish of speed has replaced the thorough and lengthy approach to studying with a fragmentary one, i.e. the demanding thought process with easily accessible information. As a product of sensory reception we receive information in its finished and complete form and therefore it does not represent knowledge because it is not a product of understanding, sobriety and prudence of the person who possesses it. The phenomena of information was therefore not given a cognitive value worthy of attention by the Hellenic concept of knowledge, and it was therefore placed into the sphere of the seeming, vague, unreliable and uncertain support on which the truth cannot be placed.

6.Conclusion

The movement of philosophical thinking is in its essence divergent because it is open to various possibilities and therefore it respects even the dissenting opinions as long as they contain equally justified and credible solutions, but it is also synthetic because it allows for a possibility of overcoming the opposites at a higher level of synthesis. Therefore, its pluralistic stance and lack of consensus are not its flaws but a unique way of its existence, through which it confirms the different ways of accessing reality. Such a starting point is based on an attitude that knowledge that aspires to know the truth about reality which is complex, diffused and multi-layered, must itself be expressed through an equivocal discourse.

In the search for an educational support in philosophical resources we must be clear as to the state of the philosophical spirit of today. Its previous historical course during which it survived various metamorphoses, from the theologization, over the scientification and ideologization, to the technologization, should not be lost from sight. After a period in which philosophers accepted the role in which they were invited to transform social relationships and after the inglorious end of that role, a period of their withdrawal from social engagement into cabinet and academic work ensued, which, in time, gained a character of sterile theorizing. Today, when we have, at work, the rule of the world of technics, technology, informatics and cybernetics, which are to a great extent banishing that which is human from people; philosophers are obliged, more than ever, to give a special place

within the context of a unique "philosophy of meaning" to the meaning of education.

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DESCRIPTIVE STUDY ON THE REASONS FOR CHOOSING PEDAGOGY OF PRIMARY AND PRESCHOOL EDUCATION STUDY PROGRAM

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Abstract:

Keywords: *career decision, student, professional training*

Introduction

Primary and preschool teacher training in Romania and at the University of Oradea, Bihor County

In Romania, primary and preschool teacher training was achieved till 1989 through pedagogical high schools having pedagogical specialization. Afterwards, there were taken actions to gradually switch this training to universities. There have also been several attempts (1999, 2006 and 2011) to replace primary and preschool teacher training specialization of pedagogical high school with other specializations. But these schools still have a major importance in training future teachers as professionals, due to their mainly psycho-pedagogical school offer. The path of teacher training as university studies has changed in time. So, in Bihor County, at the University of Oradea, starting with the academic year of 1996-1997, *University College of Schoolmasters* is founded by Ministerial Order no. 5491/1996 and had two specializations: *Schoolmasters – primary school* and *Schoolmasters – preschool*. Beginning with the academic year 2005-2006, due to the reshaping of training fields of BA study programs, within *University College of Schoolmasters*, *Department of Sciences of Education* is founded, which trained students in two specializations/study programs: *Special psycho-pedagogy* and *Pedagogy of Primary and Preschool Education (PPPE) – full-time learning* and *blended weekend classes*. For master's degree study program, students can choose Integrative Education in Primary and Preschool Education.

Results of field study and researches on factors influencing teacher career choice

The reason for conducting this study is the need to investigate the motives why students choose PPPE bachelor's degree study program because their number has lowered in time. This tendency is also visible worldwide: Australia, the U.S., Germany and Norway, among other countries including the U.K. and several European countries, report difficulties recruiting and retaining teachers (Johnson & Birkeland, 2003, Liu et al., 2000 cited in Watt et al., 2012).

An important factor that leads to a drop in the number of young female students choosing primary and preschool teaching career can be explained by researches which indicates that a larger percentage of the most intellectually able women now decide to enter careers other than teaching since more career opportunities are now available to them (Education Commission of the States, 2005 cited in Curtis, 2012), due to the fact that this profession is mainly for females. Yüce et al. (2013) believe that teaching profession is being cited among the less desirable professions in Turkey. Another concern for drawing educational policies is linked to the results of some researches which underline that college graduates with the highest intellectual ability are less likely to go into teaching than other college graduates (Shakrani, 2008 cited in Curtis, 2012).

Career choice is considered as one of the major areas of concern for young people nearing the end of their schooling (Alberts, Mbalo & Ackermann, 2003 cited in Yüce et al., 2013) which means that understanding factors that influence the choice of teaching as a career creates a knowledge base for developing teacher education policies, programs and recruitment (Flores & Niklasson, 2014; Lai et al., 2005 cited in Gore et al., 2015).

Field bibliography points out some studies whose aim was to investigate students' reasons for choosing to become teachers. Although these reasons are varied, there are common factors that influenced career choice.

Manuel & Hughes (2006 cited in Curtis, 2012) conducted a study whose objective was to identify motives why young people choose to become teachers. There was a large number of factors influencing career choice pointed out in the answers, but, in high percentages, the subjects said that they chose to teach for personal fulfillment reasons (71%), they enjoyed the subject (70%), they liked working with young people (66%). One of the lowest responses involved seeing teaching as "good if you have children".

The research of Oliva & Staudt (2003) underline that the main reasons for students wanting to train as teachers are intrinsic: the desire to

pursue meaningful work around people (kids and inspiring teachers) they liked and respected, while near the bottom of reasons for selecting a teaching career, along with teacher salaries, was parental encouragement.

Chan (2006) conducted a study on a subject lot of 106 in-service teacher education students of a university in Hong Kong to study their motives and commitment in teaching. Three motive factors were identified accounting for their choice of teaching as a career: "intrinsic/altruistic", "extrinsic/job condition" and "influence from others", amongst which, the strongest one is "intrinsic/altruistic" motive. On the other hand, Yong's study (1995) underlined that extrinsic motives were the main determinants for trainees to choose teaching. The reasons "no other choice" (ranked first) and "influence of others" (ranked second) were the most important. Under altruistic motives "like working with children" (ranked fifth) was found to be the most important reason.

Alongside with identifying motives for choosing primary school teaching career by students enrolled in PPPE in blended weekend classes study program, we intended to understand the aspects linked to students' beliefs on teacher-pupil relationship. Teachers' daily work has become more complex and demanding in addressing increasingly diverse student populations, higher social expectations of schools, expanding fields of knowledge, and new types of responsibilities" (OECD, 2005). Curtis's subjects of his study in 2012, when asked to name the attributes of an effective teacher, the highest responses centered on communication skills, being caring and passionate, having the ability to relate to young people, and being knowledgeable in the subject matter.

Research methodology

Research goals:

1. Investigating the motives why subjects students have chosen PPPE study program for their academic and professional training;
2. Underlining the strong points of teacher-pupil relationship as seen by students after their teacher training practice.

Subjects

The study was conducted on a number of 115 students at the University of Oradea, Faculty of Social and Humanistic Sciences, Pedagogy of Primary and Preschool Education, in blended weekend classes. Out of these, 62 (40%) were in the 1st year, 54 (34,8%), in the 2nd year and 39 (25,2%), in the 3rd year.

Research tool

Two-dimension questionnaire. The first dimension of the questionnaire focuses on students' reasons for choosing this study program (16 items) and the second deals with the facts they consider important during their teacher training performed with pupils in schools (16 items).

Data analysis and interpretation

Research data were analyzed by SPSS ver.18. Data were analyzed by descriptive items (average and standard deviation).

Results for students' choice reasons of PPPE study program are presented in Table 1.

Table 1

Students' choice reasons of PPPE study program. Averages and standard deviation

Items	1st year		2nd year		3rd year		TOTAL	
	Average	s.d.	Average	s.d.	Average	s.d.	Average	s.d.
As a teacher you have an important social role	**4,048**	**,798**	**3,981**	**1,189**	**4,236**	**1,101**	**4,071**	**1,023**
As a teacher I can combine my family life with my professional one.	3,885	1,126	3,500	1,209	3,820	1,120	3,733	1,160
Because this profession allows you to have a larger degree of freedom.	3,274	1,103	3,000	1,288	2,974	1,038	3,103	1,157

Because being a teacher is interesting, complex and diversified.	**4,322**	**,971**	**4,388**	**,787**	**4,461**	**,853**	**4,380**	**,877**
Because I experienced negative experiences during my childhood, and now I want to make things better.	1,919	1,245	2,111	1,040	1,794	1,281	1,954	1,186
Because I always wanted to be a teacher.	3,790	1,229	3,962	1,300	**4,025**	**1,087**	3,909	1,217
Because teacher training is complex.	3,822	1,048	4,000	1,143	**4,179**	**,823**	3,974	1,035
Because it provides me a secure job.	3,508	1,246	3,641	1,241	3,717	,998	3,607	1,182
Because I like working with children and teenagers.	**4,790**	**,483**	**4,574**	**,982**	**4,743**	**,677**	**4,703**	**,740**
Because I would like to pass on	**4,295**	**,823**	**4,185**	**,933**	**4,461**	**,642**	**4,298**	**,825**

my field knowledge.								
Because I had no other ideas.	1,322	,672	1,444	,924	1,205	,614	1,335	,758
Because I did not dare to think about a different study program.	1,541	,992	1,574	1,074	1,564	1,071	1,558	1,035
Because as a teacher I have more free time.	3,096	1,237	2,963	1,331	3,025	1,180	3,032	1,250
Because I know a lot of nice teacher and I want to be like them.	2,934	1,364	3,000	1,300	3,564	1,333	3,117	1,352
Because the study program is rather short.	1,322	,647	1,537	1,004	1,538	1,072	1,451	,898

Research data underline that students' motives – no matter their year of study – for choosing this specialization are:

1. because "I like working with children and teenagers" (a_{total} =4,703, s.d.=.740; a_{1st_year}=4,790, a_{2nd_year}=4,574, a_{3rd_year}=4,743)

2. "Because teaching is interesting, complex and diversified" (a_{total}=4,380; s.d.=.877; a_{1st_year} =4,322, a_{2nd_year} =4,388, a_{3rd_year} =4,461)

3. "Because I would like to pass on my field knowledge" (a_{total}=4,298; s.d.=.825; a_{1st_year} =4,295, a_{2nd_year} =4,185, a_{3rd_year} =4,461)

4. "As a teacher you have an important social role" (a_{total}=4,071; s.d.=1,023; a_{1st_year} =4,048, a_{2nd_year} =3,981, a_{3rd_year} =4,236)

There were also high averages, especially for the 3rd year of study, for: *Because I always wanted to be a teacher* and *Because teacher training is complex*.

The lowest averages were for the following items:

5. "Because I had no other ideas" (a_{total}=1,335, s.d.=.758; a_{1st_year} =1,322, a_{2nd_year} =1,444 a_{3rd_year} =1,205)

6. "Because the study program is rather short" (a_{total}=1,451, s.d.=.758; a_{1st_year} =1,322, a_{2nd_year} =1,537, a_{3rd_year} =1,538)

7. "Because I did not dare to think about a different study program" (a_{total}=1,558, s.d.=1,035; a_{1st_year} =1,541, a_{2nd_year} =1,574, a_{3rd_year} =1,564).

Research results for aspects of teacher-pupil relationship as seen by students after their teacher training practice are presented in Table 2.

Table 2

Students' beliefs on the important aspects of teacher-pupil relationship. Averages and standard deviation

Items	1st year		2nd year		3rd year		TOTAL	
	Average	s.d.	Average	s.d.	Average	s.d.	Average	s.d.
Teachers should first work with the gifted pupils	2,354	1,117	2,629	1,233	2,897	1,046	2,587	1,155
Teachers should be role models for their pupils in both, family and social life.	**4,466**	**,853**	**4,685**	**,639**	**4,615**	**,711**	**4,581**	**,7488**
Teachers should try and approach pupils directly and sincerely, without hidden motives.	**4,516**	**,804**	**4,555**	**,743**	**4,461**	**,822**	**4,516**	**,784**
Pupils have the right to be always updated about their academic performance.	**4,383**	**,922**	**4,592**	**,687**	**4,538**	**,719**	**4,496**	**,795**

Pupils can stand themselves up by their involvement and cooperation during class activities.	4,387	,610	4,370	,853	4,384	,711	4,380	,723
Pupils should notice teacher's full involvement during teaching/learning activities.	4,419	,820	4,092	,995	4,333	,662	4,283	,858
Pupils' confidential information should be given to other fellow teachers or school management only in exceptional cases.	3,645	1,426	3,481	1,463	4,025	1,063	3,683	1,366
Pupils' academic performance should be equally graded, no matter if children have different motivations for learning.	3,612	1,486	3,641	1,388	3,641	1,404	3,629	1,423
Teachers should help pupils having difficulties in his/her subject, even in their free time.	3,661	,990	4,075	,937	3,512	1,166	3,766	1,040

Teachers should especially help the poor pupils learn, because the good ones can learn by themselves.	2,419	1,287	2,351	1,101	2,410	1,229	2,393	1,203
Teachers should let pupils know they can address him/her even with their personal problems.	**4,403**	**,819**	**4,814**	**,392**	**4,282**	**,998**	**4,516**	**,784**
Fair teachers should keep distance from their pupils.	2,525	1,150	2,055	1,234	2,923	1,222	2,460	1,238
Teachers can deviate from their lesson planning if the teaching/learning situation requires it.	4,096	,986	4,148	,979	4,256	,715	4,154	,919
Teachers should admit their own mistakes even in relation to their pupils.	**4,459**	**,786**	**4,407**	**,901**	**4,333**	**,955**	**4,409**	**,867**
Teachers should respect their pupils' political and philosophical beliefs.	4,096	,953	3,666	1,009	3,717	1,099	3,851	1,024
Teachers should take interest in their pupils life, even outside school hours	4,193	,865	4,703	,633	4,435	,787	4,432	,797

(eg. hobbies, health problems)								

Research data presented in Table 2 point out that students believe the main focus in teacher-pupil relationship should be on the following aspects:

- "Teachers should be role models for their pupils in both, family and social life" (a_{total}=4,581, s.d.=.748; a_{1st_year}=4,466, a_{2nd_year}=4,685, a_{3rd_year}=4,615)
- "Teachers should let pupils know they can address him/her even with their personal problems" (a_{total}=4,516, s.d.=.784; a_{1st_year}=4,403, a_{2nd_year}=4,814, a_{3rd_year}=4,282)

"Teachers should try and approach pupils directly and sincerely, without hidden motives" (a_{total}=4,516, s.d.=.784; a_{1st_year}=4,516, a_{2nd_year}=4,555, a_{3rd_year}=4,461)

- "Pupils have the right to be always updated about their academic performance" (a_{total}=4,496, s.d.=.795; a_{1st_year}=4,383, a_{2nd_year}=4,592, a_{3rd_year}=4,538)

The lowest averages were for the following items:

- "Teachers should especially help the poor pupils learn, because the good ones can learn by themselves" (a_{total}=2,392, s.d.=1,203; a_{1st_year}=2,419, a_{2nd_year}=2,351, a_{3rd_year}=2,410)
- "Fair teachers should keep distance from their pupils" (a_{total}=2,46, s.d.=1,238; a_{1st_year}=2,525, a_{2nd_year}=2,055, a_{3rd_year}=2,923)
- "Teachers should first work with the gifted pupils" (a_{total}=2,587, s.d.=1,155; a_{1st_year}=2,354, a_{2nd_year}=2,629, a_{3rd_year}=2,897)

Conclusions and discussions

The first goal of this hereby study was the investigation and presentation of the motives of students at the University of Oradea, enrolled in blended weekend classes, for choosing PPPE study program. Data analysis underlined that, no matter their year of study, the subjects have chosen this specialization because they love working with children. This could mean that students made their career choice decision being sure that the most important aspect for a successful professional life is the degree of them becoming close to their pupils. But from a different perspective, another important aspect is that of truly understanding this profession; high averages were obtained for students of all three years of study for the item dealing with the way subjects see teaching as being interesting, complex and diversified. We also underline the following students' motives for choosing this study program: *because I*

always wanted to be a teacher, *because it provides a secure job*, *because I can combine my family life with my professional life etc.*

The study identified students' beliefs on the strong points of teacher-pupil relationship as seen by subjects after their teacher training practice. Thus, they think a teacher should be a role model for his/her pupils, in both: family and social life; should let pupils know they can address him/her even with their personal problems; that a relationship based on openness and sincerity is the most important; that pupils' academic performance should always be told by teachers and that teachers should admit their own mistakes even in relation to their pupils. Less important seen to be: teachers' interest only in gifted children or in those having learning difficulties.

Further research actions:

- Investigation and assessment of PPPE (and other related specialization) students' career choice with standardized facts;
- Design or adaptation and validation (having authors' consent) of existing scales on career choice influencing factors;
- Investigation of strong points of teacher-pupil relationship as seen by students and recorded in their class activity observation sheet and their teacher training practice diaries;
- Self-assessment of strong points of student-children/pupils relationship;
- Longitudinal study to follow labor market absorption of university graduates and their motives to keep their job.

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CAN THE USE OF POLYGONS BARRIERS CONTRIBUTE TO IMPROVING COORDINATION ABILITY?

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Abstract: *The purpose of this study was to evaluate the effects of the sports activity polygon application on motor coordination of children. The participants (aged: 10.5±0.5 years; body mass: 38.2±7.1 kg; body height: 145.7±6.1 cm) were randomly assigned to the experimental (EG; n= 35) and control group (CG; n= 30). Motor coordination was assessed by the* complex movement task polygon*. After initial testing, 10-week sports activity polygon program was implemented. At the end of the treatment the final testing took place. The results of the paired T-test indicated that the EG improved significantly (p=.000) in measured motor coordination abilities. The sports activity polygon appears to be an effective way of improving children's coordination performance. Teachers could use this information to plan and improve the process of physical education.*

Key words: *polygon, motor coordination, primary school.*

Introduction

An organized form of physical exercise is a process, which institutionally starts from pre-school and lasts until higher education, although it may even be present during university. For this process to be successful, it has to be implemented continuously and efficiently at all stages, starting from pre-school through primary and secondary school, as well as the university. The quality of physical education in primary school-aged children has an impact on further development of motor skills in children (Piek, Dawson, Smith, & Gasson, 2008). In addition to the quality of teaching, it is necessary to connect sensitive periods and adequate physical exercise programs, and previous children's experience to achieve a better effect of exercise on fine and gross motor skills of students (Ebrahimi, Nasiri, & Salehian, 2013).

One of the often commented but not precisely defined motor skills is coordination. Apart from a large number of studies, there is still not enough data based on which this motor skill can be regarded as thoroughly studied. There are several reasons for this, and one of the most important is probably insufficient data on brain functions during processing coordination of motor actions. Several attempts have been made to classify coordination and determine its position in the area of motor skills (Hošek, 1976; Ismail, 1976). In these studies, more than once, various factors have been singled out that could explain coordination as an ability. Any type of defining of this motor skill is complex and not one definition gives a complete and precise answer to the question of what coordination is. Generally speaking, coordination is a basic framework, which organization of activities depends on, and good organization results in a great success during skill performance (Pettit, 2008; Nagata, Hagio, Tanabe, & Kouzaki, 2012). Fleishman (1964) defines coordination as a form of motor intelligence. This definition is somewhat valid even today and numerous authors find it acceptable. It contains the concept of motor control and movement but at the same time the role of intelligence, i.e. central nervous system, which has proved to be correct. Drabik (1996) states that coordination is an ability to perform simple and complex locomotion, i.e. an ability to perform complex movements, and to learn new movements rapidly, as well as to change one movement into another very fast. Muscle groups, coordinated at a higher level, use less energy during contractions, which results in better performance (Bompa, 1999). All of these statements, show that coordination is one of the essential and dominant motor skills (Marinković, & Pavlović, 2013).

The sports activity polygon, which is used in physical education at schools, is one of the classic organizational and methodical forms. The application of the polygon in physical education requires from a teacher more comprehensive preparation for combining tasks into one meaningful and technically feasible whole, on the other hand, it creates great possibilities for creative work of a physical education teacher. For Findak (1999), the polygon involves successive performance of a certain number of physical exercises during which a student needs to overcome natural or artificial obstacles in the shortest time possible. Marinković, Pavlović, Korovljev, Dimitrić, & Bogdanovski, (2016), states that the polygon is a locomotor activity which involves a combination of running and walking with many other natural and executed movements, which are performed from the beginning to the end of the track. By using methodical and organizational form of the «polygon of agility», which, out of all motor tasks, contains the most natural form of movements, different types of movements and different level of their complexity, the first stage of a class is primarily intended to

try and influence the improvement of students' coordination abilities. Katić, Srhoj and Pazanin (2005), found that the application of the training ground of agility can lead to the improvement of motor skills, and also coordination, with younger school children. Milanović (2007) and Žuvela, Božanić and Miletić (2011), had the same findings, when they proved the development of coordination in students using a specially constructed sports activity polygon. They found that the use of this polygon generally has an impact on the development of motor skills in students.

The aim of this study is to determine the effects of more intensive application of one of the methodical and organizational forms in physical education, «the sports activity polygon», within the existing syllabi for the third and the fourth grade of an elementary school, on the students' coordination.

Method

The study included the total number of 65 respondents aged 10 and 11 (Body High=145,7cm±6,14; Body Weight=38,2kg±7,17), the students of the third and the fourth grade of primary schools in Užice. The entire sample of the respondents was divided randomly into two groups: control and experimental. The experimental group (n=35) of respondents was under the treatment for three months, and it included the implementation of the complex movement task polygon proposed by Pavlović, Marinković, & Bojović (2014). The treatment was conducted during regular physical education classes, twice a week. During this time, the control group (n=30) had a regular physical education class, the content of which was included in the annual syllabus. All subjects attended the physical education classes regularly, without absenteeism, and none of the respondents participated in organized sports activities outside the physical education classes.

The test, which was used to estimate motor performance of coordination in the respondents, was designed and implemented according to the instructions and modifications for the specified age of the respondents. To assess motor ability of coordination, the test of *coordination with a bat (s),* was used, which proposed Stanković and Stanković (1994).

In the process of obtaining results significant for this study, we started with estimating the difference between the initial and final measurements for control and experimental group respectively. We applied the analysis of a paired samples T test (repeated measures). In this way, the determined values were shown as indicators of how motor ability of coordination responded to the treatment and if there were any changes between the initial and the final measurements in both groups. The entire analysis was performed with the

aim to determine if there was a difference p≤0,02. The usage of the statistical procedure in this study was enabled by using the statistical package SPSS 20.

Results

The conducted survey emphasizes the value of motor skill assessment tests during the initial and final measurements to determine the effects of the treatment in both groups of the respondents.

Table 1. Paired samples t-Test between experimental and control sub-sample in the initial and final measuring.

Sex	Group	Measurement	AM	SD	t	Sig.
Boys	Control	Initial (s)	7.84	1.981	.409	.687
		Final (s)	7.83	2.006		
	Experimental	Initial (s)	8.59	1.666	4.155	.000
		Final (s)	8.03	1.630		
Girls	Control	Initial (s)	8.79	2.804	2.081	.046
		Final (s)	8.74	2.844		
	Experimental	Initial (s)	8.48	2.753	4.561	.000
		Final (s)	8.06	2.851		

Legend: N- number of subjects; AM-arithmetic mean, SD-standard deviation, t-T test value; Sig.- statistically significant difference (p ≤ 0.02).

In table 1 we can see the effects of the treatment and the relations between the two groups. It is evident that the experimental group made statistically significant improvement in the motor ability of coordination. On the other hand, the control group which did not undergo the experimental treatment, did not have any significant progress in the measured variables, although the results of the measurement showed improvement. Having considered the average values between the initial and final measurements, it has been recorded to what extent have both groups made progress. It should also be noted that there was no deterioration in either of the two groups.

Discussion

The conducted three-month treatment, the application of the complex movement task polygon as a teaching method, has contributed significantly the improvement of motor ability of coordination in the primary school-aged

students of both sexes. The subjects in the experimental group showed better performance on coordination assessment tests compared to the subjects in the control group. The treatment effect is more visible in the boys than in the girls. The reason for this is the fact that boys, in this period of their lives, due to a rich motor life achieved through running, climbing and jumping and a greater desire to win as well as a larger motive for achievements, have better results on the tests of coordination and running speed compared to girls (Fairclough, Boddy, Ridgers, Stratton, & Cumming, 2011; Seabra, et al., 2013). Better-developed motor skills in boys come from intense movement in pre-school and primary school. Demands and characteristics of natural features of the movements, which are usually the subject of interest in small children at this age, can also be considered as causes for the development of coordination. Due to the treatment, the experimental group develops coordination through numerous types of jumping, crawling, climbing, running, etc., unlike the control group that mainly practice individual polygon elements in smaller space, with fewer but more precise movements. The contribution to these findings is also possible because of the sensitive period as one of the coordination development mechanisms. The fact is that the children at the age of 7-11, develop the capacity to improve coordination (Vandrope, et al., 2012). Taking into account that the conducted treatment is completely focused on coordination, the mechanism of its development and improvement is more efficient. Stimulating the muscle apparatus and the central and peripheral nervous system through the overall exercise structure, the following is improved: execution of movements with greater efficiency, synergy of movements and the ability to be agile and change the direction of movements (Schieber, & Santello, 2004).

The subjects in the control group underwent the treatment which consisted of individual polygon elements, but was still different from the treatment of the experimental group. Such treatment was conducted during the regular physical education classes, through teaching lessons. This helped to improve coordination; however, not to a significant level. Regular attendance of both groups of respondents certainly contributed the improvement of results on the coordination tests (Yasumitsu, & Nogawa, 2013), but the application of a specific treatment (complex movement task polygon), makes a significant effect on coordination. Earlier studies which have dealt with the problem of the application of the polygon as well as complex movement tasks have obtained similar findings (Žuvela, Božanić, & Miletić, 2011).

Regarding the overall problem of implementing physical education in the lower grades of an elementary school, especially in terms of the development of motor skills, and coordination as well, this study, and all the

future researches, should complete the picture on how necessary it is to introduce specially designed programs. This would mean the intensive use of complex movement task polygon within the physical education curriculum, primarily aimed at development of motor abilities in both male and female primary school-aged students.

It is known that the period the student spends in the lower grades (from the age of 7 to 11) is very important for the development of a child, who at this age easily acquires motor skills. Taking into consideration that coordination is closely related to CNS (Carson, 2006; Reeves, Pathak, Popovich, & Vijayanagar, 2013; Pelemiš, Pelemiš, Mitrović, & Džinović, 2014) the majority of authors insist that improving this ability should start from early childhood as the neuro-muscular system is in its developmental phase at the time. The most suitable period for the development of coordination is considered to be the period between the age of 9-12 for boys and 8-11 for girls (Balyi, & Hamilton 2004). Based on the data obtained in their study, Kukolj, Ugarković and Matavulj (1998) conclude that the development of motor efficiency up to the age of 12-13 should be encouraged through complex coordination activities, whereas the phases of the complementary development of different motor skills should be achieved through a change of dynamic characteristics in movements of different complexity. Dzinović-Kojić, Pelemiš, & Mitrović (2012), among other findings of an extensive study, point out the fact that the sensitive period for the coordination development is between the age of 7 and 11**.** Therefore, it is of great importance to dedicate special attention to coordination in the primary school-aged children with a view to developing and improving (Augste, Jaitner, & Storr, 2012; Favazza, et al., 2013). The level of coordination determines further development of the majority of other motor skills, except for flexibility (Haehl, Vardaxis, & Ulrich, 2000). The children who showed better results on coordination tests also showed better results on other tests for other motor skills (Marinković, 2012; Andreeva, & Akimov, 2011; Wilson, Miles, Vine, & Vickers, 2013).

Conclusion

We can conclude that this approach in working with primary school-aged children, which is, apart from other things, suitable for developing motivation and positive attitudes towards physical education. Modern, planned i programmed approach to the learning process of physical education in primary school-aged children contributes the development of the entire personality of a child as an integral human being (Ismail, & Gruber, 1971).

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WHAT IS THE POINT OF UNHAPPINESS? CASE STUDY ON HOW ADOLESCENTS RELATE TO UNHAPPINESS

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Abstract: *The scientific approach is based on the analysis of qualitative data obtained by applying the method of stimulating group creativity 6-3-5 on the topic: What is the point of unhappiness? Purpose of the investigation was: identifying ways in which adolescents relate to unhappiness; identifying key aspects (psycho-behavioural indicators) adolescents associate with unhappiness.After the statistical processing of data, we were able to outline the following indicators - in the negative register: mistrust, psychological imbalance, death, somatic diseases, low performance, vulnerability and vices; and in the positive register: power, growing up, emphasis on the quality of people, reflection on life and self-knowledge, change, managed emotions, appreciation of happiness and creativity. Unhappiness reveals our helplessness or power, brings us to our knees or empowers us, impoverishes and enriches us as people and adolescents seem to know this.*

Keywords: *unhappiness, stage of life, emotional competencies, adolescence.*

Emotional life in adolescents – vulnerabilities versus power

Emotional experiences of adolescents appear to include less happiness than in childhood (Arnett, 1999, p. 317; Robins et al., 2002, p. 428), adolescents are less happy than adults and this gap has narrowed with time (Twenge et al., 2015, p. 4), which indicates either the presence of emotional difficulties caused by new life events or evocative situations (from the past or the future) or an inability to deal with these emotional strains. Or we were only apparently happier in childhood than at any other age or something happened now, making us naturally wonder (Raghunathan, 2017, p.16): what don't we now know that we knew as children on how to be happy, or, conversely, we didn't we know as children and know now, and this

undermines happiness. Another series of studies, however, point out that in adolescence we witness an increase in the intensity of emotions, especially the negative ones, increased emotional instability and emotional disorders (Santrock, 1995; Arnett, 1999).

This raises some questions: to what extent is this emotional vulnerability influenced by the past and to what extent does it influence the future; to what extent can supportive interventions (educational, counselling, social policies) change this situation.

Studies cited by Adams & Berzonsky (2009, pp. 315-316) highlight more or less the same issues in adolescents: higher sensitivity to the past and the future, to events less significant before this age, emotional oscillations caused by the ephemeral nature of romantic relationships (Feiring, 1996), negative emotions oriented to the self, stronger in girls in relation to interpersonal contexts, but also in boys, however more related to achievements and activities in which they are involved (Hamilton & Jensvold, 1992), feelings of shame (more intense in girls) associated with psychosexual development, sexual experiences, compliance with gender roles, cultural standard of beauty, but also the degree of physical and sexual attractiveness (Reimer, 1996). We conclude that adolescence is full of novel events (firsts) serving for the first time as emotional triggers (Adams & Berzonsky, 2009, p. 316), and is a development period with special characteristics and with a decisive impact on the future of adolescents.

What makes the difference between happy adolescents and those who are victims of unhappiness?

When we are dealing with two different categories of adolescents: those with a well defined personal identity, independent and with an updated potential, and those inclined to a troubled development path, we cannot but wonder what contributed to this differentiation and how can we create equal opportunities for all for a favourable development. Based on the above considerations, we can easily suggest some courses of action:

1. providing support to manage external stimuli (elimination of risk situations, interaction with situations that have a positive impact on development, proper reporting to these stimuli)
2. providing support to control/manage, using various strategies, the own inner emotional world by facilitating self-knowledge;
3. providing support in terms of emotional skills development, including: management of emotions, of a sense of wellbeing and resilience involving the use of coping strategies, and adjustment of stressors that generate emotions (Saarni, 2000, pp. 77-78, cited by Saarni, 2011). In essence, emotional skills are subsumed to emotional intelligence, an integrative concept including (Seal & Andrews-Brown, 2010): emotional

skills (potential innate capacities, the Salovey & Mayer model, 1990), emotional traits (favourite patterns, the Bar-On model, 1988), and emotional competencies (active learned behaviours, the Goleman model, 1995), to recognise and regulate own emotions and emotions belonging to others in order to efficiently and successfully adapt to the living environment (Goleman, 2008), to use emotional information to guide thinking and behaviour (Colman, 2009, p. 248) and to make right choice (Dumitru, 2001, p. 187). From this conceptual distinction, it appears that emotional intelligence is a potential to be trained, developed, exploited by forming emotional skills demonstrable in various everyday situations, thus ensuring success in life. Emotional competencies are a product of emotional intelligence, and especially of learning.

Can teenagers learn to be happy? Happiness is a subjective state of wellbeing which produces positive results physically, psychologically, behaviourally, socially and personally (Diener & Chan, 2011) and it depends on the satisfaction of life and living of pleasant emotions (Lelord & Andre, 2001), while unhappiness is the opposite. Given the relativism about what makes adolescents happy or unhappy (unhappiness-event or unhappiness-state), and the variability in their psycho-behavioural responses when confronted with these events/states, there is one central element that gives them the power to find answers to questions such as: How do adolescents manage unhappiness so they do not become its prisoners? How do we prevent the emergence of learned helplessness (Seligman, 2004)? Or how can we transform our vulnerabilities into power? Wayne L. Payne believed that emotional intelligence is a skill that involves a creative relationing with states of fear, pain, desire (Roco, 2001, p. 139), which allows for a superior adaptation to critical life situations. Do adolescents in unhappy life situations manage to have good performances and success in life? Goleman says yes, under certain conditions: those who are optimists (master aptitude), those who have a good mood that facilitates flexibility in thinking (good mood), those who think positively and have hope when faced with difficulties, those who experience the state of emotional involvement (flow) equal to passion in everything they do (Goleman, 1995, cited by Roco, 2001, pp. 168-171).

Studies should focus on adolescence as a period in which resources can be developed (strengths, qualities, potential), and not as a stage of life with issues that need to be managed (Lerner et al., 2009). To what extent can we capitalise on the strengths of age-specific development to form/develop emotional skills that will serve people throughout life?

For example, in the emotional sphere, adolescents have emotional skills regarding: reflection on mixed and conflicting emotions, regulation of emotions, concealing of emotions, and, to the other, they are capable of

empathy and guidance for others (Adams & Berzonsky, 2009, pp. 313-320). Intellectually, the ability to use heuristic strategies emerges, but also the facts of reality, the ability to inventory alternatives, possibilities, the need to philosophise and to shape an own conception of the world and life (Munteanu, 1998, pp. 239-241) and thought processes are more analytical and more reflective than previously (Birch, 2000, p. 263). Emotion and intellect are halves of the same whole being incomplete and ineffective without each other (Segal, 1999, p.11).

In relation to preteens and children, adolescents are better at *decision-making* (Adams & Berzonsky, 2009, pp. 271-272), a process by which a person tries to figure out *how* to achieve a particular purpose. Do adolescents have the purpose of being happy clearly defined? This involves searching for information on themselves and others, evaluating options and choosing one (the best), anticipating the consequences of their actions, and applying the solution and dealing with the consequences of their decisions (learning from the success or failure of their decisions). Yet, in real life, adolescents can make wrong decisions because they do not understand the factors that influence the quality of decision making (they focus on certain aspects only, neglecting important ones), because of a deficient self-knowledge and due to the lack of self-control strategies (emotional disorganisation, poor resilience to external pressure).

In this paper, we tried to capture how adolescents relate to unhappiness through an exercise that trains personal and group reflection by integrating multiple viewpoints. It should be noted that personal reflection is closely related to intelligence and the power of anticipation, the possibilities of abstraction and creation (Cerghit, 2006, p.190). Results highlighted both development resources and the difficulties adolescents associate with experimenting the state of unhappiness.

Methods and working procedure

The scientific approach is based on the analysis of qualitative data obtained by applying the method of stimulating group creativity 6-3-5. The 6-3-5 method consists in using the creativity of 6 participants who are required to write 3 ideas on the subject stated (each on a separate column of a sheet) and to add new answers on the sheets all team-mates following the 5 rotations, rendering a large number of ideas (about 108) in the group (Munteanu, 1994, p. 274-275). The group was then asked to select the 10 most valuable ideas. We used data from 28 such mixed groups (168 first year university students, aged 19 to 23), on the topic: What is the point of unhappiness? The students used their own emotional experience of what

understand by unhappiness. The exercise of self-reflection and group reflection on the topic of unhappiness highlighted two opposing registers: a negative dominant and a positive dominant, in which we were able to identify several indicators.

Purpose of the investigation. Identifying ways in which adolescents relate to unhappiness. Identifying key aspects (psycho-behavioural indicators) adolescents associate with unhappiness.

Results

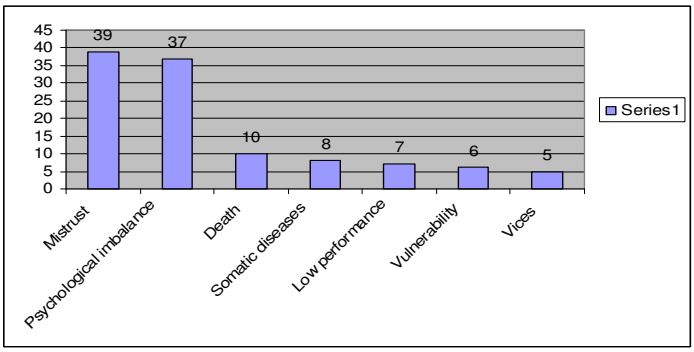
The research is explorative and was based on the quantification of qualitative data. After the statistical processing of data, based on the frequency of answers recorded, we were able to outline indicators in the negative and positive registers. First, we identify the following indicators in the *negative register* (112, in percent 40%): mistrust (39), psychological imbalance (37), death (10), somatic diseases (8), low performance (7), vulnerability (6) and vices (5).

Table 1. Indicators of negative and positive registers associated with unhappiness

•	Indicators Negative register	Frequency	Percent	Indicators Positive register	Frequency	Percent
•	Mistrust	39	13.92	Power (motivation, will)	36	12.85
•	Psychological imbalance	37	13.21	Growing up	34	12.14
•	Death	10	3.57	Quality of people	23	8.21
•	Somatic diseases	8	2.85	Reflection	23	8.21
•	Low performance	7	2.50	Change	19	6.78
•	Vulnerability	6	2.14	Managed emotions	15	5.35
•	Vices	5	1.78	Appreciation of happiness	14	5
•				Creativity	4	1.42
	Total	112	(40%)		168	(60%)

Students mentioned a number of aspects they associate with unhappiness named negative indicators (see figure 1):

Figure 1. The frequency of negative indicators associated with unhappiness



- ***Mistrust*** – loss of confidence in self, people, life and the future, self-neglect, self-contempt, negligence, insecurity, uncertainty, envy, malice, coldness in relationships, isolation, introversion, etc.
- ***Psychological imbalance*** – psychiatric pathology, mental illness, depression, anorexia, emotional instability, irritability, negativism, anger, dark thoughts, frustration, aggression, suffering, confusion, etc.
- ***Death*** – suicide, self-destruction, loss of life earlier, destruction of others, violence, genocide.
- ***Somatic diseases*** – indicating the connection between disease and unhappiness by various diseases such as cancer, ulcers, heart disease or simply mentioning the category.
- ***Low performance*** – without power to work, indifferent in everything, inactivity, lack of zest for life, lack of efficiency, low concentration power, unfulfilment, carelessness, failure, etc.
- ***Vulnerability*** – easily influenced, manipulated, wrong or hasty decisions, easily wounded, victim in the eyes of others, inferiority in relation to others, pitiful, gullibility, etc.
- ***Vices*** – mentioning addictions such as tobacco, alcohol, drugs.

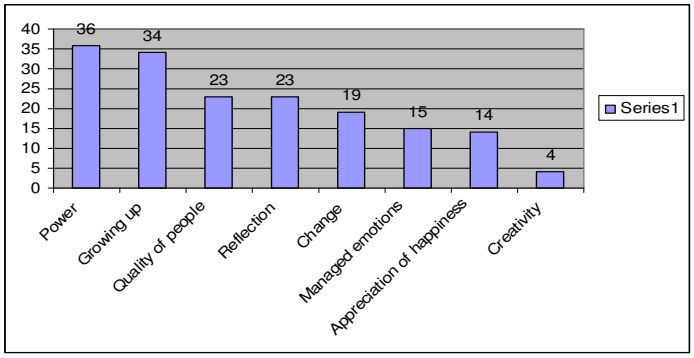
We note the dominance of indicators such as mistrust, psychological imbalance and death, that raise some questions about the following: a) do adolescents perceive a causal link between unhappiness and these aspects or do they simply relate to them as some explanatory models in the absence of other explanations (such as, unhappy people kill themselves, develop various mental illnesses, or, simply, x has a mental illness and seeks explanations for this); b) or are these indicators alarm signals that adolescents send to adults (in which case the signals are evident as they raise relationing issues) or are they ways to express unhappiness to which they do not know how to relate (in which case discrete signals emerge that should not be ignored). In one optimistic variant, we can refer to these indicators as simple fears of adolescents who, when confronted with unhappiness, believe that *they are not ready* to face it (personal vulnerability – psychological imbalance, death), and that *they cannot rely on anyone* to get out of a situation (contextual

vulnerability – mistrust). In a pessimistic variant, the data indicate the orientation of adolescents to *a culture of death* (in percent 31%): hatred of others and of the self (mistrust), major mental distress (mental illness) and self-destruction (death). This is reinforced by the fact that only 9% associated unhappiness with indicators denoting a transient and relative vulnerability and with less serious consequences (somatic diseases, low performance, vices). In essence, we do not know whether these indicators mentioned are not those who maintain and amplify unhappiness (vicious circle).

From the point of view of the teacher/parent, we must be aware that, no matter how much we try to reassure the child's happiness, we cannot do it always and perhaps by doing so we weaken the child and turn him or her into a victim of unhappiness because he or she is not equipped to defend him/herself and to emerge victorious and stronger in this fight to win happiness. As happiness is not permanent and is sought, similarly unhappiness is not permanent and can be overcome. This will be reinforced by those mentioned below.

Noteworthy is that in the positive register the frequency of answers is higher (168, in percent 60%) and integrated the following indicators: power (36), growing up (34), emphasis on the quality of people (23), reflection on life and self-knowledge (23), change (19), managed emotions (15), appreciation of happiness (14) and creativity (4).

Figure 2. The frequency of positive indicators associated with unhappiness



In the positive register, adolescents mentioned the following:

- ***Power*** – to become invincible, to become master of the situation, to have the power to deal with difficult situations (what does not kill you makes you stronger), to become strong again, to discern between good and evil or issues such as – strengthening the mind, trust in own powers, finding inner

strength, self-motivation (to challenge ourselves, to become better), strong will, strong character, resilience, ambition to conquer, stimulation to seek solutions, etc.

- ***Growing up*** – to know/exceed your limits, to seek solutions to not get in that situation again, to be more realistic, to accumulate experience, to realise that I was wrong, to think about own mistakes, to learn from mistakes, to think twice about what's right and what's wrong, to come back down to earth, to correct myself, to be responsible, to be more wise, to avoid situations that lead to unhappiness, to feel that I am alive, to be more careful, to do things seriously, etc.
- ***Emphasis on the quality of people*** – a) the quality of others – to ask/receive/accept help from people, to have someone when faced with difficulties, to identify friends and people who are not trustworthy, to identify low quality people that disregard me, marginalise me, isolate me, abandon me in hard times, or take advantage of the situation in which I find myself; b) personal qualities – to be sensitive to people's needs, to provide help, to do good deeds, to make others happy, to empathise with each other, to open up to each other, to appreciate the other people around, to be united with people like you, or, the opposite, to obtain some benefits from people, to take advantage of people's kindness.
- ***Reflection*** – self-knowledge and self-reflection – introspection, to know myself better, to reflect on oneself, to assess myself as a person, to discover new abilities, to rediscover myself, to self-analyse my life, to reflect on the matter, to better be aware of the reality, to have/find a personal view on the world, to contemplate, etc.
- ***Change*** – implies a desire for change: to start a new life, to reinvent yourself, to want new things, to reassess the direction of life, to seek new goals/ideals in life, a new meaning, a new life philosophy, to change something for the better in myself as an individual, to seek new development opportunities, etc.
- ***Managed emotions*** – to learn something from and about the current emotions: disappointment, emotional outpouring, sorrow, discomfort, sensitivity, empathy, fear, anger, anxiety, annoyance, sadness, dissatisfaction, disquiet, shame, guilt, embarrassment, envy, etc.
- ***Appreciation of happiness*** – to see what I've lost, to cherish true happiness, to balance happiness with unhappiness, to permanently seek happiness, etc.
- ***Creativity*** – helps you have artistic inspiration, express yourself artistically, produce something in art.

Unhappiness is a step for give us stronger and more maturity (25% of responses), it helps us to know better people, life and us (17% of responses).

Analysing the data obtained, we note the following: unhappiness is part of a process of personal development in which one gains in terms of personal power, maturity, self- and interpersonal knowledge, and, perhaps most importantly, a development in which one moves towards a life with meaning. As we asked ourselves about the negative aspects associated with unhappiness, we are still puzzled by the following: is unhappiness placed by adolescents in a causal relationship with the emergence of these qualities (only by experiencing unhappiness may we end up possessing these qualities) or is it an explanatory model by which these qualities can be explained conjecturally (we generally believe that people experiencing happiness come to possess such qualities, less than the unhappy). We arrive at a paradox: unhappiness can bring something beautiful to light or can destroy what was beautiful in a person. Of course, as educators/parents, we are concerned with how to determine our children to exploit moments of unhappiness and make decisions that positively affect their lives. The answers are also suggested by this data: to educate that sense of personal power (will, motivation, personality traits, self-esteem, independence, resilience, etc.), to educate the sense of responsibility in everything they do (these are steps to growing up), to educate social skills (we are influenced by others and influence them by everything we do or do not do), to educate emotional competencies (we are emotional beings), to educate the ability to adapt to change and to make beneficial change decisions (nothing is permanent), to encourage creativity (there are no predetermined solutions for many problems of life).

In an optimistic version, we might believe adolescents are aware that unhappiness is transient and that it is just a life lesson that is getting them better prepared for the next one (60% of responses). But we must not forget that their answers have undergone a change through a negotiation process where the decisions have been made by the strongest. In a pessimistic version, we might think that these positive aspects are simple philosophical reflections unrelated to reality.

Weighing the data indicating the association of unhappiness with maladjustment and risk behaviour with data showing a positive behavioural spectrum, the saving solution comes from dealing directly with reality, correctly assessing personal resources and calling for mechanisms of adaptation (coping): seeking social support, problem solving, searching for information, relaxation techniques, humour, religion, positive reassessment, etc. (Băban, 2003, p. 170). By 10 years of age, most children are able to use these cognitive strategies to cope with stress (Saarni, 1999, cited by Santrock, 2011), but the general pattern vary with regard to intelligence and other personal characteristics.

In essence, we consider that unhappiness is a trigger of forces which subsequently give us happiness when we are focusing on personal development, clearly defined goals, closeness to people, self-knowledge, etc.: the force of the fighter or self-love, the force of responsibility, the force of altruism or love for another, the force of change, the force of knowledge and self-knowledge, the force of personal effort, the force of creativity, etc.

Conclusions

In this article we showed that adolescents associate unhappiness with two different registers – the negative register (40% of responses) and the positive register (60% of responses), indicating vulnerability and power elements. The positive register identified the following indicators: power, growing up, emphasis on the quality of people, reflection on life and self-knowledge, change, managed emotions, appreciation of happiness and creativity. The negative register identified the following indicators: mistrust, psychological imbalance, death, somatic diseases, low performance, vulnerability and vices. Because the subject itself was ambiguous – What is the point of unhappiness? – it makes sense to emphasise the limits of this study in that:

- because happiness is a concept difficult to define, similarly unhappiness can have many meanings for the respondents; we do not know if when thinking about unhappiness they called for a holistic analysis of their own lives or considered some concrete circumstances, and we do not know what kind of emotions (unhappiness-state) or events (unhappiness-event) they have classified as unhappiness (Kahneman & Tversky, 2003, cited by Raghunathan, 2017).
- in terms of the association unhappiness – the indicators mentioned above, we do not know whether it is a cause-effect association or simply an explanatory model;
- the frequency of responses may not reflect reality, because we do not know whether respondents called on their own life experiences or pure philosophical speculation.

Despite these limitations, some facts came to light that deserve to be studied further:

- despite the fundamental right to happiness (like studies says, adolescents are unhappy), easily renounce it (choose to function in negative register and become prisoners of unhappiness, sometimes amplifying it);
- adolescents do not differentiate between cause and effect, the consequences source in the emergence of unhappiness – negative indicators may themselves be a source of unhappiness and its cause, not only the effect or consequence;

- adolescents realise that unhappiness in itself is not bad, but is influenced by a personal choice for one of the two registers (positive register or negative register);
- adolescents know that unhappiness cannot be avoided, but can be transformed into happiness (happiness can be a consequence of the confrontation with unhappiness, it depends on our resources and on how we report to unhappiness in a manner specific to winners);
- generally, people avoid unhappiness, but it is a source from which we can learn a lot (learning is a generator of happiness through the psycho-behavioural acquisitions that make us stronger in any confrontation in life);
- as happiness requires an effort to acquire and maintain it, similarly, unhappiness requires a personal initiative to remove it, focused on constructive solutions, but for adolescents we note a weakness and an orientation towards the culture of death (31% of responses). We do not become happy by pitying ourselves, taking refuge in vices, and self-destruction.
- just as happiness is learned, so is unhappiness, which is why, as educators/parents, we must always ask ourselves what did my child learn from this happiness or unhappiness he or she experiences?

Unhappiness reveals our helplessness or power, brings us to our knees or empowers us, impoverishes and enriches us as people. Therefore, there is a school of unhappiness, a pedagogy of unhappiness from which everyone learns something or not, or that at least teaches us that sometimes you have to choose between happiness and unhappiness. And sometimes it is better to choose unhappiness that walls us up than happiness that dehumanises us.

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THE CHALLENGES OF KNOWLEDGE TRANSFER INTO POLICYMAKING. PRACTICES AND PERSPECTIVES IN ROMANIA

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Abstract: *Focusing on the current situation of research in Romania, the aim of this paper is to present several factors that emerge from the process of transferring knowledge into practice at a national level. Presenting and analyzing these potential factors is seen as a way of understanding whether research outcomes are taken into consideration when it comes to the development of educational policies. Results show that in terms of financial factors the Romanian research system is characterized by having a poor level of financing, because the demand for research and development and innovation (RDI) is low and has little or no connection with both the business sector and the public sector. When discussing about the political factor the main aspect is related to the quality of governance that is determined by the administrative capacity, which is still rather weak in comparison to other European countries. Furthermore, an analysis of the research projects funded in the educational sector in the last 5 years in Romania is presented in order to create a picture of how much has been done in Romania when it comes to the development of research outcomes that will later be used to support future educational policy.*

Keywords: *research production; knowledge transfer; knowledge mobilization; policymaking; Romania.*

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Introduction

The Romanian system of education and its connections with the public policy process are elements that this papers aims to describe and explain. In the recent literature, this connection is explained by concepts such as research mobilization and evidence based policy. Authors have elaborated on a status of quo of the educational research and how by these processes it can reach its true potential. The Romanian educational context and research activity will offer a support in analysing the challenges of the knowledge transfer into policymaking.

Research mobilization is composed of a set of processes with the clear objective of transferring the results to the society and it is supposed to have a significant impact. At the society level, the end-users of research such as practitioners, policy-makers, mediators will benefit from the research mobilization and are involved in a more effective dissemination of knowledge. It is expected that, through knowledge transfer, the policy-making process will be based on evidence (Levin, 2011; Ng-A-Fook et al., 2015).

Referring to the educational domain, research is "too small, not well organized, and the results are not effectively communicated or shared" (Levin, 2013, p. 15). Literature offers an important insight into the problems faced in the process of mobilization of research and the questions each part has regarding this process. Some aspects considered problematic in an efficient transfer of knowledge are the lack of training or engagement for researchers in disseminating the results, lack of communication between researchers and policy-makers, different languages used by researchers and policy-makers, lack of funding to sustain research and other activities, lack of human resources involved in the research activities. To these challenges specifically related to the transfer of knowledge, a number of issues connected to the wider field of research could also be added, which are to be found at both European and national levels. One such issue is related to the limited time allotted to research in higher education institutions, especially when considering the proportion of research, teaching and administrative activities. Another aspect refers to the prestige and trustworthiness of research, especially connected to research ethics, impartiality and scientific rigor. Finally, there appear to be few incentives for researchers to make their work available to a wider audience, including decision-makers, as the main motivators -- and job evaluation criteria -- refer to the number of citations, the number of publications, developing of specific skills or building professional networks.

When it comes to institutional strategies for knowledge mobilization Sá et al. (2011) found that academic leaders recognize knowledge mobilization as a desirable institutional mission, but few faculties have dedicated institutional supports and infrastructure for such activity. In general, knowledge mobilization occurs at their institutions, and some support is provided for it, but not in any comprehensive and systematic way.
Overall, there is no doubt about the fact that cutting-edge research should be seen as an important factor in developing policy papers and especially that the socio-economic sciences and humanities in particular provide us with important insights to support evidence based policymaking in Europe. Better policies are particularly needed in the current difficult social and economic climate (European Commission Directorate General for Research, 2010).

The use of research knowledge as a way to influence policymakers' decisions. A Western and Central European perspective

The role of research is in connection with fact that research for policy is not so much about providing answers as about changing the way questions are understood, so that people (researchers and policy makers, but other publics too) can begin to think differently, thus critically building the contours and contents of social problems (Milani, 2009).
In order to understand why research is needed to innovate in the educational sector, we mention the declaration released at the Lisbon European Council, which identified knowledge as the key to future growth, jobs and social cohesion in the European Union. We need policies that reinforce the knowledge-based society. Education and training are a prerequisite for a fully functioning *knowledge triangle* (education – research – innovation). In particular, education and training are part of the diverse cultural traditions and identities of countries and regions and they interact with a web of other policies. In these circumstances, there can be no simple prescription about what makes good policy or practice or about how transferable a policy might be. This makes it all the more important to know as much as possible about what works, for whom, under what circumstances and with what outcomes (EU Commission, 2007).
The use of research knowledge as a way to influence policymakers' decisions is seen from a dual perspective. On one hand, studies say that research production is not based on the real needs of the system or local context, but rather on international priorities, or they are imposed by the national or European financing organizations (Ion & Iucu, 2015), whereas some agree that even though we are currently living in a globalized world, we cannot

ignore the local factors that may play an important role in the process of research production (Kwiek, 2012).

When it comes to the use of knowledge at a regional level, as in the context of the Central European countries, studies show that a fair assessment of knowledge production in the region needs to refer back to historical legacies of the communist system and to two decades of its post-communist transformations (Kwiek, 2012). In connection to the Central European higher education struggle to keep up with those from the Western European countries, it is important to put a stress on one main important factor: the economic environment. Therefore, Central European higher education lags behind when it comes to economic competitiveness and the consequences can also be seen in the research area where very few companies involved in research, development, and innovation choose to invest time and money in order to obtain clear and relevant data.

Also at a regional level, Temple (2003) presented the case of some Western countries in comparison with some transitional, post-communist countries. He compared the relationship between educational research and educational policymaking and concluded that both in the West and in the transitional countries, policymakers look to educational research to provide immediate answers to practical questions. This assumption on the role of the research outcomes leads to a shared misunderstanding about what educational research can do (op. cit, p.226).

The state of research in Romania. Main factors influencing the current situation

Several researchers (Kappel & Ignat, 2012; Lupei, 2012; Singer, 2013; Barbu, 2014; Ion & Iucu, 2015) have investigated the state of research in Romania and their general interest was on presenting the strengths and weaknesses of this field. Therefore, Kappel & Ignat (2012) claim that, in Romania, research faces difficulties that are related to the fact that both theoretical and applied research do not engage in dialogue with each other and that they are rather based on flows of communication, information or knowledge that takes the form of a vertical transfer from science to technology. Moreover, the authors say that the quality of applied research is still unaddressed in Romania, and aspects of research relating to design and micro-production are not financed by the state.

Further aspects in the field of Romanian research were identified and are both positive aspects, such as the development of Romanian research strategy in line with the European Union framework and national research-development

plans, and negative aspects as the fact that the outcomes are below expectations (Lupei, 2012).

Further aspects in the field of Romanian research showed that the focus shifted from the symbolic use of research results to a policy based on evidence. Other aspects identified are related to the fact that the transparency policies promoted by the Romanian higher education system are still vague and "mapping" mechanisms must be implemented, as well as there being fair opportunities to access research funds and infrastructure (Ion & Iucu, 2015).

In addition, when dealing with factors influencing the current situation of research in Romania, the present study presents several factors that are related to financial, political, bureaucracy, and human resources aspects.

Regarding **the financial factors,** the Romanian research system, due to underfunding of research, especially the poor organization of the system and inefficient allocation of funds, is placed at the bottom of the EU ranking. Current research funds are not yet able to sustain a competitive knowledge economy. An important cause of the poor performance of Romanian research is the poor level of financing.

The poor investment in research activity has a long history because the percentage of Gross Domestic Product (GDP) from the state budget for research in the communist period was one of the lowest in Europe. Whereas in 2013 Romania allocated 0,25% of GDP to research, the European Union average was 0.75%. But the situation registers a slight increase, as a percent of 0,31% of GDP was allocated in 2014, a percent of 0,31% of GPD in 2015, whereas in 2016 the budget is estimated to reach the amount of 746,6 billion, which represents 0,36% of GDP. Still, the percentage is below the minimum of 1% established by the national education law (2011) and the percentage of at least 3% established by the European Union. The state budget for research is therefore undersized.

On the other hand, the demand for research and development and innovation (RDI) is low and has little or no connection with both the business sector and the public sector. Accordingly, research is not considered a central factor in the social and economic development in Romania as reflected in documents issued by the Romanian Government (Romanian Government, 2014).

The very low business interest in research can be explained by the low investment and by the fact that only one third of the R&D business expenditures are devoted to activities performed by universities or research institutes (European Commission, 2015).

Moreover, the **political factor** plays an important role as it can influence the policies and the resource distribution in order to support research production. The current situation as one could observe from the general behavior and discourse in politics is that there is little interest in research, development and

innovation (RDI) at the level of central governance, due to a poor understanding of the mission of scientific research. RDI remains absent from the political discourse on how to achieve sustainable growth in the aftermath of the recent crisis, in contrast to the high priority given to this topic worldwide and in nations competing with Romania (The World Bank, 2012).
As mentioned above, the political factor plays an important role in developing a coherent strategic framework and set the measures for this domain to enlarge and reach its' potential.
The progress made by the government to harmonize its policies (for the period 2007-2013) with the European regional policies has been made especially by developing the National Strategic Reference Framework 2007-2013 (NSRF). The Framework is based on the National Development Plan for 2007-2013, and is developed as a tool to guide the use of national, European Union and other funding sources available to Romania, justifying and prioritizing public investments related to the European economic and social cohesion policy and defining Romania's multi-annual strategic planning and financial programming (Government of Romania, 2007). The Romanian strategic RDI framework for the policy cycles 2014-2020 aims at reaching in 2020 the critical mass of researchers needed to turn RDI into a factor of economic growth, by ensuring rapid, qualitative and sustainable development of the human resources. It also aims at developing research organizations that are capable of becoming regional and global operators, by stimulating the defragmentation of the RDI system. It also focuses on resources and on encouraging public-public and public-private funding of science and assessment of its impact throughout new models of financing in order to stimulate the knowledge mobilization. Analyzing the Romanian strategic RDI framework for the policy cycles 2014-2020, we could identify some threats that are related to the research areas mentioned in this document and one of these threats is the absence of educational research seen as a priority research area. Some of the research areas included in the Romanian strategic RDI framework for the policy cycle 2014-2020 are: bio-economy, information technology and communications, space and security energy, environment and climate change and eco-nano-technology and advanced materials.
Overall, firstly and most significantly Romania is affected by the **quality of governance** that is determined by the administrative capacity, which is still rather weak in comparison to other European countries, by poor institutional coordination and fragmentation, frequent legislative and institutional changes, and insufficient policy capacity in terms of policy design and implementation (Curaj, 2015).

At a legislative level, Romania made significant effort by developing the researcher's statute, by developing the Romanian law no.319/2003, which covers general requirements for recruitment in RDI and describes some rights and obligations of the personnel working in publicly funded institutions.

The statute describes the activity of the personnel, which involves participating in knowledge technology transfer in all economic and social domains and capitalization of their own research results. The law also states that researchers must receive support in their professional development in accordance with the law so that they can provide good results and contribute to the development of improved performance.

In the Government ordinance no. 57/16.08.2002 regarding scientific research and technological development, it is stipulated that the Romanian Government elaborates policies based on research activities. Therefore, formally, the connection between knowledge and transfer of knowledge is recognized, but it still seems to be missing an organized and legislative underlying framework for the research outcomes to find their correspondent in private companies especially in the field of education (Popa, 2012).

Other issue worth illustrating as a factor that hampers the development of research in Romania is **bureaucracy**, especially one for carrying out research projects. For example, tenders for procurement take months and the final sum is sometimes higher than initially planned. A study shows that 35% of researchers in Romania consider that bureaucracy in their institutions is preventing them from operating under normal conditions, while 30% believe that government helps them (Florian, 2006).

Popa (2012) argues that bureaucracy might stay in the way of this transfer, while Kappel (2012) brings into attention some relations in research that suffer of lack of analysis (p.1):

- There is no dialog between fundamental research and applied research, but mainly a flux of communication based on transfer of information.
- The connection with technological transfer.
- The quality of applied research is a matter difficult to understand in Romania, which implies an interference with the design stage and micro-production. The government does not finance applied research in other European Union countries. The author makes a remark that many of the National Institutes of Applied Research are closer to design than to scientific research.
- The scientific community and its members' perspective on research: the author is concerned about the fact that the actual way of thinking of the academics and researchers might endanger the evolution of research.

Another factor that may be responsible for the low profile of the RDI sector at a national level i**s the diminishing number of human resources involved in the research activities.** The number of researchers at the end of 2011 was of about 42 263 researchers, of whom 25 489 (60.3%) were researchers, and 14 621 PhDs (of whom 46.5% were women) (Researchers' Report, 2013). According to European data, in 2013 there were 18 137 researchers in Romania (8 850 in Science, Engineering and Technology, 4 013 in Medicine and Agriculture and 5 274 in Social Sciences and Humanities), with only 9% junior researchers (debutant, doctoral level or equivalent), compared to 18% at the European level (Idea Consult, 2013).

Furthermore, the drastic reduction in funding for most research programs and the long-term under financing had led to a substantial brain drain, Romania becoming one of the largest scientific Diaspora of the European countries, with an estimated 15 000 researchers (The World Bank, 2011, p. 21).

Regarded to quality of researcher's activity, it is expected from researchers to provide good results and be an active part of improving performance in education. This expectation is in close connection with a need of "solid expertise and a new academic researcher's profile" (Ion & Iucu 2015, p 12).

In addition, in order to achieve high quality human resources, we must look deep into the gap that exists between researchers and policymakers. Frequently, it has been underlined that there is a disconnection between the researchers' and decision-makers' expectations and that researchers believe that research activity is less institutionalized and lacks sustainability and quality as a result of a lack of financial resources (op.cit, 2015, p 13).

Still, measures to improve researchers' funding opportunities were put into practice. As an example, there was massive support for doctoral and post-doctoral schools through the Sectorial Operational Program "Development of Human Resources". Starting from 2007 until 2013 there were 12 000 PhDs and 2 000 Post-docs that have received a monthly scholarship of EUR 420 and mandatory mobility abroad was supported through the projects (Researchers' Report, 2013).

Methodology

In an attempt to answer the research questions at the heart of this paper, namely what is the state of research in Romania and what aspects influence it, we chose a mixed methodological approach, comprising both quantitative and qualitative data, gathered through document analysis and statistical data. Data collection based on document analysis was done through critical assessment of primary sources such as existing literature in the field, scholarly articles, policy, legislation and official documents or reports. Statistical data was gathered through an analysis of educational research

projects funded or developed in the past five years in Romania by the two main research and funding institutions, the Institute of Educational Sciences (IES) and the **Executive Agency for Higher Education, Research, Development and Innovation Funding** (UEFISCDI).

IES the is a national institution for research, development, innovation and training in the fields of education and youth and it is under the authority of Romanian Ministry of National Education and Scientific Research (MENCS) and UEFISCDI is a public body of the Central Administration under the ultimate authority of Romanian Ministry of National Education and Scientific Research. While IES has implemented research projects developed by its own experts, UEFISCDI manages calls for researchers who want to develop research projects ensuring the implementation of the National Strategy for Research Development and Innovation through the *Human Resource Program* (Research projects for the stimulation of the funding of young independent research teams (TE) call and Postdoctoral research projects (PD) call) and the *IDEAS Program (*Exploratory research projects (PCE) call).

In order to obtain the statistical data, we created a database of all research produced and financed in education in Romania from 2011 to 2014 by the above-mentioned institutions and ran a search based on key words (for example, education, school, university, teacher, student, learning, and so forth). This was followed by a systematic search of projects placed at the intersection of education and other fields, which led to a more comprehensive list. Finally, taking into account the specificities of each research project included, we were able to create labels that encompassed priority lines of research:

- ✓ Social and psychological dimensions of education: including, but not limited to, graduates' employability, education and society, learning styles, motivation, performance or emotional intelligence.
- ✓ Curriculum: including, but not limited to, introducing new programs, changes in the curriculum, curricular reform, and competences as learning outcomes.
- ✓ Quality assurance: including, but not limited to standards, program evaluations, and external and internal quality assurance mechanisms.
- ✓ Research production and transfer: including, but not limited to, research brokering, decision-making in education, knowledge-transfer, linking research, policy and practice.
- ✓ School management: including, but not limited to, professional networks, institutional challenges, investment in education, management.
- ✓ Teaching and learning: including, but not limited to, e-learning, new learning environments, teacher training, teaching and learning strategies)

Moreover, we took into account the different levels of study addressed by these educational research projects, ranging from primary level, to primary and secondary levels combined, higher education, research, and teacher training. We also included a label comprising more general topics, which are not aimed at a particular level of study. However, it is important to mention, this criteria functioned more as a guideline, rather than a prescription, each item being analyzed in its own terms.

Our research started at a general level and gradually shifted focus from a conceptual analysis in relationship with three different dimensions - international, national and institutional - towards a specific unit analysis, namely priority lines in educational research at national level.

Results

Regarding the number of research projects implemented from 2011 to 2014 that are connected to the educational sector, we could identify 22 projects implemented by the Institute of Educational Sciences and 50 projects implemented by the UEFISCDI. The priority line of research could be seen as a main indicator regarding researchers' interest in the field of education.

While the priority line of research indicates the general field, it is important to notice the high interdependence between social sciences and humanities, as most times one project could encompass more than just a singular field of expertise, with no clear demarcation or boundary. As the concept of boundaries in social sciences has developed in relation to social and collective identity, class, ethnic or gender inequality, or communities and national identities (Lamont & Molnar, 2002), there has also been a particular focus on professions, science and knowledge. Instead of seeing boundaries as borders, divisive and exclusive of other aspects, some authors consider boundaries between different fields as means of communication, stressing out their importance in "facilitating the circulation of knowledge and information across social worlds" (Bower & Star, 1999, Star & Griesemer, cited in Lamont & Molnar, 2002). Starting from this assumption, the article presents a statistical description of research projects that reflect this interdependence and the attention given to the educational field, as a whole, in comparison to the so-called "hard sciences" (that is mathematics, physics and so forth).

Table 1 Priority lines of research

Priority lines of research	No. of projects
Social and psychological dimension of education	25
Curriculum	15
Quality assurance on education	7
Research production and transfer	11
School management	2
Teaching and learning	9
School management	3

As presented above, the great majority of national research projects focuses on the social and psychological dimension of education, on curriculum or on the process of quality assurance of the educational system, having an interest in the presentation of the state of the educational system.
Regarding the levels of study, the projects focus on the following levels:

Table 2 Levels of study

Levels of study	No. of projects
Primary only	4
Primary & secondary	10
Higher education	16
Teacher training	2
Research	10
General	30

When analyzing research dedicated to specific levels of study, the higher education sector appears to be prevalent, only surpassed by research addressing the educational system in general, at all levels, mostly connected to the social and psychological dimensions of education. Overall, there are only 72 education-related research projects out of approximately 5,000 projects submitted for funding in all fields, from 2011 to 2014, meaning only 1.44% of the total number of projects (submitted and/or funded) pertain to the field of education.
There is no doubt about the relevance and importance of these studies, but a question arises. This relates to the use of the research results, mainly on how these results manage to reach policymakers and what are the mechanisms of dissemination used in order to persuade policymakers to use the results in

order to develop educational policy based on evidence. Given this apparent preference for more general research topics, one could question whether another barrier in transferring research results to practice could stem precisely from this lack of specificity, which makes it difficult for researchers to disseminate their results to a specific audience, and for decision-makers to use the results in informing policy.

Moreover, because the importance of research outcomes has not been evaluated and its importance is not considered a study subject, there is little interest in developing educational policies that are based on research outcomes. The same situation is presented in the literature that asserts political decisions about social policies are rarely the direct outcome of social science research. They are more usually the result of conflicting pressures by social actors – entrepreneurs, workers' organizations, religious authorities, special interest groups, and the media (O'Dwyer, 2004).

Conclusion

The focus of this paper is centered on showing the factors which are more likely to influence the research utilization in policy-making in Romania. The factors are closely related to financial, political, bureaucracy and human resources issues and are a good indicator of the state of the Romanian RDI system.

Research production in Romania has slightly increased, both in a qualitative and in a quantitative way. Yet, Romania is considered a country with a chronic underinvestment in research, in which the number of researchers is relatively low. The RDI system still has problems in creating an attractive research career mainly due to the poor investment. In Romania, the budged allocated for the RDI sector is almost 20 times lower than the European average. In these circumstances, it seems that the RDI sector is not considered a central factor of economic and social development.

In addition, the RDI system fails in generating good practice examples in transferring research results into the social and economic field. However, in spite of the poor investments and the lack of human resources capital in the research area, the RDI system plays a significant role in empowering universities, institutes and research teams that have a clear international visibility in becoming poles of excellence.

Popa (2012) makes a relevant point in discussing the importance of fundamental research in developing societies and economics and brings to discussion actual trends in research and its connection with society. He

mentions that knowledge transfer is possible when using diverse methods as common implementation of research, development and innovation projects and services, "spin-off" creation, common activities of marketing and knowledge, collaboration with education programs, initial and continuous training.

The Government of Romania shows interest in developing the RDI area by providing legislative support through the launch of the *National Research, Development And Innovation Strategy* that aims at reaching the European average for the basic indicators describing the structure and performance of the RDI system, and intends to focus on niche areas, where Romania would have the critical mass and the performance level needed for leadership. Overall, the Strategy sets the scene for the development of a real opportunity to create a knowledge-based economy that is competitive at the global level.

Deriving from the current research, some ameliorative directions could be further investigated in order to respond to the challenges identified. These could be ensuring an increased predictability and security for advancing in the teaching and researching professions, together with reaffirming their professional prestige, while finding the right balance between teaching and research in higher education institution, encouraging young researchers to develop relevant careers in research, "translating" research results to the general public in order to increase its relevance, or increasing trans-national cooperation in research in order to maximize access to resources.

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THE EVALUATION AS A MEANS OF REINFORCING LEARNING - A THEORETICAL APPROACH

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Abstract: *The process of evaluation, as a part of the personal development path towards becoming all we can be, can be considered as a moment to reflect on the quality of the accumulations, as a look at the achievements and the failures, as a starting point in developing an optimal strategy that leads the student to success. In order to have such a perspective on the assessment, both the teacher and the student must take into account several factors. This article proposes a theoretical account of the factors involved in optimizing the relationship between learning and assessment, a decisive relationship in achieving success in school and an efficient learning.*

Keywords: *evaluation, teacher, student, efficient learning.*

Introduction

What can we do to remove the barriers which sooner or later will lead us to failure? Nothing more than following a systematic sequence in our efforts. Which are the steps to follow? We can not give a recipe for steps that we should follow, but we can define some directions of development, namely: the ability to choose challenging objectives; a total confidence in achieving the objective that we have set; gaining the ability to maintain balance; the need to make a continuous effort; ability to react positively to failure.

The ability to react positively to failure is perhaps the most precious of the qualities that would be good to be gained. Of course many will continue to seek "secrets" perhaps "shortcuts" on the road towards reaching the goal. However, you can not achieve success without paying a price for it. Watching those trying to "cheat" and ultimately abandon, you can not help to think about, as a teacher, on what wonderful results could have been obtained

if they had only tried to invest in their activities courage, confidence and why not, the stubbornness of a child who wants to learn to ride bicycles.

Maybe it's time for a change in the way we think and participate in the realization of children's personal development path from the moment they enter the school gates. In this complex process of education, the evaluation should not turn into the judge of anyone, but instead should become a true system for giving the individual support points along the way.

Assessment and self-assessment in a bi-univocal relation

The evaluation concept transforms at both macro-structural and micro-structural level. In the educational process we are not only interested in conducting the evaluation but also in the training and the development of student self-assessment capacity. So the educational goals include a new set of skills, unlike traditional attributes centered on transmitting information and subsequently the assessment on the level of assimilation of the submitted information.

Analyzing the concept of evaluation, Genevieve Meyer (2000) states that no assessment is in itself absolutely pure or perfect. The perfection of any assessment derives from its suitability to the objectives for which it is made. Therefore, the first question that arises is not what we evaluate or how to evaluate, but why we evaluate. And the answer to it depends on the answers to the questions: what?, when?, how?, through which means? on what basis?, etc. "(as cited Crenguţa Oprea, 2003)

The assessment introduces a rule value, evolving under the influence of pedagogy by objectives, in two directions:

1. a summative one that focuses on the results of the group of students, reflecting their performances;
2. and another formative, analyzing the complex situations, the study approaches and the different learning processes;

The evaluation conditions the class dynamic in such a manner so that we can say that there is no effective learning without assessment. It works within the classroom using specific tools for analyzing the progress of the student both as a group and individually. Extending to the components of the educational system, it aims to describe and analyze them in order to reveal their effectiveness, for assessing the degree of achievement of objectives and to detect various expected and unexpected effects. The evaluation process is not limited to the training activity but is part of a general concern regarding also the functioning of institutions dealing with the efficient educational programs and school projects.

The educational phenomenon gains increasingly richer evaluative means, widening its scope. In this respect, analyzing the evaluative practices,

Ion T. Radu notes that "the assessment of school performance is increasingly understood not as an action to control – sanction, limited to verification and scoring, but as a process that intertwines with the other processes of teaching, exercising the essential formative function, reflected in informing and helping in decisions making process in order to improve the overall activity." (I.T. Radu, 2000, p. 42)

From one continent to another, the assessment has the same objective: improving education, but the context and the targeted audience determines the development of different concepts.

"A meaningful, objective and fair assessment can not ignore the learning opportunities offered by training" (as cited Crenguţa Oprea, 2003). It considers whether the contents have been defined in accordance with the objectives, if an analysis of students needs was performed and to what extent the training processes stimulated and encouraged learning. In this regard it should be noted that "the way the evaluation is conducted is influencing the training process and the learning activity" and the results of the activity can be evaluated relating them to the content or the standard curriculum, to the statistical norm of the group (average grade) or to the local, national or international standards, to the individual norm (to self) or to the objective (criteria evaluation).

The students need to assess themselves, to compare the level reached in relation to the benchmarks and operational objectives (evaluation) and to impose their own training program. Students need to know themselves, which has multiple implications on a motivational and attitudinal level.

Through the information it provides, the self-evaluation plays an essential role in forming the image of the pupil form the perspective of a valor judgment transmitted by the teacher-evaluator. For the assessment to be felt by the student as having a formative effect, with reference to its different capacities depending on the progress made and the difficulties he has to overcome, it is very helpful to train and exercise the capacity of self-assessment of students.

As the professor who is leading the process, the students who are in a learning situation need some reference points to define their role, task, nature and direction of their activity, helping them to realize their progress and gains, to develop their own work discipline, to relate at a personal level to the learning requirements. All this in order to allow students to gradually take their development in their own hands.

The objective, fair, responsible, competent evaluation should develop (form) students' self-assessment abilities (self-control and self-evaluation). This goal is achieved when students are aware of the quantity and quality of their knowledge, of the level and performances achieved, of the intellectual and

professional capabilities, proven in the evaluation. The assessment must be accompanied by the feedback phenomenon, which, where appropriate, provides the necessary corrections.

Before granting the marks it is necessary to state what is mediocre and what is unsatisfactory in their oral, written or practical replies. It is not recommended to bargain with the student on the mark he will be given. It may, however, require the consultation of the school group (sometimes even the student) regarding the mark that should be given. This can be an "exercise" of self-control, self-assessment and self-grading. Of course, the teacher is invested to grant the mark, to manifest the leading and responsible role in the evaluation. Only so the students can realize the result of their training. Objectivity, fairness and understanding the validity of the mark develops the ability of self-assessment, of self-regulating.

Self-evaluation can go from verbal self-assessment to self-grading, more or less supervised by the teacher.

Praise, motivation, encouragement - factors of academic progress

Pursuing the assessment of knowledge, capacities, attitudes (practical, social, scientific) and interests, the alternative evaluation methods are aimed at systematic observation of student behavior through: protocol / observation guide / control inventories, evaluation sheets, scale classification, pedagogical characterization sheet (at the end of the cycle). The need for these alternative methods of evaluation is justified in terms of educational objectives which can not be measured by traditional methods (written, oral, practical) because it is necessary to evaluate not only the assimilation of information taught, but also the attitude and the behavior of students.

The knowledge, abilities, skills, developed in students are observable through the behavior manifested by them. Student behavior is always motivated by an age-specific need. In addition to attention to the verbal and nonverbal message, it is needed to allow the necessary time for listening to the students. This enables a better understanding of their needs and accordingly develops experiences that allows for achieving and capitalizing the performances.

The response messages given to pupils as a result of the desired behavior can take the form of praise, approvals or disapprovals, a touch on the shoulder, a handshake, a smile. It is very important when assessing the student's efforts to avoid judgments because they express more the values and ideas of the teacher rather than the student. An effort is required to remove messages like "good", "great", "excellent", replacing them with sentences that express an encouraging message such as: "knowing you, I am sure you will

succeed," "your idea was very good", "you really worked hard", "look how you progressed."(Botis, A., 2004, p.58)

Encouragement implies a valuation and unconditional acceptance of students; it requires emphasizing the positive aspects of their behavior, repeated expression of confidence so that they can reach, in turn, to trust themselves. Encouragement focuses on the child's ability to be responsible for his achievements and contributions, teaching them to assess their own progress, take personal decisions, to appreciate their efforts and others, to enjoy their success and others.

The praise given to each student must be one of constructive nature, such becoming an valuable encouragement. In the effective use of praise is important to highlight precisely those elements that are certainly successful, to recall the progress made. In its use attention should be given to the frequency, because it can also become daunting, distorting the image about themselves. It is recommended to be used in combination with encouragement, developing students' self-evaluative abilities.

Evaluation as a means of strengthening learning

Conducting a formative assessment that supports learning, that aims to provide each individual with information about the learning progress and the opportunity to monitor their own progress in learning and turn the evaluated in the evaluator of its own actions, becomes in this context a formative character, allowing the adjustment of training using the student. The evaluation should be so designed as to stimulate and motivate them to learn, to monitor their own evolution in learning, their progress, but also the difficulties and shortcomings.

Using the term "strengthening" holds both pedagogical and psychological connotations, being considered a complex activity, including nuanced activities and operations of repetition and systematization, of stimulating by progress recognition, but also the disapprobation of failure, of unsatisfactory results. Achieving adequate verification of student actions, has strengthening effects on learning, on their knowledge and skills, by helping them to fill the gaps, by reviewing errors.

The assessment is a means of developing and changing students' attitude towards school activity. Using an "arsenal" of actions specific to the evaluative process enables student attitudes that in turn play a major role in school performance. Paying special attention to the assessments issued on students and knowing that they tend to become what is expected of them, confirming expectations facilitates stimulation of students and shaping a positive image of themselves. Therefore, the appreciation also extends to the sphere of interpersonal relationships.

The relationship between the assessment procedures and school performance is manifested in the transformation of external motivation, appraisals received from teachers and others in internal motivation as an energizing growing factor of student activities. The degree of motivating students towards learning, represents a sustained effort, intense activities that cause internalization of external requirements so that they become the driving force that propels from inside the students learning conduct.

For a real motivation to learn through evaluative actions, we can follow suggestions such as:

Explain! Recent studies show that students are less interested in the assessment because they do not understand what to do or what they should do. Teachers should give more time explaining to students what is expected of them, what objective is aimed by carrying out an evaluation activity. In the educational process the teachers' enthusiasm is transmitted to the student, which will probably become more interested in the subject. Students who are unsure on what is going to be realized or know less on what they are supposed to do, will not get very good results.

Reward! Students who do not have a consolidated set of intrinsic motivation to learn can be helped by extrinsic motivation - reward (psychological or material). Students are tempted to repeat behaviors that were rewarded. The reward can be symbolic and marks the level reached by the student through this behavior / response.

Humanize your actions and behaviors! Students are more motivated to communicate with teachers who are more “humane” and who seem to care about them, their interests and goals. Such a personalization of the teacher-student relationship helps them to perceive teachers as persons close to them, not as authoritarian and unpleasant figures.

Involve students in the assessment! One of the major factors in motivation is to involve students in their own learning process. Students love to feel useful (as do the adults, for that matter). Choose a few students to help (select bibliography, setting topics for assessment, preparing the hall, arranging materials etc). These activities will greatly enhance the self-esteem of students and will also enhance the motivation for success. Use every opportunity to get help from students and be thankful for it.

Use positive emotions to increase productivity and motivation! Students get better results when learning is "accompanied" by positive emotions. Use humor when appropriate, but do not overdo it. Determine your emotional relationship both between you and the students and among colleagues.

Consequently, the positive feedback generates positive feelings that stimulates and supports the student activity in order to obtain better school

performance, while the negative ones have discouraging effects, which often generates anxiety, loss of confidence in their own abilities and facilitates failure.

The inefficiency of negative "reinforcements" has been demonstrated by research conducted by B.F. Skiner, who demonstrated that improving a situation does not involve punishment of error (e.g. it does not make a student more hardworking by punishing laziness, more braver by punishing cowardice) because negative reinforcements develop superficial, false behavior, and inactivity and failure favor the tendency to cheat and generate revulsion toward school. Thus, it is considered that the repetition with more likely chances of a behavior assumes that it was accompanied by a state of satisfaction.

This theory proposed by B.F. Skiner deserves to be respected, in order to encourage students towards learning by an evaluative act. This however, does not mean giving no negative reinforcements or unfavorable appraisals, but requires a careful use of positive and negative reinforcements balanced in relation to the actual situation. For a reliable accountability of students for learning through assessment it is recommended to observe the following:

1. Harnessing the full potential of the educational assessment as a means of positive reinforcement
2. Considering indifference incompatible with fostering students' progress
3. Permanent use of positive strengthening, always highlighting the progress achieved, especially for shy students who have experienced failure
4. Elimination of negative strengthening as a prediction of future poor results
5. Positive and negative reinforcement should not be the expression of a cold intellectual attitude

In school practice the evaluation methods and techniques were improved in order to achieve an effective correlation between teaching-learning-assessment and to achieve the proposed goal of developing an autonomous, free and creative personality.

Traditional methods of evaluation, designed for striking a balance between oral written and practical tests, constitute the main and dominant elements of the evaluative act. Starting from this objective reality, the modern evaluation strategies seek to emphasize the evaluative dimension of evaluative action that provides sufficient and varied opportunities for students to demonstrate what they know (the ensemble of knowledge) and especially, what they can do (skills, abilities).

The constant concern of practitioners in the field of education to find and exploit new techniques and evaluation procedures, especially for

measuring those objectives related to the affective domain, harder to measure by conventional methods of evaluation, has resulted in the identification and use of assessment methods and tools which can be a real alternative to conventional methods of testing and evaluation.

Traditional methods are important, especially when the teacher achieves a balance between oral, written and practical tests and their proportion will continue to dominate in the evaluative actions. There are however a number of educational objectives- especially those related to the affective domain – that decisively contribute to the development of student's personality and that can not be measured using conventional methods. The solution is not, obviously, giving up these goals, but finding new techniques to evaluate them.

"Unlike traditional methods - states Professor Ion T. Radu (2000, pp. 223-224) - which carry out the evaluation of school results obtained on a limited time and usually with a greater or lesser, but still defined area of content– the alternative methods of assessment have at least two characteristics:

1 on the one hand enables the assessment of the results closely linked with teaching/learning, often along with it;

2 on the other hand they concern school results obtained on a longer period, aimed at the development of abilities, skills and especially changes in terms of interests, attitudes, related to the learning activity."

Overall, the evaluation is perceived as a control-sanction activity and induces stress to students. But the role of assessment in teaching practice is not to penalize, but to improve the learning experience, to enhance and correct the learning outcomes. To assess is not the same with granting a mark! Scoring is a component of the assessment but not every evaluation is completed with a qualification or a mark. The purpose of evaluation is to support learning by helping students to focus their learning activities, developing their self-assessment capability, stimulating and motivating students.

The evaluation should be seen as a learning experience; to be an enjoyable activity, so the students want to be again evaluated.

How can an evaluative activity be enjoyable for students?

The answers to this question and ways of implementation are multiple and depend on the individual imagination and creativity. Some possibilities might be:

- Using interactive methods, to harness the human disposition to game, submitting assignments with a playful, attractive coloratura and stimulating creativity, in order to maintain students' intellectual and physical effort. I. Negreţ stated that "*playful and creative learning, like sport and creative work, seem to be real human forms of learning and working. Playful learning*

has incredible effects, just because learning through the law of minimum effort has become the most common form of learning".

- diversifying the methods and techniques used, combining traditional assessment methods and tools with complementary and active assets, to avoid routine and monotony in order to enable each student to choose their own learning and assessment method that fits best;
- actively involving students in the assessment process, transforming the student from evaluated to evaluator of his own performance or that of his colleagues

The main alternative or complementary methods of evaluation, whose formative potential support the individualization of the education act by supporting the student, usable in the classroom during teachers work, are as follows: *systematic observation of the activity and behavior of the students, investigation, project, portfolio, conceptual maps, R.A.I. method, self-assessment techniques, reflective journal, 3-2-1 technique*, etc.

Conclusion

Involving students in assessing their own results has beneficial effects on several levels: the teacher obtains confirmation of its assessments of students according to their results; student acts as a subject of pedagogical action by participating in his formation; it helps students to appreciate the results and understand the efforts needed to achieve the agreed goals; it cultivates the inner motivation and a positive, responsible attitude towards learning, towards their own activity.

Self-regulation by the students of their own learning is a result of the evaluation and encompasses motivational and strategic issues, techniques and strategies used to increase learning efficiency, because evaluation is a process inextricably linked to the teaching and learning process. In the most common cases, students who show motivation for learning are distinguished by interest in the acquisition of knowledge, the desire to take risks, preference for school challenges and the belief that errors are part of learning and that the skills they posses can be improved by putting on a sustained effort.

The evaluation should be a process that generates competition with self and not with the others, and teachers need to assess any progress, regardless of its size. This mobilizes students compared to issuing excessive goals that determine discouraging and stressful effects among students.

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LEISURE AND EMOTIONAL LIVES' GRIEVANCES OF PEOPLE WITH PHYSICAL DISABILITIES

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Abstract: *We consider that we should take into account the need for support and services for people with disabilities in order to improve the quality of their lives and to initiate prevention strategies aggravation. Research objectives focused on: (1) investigation of the relationship between ways of leisure by people with motor disabilities and the aspects of the difficult integration in new groups and rarest out from their house and (2) analyzing grievances in their own emotional life of persons with motor disabilities from the perspective of gender, origin, education, enrollment degree and the nature of the deficiency. The study was based on a Questionnaire Survey as primer research method used (N = 93 subjects). Some results concluded that the subjects that prefer to look at TV have more difficulties to integrate in new groups. (r= -.421, p<0.01). Also with difficult integration are the subjects that prefer to sleep in their spare time. (r= -.359, p<0.01).*

Key words: *physical disabilities, leisure, emotional life, integration in new groups.*

1. Introduction

The concept of disability includes the following components: medical (from the historical perspective), functional and social (this one is nowadays trained). We must be able to take into account the need for services and support for people with disabilities in order to improve their lives and to initiate strategies to prevent aggravation of their health status (McDermott, Turk, 2011). Some people with physical disabilities can hide their handicap, to avoid discrimination or stigmatization. Some, even with physical limitations would not be stopped to realize their dreams; for others physical limitations can be a struggle affecting different aspects of their lives (Nkabinde, Obiakor¸ Offor, Smith, 2010) and can cause mental stress (Trani, Ballard, Peña, 2016).

Pain is one of the symptoms reported by children with motor disabilities, especially during daily activities of living, traveling to different places and during recovery. The most common activities felt like awkward

are: passive mobilization of the limbs, dressing, moving (Widerström-Noga, Finlayson, 2010). People with these medical conditions when aging declare the presence of pain and secondary fatigue of physical deficiencies that may worsen over time, leading to increased disability and decreased quality of life (Bourseul et al., 2016).

The support of family was determined by how its members perceive the damage caused. Driven by the need to protect the person with disabilities, family members tried to control the emotional effects of the injury, creating a kind of "buffer" (Ogilvie, Foster, McCloughen, Curtis, 2015). The school, through its teachers can help the identity formation's process of people with disabilities, a process that begins with a sense of failure and exclusion early in life, continuing through a turning point, and should end with the feeling of control of their lives (Dvir, 2015). Researchers talk about a link between chronicity, disability and social inequality and this is why we need new ways of collaboration for the social determinants of health and disability. Adolescents with physical disabilities participate in fewer social activities and they had fewer relationships and friends. There are a number of critical issues for adolescents with physical disabilities that should be targeted in health promotion's efforts. These include: integration into peer groups and increasing educational aspirations (Stevens et al., 1996). It was found that adolescents with cerebral palsy and spina bifida have limited interactions with colleagues. An online support pilot-intervention offered more interactions with peers, for them. After conducting these groups it was recorded a decrease of loneliness and increased social acceptance and confidence of disabled people (Stewart, 2011).

Health policies for people with disabilities argue the importance of maintaining basic functional status and health promotion. It was analyzed the relationship between health promotion by physical activity and preventing/reducing secondary conditions among people with physical handicaps. It consisted, in this case increasing participation in community activities for people with physical disabilities (White, Gonda, Peterson, Drum, 2011). Parental support of children's physical activity is important, especially for young children with disabilities, given the low rates of physical activity and dependence on their parents. Parents encouraged participation in sports and physical activities of their children, although not seen as particularly savvy children; they understood and enjoyed physical activity and sport. Parents understood and encouraged, also established mutual relations of their children in physical activities with their peers (Martin, Choi, 2009).

People with physical disabilities are not only becoming better integrated in society, they have made significant achievements in sports: it is

now common for athletes with quadriplegia to complete marathons. Practicing a sport is a reality for people with motor disabilities, be it even in a wheelchair. Practicing tennis in a wheelchair has great potential for social integration of people with disabilities (Stanescu, 2014). But all of these are personal, individual equations. Here it is life history of a research subject, of Ben, illustrating the benefits and costs of disability compensation through sport and physical activity. By allocating time for sport and physical activity substantially, Ben would seem that avoids or bypasses some of the challenges of psychosocial maturity (e.g., the formation of new friendships and romantic relationships). In Ben's life, sport and physical activity have raised issues in his psychosocial development (Gaskin, Andersen, Morris, 2010).

The degree of occupancy of different jobs and participating in volunteer activities for people with chronic physical disabilities is lower compared to people without disabilities. People with chronic physical disabilities are less satisfied with their lives than people without health problems (van Campen, Cardol, 2009). Satisfaction of life is conditioned by marital status, general health state and social welfare (Tate, Riley, Perna Roller, 1997).

Despite the urge to explore, the possibility of travel trips, hiking, access to different areas is limited to people with disabilities. Physical difficulties and large expenditures for the accessibility of these areas are real obstacles in the way of great desire to visit the above-mentioned areas (Lovelock, 2010). There has been a lack of involvement in the activities of leisure, especially for people with severe disabilities. When there were people who provide opportunities for leisure space in-door, it was shown an increased commitment from persons with disabilities in these activities (Wilson, Reid, Green, 2006). Participation in leisure activities is a fundamental human right and an important factor in quality of life. Participation in leisure activities have environmental barriers (environmental factors) for children and youth with physical barriers were typically found in schools and workplaces. There were significant differences between rural versus urban community (Law, Petrenchik, King, Hurley, 2007). Frequency of participation in leisure activities for children and youth with physical disabilities is associated with a variety of variables: motor skills, cognitive ability, communication skills, age and sex (Bult et al., 2011). Children with disabilities, especially girls, show a narrower participation in leisure activities that involve social interaction (Schreuer, Sachs Rosenblum, 2014). Adults with physical disabilities often have limited opportunities to participate in activities in their spare time. Virtual reality technologies can serve to widen the repertoire of leisure activities, activities accessible to persons with disabilities, activities that were perceived as pleasant and successful. These

have maintained a high level of interest and provided opportunities for varied and motivating leisure activities (Yalon-Chamovitz, Weiss (Tamar), 2008).

2. Methodology

2.1. Objectives

The research objectives were focused on: (1) investigating the relationship between ways of spending leisure by people with motor disabilities and issues related to the difficulties in their integration into new groups and rarest leaving of the house premises, (2) analyzing grievances of their own emotional life of people with motor disabilities from the perspective of gender, origin, studies completed, degree of employability and nature of the deficiency. In order to realize these objectives we propose the following research hypotheses: (1) there is a relationship between the types of leisure of persons with disabilities regarding the rarest leaving of the house and difficulties in integration into new groups and (2) we suppose that grievances in their own emotional life of people with motor disabilities have specific notes given by: gender, education, degree of employability and nature of disability.

2.2. Method

Questionnaire based survey was the main method used in the actual research. The questionnaire was built on two dimensions: leisure and attitude towards the world and life. The questionnaire was developed and validated specifically for this research. The alpha coefficient for the four items is 0.802. This suggests that the items have relatively high internal consistency.

2.3. Participants

Sample of the research included 93 subjects with motor disabilities (para, tetra, hemi (plegias), para, tetra, hemi (paresis), myopathies, amputations, and so on). Of them 60.2% (56 subjects) were male, the remaining 39.8% (37 subjects) being female. Depending on the area of origin, were recorded: 73 subjects (78.5%) in urban areas, the remaining 20 subjects (21.5%) were from rural areas. If we look at the research group in terms of age, we have 14 subjects (15.05%) aged up to 20 years; 29 subjects (31.18%) aged 21 to 30 years; 17 subjects (18.27%) aged 31-40 years; 18 subjects (19.35%) aged 41-50 years and 15 subjects (16.12%) aged over 50 years. Another distinguishing criterion was the level of education of subjects, such were: 16 subjects (17.2%) who completed primary school, 41 subjects

(44.1%) who completed high school, 22 subjects (23.7%) who completed post-secondary programs and 14 subjects (15.1%) who completed higher education (college). Employability was another aspect in characterization of lot, so only 26 subjects (28%) work (have a job), the remaining 67 subjects (72%) having no job. If we look at subjects in terms of the nature of the deficiency, we have 32 subjects (34.4%) with innate deficiency and 61 subjects (65.6%) who acquired deficiency during lifetime.

3. Findings

The first research hypothesis: there is a relationship between the types of leisure of persons with disabilities regarding the rarest leaving of the house and difficulties in integration into new groups. People with motor disabilities mostly prefer still activities that took place within the perimeter of the house. At the item "How do you spend your free time?" respondents had to choose between the following options: watch TV, sleep, have a hobby that does not require movement (read, play computer games, collect objects, listening to music, singing, and so on), go out with friends, participate in recovery activities, I have a hobby that involves a lot of movement (play sports, take a walk, go on trips, and so on). Variants: *watch TV*, 52 subjects (55.9% who do often and very often this activity) with an average of 3.47 and a standard deviation of 1.017 and *I have a hobby that does not require movement (read, I play computer, collect objects, listening to music, singing, and so on*) with 54 subjects (58% who do often and very often with) an average of 3.42 and a standard deviation of 1.201, occupied the top positions in the election of subjects. Other static activity, present as an alternative response took the following position (see Table 1). Thus, variant *sleep*, was chosen by 24 subjects (25.8% who do very often this activity), with an average of 2.90 and a standard deviation of 0.910. Activities that involve movement are placed on the last position in the election of subjects: *participate in recovery activities* - 37 subjects (39.8% that make this activity very often and often), with an average of 2.91 and a standard deviation of 1,308); *I have a hobby that involves movement (take a walk, go on trips, practice a sport)* - 20 subjects (21.15% which do this activity very often and often), with an average of 2.33 and a standard deviation of 1,280) and *go out with friends* - 16 subjects (17.2% that make this activity very often and often), with an average of 2.29 and a standard deviation of 1.148).

Tabel 1. Descriptiv statistics for the leisure options								
How do you spend your free time?	N	Range	Min	Max	Mean		Std. Dev.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Eror	Statistic	Statistic
- watch TV	93	4	1	5	3,47	,105	1,017	1,035
- sleep	93	3	1	4	2,90	,094	,910	,827
- go out with friends	93	4	1	5	2,29	,119	1,148	1,317
- participate in recovery activities	93	4	1	5	2,91	,136	1,308	1,710
- I have a hobby that does not require movement (read, I play computer, collect objects, listening to music, singing, and so on)	93	4	1	5	3,42	,125	1,201	1,442
- I have a hobby that involves movement (take a walk, go on trips, practice a sport)	93	4	1	5	2,33	,133	1,280	1,638

For the item "*How often do you go out with friends*?", 14 subjects (15.1%) opted for option rarely and 25 subjects (26.9%) variant quite rare compared to 14 subjects (15.1%) quite often and only 6 subjects (6.5%) very often. There were negative correlations between means: going out with friends and watching TV (-.449 ** with p<0.01); weak negative correlation between: going out with friends and sleep (-.268 ** with p<0.01), to watch television and they go out with friends (-.342 ** with a p<0.01), weak positive correlation between: a watch television and sleep (.379 ** with p<0.01).

If we analyze these answers compared to subjects in urban and in rural areas, we see that the difference is given by those in urban areas. They recorded the highest percentages and averages for response options often and very often those three items are the first choices of individuals investigated. Here are the results for ANOVA test: F = 3.523, p <.005 between television to watch them and environment of origin respectively F = 13.472, p <.000 between having a hobby that does not require movement (read, I play

computer games, collect objects, listening to music, sing, and so on) and area of origin. Calculation of Test Chi Square brings significant differences by area and hobby that does not require movement (read, I play computer games, collect objects, listening to music, singing, and so on) for a χ^2 (4) = 28.458, p = 0.000 with a moderate effect for φ = 0.553 Phi coefficient (see Table 2).

Tabel 2. Chi Square Test for residential areas and a static hobby

Crosstabs between age and ways of spending spare time	**No. of valid answers**	**Value χ^2**	**Df**	**Asymp. Sig**	**Phi value**
1. Watch TV	93	11,802	4	0,19	0,356
2. Sleep	93	1,207	3	0,18	0,751
3. Go out with friends	93	8,172	4	0,085	0,085
4. Recovery activities	93	6,300	4	0,178	0,260
5. Hobby that does not require movement (read, I play computer, collect objects, listening to music, singing, and so on)	93	28,458	4	0,000	0,553
6. Hobby that involves movement (take a walk, go on trips, practice a sport)	93	3,391	4	0,495	0,495

Integration into new groups was investigated by questionnaire items. Integration is made slightly harder for people with disabilities (26 subjects - 28% heavy and very difficult integration and for 22 subjects - 23.7% easy integration). Most subjects declare that integrates right into new groups: 45 subjects - 48.4%). Those who prefer to watch television integrate more difficult to new groups, have obtained an average correlation by -.421, $p<0.01$). By comparing urban - rural, we note that the results are almost equal: 6 subjects - 30% for subjects in rural areas (often and very often variants) respectively 20 subjects - 27.4% for subjects in urban areas. The same cumbersome integration have and those who prefer to sleep in the spare time (average correlation by -.359, $p<0.01$).

The second research hypothesis suppose that grievances in their own emotional life of people with motor disabilities have specific notes given by:

gender, education, degree of employability and nature of disability. Analyzing the frequency of results between men and women, we note that especially men are placed on negative outlook, pessimistic responses: get angry when they fail (26.88% often and 2.15% very often compared to 12.90% often and 2.15% very often for women), others are blame for what happens (2.15% often and 6.45% very often compared to 2.15% often - women), jealousy towards people who are not facing the same problem (10.75% often and 2.15% very often compared to 6.45% often and 2.15% very often - women), slightly unfulfilled (12.90% often and 2.15%; 4.30% very often towards 8.60% often and 4.30% very often - women). Women are crying without reason, relatively more often (8.60% often compared to 4.30% often and 2.15% very often - men), χ^2 (4) = 2.263, p = 0.000 with a moderate effect for a coefficient Phi φ = 0.467.

The analysis in terms of education background reveals: high school graduates get upset when fail (19.35% often and 2.15% very often), think others are to blame for what happens (4.30% often and 2.15% very often), feel jealousy towards people who are not facing the same problem (8.60% often) and more dissatisfied with their lives (6.45% frequently and 12.90 very often), feel unfulfilled (15.05% often and very often 6.45%), χ^2 (12) = 31.742, p = 0.002 with a moderate effect for φ = phi coefficient 0.584).

Respondents with secondary education are those who do not cry without reason (only 2.15% often). Observing the degree of employability, we can say, those who do not work: get upset when fail (35.48% often and 4.30% very often compared to 4.30% often for those who are working; χ^2(4) = 18,386, p = 0.005 with a moderate effect for a coefficient Phi φ = 0.399), others are to blame for what happens (4.30% often and 2.15% very often compared to 4.30% very often for those working), jealous of people who do not face the same problem (10.75% often and 2.15% very often compared to 6.45% often and 2.15% very often for those working), cry for no reason (8.60% often and 2.15% very often compared to 4.30% often - those working ; χ^2 (4) = 21.509, p = 0.000 with a moderate effect for a coefficient Phi φ = 0.481) are dissatisfied with their lives (8.60% very often and 16.20% often compared to 2.15% very often - those working) and slightly unfulfilled of their life(4.30% often and 19.35% very often to 2.15% very often and 2.15 often). If we analyze the nature of disability, we see that people who have acquired deficiency: get upset when fail (35.48% often and 4.30% very often compared to 4.30% often for those who deficiency innate; χ^2 (4) = 29.503, p = 0.000 with a moderate effect for a coefficient Phi φ = 0.563), others are to blame for what happens (4.30% often and 4.30% very often compared to 2.15% very often - those who deficiency innate), jealousy towards people not facing the same problem (12.90% often and 2.15% very often compared to

4.30% often and 2.15% very often - those who deficiency innate) are dissatisfied with their lives (4.30% very often and 12.90% often compared to 6.45% very often and 4.30% often - those with inborn deficiency) and unfulfilled (17.20% often compared to 6.45% very often and 4.30 often - those with inborn deficiency).

4. Conclusions

People with motor disabilities prefer activities predominantly static performed within the perimeter of the house: *watch TV* (an average of 3.47 with a standard deviation of 1.017) and *I have a hobby that does not require movement (read, I play computer games, collect objects, listening to music, singing, and so on)* with an average of 3.42 with a standard deviation of 1.201. There were negative correlations between mean: *go out with friends and watch TV* (r=-.449, p<0.01) negative correlations weak between *go out with friends and sleep* (r=-.268, p<0.01), weak positive correlation between *television viewing* and *sleep* (r= .379, p<0.01). Integration into new groups is made slightly harder for people with disabilities (26 subjects - 28% heavy and very difficult to 22 subjects - 23.7% easy integration). Most subjects declare that integrates right into new groups: 45 subjects - 48.4%). The subjects who prefer to *watch television* find more difficult to integrate in new groups (average correlation -.421, p-0.01). The same cumbersome integration have and those who prefer to sleep in the spare time (average correlation r=-.359, p<0.01). Portrait disabled person dissatisfied with their emotional life as: male, high school, not working (no job), which acquired deficiency lifetime.

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HOW TO AVOID"THE MERMAIDS" IN EDUCATION

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Abstract: *The paper belongs to the same set of reflections about curriculum. The pages start with some ideas about the core questions about the place and the role of the education in this new millennium, old questions but with new answers nowadays. They continue with another facet of the reflection opened and continued in other papers about the ambiguities and false and real controversy exiting in Curriculum Theory. The genuine need of convergence in this field is another part of the paper. The core issue presented is represented by one aspect of this needed convergence: that between the philosophy of curriculum focused on students' competencies and the lesson types; highlighting the obsolete wording of these types is the starting point for some explanations about a new suggested terminology.*

Key words: *curriculum, competence, knowledge, understanding, wisdom, learning situation, learning activity, learning opportunity, learning activity, lesson types*

1. Strong lines of new conceptions in curriculum

1.1. Introductory considerations

The new trends in education seem to be a kind of fashion. Each century, each decade of a century used to have their" *new trends*".

The actual time of the third millennium came with some core concepts and connected philosophies with genuine or more often false contradiction among them.

Curriculum with its new philosophy based on focusing the formal education on competencies represents a thorny field. But, step by step, in spite of differences more in words/ terms than in essence, the things seem to go towards a quasi unity. Unfortunately, the literature and the methodological approaches still keep a strange agglutination of traditional views with modern ones. This is what can be called as ***mermaids*** in education.

Each learner of this century wants, for his/her own training and development, a continuous and consistent process of education, built as a series of *learning situations* out of which the learner can achieve *learning experiences*, that encapsulating a high level of desirable competencies for this new historical time.

Education, as an *informal* one, has been done from the beginning of the humans' history. *Nonformal* and, then, *formal* ways of education can be detected along the centuries as long as the need of education became more and more sophisticated. This genuine need for education had different meanings during the history. The *permanence of education* is a truth of *phylogenetic* perspective.

The education also has always been and remains a necessity in *ontogenetic* plan, understood as *permanent education or lifelong learning*.

A number of questions became more and more obvious, with specific roots in different historical moments. There are the questions about *who needs education, where this need comes from, and why this need is important*? The given answers along the history have been different, or with shades of difference; they were in accordance with the social, political and economic context, and accompanied by the level of cultural development of each moment. The truth is that anyone (and anytime) needs education, because education is the foundation of even genesis of human personality. Education is the coordinating and integrating factor of the other two ones, which exert influence on personality development: heredity and environment.

"How long throughout his life does a human being need education?" It is a question that gets a much different answer in the current millennium than during the previous centuries. The need for lifelong learning throughout the ontogenetic trajectory is no longer a novelty, and it has exceeded by far even the initial perception of " being in fashion". Furthermore, the research surveys in the latest decades have brought stronger and stronger arguments concerning the need to lower the starting point of lifelong learning, from birth moment back to that of procreation. Thus, prenatal education is increasingly based on arguments and has more credible supporters.

All these issues met some controversial answers in time, with some consensus eventually. However, nowadays there are some other questions without answers based on a common philosophy:

- ***What*** *does a human being need to learn,* ***nowadays****?*
- ***How*** *must he/she learn, or how should the act of learning be led?*
- ***What means*** *should be used in education?*
- ***What*** *would be the* ***optimal hierarchy of educational effects*** *in general, for each level of age, etc.?*

o ***What kind of methodology*** *should be used to assess the effects of education? etc.*

These questions are specific for the formal education. A considerable number and range of responses had been done; the role of the successive levels of the educational system has been highlighted. Barnett, R. (1997), for example, has realized a critical analysis of the Dearing Report, the document which highlights the role of higher education within a society of learning and knowledge. The mentioned work refers only to the level of higher education, but it should not be forgotten that this level is built on, and, thus, dependent on, everything that students have obtained during their previous education along schooling period.

Unfortunately, even in this issue, a *mermaid* could be detected. It seems to be *politically correct* to appreciate, in words, each level of education but, on the other side, professionals from upper levels still consider themselves as superior comparing to their colleagues teaching on previous educational levels. A proof for this idea (at least in our educational system) is representing by the philosophy about the necessary level of training for preschool and primary teachers compared to the manner of training of teachers for junior and high secondary schools. Until the years 90' of the previous century, a high-school level training, within a pedagogic high-school, was considered enough for the first category, while the second category was trained on the university level. Since a last new law of education was implemented, the gap was moved at two different levels of tertiary education: the first category, teachers for pre-school and primary schools are to be trained through license studies; the second category is to be prepared by a master program (didactic master), one still unclear defined.

The law also highlights the necessity of early education (from birth to pre-school) but the professionals for this level are considered as enough trained within a post-high-school course. A question arises in my mind; *why*, when it is about education, a toddler can be educated by someone with a short training, as long as, when it is about the health field, nobody would accept to go with a sick toddler to a nurse, instead to a pediatrician. This amalgam of *modern in words* and *obsolete in law and practice* is another *mermaid in education*

The educational systems of the third millennium became concerned in an explicit or implicit way that appropriate and efficient conditions must be offered to the students, from the point of view of determining a high quality development of a desirable personality for this new time. This personality must be able to cope with the extremely dynamic world in change, with the challenges of a planet with less and less defined boundaries between its traditional segments, a planet which, in these days of a 2017 year of the third

millennium, seems to be confronted with a real re-arrangement of the entire world. The children and young people of the Blue Planet must be shaped in such a way to stimulate maximally their potential; they must become actively engaged in their own training. The development of their competencies should not be just a nice purpose written in curriculum design documents, or used in speeches of all kinds. (Niculescu, R.M. 2010:5). Genuine and adequate competencies must be genuine achievements.

1.2. Curriculum Theory – ambiguities, false and real controversy

The ambiguity of the specialty language spoken in Curriculum Theory is the source of a kind of obstacle in front of such an important goal. This ambiguity implies in a way a difference of meanings determined by the use of different languages. Sciences of education in general and theory of curriculum particularly seem to confront with an important number of conflicts of meanings. In reality, most often, behind of apparent differences of pedagogical meanings, it is about the different ways to express them by using terms in different languages.

Or, other times, it is about analyzes done from different perspectives to issues which are essentially the same. The vehement seclusion in these unique perspectives, the lack of flexibility can be causes of difficulties to overcome conflicts.

The educational reforms, all over the world, and particularly in Romania, should use a corpus of concepts sharing the same meanings from the decision-making level of the educational policy to implementation level on different grades. This should be put into a wider perspective, adequate to the globalization phenomenon which has its impact in education as well.

Reading the recent literature in the field, we are witnesses at a real "flow of words, long speeches and a lot of written documents coming from authorities who consider themselves experts in education. Unfortunately, the expertise is considered in terms of competence of decision-making given by status, not in terms of professional pedagogical competency. All these lead to a"pedagogical" context where the unity of concepts, the clarity of philosophy still is only a wish.

"The planetary village" has created another important problem, generated by the free movement of ideas, not only the written word on paper but also electronically written one. The access to information is, undoubtedly, a huge positive potential but, like every medal, it has two sides. A series of confusions are generated with unexpected effects in the educational practice field, because of, on one hand, the superficial translations of texts from one language into others, and, on the other hand, the lack of unity in using terminology and the plurality of meanings given to the same word, the

imprecision of some concepts. And these are kept even in the official documents, in official curricula. (Niculescu, R.M. 2010:.5)

Thus, key concepts in educational reforms occur in specialty literature or in documents with targeting value for the educational reforms, as having either different significances, or used with wrong meanings. This does not represent a positive starting point for the approach represented by educational reforms, with unpredictable and perverse effects for the implementation of reforms. It is important to not forget that the educational reforms have huge importance for humanity. Examples of such concepts are: knowledge society, knowledge – understanding, curriculum, skills, goals, finalities, learning experiences, etc., and concepts involved in the specific fields of the ideal and real curriculum. Some aspects of this last area of ambiguities are the focus of the further presentation.

A number of questions arise; a number of clarifications are required.

The literature uses the term ***knowledge*** with the meaning given by Bloom as *memorized information*, but also as a phenomenon implying *wisdom, intelligence, understanding* and *prudence*, as well. That is why, excepting the restrictive meaning of memorized information, the wider concept of *knowledge* includes *understanding,* and it becomes obsolete to use the wording *knowledge and understanding*. Knowledge, in a wide sense, involves assimilated information, decoded with previous knowledge, and put into action by cognitive capacities. It means that the understood information has as effect or purpose to change and accommodate the structure of old knowledge, in order to prepare adequate answers to different specific tasks.

The need for the knowledge, seen as general term or phenomenon, to act for a better world put wisdom into action; the risks assessment and approaches designing (using knowledge as well), finding solutions with minimal risk, put prudence into equation; this involves an *attitude born out of knowledge*. (Niculescu, R.M. 2010:.18)

Thus, the three components of competence: knowledge, capacities (including the cognitive ones), and attitudes become obvious.

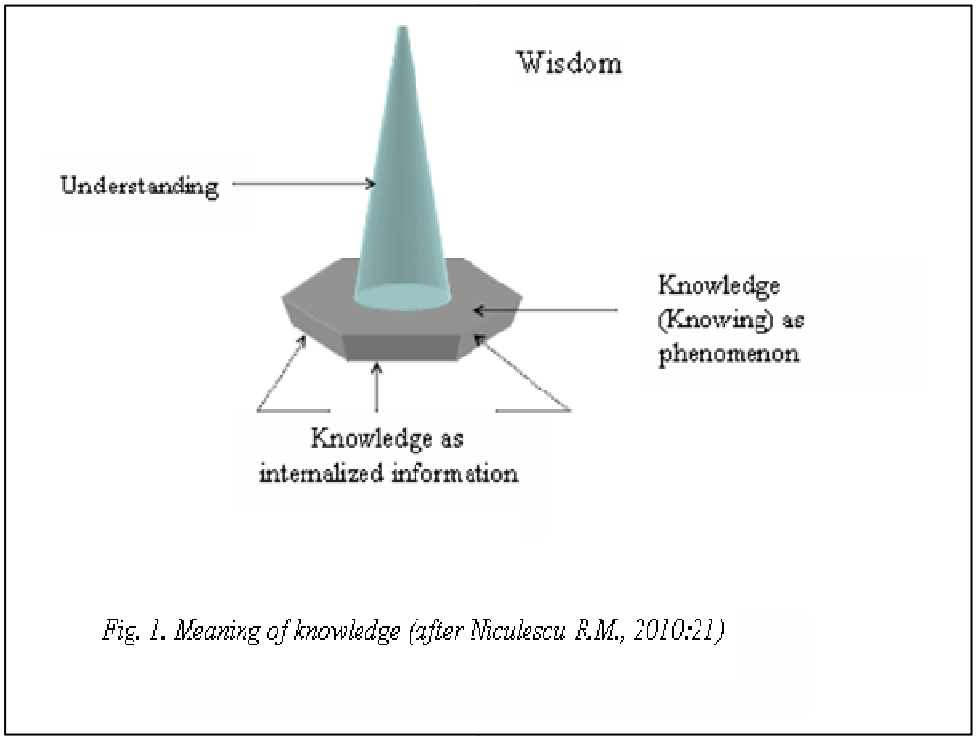


Fig. 1. Meaning of knowledge (after Niculescu R.M., 2010:21)

”Nowotny H. (2003) warns about the necessity of understanding correctly that "nobody has managed to preserve knowledge for long anywhere". We agree with Nowotny H. to the idea that knowledge and production of knowledge is a new area which should be reconsidered. In general, the great debates on this topic are focused on research field and they seem to be correct as long as the beginning of this millennium requires solving some problems with a high degree of complexity (Nicolescu, Greenwood, Davydd, Julie Klein, Plöger, Brenner, Voss, Debono, apud Nowotny, H. 2003).”

In the light of the issues previously presented, Nowotny’ ideas can be a foundation for the statement: ”*this new perspective should also be considered in the context of educational process*” (Niculescu, R. 2010:21). I want to go further and deeper inside of the educational process with the following analysis.

1.3. Curriculum theory -- an area with genuine convergence needs

The need of *competent personalities* is a normal request of the new society. But even the meaning of this competent personality has specificity nowadays and it is far different than what centuries before was requested as being *erudite*.

The school itself should change its philosophy, from the decision makers to the last teacher who implements a curriculum all over the world.

As long as everywhere the wind of reforms blows in education and the focus is strongly established on developing appropriate competencies of students and graduates of successive educational levels, the traditional way of thinking about the educational process and educational activities should be made in line with this new philosophy.

This paper intends to look attentively only at one aspect of the formal educational process: the **traditional types of lessons** and their correspondence with the so called *competences centered curriculum*.

The educator designs the *learning situations* in formal and non-formal education, and the life itself proposes learning situations in day to day life. The learning situations are put in practice as *learning activities*, because they turn from an ideal design into action. This action is lived more or less properly and effectively by the learners. They can use the learning activities, seen as practical facets of the designed learning situations, as learning *opportunities* to achieve competencies. The achieved *competencies* by learners represent their learning *experiences.* It is obvious here the ongoing process and the partnership educator – learner, each of them with specific responsibilities. The process starts from the educator, who designs the *learning situations*; these are put into practice by educator and students within *learning activities.* The learners use the learning activities in lesser or greater manner as *opportunities for learning*. Finally, the effects are registered on the learners' level as *competencies* encapsulated in their *learning experiences*.

The didactic activities in school are done as ***lessons*** and these lessons are conceived and realized in the context of so named ***different types***, *differentiated by the dominant goals and objectives of each lesson.*

The traditional pedagogy in Romania speaks about several types of lessons, usually using old concepts, difficult to put in English because an incompatibility of terms.

The four classic lesson types are the following:

- Lesson focused on devolution of knowledge (*transmitere de cunoştinte*), that became in time a lesson for *knowledge acquisition*;
- Lesson focused on *automated skills development (formare de priceperi şi deprinderi);* in Romanian the terms are old and with specific psychological connotations, while in English the current language uses as synonyms the terms of skills and competence;
- Lessons focused on *consolidation, systematization and review of knowledge and skills* (*recapitulare, consolidare şi sistematizare de cunoştinţe, priceperi şi deprinderi*)

- Lessons focused on *evaluation of knowledge and skills* (*evaluare de cunoştinţe, priceperi şi deprinderi).*

Essentially the types are correct but they do not fit to the philosophy and the language used by the curriculum focused on competencies.

A reconsideration of these types in order to connect the finalities (as expected outcomes or results) to the mentioned *competencies centered curriculum* seems to be necessary.

The learner's ***competencies*** are designed as products of the formal education approach; they are the finalities of this process (apud Demeuse, M., Strauven**,** Ch. (2006, 2013).

A normal approach appears to be that of establishing the lessons types according to these finalities (expected results).

Competence, as concept, has a considerable number of definitions and a lot of terms used in connection with it (Lawson, C., 1997). An interesting debate has the subject of competency/ competence structure. It is not the intention of this paper to approach in depth the thorny issues and debates connected to the terms, the meanings or the structure of competence.. Thus, only one definition is selected from the multitude of those existing in the literature:

". . . a competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating". (The definition and selection of key competencies. Executive summary , 2005: 4)

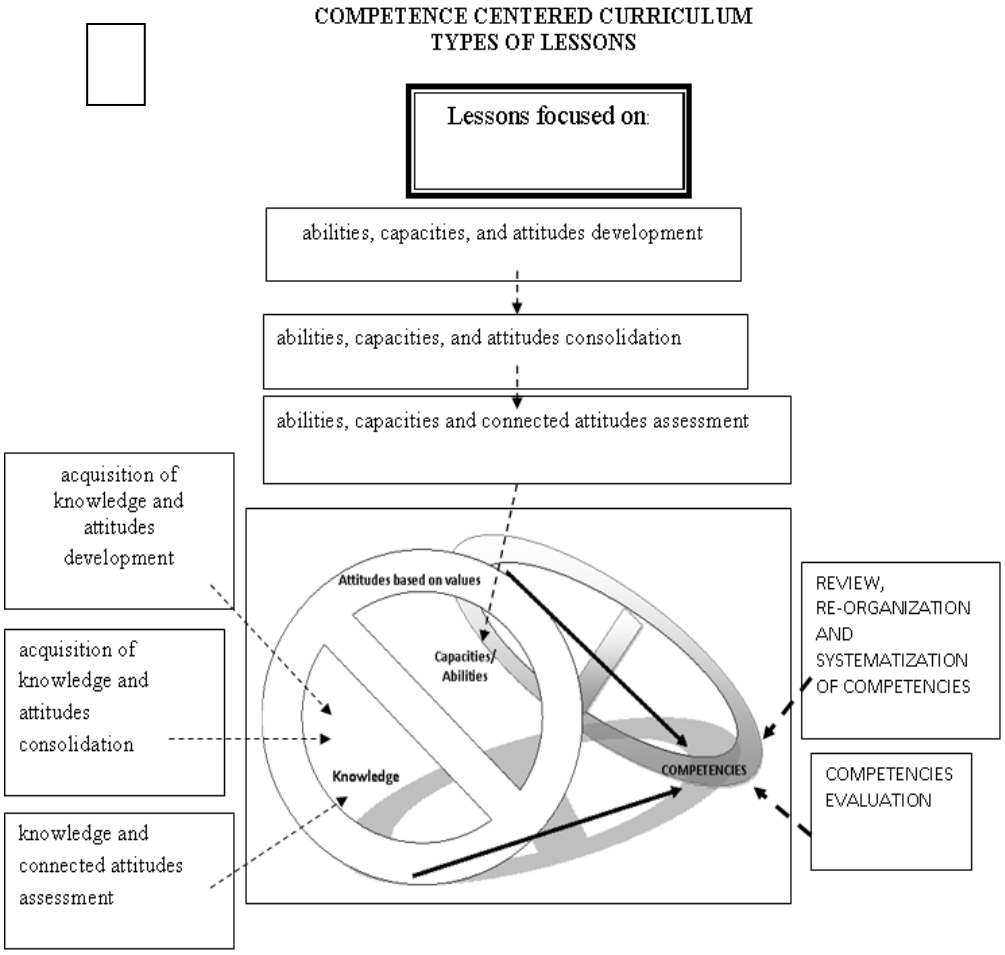
This way to define the competency implies *knowledge and skills* (sometime called capacities/ abilities) but seen as being involved in **solving tasks** together with connected *attitudes*. *Knowledge, capacities/abilities and attitudes* are the three more often specified components of a competence/ competency. The competency itself is seen as a structure resulting from the synergistic action of the three elements and functioning in a peculiar psycho-social context. This structure is activated with the concrete purpose of solving a task, of meeting a demand.

The learning activities in school are focused on the achievement of the structural elements of competencies, along a lengthy, coherent and consistent educational process. This means that ***knowledge, capacities/abilities and attitudes are gradually achieved, developed, integrated, re- structured and evaluated.***

The learning activities are implemented through the mentioned **lesson types**.

The following figure tries to express the relation between the development and the assessment of the elements of the structure of the competence on one side and the lesson types on the other side.

The figure encapsulates, in the middle, the structure of a competency (components) and suggests, by arrows, the synergy of its elements that determines complex competencies. The structural elements and the final results are connected to different types of lessons.



Competencies centered curriculum. Types of lessons

Thus:

1. ***knowledge*** as core (but nor unique, and not as a purpose in itself) is to be: **acquired, consolidated and assessed along successive types of lessons** (separately considered or mixed). They also involve connected ***attitude***s to the knowledge process, which must be *developed, consolidated and assessed,* as well;
2. ***capacities/ abilities*** (often being labeled as *skills*) pass through the same process of **acquisition, consolidation and evaluation**, together with the correlated ***attitudes***;
3. as a common complex results (synergistic result of the three components) the ***competencies*** are **review, re-organized, and systematized** within a specific lesson type and their **evaluation** is the focus of another lesson type.

The differences between the traditional and the proposed approach of the lessons types are not deep, but they are significant because the new philosophy about curriculum put the knowledge in the right place, as core aspects of developing competencies, but not as unique aim of the educational process.

Unfortunately, in my opinion, the new approach of curriculum itself does not highlight enough the humanistic aspect of the education. The learner has not only a mind, but a soul as well, and the component ***attitude*** *is probably the engine of the quality of the resulted competencies along the educational process.*

These attitudes must become an aware purpose of the process, not only topics of lectures scheduled from time to time within the school activities. They must be attentively developed, continuously and formatively assessed, nuanced when necessary, especially during the adolescence time. This implies the necessity a new attitude from the educators' side; a new philosophy should be developed, which puts the student seen as a whole in the centre of the educational process, not as a *despotic king* but as an *aware partner* who is genuinely interested for the own development of his or her personality through education.

For doing this becomes strictly necessary to understand the education both as science and art, and the educator as a scientist and artist, as well.

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A FORMATIVE APPROACH TOWARDS THE CLASSIFICATION OF COMMERCIAL DIGITAL GAMES

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Abstract: *Digital Games, as formative resources require classifications; and while there are many classifications which satisfy consumers, none of them come in handy for teachers or educators unfamiliar with the specific language used by the growing semiotic domain called digital games. This article aims at sketching a classification for commercial digital games from a formative standpoint by indicating educational potentials of various constitutive elements of most digital games out there.*

Keywords: *Digital Games, Classification of Digital Games, Big G Games.*

1. General considerations

Especially in the last decade, games and interactivity are increasingly enjoying much attention within the educational literature. While some educators and psychologists argue on whether games are good or bad, others conducted research which indicated they are potentially very powerful learning tools, a trait otherwise implicitly underlined by most authors who studied them.

Whether they are good in the sense that they are useful to acquire or develop formally useful skills (see Gee, 2014; Prensky, 2006) or bad in the sense that they promote and trivialize violence or cause the emergence of violent behavior, (Anderson, Bushman 2001, 2002) is irrelevant to the argument that they are indeed learning tools, since without some form of learning, nothing is changed and no behavior, be it good or bad can be developed. So far in my desk research, I could not identify salient scientific articles to state or demonstrate that playing video games has no effect whatsoever, and the activity can thus be considered a waste of time.

While most learning tools are rigorously classified by educational literature, obviously from a formative standpoint, we can't help to notice that commercial digital games have no such classification, making it hard for educators willing to use or recommend them to identify which game would

suit their particular needs in the absence of extended experience, which probably few educators could afford investing time into.

There are types of digital games classified from a formative standpoint, such as edutainment and serious games. But even though they share a similar construct and use the same technology, they are not the same as commercial digital games, since they don't serve the same purposes. While edutainment games are harmoniously combining education and entertainment components, intending to create an entertaining environment in which learning is meant to take place, serious games are predominantly aimed at facilitating the development of specific skill sets through the simulation of various real-life contexts. Commercial digital games are mainly designed for entertainment. But since entertainment can take many forms, the liberty of the game creators is virtually unlimited.Commercial digital games formed an industry which has a vast network of dedicated websites, billions of consumers around the world, and currently enjoys one of the most flourishing markets, which ensures a constant flow of both products and consumers. Since competition is always dire on high-profit markets, the industry is forced to always innovate and generate not only new, but increasingly better products. Given the intrinsic characteristics of digital games, a better product simply means a better user experience, and while this may appear as simple, it has extensive and vast implications: From technical/performance stability and platform availability to mechanical concepts – interaction, user interface(s), internal and external game rules etc. – artistic concept – basically, everything a motion picture would contain, and more – and a certain organic, realistic, natural feel, everything is accounted for in the assessment of such a digital game product.

Other types of digital games like edutainment and/or serious games are not mainstream and since their popularity is lower, the industry's possibilities are lower, from all points of view. Since most of these games are developed by other companies than the commercial ones, the niche industry becomes apart from the mainstream one, which is only natural given the fact that it addresses a different market. But does it? Predominantly the only market there is from a certain perspective is the time market, which means that the question is no longer about who the industry addresses but rather who's time it wants to have, and this puts the two in competition: both industries want the learner to spend time on their products. Because, cliché or not, in the media business, time is literally money.The aforementioned competition is far from being a fair one though, since the mainstream industry is crushing the smaller one, which renders it unable to keep up with both quantity and quality of commercial digital game industry's output.

2. Why would such a classification be needed?

Since most of the time allocated to digital gaming is within the frame of commercial digital games which are proven to have formative value, some educators should consider exploiting this media intake, which can be done in at least two ways:

- From student to educator – by observing which digital games are trending at a particular time and exploiting the familiarity factor by using elements from those games in class to better explain, exemplify or make parallels between real-life scenarios and game scenarios that share similar mechanics and/or phenomena.
- From educator to student – by recommending or using certain digital games as needed in order to better acquire or develop skills or store information. Digital games have the potential to sugar-coat the learning of concepts, mechanics or procedures, especially since many digital games turn skill and drill learning into fun (Gee, 2013)

Since most educators cannot afford investing countless hours into exploring the vast variety of digital games available until they identify for themselves which game title develops which set of skills or leads to the acquirement of what knowledge, which implicitly requires some progression of the game, which again means learning how the game works etc.; a formative-structured general classification of digital games would help in narrowing the list down to a manageable amount to be explored or investigated.

The classifications made available by the industry are consumer-oriented, providing little to no information on the actual game's composition from a formative perspective. The proposed classification however, given its perspective, bases its criteria on the structural universal components of most commercial digital games, each of which is prone to stress certain types of skills and/or simulate the acquirement of certain types of knowledge.

3. Classifying commercial digital games

There are four fundamental components to a commercial digital game: *content, interaction dynamism, projected identity and functional modal design*.

3.1. Content

This category is divided into two other categories, identically to the classifications of motion pictures by the film industry: the type of content with regards to the *public towards it is addressed*, and the type of information contained within the game mainly by *theme*.

Much like in the film industry, the themes can be: Fiction, Drama, Fantasy, Sci-fi, Thriller, Horror, Adult-themed, Historical, Biographic etc.

The formative value of content requires no argumentation since it can be harnessed to the extent of any other type of content. The most addressed themes in elaborated and complex commercial digital games are fiction, sci-fi and fantasy, since these themes provide a more flexible framework which has the potential to accommodate a large variety of interactive of concepts, mechanics and objects. It is understandable why at first glance these themes show little to no formative value, when instead their potential to deliver knowledge is the same as any book or motion picture of the same theme, and no less.

For instance, if an educator needs to teach pupils about the effects of a nuclear war on the environment, the game called *Fallout* which is post-apocalyptic themed – as the name suggests – might actually do more than just depict the environmental impact of such a war. Instead, if assisted with the transfer of knowledge, they will be able to acquire deep, meaningful understanding of human nature through interactions and conversations with a vast variety of characters embedded in a complex story-line, as well as some physics, chemistry and biology elements. The list could go on, and the variety of games makes it nearly impossible not to be able to find support in teaching by harnessing their content, especially within games based purely on reality.

3.2. Interaction dynamism:

This perspective targets the intrinsic dynamical facet of the interaction, which divides into two major categories: *sequential and real-time*.

a) Sequential interaction involves action only within the allocated turn. Game industry refers to sequential interaction games as turn-based, and it suits strategy and/or tactics games very well. This type of interaction doesn't stress input skill, thus allowing for virtually unlimited reaction time, the only time measurement being the respective sequence within the particular game instance. Very much like chess or most physical or digital board games, the user can be pressed to take a decision faster, but the dynamism of the interaction will still be sequential even if timed.

This kind of dynamism can be exploited formatively by underlining the importance of preparation and research before taking a decision if the possibility is available. For instance, students could be encouraged to play the game while being restricted to access outside resources containing explanations, tips or walkthroughs, which will force the students into an exploratory approach to the game. While this would be entertaining, it would greatly impact game performance. In a second instance, they would be encouraged to research on the game mechanics in order to ensure a more informed decision, and compare in-game performance indicators to the

previous instance when no external information was available. This exercise would ensure *empirical learning* in a safe environment through a solid simulation of how big an impact information has on decision making, and how important it is to take informed decisions, which can be further analyzed through critical analysis of choice, the importance of planning and/or organizing action etc.

b) Real-time interaction as opposed to sequential firstly requires higher levels of input skill. While acquiring the needed input skill is done through exercise which usually requires a considerable amount of time, these kinds of games can be used to emphasize the importance of automated action, the relationship between planning and dynamic implementation of a plan, and so on. Many fast-paced strategy games deliver a large stress load on analysis, decision making, distributive attention, visual-peripheral coordination, time management, working under pressure etc. Obviously, a player of real-time games has to acquire the interactive content of the game in order to be able to make decisions, which is another element which can be learned: how skill without knowledge is impossible; making decisions, managing, planning and implementing are activities in need of notions and concepts to manipulate.

3.3. Projected identity:

What we mean by projected identity is what James Paul Gee, who coined the syntagm means, which is: the identity one assumes when entering the game world or the simulation, which implicitly determines game modalities and possibilities or interaction.

We can divide projected identity in three subcategories: *interpretative, active entity and passive-determinative entity*.

a) Interpretative identity is probably the easiest to imagine and the most suggestive through its name. It simply means the projection of one's identity into an avatar or persona, which either represents a character with a name, features, skills and talents, personality and background story, a character which will be created freely, whose name, gender, features, and maybe skills and talents will be allocated by the user, or any combination of elements characteristic to the two. This type of identity is frequently opted for in action and RPGs – role playing games.

The formative value of interpretative identity is only limited by the number of available in-game options of action and conversation. The more organic the game is the more formative potential it possesses. Through this type of projection, the user can experience and emotionally react to virtually anything it comes in contact with, and very complex and elaborated games like The Witcher series, Dragon Age series, Elder Scrolls series, and Fallout series address a vast variety of concepts and content of great complexity

which are directly translatable into transferable skills providing some form of facilitation exists from a supervising educator.

b) Active entity identity: although the user interprets a role, this element is the only similarity between interpretative identity and active entity. As the name suggests, the user is more of an entity, and even if specific characteristics might be attributed to him or her, the user's interaction is much like an *invisible hand* manipulating other characters and objects somewhat indirectly. The objects or characters the user can interact with in this form vary from geographic regions, towns, buildings, populations or armies, to multiple individuals. This type of identity usually has access to a large variety of panels belonging to either interactive objects or characters, containing possible actions for the selected element and another layer of panels containing tactical, strategic and/or statistical information relevant to the game.

This type of identity is common in most pure strategy games, where the active entity controls – through a panel of *commands* – the actions and activities of entire armies, vehicles, buildings etc. Since it requires and stresses complex skills, its formative potential for those particular skills is great, particularly when paired with real-time dynamism games.

c) Passive-determinative identity. Even if the vantage point is identical to active entity identity, the user's actions cannot be actively directed on the characters themselves. The intrinsic concept of the game revolves instead around facilitating or inhibiting certain responses from autonomous sim characters – be it individual characters or groups, populations etc – which renders the *powers* of the user to only have a deterministic value. From a formative perspective, this identity provides opportunity for role simulation in various scenarios and environments.

For instance, in management or city-building games with various themes – ancient, medieval, or modern city-building from a construction company standpoint (Constructor; Tycoon series) or administrative one (Caesar; Pharaoh; Zeus; City Skylines; SimCity series) – the user assumes the role of administrator for either a company or as a dignitary, and must complete various specific tasks within campaigns, broken up in scenarios or missions which will increasingly grow in difficulty and get more complex and challenging as the game progresses. This type of game familiarizes the user with a vast variety of aspects related to public life or the inner workings and concepts of a company, since the models used for these games is obviously inspired from the real world, following intrinsic real-life models. This can easily lead to acquirement of skills in business and administration or strategy, which would make the understanding of related disciplines easier and would

be processed at a deeper level since the *physical* representation of the feel of a business, town, or field of battle, are present in the mind.

3.4. Functional modal design

This represents the measure in which the game by design is playable in a reasonably enjoyable manner in an either single-player or multiplayer setting. While most modern elaborated digital games support both single and multiplayer, some games only support single-player, multiplayer, or even massively multiplayer by design, and wouldn't work otherwise. Thus, this criterion is divided in two subcategories: *unimodal* or *multimodal*.

a) The unimodal design allows only either single-player, multiplayer or massively multiplayer play. This reveals fundamentally different mechanics between genres since their design rigidity is derived from the fact that the particular mechanics which make the games work are intrinsic to this characteristic and thus exploit it to its maximum. For instance, a massively multiplayer game or match game, where you have multiple players cooperating and/or competing towards goals would require the replacement of human players with artificial intelligence players in order for the game to work, which would make them redundant, since the very mechanics and game rules on which the game is based address and accommodate human-specific behavior.

While from massively multiplayer games students can learn and understand pure human interaction, stripped of physical attractiveness, race or gender biases, from cooperating within these games in order to undertake a hard task which requires coordination, they will learn how to best perform and cover their role, how to be team players, how a team is assembled and the social rules involved in all of these processes. There is much that can be learned by playing MMO (Massively Multiplayer Online) games (see Nardi, Harris, 2006; Corneliussen, Rettberg, 2008; Williams, Ducheneaut, Xiong, Zhang, Nickell 2006).

b) The multimodal design allows both single-player and multiplayer experiences within the same game. These kinds of games will usually get specialized in multiplayer or fail on the long run, since one of the components will always be shaped to accommodate the other, and usually the single-player modality is reshaped to accommodate a multiplayer one. This kind of flexibility can also have its own formative potential, especially when comparing user performance with other users within a wider community, or when developing multiplayer so that single-player users can compete with each-other in matchmaking, tournament, challenge or ranked – called ladder in the game industry – competition systems.

Conclusions:

This classification is still in its infancy and as the game industry changes so should the classification which tries to clarify its product's formative value.

Since classifications are increasingly used over the internet to sort out or narrow searches, I believe building such a classification is necessary if we – that promote the harnessing of digital games' formative value – want to have a clearer view and understanding on what can be stimulated and which are the specific elements or traits of a game that stimulates it.

While it is obvious to experienced gamers or educators armed with a solid gaming literacy what game may help in which way, I dare to say that most educators are neither experienced gamers nor very well acquainted with digital games' or simulation's formative potential. While some educators realize that certain projected identity modes stress certain cognitive structures, like shooter games – which would fall under the interpretative projected identity category here – using first-person perspective offer a higher immersion by simulating the visual field of the avatar thus stressing visual-spatial orientation or passive-determinant projected identity stresses management, interpretation and integration of information skills; other do not. Before criticizing their lack of effort to promote digital games as learning tools, or in some cases even considering them only bad and/or a waste of time, we should take some time to try and clarify all the aspects that we were privileged to experience and/or learn about and present them in a way that might help everyone get a clearer picture.

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THEORETHICAL APPROACHES TO OUTDOOR EDUCATION. PRACTICAL SUGESTIONS

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Abstract: *This article is presenting a very important aspect of nowadays education. Even if outdoor learning is a well-known concept from long time ago, it is newly approached in Romania. It is truly based on organized learning experiences that take place in nature, which has great effect on the improvement of learning quality. Throughout this study, we will present the theoretical bases of outdoor education and how to practically move the curricular content in the outside.*

Key words: *outdoor learning, nonformal education, activities, learning experiences, nature*

Introduction

Along history, there has been many attempts to define what outdoor learning really is. This often happen nowadays too because the concept is not wide enough spread and teachers and parents don't have enough information about it. Even if there is information on the topic, usually it is totally or partially wrong. These misconceptions usually lead to severe objections on taking children outside or engaging them into learning activities that would take place outdoors. Parents are not conscious about its meaning and value; they consider it a risk taking. Teachers most of the time, are too confortable to discuss this with them or to convince them and present them the real meaning and the tremendous value of it in all developmental stages of children: physically, mentally and affectively. Because outdoor learning activities need lots of initial planning and research, also creativity and knowledge, teachers usually decide to remain indoors and continue their well-known teaching style claiming that it is way more comfortable and easier the way they got used too. In a modern education, there is no comfort or easy way. There is only one way: the best way for the child, the way in which children can develop at their maximum capacity, giving them the complete environment whit all its elements. Also, a modern education uses learning by doing techniques, and if it came to that where else can pupil

explore, learn, research, search, find, observe and live, else then nature itself? The best kept classroom and the richest cupboard are roofed only by the sky. (Margaret McMillan 1925). If that is not enough solid foundation, then, this study will be worth reading.

Theoretical foundation

A few years ago there had been given a classical definition of outdoor education, it was a short and concentrated one, defining outdoor learning as education in, about, and for nature (Donaldson, 1958). This definition was describes as being in nature, and education taking place in natural environment, learning about nature, about animals and plants and, for nature, meaning we have to thing in the future and take care of the resources of our planet. As usually there has been many reactions to this definition, from specialists in education, pedagogues and teachers as well. Many of them stated that outdoor education and many of its aspects can be done in the inside too. There can be many activities that don't require an outdoor environment. Others, on the other hand say that the learning process cannot be only about the outdoor environment. Socializing and getting involved personally could be as important as the environmental aspect of it. Hereby I would like to ad that socializing can be done more easily in a free environment then is the usual one, which is indoors. Learning situations are important as well. There are some experts who believe that the main purpose of outdoor learning should be independent learning, free thinking and independent self-reliant problem solving. This definition mentioned above, anyways, had represented a very solid base to start thinking, acting and considering outdoor learning as a new learning method (Priest, 1990).

Then, there were others that reacted to the definition above, saying that outdoor learning is based on relationships. Connections considering people and those related to natural resources. Julian W. Smith described outdoor education as a learning climate for the things which can be learned best outside the classroom (Smith, 1955). What is then outdoor education? Some describe it as a concept that takes into consideration a whole education program, based on experiencing and practical activity, taking place outside of the classroom in the natural environment. It is based on the theory and philosophy, also on the practice of experiential education, ecological education and education for environment. It helps people to better understand themselves, to understand surrounding world, and most of all to get a better knowledge of people around them. It is considered as being a modern learning method, a relatively new type of education, often called as experiential education; it produces strong educational effects, and as benefits of it, mostly are mentioned those involving innovation, leadership, communication and many more of the modern life aspects.

If we want to take a closer look on the whole concept, we have to analyze where exactly to place it as an education type or learning method. It belongs to non-formal education, it is organized or semi organized outside the structures and routines of formal type of education, it a way of learning which children get outside school frame. Some main characteristics of non-formal education, could be that they maximize the learning process, minimize the compulsion of formal education, offers an immediate practical utility of the knowledge that has been learned, it helps to put into practice all the interests and attitudes of kids. The learning frame is really soft, it uses methods such as involvement and participation, it is oriented towards the participant actors, it is based on the experience of the participant, and the authority is not imposed but chosen by the members of the group. It stimulates the development of inter human relationship, promotes teamwork and mostly it can be structured as an interdisciplinary learning type. We have to say that all types of education have major contributions on the integral development of the personality of those involved, none of them can be neglected or ignored, but all three types of education, formal, non-formal, informal, have to work together and complete each other (Moldovan, 2007).
The differences between informal learning and schooling have been discussed by Desforges (1995) and Kelly (2007).

Informal learning	Schooling
Led by learner interest and enthusiasm	Led by curriculum design and national orthodoxies, such as "intended learning outcomes" defined by teachers
An imperative to know, or be able to do, something	An imperative to test
At the pace of the learners, at a time and in a place determined by them	Controlled by semesters, academic terms, timetables and over structured lesson designs

Fig.1. Informal learning and schooling (Gibson and Haynes, 2008)

Outdoor education is an experiential method, and it involves the use of all senses, in which most of the learning process takes place in the outdoor. Another question may appear on this topic of outdoor education, and it often involves explanations on synonyms used to describe outdoor education. Some people say that outdoor education is environmental education; some say it is going out in nature; some people confuse it with field trips or forest schools. Of course, all these related words and expressions are actually parts of outdoor education. They do not represent it independently, but if they are used according to the national curriculum and they come as a completion to

indoor activities, they can easily become, all together combined, ways and parts of outdoor learning.

Outdoor education is not as it is usually believed, spending time outside, relaxing, playing, it does not either refer to free time and recreational activities in nature as it is often stated. As its name says, it is learning, and it involves learning activities, it's a way of education, it can often involve residential or journey based experiences in which students participate in a variety of adventurous challenges, but they have to have as a main purpose: learning. The aim of outdoor education is usually not the activity outside, but to learn how to overcome adversity, work alongside others, to develop deeper relationship with nature, with peers and themselves. Some people say that adventure education is outdoor education. I would say that it is only a component of outdoor education as well as environmental education. They indeed develop interpersonal relationship and intrapersonal relationships, relationships, but they alone don't represent outdoor education, but complete it. To conclude all the definitions that have been discussed here, outdoor education is a cultural construct which it is taught about and applied in different ways within and between countries. It is a comprising, personal, environmental, social developmental education (Higgins, 2002).

Directions and causes of the problem

Outdoor learning involves outdoor activities, environmental education, personal and social development (Higgins and Loynes, 1997). If we want to further analyze the concept, we should consider education in nature, outdoor learning environment, learning out of barriers, learning in landscapes and so on. It means that we can think of outdoor learning diversely.

When subjects are put to think about childhood they often come with the idea of places. Not only that they have memories of places but most of the time they remember outdoors and playing outdoors. The interesting fact about it is that descriptions abound in details: shapes, sizes, light, smells, sound. These all mean that along with an instinctive drive to play, children have also deep connections with nature and the outdoors. Unfortunately, if this is not encouraged, children may not maintain these natural connections that they born whit, when they get to grow older. There are some special opportunities given by nature to all participants in outdoor learning activities:

- Physical activities
- Observation
- The involvement of many disciplines, holistic learning
- Development of social skills
- Experiential learning
- The involvement of all senses, etc.

These kinds of opportunities are missed by nowadays children. One direction and cause of the problem can be spending too much time indoors. Other reasons could be lack of time and safe spaces for outdoor play, lack of the awareness and benefits that children can get from the great outdoors and as I have already put the problem, the negative attitudes of teachers and parents as well. The number of hours that children spend indoors in front of screens has also grown significantly in the latest decades (Marie Willoughby, 2014).

One cause of the problem of outdoor learning questions is that we don't know for example where it comes from, what is the historical base of it. The history of outdoor learning presented in easy steps, can be the following:

- Outdoor education started in the ancient Greek civilizations, it had adventurous pursuits, such as training soldiers for the wars and maybe teaching men to ride horses
- In 1907, Robert Baden – Powell has invented the Scouting Movement, where he employed non formal education with the emphasis of practical outdoor activities
- The Outward Bound Movement, started in the U.K. and it was known as the beginning of the modern outdoor education phenomenon, in 1960 it spread all around the U.S.A., and it developed there
- Kurt Hahn, a German educator, is believed as being the founder of adventure education

Another cause of the lack of using outdoor activities in schools can be some limitations that might occur. For example, the lack of equipment or the high cost of trips and materials needed, and then there are some of the space requirements, planning can also take lots of time and often be exhausting. Usually outdoor learning activities can be really complex, and that can scare or get teachers and leaders who prepare these kind of activities confused. There is also an experience needed in order to teach it effectively, and trainers and educators have to take care of the safety of provided spaces. There are also financial limitations, because there are no funds usually for these activities, and students or parents have to support all these outgoings from their personal budget. Managerial limitations might also occur, like the fact that the group members do not participate in decisions, so there is autocratic leadership, and there is the other side of this, when the participants do not get involved in the organizatorical part, and only one person creates and leads the whole process.

Recent perspectives

Recent research stops to emphasize the great benefits of outdoor education whit all its components. For example different outdoor models can be blended together to the use of adventure or camping trips. Relationship

between students and teachers become improved after this kind of trips and as a result of them. Many cultural connections become suddenly available through these activities. There had been noticed various health benefits which are emphasized by many doctors, during these activities children who are engaged can find positive role models, learn to develop leadership opportunities, individually they can find personal growth and most of all socially, they get the opportunity to bond friendships, to connect with each other and to learn from one another. Through these activities there are great possibilities of learning accountability and independence, to increase inter and intra personal skills, to participate actively, to solve problems and to develop decision making skills.

In order to have an even clearer image of recent perspectives regarding outdoor education, we would like to present some models with its essential elements and some examples of where and how they can be put into practice. For example, there is the common adventure model, with no designated leader, trip expenses are shared by all participants. As an example for this model, we can name University of Oregon Outdoor Program from U.S.A. another model cold be instructional schools, which have designated instructors or professors who teach the class, there is an offered fee or tuition charged. An example for this model is the well-known Outward Bound. There is another model, the guided packaged, which is a program that leads guests or clients on different trips and it is fully charged, the money comes from personal funds, and as example we can bring up Mountain Travel or Rocky Mt. River Tours.

There are so many topics covered by outdoor education learning programs, in the 21st Century, as a recent perspective, due to the holistic learning view and interdisciplinary learning, and they come as it follows: history, geography, environment studies, emotional intelligence, decision making, adventure and leadership training, respect, responsibility, resilience, self-reliance, social studies and management skills.

There are some teacher responsibilities that have to be taken into consideration before engaging into outdoor learning activities, these have to include technical skills, outdoor living, safety, environmental skills, organization, instruction, facilitation, leadership, knowledge and environmental ethics. It is so very important to take all these into account, because outdoor learning educators, mentors, teachers are role models for all children that are involved in these activities.

What kind of assessments can teachers use to evaluate in a modern perspective, all those children who get involved in these kind of activities? We will try to list only a few of them as an idea for those who want initiate outdoor learning activities but didn't know how to do a correct evaluation:

1. Research
2. Group process
3. Fitness tests
4. Teach backs
5. Group feedback
6. Interaction
7. Self-analysis
8. Interdisciplinary tests
9. Application essays
10. Written tests
11. Journaling
12. Scenarios, etc.

What kind of activities could be included or which are known as outdoor learning activities? There are a few interesting ones that bring great value to the modern outdoor education. There is: archery, abseiling, art and photography, camp craft, cooking, backpacking, biking, bell boating, bush walking, camping, canoeing, expeditions, kayaking, navigation activities (orienteering), rafting, rock climbing, rope courses, swimming and not lastly, winter sports (ice fishing, cross country skiing, snowboarding, building snow caves, etc.).

In order to successfully finalize these activities, there is need to know what kind of equipment we should use. Usually, teachers use materials directly from nature, what they can find from the surrounding environment. For more complex activities, for a better safety, for more organized lessons, for a better preparation, for the involvement of all participants in a more experiential way, there are a few tips on the equipment we can use: water bottles, sunscreen, cap, water proof clothes, boots, back packs, insect repellent, cooking utensils, even an outdoor kitchen set, swimsuits, toiletries, camera, sleeping bag and pillows, bike, rope and water supplies, first aid kits etc. All people involved in these activities should be aware of all issues that might appear even with great preparation and organization done before.

Study case

I would like to take the example of a group of six international students from Norway. At the outdoor learning module, they had orienteering lessons. None of them had any ideas of how it will work or what was it about. Neither of them has ever participated into an action of this kind. They were all studying education so they could put into practice all they have learnt in their own countries and their own classes. Few of them have ever held a compass or used one before. They had basic knowledge on how to use a map but not at professional level. They didn't know what kind of other equipment is used in orienteering activities.

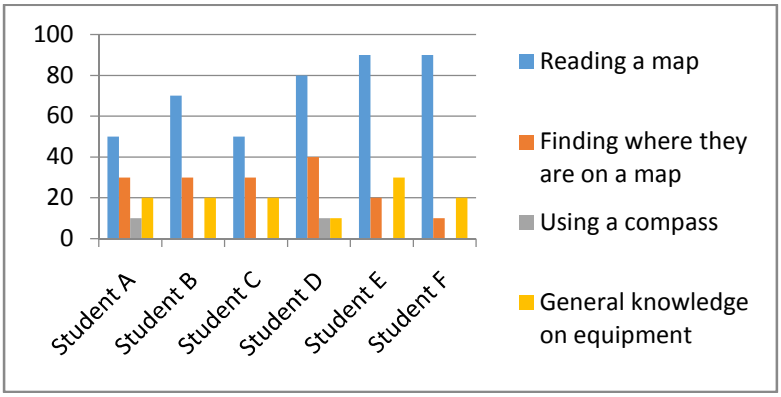

Fig.2. General knowledge on orienteering before the course

At the beginning of the course, they have received primary presentations on what is orienteering about, when and where it can be used, what ages can be used at, who can initiate orienteering activities, how to pick the perfect place, where to get the map from, how to adapt the map to different classes and age groups, and they were asked to give information about how much they consider they know about different elements of orienteering activities. At the beginning, most of them thought they knew how to read a map, recognizing most of the elements on it, but they considered having difficulties on finding themselves on the map or finding the spot they were on from a map. Only two students claimed that they know a bit about how to use a compass but this fact has changed once they were put into the situation of actually using it. That is also the case of most of the pupils of any age in schools. They think they know facts, but when they have to practically do it, they realize that it is different of what they have known.

The course lasted for three months, during this time students had 12 orienteering lessons. After the three months course, the students had answered again to the same questions. This is how the graphic looked like:

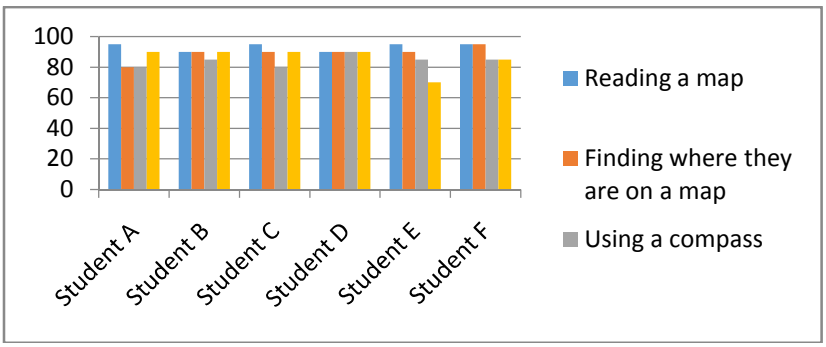

Fig.3. General knowledge on orienteering after the course

Analysis of the results

The results show that there are significant raises in the percentage of general knowledge on orienteering at the six participants. There was higher percentage on the map reading, on finding themselves on a map or being able to recognize and spot a place or choose a pace from the surroundings. In using a compass there were great improvements, especially at those students who have never had contact with one. Those who already had little knowledge in using a compass admitted that it was only theoretical, and after the course they have learned all the steps involved. If we want to go even further more, they now know how to teach others to use a compass and a map. Students, during these classes, have also entered in direct contact with all equipment needed in orienteering lessons. For example, they now know how to assembly an outdoor kitchen, how to use it properly, what kind of food to bring on outdoor orienteering lessons and trips, how to clean up and reassembly the kit. Also they now know how to use water equipment, how to transport it, what to do in case of an emergency, they have also learned some canoeing strikes, how to plan an orienteering trip and how to use the perfect place.

Discussion and practical suggestions

In order to have a clearer image on orienteering, we would like to present an activity. Every orienteering lesson starts with a plan. Every action starts with a lead up plan. As an orienteering activity leader, we have to know exactly how many children we operate with. We also have to choose an area, taking some of the following facts into consideration:

- Size of the area
- Placement
- Age of children involved into the orienteering activity
- Number of children
- Difficulty of the terrain

The next step is the map. If there is no map of the desired area, and the leader can't borrow it or print it, he has to create it himself. There are some apps that can be useful in this case but if there is no other possibility, the leader can adapt an already existing map, to the needs of the group. Also, the leader can show various maps to the students, so that they can get a more obvious image on the types of maps they can operate with. They should discuss with the group, the elements that can be found on a map, for example the colors of all relief forms, how they are represented, what they mean, the measures on map versus their meaning in reality, where the danger zones are, where is slippery or humid areas, what zones to avoid, and so on. All maps should display the following:

- S scale

- A north arrow
- L legend
- T title

There are several activities that can be done at this point, such as: making a map of the classroom. Encouraging accuracy in symbols and scale, making transparencies of a few to use as base maps for classroom map walk, using a base map of the inside and/or outside of the school, using the map for short indoor and outdoor walks, having the students describe where they are on the map at all times, and to verbalize their thoughts, some students could create mini courses for other groups in the class to follow to find checkpoints, answer riddles or find clues, studying a map of neighborhood and locate schools, parks, hospital, etc., looking at maps of different scale and design (city/region/province, road map/recreation, air photo, satellite image).There are three kind of orienteering activities: with compass, map and compass, and with map only.

If the leader decides to use only map orienteering, they can use the following:

- Memory orienteering
- Line orienteering
- Score orienteering

If the leader decides on the compass orienteering, he can follow this simple 4 step activity:

- Learning about the compass and cardinal points
- Circle game
- Pacing
- Point to Point Compass Course

There are some other steps that should be taken into account when planning orienteering activities and they refer to safety and awareness. Students should have general knowledge on wild plants and animals that they could meet on their track. They should know what they can touch, what they can pick and eat. They should be aware of poisonous plants and animals and all the dangers that they involve. They should pack first aid kits and they should know how to use it in case of accidents. Orienteering gear is the other important aspect of this kind of activities. Each student should be responsible for dressing appropriately and bringing his own wristwatch. The well-dressed orienteer must have a whistle, lightweight long sleeve shirt, wristwatch; compass looped at wrist, old shoes, tear resistance old pants. They should also have a backup plan in case of sudden weather changes; they should stick together and act responsibly at all times.

Conclusions

Through this work, we have tried to present some theoretical aspects of outdoor learning, general meanings, a short history, present situation, short comparisons between formal and non-formal type of education, where to place it as a modern instruction way in schools and so on. Finding it even more useful, we have presented a short research on six international students that have experienced outdoor activities in a study semester in Norway. We have discussed the results and we have seen the benefits of these activities if they are made repeatedly. Not lastly, we have considered it as being useful to present a practical activity of orienteering. We have described how it can be done in a few easy steps. We would generously advise teachers and educators to use outdoor activities of all kind as many times as possible and to introduce them as a completion to the indoor activities, respecting of course all the requirements of the National Curriculum.

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QUALITY IN EDUCATION THROUGH PROFESSIONAL INSERTION MENTORSHIP – A REFERENTIAL STRATEGY IN PRIMARY AND SECONDARY EDUCATION

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Abstract:*The quality of any academic training program results from the way in which it was designed and implemented, as well as the measure to which it satisfies the training needs of the target audience. Thus a clear positive change is generated in the professional outlook, behaviour and activity of the participating social actors.The program "From start to success – national program for the professional insertion mentorship of teachers" that took place between February - December 2013 at the Politehnica University of Bucharest in cooperation with other higher education institutions, had the main goal of improving the quality of the teaching activity as well as the professional insertion of junior teachers in the primary and secondary education systems. The core intention was connected to the development of formational national system that is coherent, cohesive and sustainably qualitative of assisting in the traineeship. In order to achieve this objective, the quality assurance of the training program implementation for professional insertion mentors was necessary. In this regard coherent sets of quality procedures were created, while their implementation started from the premise that the attributes of the program can be identified both in the process of implementing and running this, as well as later, in the actual activity of the professional insertion mentor, taught through this program. We are highlighting in the present paper the degree to which the quality assurance of the professional insertion mentorship program from the project through a design-implementation-evaluation strategy that was at the foundation of the training program.*

Keywords: *quality, professional insertion mentorship, mentors, training, junior teachers*

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1. Introduction

Based on article 248, paragraph (2) from the National Law of Education no. 1/2011, starting with 2011 in Romania the body of mentor teachers was formed that runs the traineeship for those who want to profess as teachers. Entry in the body of mentor teachers is based on a contest where minimum requirements are requested regarding experiences, abilities from the process of continuous training, as well as going through a practical test.
The teachers that have the quality of being a mentor teacher as well as belong to the body of mentor teachers benefit from the reduction of their work week with 2 hours or by receiving revenue for the mentorship activities outside their basic norm. By creating the body of mentor teachers the purpose is to fill the need for new mentor teachers, as support for the junior teachers at a national level. (Law of Education No. 1/2011).
The strategic project financed by the European Social Fund, named "From start to success – national program for the professional insertion mentorship of teachers", that took place between February-December 2013, had as an objective the improvement of the professional insertion as well as the quality growth of the teaching activity of junior teachers, from the primary and secondary education through the development of a formal national system that is coherent, cohesive ad sustainable in assisting the traineeship. The project aimed to also capitalize the experience potential of teachers with experience and international recognition in the system. A growth of the quality and attractiveness of the teaching career is anticipated through qualified mentorship support activities, as well as through the creation of a body of certified mentors on a national level in the field of practicing actual assistance in the work place, in the traineeship for the junior teachers of various specialisations. (Brundrett, Silcock, 2002). The wider context is that of the modernization of educational management and especially that of educational leadership in the skills training (Bush, 2015).
Reiterating the construction of the program objectives we are highlighting the idea of quality assurance in the implementation of the training program for professional insertion mentors. In this regard, a series of quality procedures were created (Neacşu, Bocoş, 2013), in their creation and implementation the premise was that the attributes of the program can be validated both during the process of the program, as well as later in the actual activity of the professional insertion mentor as well as through the pragmatic curriculum of this program.

2. Methodology

2.1 Objective

The present paper has the central objective to emphasize the way to which the quality assurance of the professional insertion mentorship program is assured. From an operational perspective, the working hypothesis "We expect that the strategy of design-implementation-evaluation that was at the foundation of the mentorship program to assure a high level of quality", with valid proof for evaluation taking into account the impact of the later possible transfer in the practice of the primary and secondary school system in Romania.

2.2 The curricular model offered and delivered

The internal coherence of the program for mentor training was thought out, designed and delivered with an internal logic offered by experts, the interdependence between the levels of trainers being assured, trainers who were teachers from the higher education system, with experience in training primary and secondary school teachers in the form of 3 training curricular modules.

Module 1. Professional insertion mentorship, introduces the mentorship theme, offering to the participants' information regarding quality standards in the professionalising of the teaching career (theme 1) and professional insertion mentorship – statute, skills, functions (theme 2).

Module 2. The design and delivery of the personalised programs for the professional insertion of junior teachers, of a large complexity, the theme being focused on details regarding the analysis of training needs junior teachers have, the management of the professional insertion process, modern strategies in the mentorship activity, the evaluation and self-evaluation of the mentorship activity, information activities in the mentorship activity.

Module 3. Professional counselling and communication in the mentorship activity, aimed to develop counselling and communication abilities in the mentor, by going through 2 training stages: professional counselling in the mentorship activity and communication relations in the mentorship activity.2.3 Participants
The sample is made of 342 teachers from the primary and secondary school, participants at the project as trainees in order to get the extra qualification of

being a mentor. Their distribution on education levels can be followed in Figure 1, below.

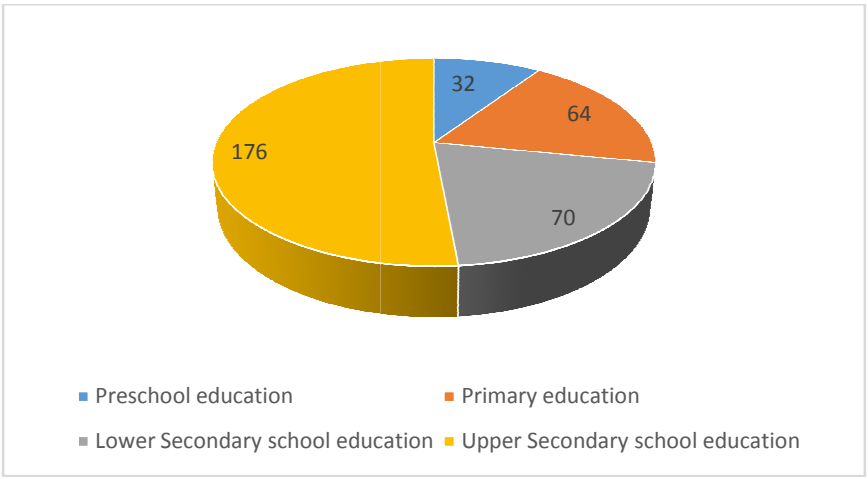

Fig.1. Sample distribution

2.4. Research methods

We have used as research methods the survey-based research that "is almost always an opinion-based research" (Iluţ, 1997). With the help of the survey, as an investigation instrument, certain questions were asked and problem situations as well in order to determine various reactions from the surveyed people. As a research instrument, the survey plays a double role: it offers the indicative for respondents and constructive support for evaluating these reactions. Also, the survey based research has a standardised character because the questions are clearly formulated, as well as their number and order (Chelcea, 2004).

Also this important instrument was associated, naturally, and the values of some of the authors' observations resulted from experience, as well as from the personalised notes resulted from the many professional progress evaluation – classroom teaching in scholastic institutions from the urban and rural areas, regarding the value of the tested skills.

The survey was structured in 2 main parts:

The first part of the survey contained 54 items in the form of closed-ended questions, aiming to investigate the opinion of mentors regarding a series of aspects of the training program they participated at: internal and external coherence, reflexivity, interactivity as well as the rigorous, realistic, and revealing character of the program, etc.

The second part of the survey contained 30 items in the form of open-ended questions, aiming to observe the opinions of mentors regarding the quality of the school programs that the junior teachers use in their role as teachers o various specialisations. In the present research, we will selectively harness data from the first part of the survey, more precisely, those items that emphasize the quality of the training program in the form of its design, implementation and evaluation.

2.5. Procedure

The activity regarding the quality assurance procedures of the implementation of the training program of professional insertion mentors is based on a theoretical framework, on a set of operational procedures, on a strategy for applying the quality assurance procedures as well as clear, explicit instructions for trainers. The surveys were applied both in person, as well as through the online platform. The results were centralised and interpreted, intermediary and final reports being delivered.

In the present study we will selectively present the data obtained from the applied survey through the online platform, with the emphasis of the quality of the program on 3 analysis dimensions:

- Quality of design
  - The conception that was at the basis of designing the program;
  - The way in which the curriculum of the training program was designed.
- Quality of implementation
  - Organisational perspective
  - Perspective of the relationship participant- trainer of mentors;
- Quality of criteria valuation
  - Evaluation strategies
  - Internal logic of characteristics of total quality management in Education

3. Data analysis

From processing the above-mentioned items, we can draw the following conclusions and statistical data, which we order by criteria, as follows.

3.1. Quality of design

First of all, we are highlighting the relevance of the concept that was at the basis of designing the program.

Among the respondents, a highly significant majority (341 respondents) considers that the training program respects the European and national legal stipulations, again similarly of a highly significant majority (340

respondents) considers the program in accordance with the medium and long term strategies for the development of learning and education in Romania (see table 1 and 2).

Table 1. The training program respects the national and European legal stipulations

Answers	Frequency	Percent
Yes	341	99,7
No	1	,3
Total	342	100,0

Table 2. The program is in accordance with the development strategies of learning and education in Romania

Answers	Frequency	Percent
Yes	340	99,4
No	2	,6
Total	342	100,0

Moreover, the data obtained shows the fact that, mentors involved in training agree to a large and very large degree with the teaching paradigm of the program, which, on one hand, promotes a reflexive-interactive pedagogy following the activity of the participants from an intellectual, emotional-motivational point of view, and on the other hand allows the development of a high level of understanding of the specific processes of the environment and the educational field as well as the processes specific to the mentoring activity (table 3).

Table 3. The degree of accordance with the teaching paradigm promoted in the program

Answer	Frequency	Percent
Very large degree	194	56,7
Large degree	132	38,6
Moderate degree	15	4,4
Small degree	1	,3
Total	342	100,0

Overall, the respondents appreciate to a very large degree the fact that the strategic and operational manner of designing the program has assured the

interdependence between objectives-content-in person activities and online-processes-results (table 4).

Table 4. The interdependence objectives-content-in person activities, online-processes-results

Answer	Frequency	Percent
Yes	340	99,4
No	2	,6
Total	342	100,0

3.2. The design of the program curriculum

After analysing the way in which the training program curriculum was designed, we can conclude that the program was designed, as previously mentioned on 3 training modules. The construction was a logical one, and in the opinion of respondents, with assuring curricular coherence and especially while keeping an interdependence between these (see table 5 and table 6).

Table 5. Logical construction of the 3 program modules

Module	Answer	Frequency	Percent
Module 1	Yes	342	100,0
	Total	342	100,0
Module 2	Yes	340	99,4
	No	2	,6
	Total	342	100,0
Module 3	Yes	342	98,0
	Total	342	100,0

Table 6. Assuring the systemic curricular coherence of the interdependence

between the 3 modules Answer	Frequency	Percent
Yes	339	99,1
No	3	,9
Total	342	100,0

3.3. The quality of the implementation

3.3.1. The organizational perspective

From an organisational perspective, human, material and financial resources have existed in sufficient amount to produce the changes estimated related to the program, in the opinion of the teachers that participated (26).

Table 7. The existence of resources for generating the foreseen change through the program

Answer	Frequency	Percent
Yes	260	76,0
No	82	24,0
Total	342	100,0

Also, in their opinion (289) there have also existed opportunities for attracting a big enough number of teachers in the program, so that the need for expertize in the field of mentorship within the education system could be covered.

Table 8. Opportunities to participate in the mentorship program

Answer	Frequency	Percent
Yes	289	84,5
No	53	15,5
Total	342	100,0

3.3.2. The perspective of the mentor trainer-participant relationships

Approaching the perspective of the mentor trainer-participant relationships, concludes that the mentor training programs have encouraged to a large degree (91) and to a very large degree (231), the interaction of participants with them, as well as other trainees participating at the program) to a large degree -107, very large degree – 211), facilitating the exchange of teaching experience.

Table 9. Encouraging the interaction between participants and the mentor trainer

Answer	Frequency	Percent
Very large degree	231	67,5
Large degree	91	26,6
Moderate degree	17	5,0
Small degree	2	,6
Very small degree	1	,3
Total	342	100,0

Tabel 10. The measure to which the interaction of participants with their colleagues was encouraged

Answer	Frequency	Percent
Very large degree	211	61,7
Large degree	107	31,3
Moderate degree	22	6,4
Small degree	1	0 ,3
Very small degree	1	0,3
Total	342	100,0

3.4. The quality of evaluation

During the training program, a formative evaluation was delivered through the online platform (the participants had to do several homework assignments specific to each module) and an in-person final evaluation, based on a portfolio. 337 of the participants and 342 appreciate that the trainer has given realistic and significant evaluations that took into account the training needs of the junior teacher and the need for skills required in the mentoring activity (see table 11).

Table 11. The quality of the evaluation process of the mentorship program

Answer	Frequency	Percent
Yes	337	98,5
No	5	1,5
Total	342	100,0

4. Results

Data processing confirms our working hypothesis, the design-implementation-evaluation strategy that was at the basis of the mentorship program, assures a high level of quality.

4.1. Quality analysis of the mentorship program design

Analysing the quality of the mentorship program design, judging by the concept that stood at the basis of designing the program and the way in which the curriculum of the training program was created, we can conclude that:
The purpose was for the mentorship program design to be based on a realistic and strategic concept that is logical and coherent which meant the program needs to respect on one hand the national and European legal stipulations, taking into account the medium and long term strategies for developing learning and education in Romania, and on the other hand, the training program needs to be based on a reflexive-interactive pedagogy that allows the trainees to develop a high level of understanding the processes specific to the environment, the educational field and the mentorship activity (Ezechil, 2013).

The respondents consider the training program respects the national and European legal stipulations, considering them in accordance with the medium and long term strategies for developing learning and education in Romania. Furthermore, the respondents appreciate to a very large degree that the way the program was designed has assured interdependence between objectives - content- live activities and online – processes – results.

Regarding the internal coherence o the training program for mentors, the program was designed in 3 training modules, logically built on the opinion of respondents, their interdependence being assured.

4.2. Quality analysis of the mentorship program implementation

Analysing the quality in implementing the mentorship program both from an organisational perspective, as well as from the perspective of the relationship between the participant and the mentor trainer, conclude that the training sessions of mentors were carefully planned and organised. The organisational details have been posted on the platform of the project, therefore enabling dialog between the management team – experts – mentors – junior teachers.

The creation of theoretical material and organisational references was assured: the trainer's guide, programs for 8 training centres, presentations, work tasks, materials for practical sessions, surveys, a.o. In order to ensure the sustainability of the project workshops were organised with 60 teachers of which 12 were monitors and 48 were teachers from the Education system. Promotion activities of the project took place in the 8 regional centres for professional insertion mentor training by presenting the project, activities and their results on the project platform. The evaluation and certification of the trained mentors (360 certified mentors) involved the creation of specific documentation. These were done both as formative activities such as doing assignments, feedback through the online platform) as well as through summative, based on the portfolios created by the participants. Follow up activities were delivered to 8 regional centres by applying in-person surveys, as well as through the online platform. Also, online support was provided to the insertion mentors in their activities of assisting the juniors.
In mentor training, needed and sufficient human, material and financial resources have existed to produce the foreseen positive changes and at the same time, opportunities for including a number sufficiently higher of teachers in the program, so that he need for expertise in the mentorship provided in the Education system could be covered.

4.3. Quality analysis from the participant-mentor perspective

Analysing the perspective participant-mentor trainer, respondents say that the mentor trainer has encourage to a large and very large degree the interaction of participants with them, as well as with the other participants at the program, with the aim to facilitate the transfer of positive teaching experience.

4.4. Quality analysis of the training program

Analysing the quality realised in the training program, results in the fact that a formative evaluation was done through the online platform (participants had to do several assignments specific to each module) and a final evaluation, in person, based on the portfolio, respondents appreciating the fact that the trainers have realised realistic and significant evaluations, taking into account the needs of the trainee as well as the necessary skill required by the mentoring activity.

5. Discussions

Designed and approved before the entry of the National Law of Education no. 1/2011, this project aims to create a degree of regulation for the new education jobs (professional insertion mentor, mentor trainer), the creation of

a body certified mentors, on a national level and actual assistance in the traineeship of juniors on the various speciality. (POSDRU, 57, 1.3., 36.525).
The legal framework for creating the qualitative, useful and needed support is relatively new in Romania. It is important to mention the fact that in the Romanian Education system a lot of theoretical and practical experience regarding mentorship exist. In this sense we can mention: UNISCHOOL project, PRESETT/Pre-service Teacher Education, NQT project for Newly Qualified Teachers, MOSS/Observation and support scheme mentor, START Project) (Şerbănescu, Chircu, 2014).
There have previously been done studies and research, projects based on normative legislation, as well as the development strategy of the for the initial and continuous training of teachers and managers of the primary and secondary school systems, 2001-2004.Studies and research have been evaluated, normative legislation was designed and created (Şerbănescu, 2011). Quality assurance procedures of the training program for professional insertion mentors have included: creating a theoretical and procedural-operational framework regarding the strategy of applying the quality assurance procedures to the implementation of the program of professional insertion mentorships and a clear instruction that is coherent for the mentors.
The results were centralised and interpreted, intermediary and final reports being done as well. From the synthetic results obtained we can conclude the project had a high level of quality assurance in the design, implementation and training program evaluation.
Moreover, we can formulate a few ideas as an improvement environment against the concept and mental practices of the mentorship system in Romanian schools:
a. the mentorship skill is learnt most efficiently through practical combined activities of direct mentoring models, in class activities as theoretical-modern methodological evaluations (Wagner, 2014);
b. mentoring training is in a continuous reconstruction in a modular and nuanced way, based on a dialog of type constructive-creative and on subject matter related contexts, at a curricular area and interdisciplinary level;
c.design of a mentoring monitoring subsystem, followed by training stages/continuous training, with decentralised interdisciplinary mentoring sessions;
d. creating the annual reports for subject areas, schooling level, teaching experience as well as the teaching material of type info documentaries.

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SOCIAL AND CULTURAL CONTEXTS REGARDING MENTAL HEALTH IN ROMANIA. INTERVENTION STRATEGIES

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Abstract: *Our concerns regarding mental health have increased due to our participation in a European project on the labour and society insertion of youth suffering from a mental disorder. The follow-up of this project is a new project whose target group are the elderly suffering from a mental condition. After documentation and study of literature, we have identified some relevant aspects regarding mental health in Romania. Though our country has made significant progress in this area, the socio-professional reinsertion of these people remains an issue. The aim of the project is this particular aspect, i.e. the reinsertion of the mentally disordered people. We believe that social integration facilitates a faster and more efficient recovery. Another aspect identified in the studies but also in practice, refers to insufficient knowledge of the characteristics of mental disorders, hence the population`s attitude and prejudices. We aim through our research to signal and bring awareness upon the fact that mental health is a sensitive area, yet curable like any other disease if interventions use specific tools adapted to the needs of each suffering person.*

Keywords: *mental health, mental disorder, stigmatization, prejudices, strategies*

An Overview

Overview

Mental health as basic part of an individual`s life, is a state of wellbeing which offers the individual personal comfort, i.e. a state of wellbeing towards him/herself and the others. Mental health offers the individual the ability to assort daily activities with wishes, interests, feelings and personal consciousness. Mental health is also inner peace and tranquillity; it involves acceptance, work satisfaction and the joy of living. Mental health is not only a strictly personal matter; a person suffering from a mental disorder is of concern for everyone, s/he interacts with under several aspects: affective, professional, social and economic. Thus, we notice that

mental health is a major issue in the European community and a desideratum followed with special attention. In 2001 WHO[8], based on statistics that were available at that time, reiterated the idea that an average of one in four people suffers from a mental disorder, more or less severe throughout their lifetime. The 2006 WHO Conference Report mentioned the following aspects related to mental health at European level: *Out of 880 million inhabitants of the European region, an estimated number of 100 million suffer from anxiety and depression; more than 21 million people suffer from alcohol related disorders; more than 7 million suffer from Alzheimer disease and other cases of dementia; approximately 4 million people suffer from schizophrenia; 4 million from bipolarity; and 4 million people suffer from panic attacks.*[9] WHO has noticed that neuro-mental disorders are the second cause of death after cardiovascular causes.[10] It is common knowledge that when a person faces a mental disorder, his/her ability of facing the challenges of the society and of a normal social life drop significantly, causing disorder and a state of discomfort in all aspects of the person`s life. The main concern of the Ministry of Health in every country and in Romania as well, is to promote the population`s mental health but mostly to act towards disease prevention. In Romania, 3,2% of the population admits facing mental health issues.[11] It has been noticed that the care provided for people with mental disorders in Romania faces certain malfunctions, it is incomplete and has weak or missing parts[12]. In this respect, the system tries to promote prevention measures through organisms that are responsible for health education in schools, sanitary organizations and the mass media. Consequently, the aim is the identification of problems concerning mental health and finding viable solutions to improve and overcome them as efficiently as possible.

[8] Organisation mondiale de la Santé (2001). Rapport sur la santé dans le monde 2001: La santé mentale: nouvelle conception, nouveaux espoirs. http://www.who.int/whr/2001/fr/

[9] Santé mentale: relever les défis, trouver des solutions. Rapport de la Conférence ministérielle européenne de l'OMS, 2006

[10]Plan d'action pour la santé mentale 2013-2020, ISBN 978 92" 250602 0 http://www.who.int/mental_health/action_plan_2013/fr (accesed 23.01.2017)

[11]Manuela Sofia Stănculescu,Dana Niţulescu, Mihnea Preotesi,Mugur Ciumăgeanu, Raluca Sfetcu, Persoanele cu probleme de sănătate mintală în Romania: stereotipuri, cauze şi modalităţi de îngrijire percepute, atitudini şi distanţă socială http://www.revistacalitateavietii.ro/2008/CV-3-4-2008/04.pdf

[12] http://ec.europa.eu/health/archive/ph_determinants/life_style/mental/docs/romania.pdf

According to Law no 487/2002 republished in 2012, the Law on mental health and protection of people with mental disorders, we define a person with mental disorder as follows:

a) a person with a mental unbalance or a person who is insufficiently developed mentally or addicted to psycho-active substances whose manifestations can be included in the diagnostic criteria used by the psychiatric practice;

b) person with mental disorders who is unable to understand the significance and the consequences of his/her behaviour and therefore needs immediate psychiatric help.[13]

Distinctive characteristics

People suffering from mental issues hide their problem from their acquaintances and relatives or sometimes they aren't even aware of their problem. Mostly, there are warning signs that can be easily identified when certain symptoms are noticed[14]. The person[15]:

1 Loses joy of living and no longer enjoys anything;

2 Does not find a goal in life;

3 Experiences feelings of guilt;

4 Is isolated from family, friends and society;

5 Experiences panic, fear and anxiety;

6 Loses interest for the most enjoyable activities and hobbies;

7 Shows a state of lethargy, lack of energy;

8 Has too much energy, difficulty in completing a task, poor concentration;

9 Shows irritation, uncontrolled nervousness;

10 Hears voices and sees pictures not seen by the others;

11 Thinks that everyone conspires against him/her;

12 Shows violence towards him/herself or the others;

13 Feels incapable of facing daily issues and activities;

14 Makes substantial changes to his/her behaviour, in daily food and sleep routines;

15 Has suicidal thoughts.

Good mental health allows people to find a balance between family, social activity and keep control over their own life. Health and mental illness are

[13]Legea 487/2002 republicata 2012, legea sanatatii mintale si a protectiei persoanelor cu tulburari psihice http://www.dreptonline.ro/legislatie/legea_sanatatii_mintale.php (accesed 23.01.2017)

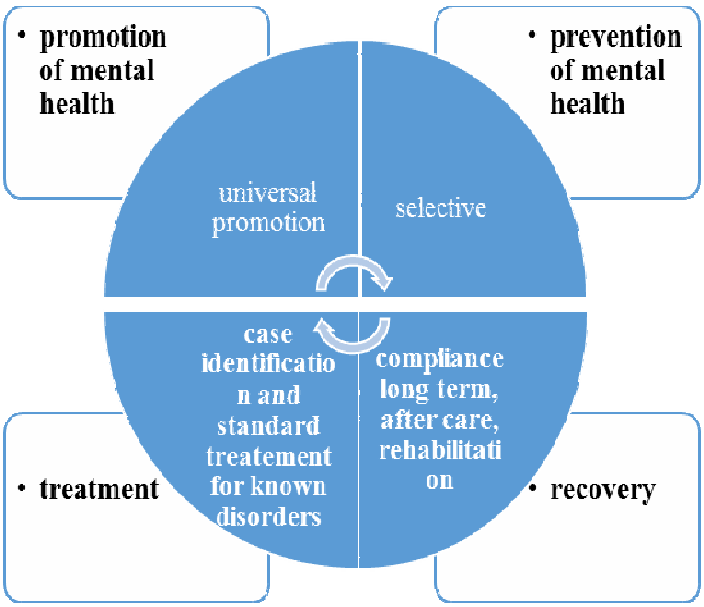
[14] https://www.google.ro/?gws_rd=ssl#q=sanatate+mintala+sau+mentala

[15] http://centruldesanatatemintala.ro/sanatatea_mintala_in_licee/files/in-atentie-sanatatea-mintala-a-copiilor-si-adolescentilor.pdf

thus the two poles of a continuum, between which each person evolves (Obsan, 2011)[16].

What needs to be done

Obviously, state policies focus on fund allocation to increase the capacity to promote public health, as well as the prevention and implementation of actions that are for the benefit of the mentally disabled who are a distinctive category. A person, who has already contacted a mental disorder is already stigmatized by social prejudices and it is very difficult to reintegrate in any social activity. Stigmatization leads to the mentally disabled`s discrimination and to isolation and they gradually lose confidence in themselves and self-esteem. The consequence is the degradation of family relationships, alienation and isolation, all along with complications in the progress of the disease. The costs are both emotional and economic. It is necessary to develop prevention measures, sanitary education, promotion of mental health, treatment according to the disease and to the person in such a situation as well as palliative intervention, which is a long term care and requires continuous rehabilitation treatment. (Fig.nr.1.)



[16] Plan d'action en dix objectifs pour la santé mentale, Canton de Neuchâtel Elaboré par le Service cantonal de la santé publique, Département de la santé et des affaires sociales (DSAS), 2012

www.ne.ch/.../sante-mentale/.../Plan%20d'action

Fig.no.1. The concept of mental health

Bringing back these people on the right path, providing them with a normal, active, productive and creative life is a costly and complicated endeavour, if not almost impossible. Therefore, programmes that focus on the following aspects are needed:

- strategies of developing competence in maintaining mental health;
-strategies of identifying risk factors and access to measures which fight them;
-strategies of keeping the mentally disabled on the labour market.

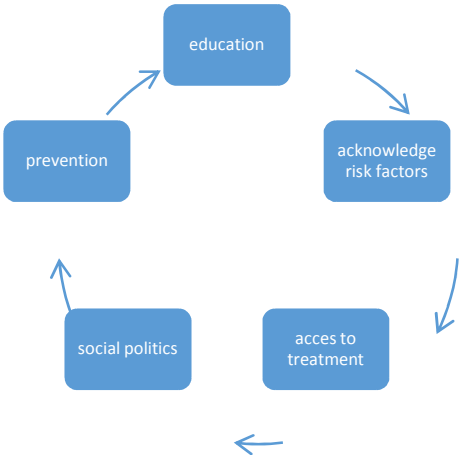


Fig.no. 2. *Strategies for fight with mental illness*

There is a huge difference currently, at least in Romania, between the necessities of the mentally disabled and the offer in the socio-medical field. Differences are noticed also at European level according to a study conducted by WHO in 2003. According to this study, only 2,5 % out of 90% of the mentally disordered people, benefited from treatment in the last 12 months. 8% of the urban population and only 4% of the rural population sought for a psychologist`s help, mainly because institutions where psychologists are employed are more common in cities than in villages.[17] The European policy on mental health has made huge steps in the development of programmes through EU financed projects.

[17] Manuela Sofia Stănculescu,Dana Nițulescu, Mihnea Preotesi,Mugur Ciumăgeanu, Raluca Sfetcu, Persoanele cu probleme de sănătate mintală în Romania: stereotipuri, cauze şi modalităţi de îngrijire percepute, atitudini şi distanţă socială http://www.revistacalitateavietii.ro/2008/CV-3-4-2008/04.pdf

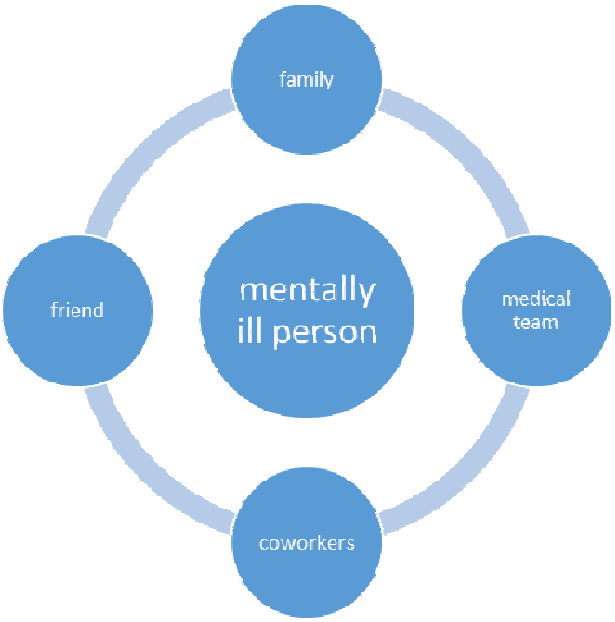


Fig.no.3. Relations and cooperation between involved factors

Methodology

The ERASMUS +KA project, *Professional networks for mental health and strategic partnership for the elderly* was gained by the partner from Luxembourg, Luxembourg Institute of Health, (RPSMPA) with Aurel Vlaicu University of Arad as partner along with: Centre Neuro Psychiatrique Saint-Martin from Belgium, Center of Psychological and Pedagogical Support from Greece, Panepistimio Kritis University from Crete, EPSM Lille Metropole and the University of Luxembourg. The project is a follow up of a previous project entitled *Employability in Europe – public health and mental health: urgent needs for training, social integration and employability* (SPSM) whose main objective was the improvement of professionals` activity so as to enhance social and occupational insertion of the mentally disabled on the labour market. The target group of the beneficiaries of the SPSM project were young, employable people while the beneficiaries of the second project are the elderly who contacted a mental condition at some point in their lives. The purpose is to provide them with a decent living, to enhance socialization, to make them feel useful ad accepted along with the attempt to improve the quality of their lives.

In short, the aim of RPSMPA project is the improvement of the professionals` competences and abilities in the area of medical care and

social assistance of the elderly so as to reduce risk situations. This goal is pursued from a double perspective: improvement of professional practice networks and improvement of care for the elderly diagnosed with a mental disorder.

We believe that the project will be successful as we find specialists from different scientific and professional areas, as well as from medical and psycho-social field among its members.

The project implementation methodology is based on a scientific approach in six stages:

1. Building professional multidisciplinary teams to investigate the local situation of the elderly with mental conditions and to analyse the international scientific literature.
2. Knowledge of the elderly`s needs and elaboration of concrete proposals for training specialists in multidisciplinary teams to improve practices in the local network through appropriate and concrete strategies.
3. Developing professional competences and improving the professionals` practice, of those who care for the mentally disabled people.
4. Improving the tools used in the dissemination of good practices by using a platform for communication among professionals.
5. Elaborating a guide for good practices used in professional intervention in situations with elderly people suffering from a mental condition.
6. Disseminating the project results in scientific publications, on the project website and in some international conferences.

The strategic objectives of the project aimed for the period 2016-2019 are the following

According to the National strategy for promoting active aging and protection of the elderly 2015–2020[18], Romanian population is aging and according to Eurostat 2013: healthy life expectancy for women at birth is –57,9 years compered to UE 28 average -61,5 years; healthy life expectancy at birth for men –58,6 years compared to UE 28 average -61,4 years).

Thus, the aim is a longer and healthier life for the elderly along with increased social and political involvement of them by implementing measures such as:

16 Elaborating a set of methods used for the identification of the elderly suffering from a mental condition and facing social issues;

17 Quality social services that would lower the dependence of the elderly;

[18]http://www.mmuncii.ro/j33/images/Documente/Transparenta/Dezbateri_publice/2015-07-15_Anexa1_ProiectHG_SIA.pdf

18 Improving the infrastructure for home care (with emphasis on rural and isolated areas), day care services, retirement homes and intermediary accommodation facilities;
19 Improving recruitment services, training of people who offer care services organized according to the Social Work Nomenclature;
20 Development of support mechanisms for informal caregivers (family), including training, preferential access to temporary financed care (for example, 10 days per year within the programme for health resorts) for caregivers and patients with long term care;
21 Development of an action plan, programmes, professional activities for support and protection of the elderly;
22 Facilitating access to information on the rights and concrete access ways to social work services through knowledge of the legal framework and access to suitable services;
23 Providing support through counselling, to rebuild the social and professional integration of the elderly with mental disorders.

These are only some of the measures that need to be implemented by the Romanian social system. The Romanian Government through the Ministry of Labour, Family, Social Protection and the Elderly has developed a strategic action plan for 2015-2020, as well as operational plans, measures and assessment methods to monitor the implementation of these measures.

Conclusions

The improvement of life quality for the elderly who contacted a mental disorder is a major objective and it can be reached only by activating social, demographic, psycho-social and biological factors. Poverty, social isolation, loss of independence are causes that lead to a deterioration of an elderly`s mental condition.

Promotion of mental health involves creating conditions for the elderly so that they would benefit from a quality life, use their personal talent, conduct a creative activity and get actively involved in the social life.

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PRACTICE AND EVALUATION OF THE KEY COMPETENCES THROUGH THE ENGLISH OPTIONAL DISCIPLINE

MODULE: THE EARTH, OUR HAUSE

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Abstract: *Key competences represent a combination of knowledge, skills and attitudes that can be practiced during the whole educational journey, necessary for personal development, social inclusion, for training in order to integrate the labor market, being actually fundamental and essential for the life learning. For the young pupils, key competences can be successfully practiced in an optional discipline, modularly organized, with English as communication language. The theme of the module, „The Earth, our hause" has specific contents to the area of sciences – the environment exploration and the English, as communication language. Through an interdisciplinary approach, it was built an integrated curriculum, having exercised competences from the fields of Science, Mathematics, personal development, practical skills, Arts, society education, too. The proposed objectives had taken into consideration knowledge accumulation concerning the reduce, recover, recycle and reuse of materials, same as language skills and social attitudes. The completion of an integrated curriculum has enabled a dominant participatory evaluation, focusing on the assessment of the practiced competences.*

Keywords: *competences, integrated approach, module, dialogue evaluation, learning for life.*

1. Introduction

In a knowledge based society, the key skills of information, abilities and attitudes, appropriate to each context, have a fundamental role for each individual. They provide added value to the labor market, social cohesion and

active citizenship by offering flexibility and adaptability, satisfaction and motivation.

Key competences are:

CC1. communication in native language, which represent the ability to express and interpret concepts, thoughts, feelings, facts and opinions, both verbally and in written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative manner in various cultural and social contexts;

CC2. communication in foreign languages, which involves listening, speaking, reading and writing in a language other than their native language;

CC3. **mathematical competence and basic competences on science and technology**. Mathematical competence is the ability to develop and apply mathematical thinking to solve different problems in everyday situations, the focus being on the resolution, not the mathematical knowledge, activity and information. Basic skills on science and technology relate to possession, use and application of knowledge for understanding the surrounding world. This involves the comprehension of the changes caused by human activity and the responsibility of each individual as a citizen;

CC4. **digital competence** involves basic abilities and the use of Information and Communication Technology.

CC5. **the capacity to learn how to learn**, being the human ability to track and organize learning, either individually or in groups, according to their own needs or the needs of the group.

CC6. **social and civic competences**, which relate to personal skills, interpersonal and intercultural and all forms of behavior that enable each individual to participate effectively and constructively in society. These are linked to personal and social welfare.

CC7. **sense of initiative and entrepreneurship** is the ability to turn ideas into action. It requires creativity, innovation and risk assumption, but also the ability to plan and manage projects in order to achieve the objectives;

CC8. **knowledge and cultural expression**, which involve the appreciation of the importance of cultural expression of ideas, experiences and emotions through a range of communication channels - music, theater, literature and visual arts.

All these key cmpetences are interdependent and in each case is emphasized the critical thinking, creativity, initiative, problem resolution, risk assessment, decision making and constructive management of feelings.

We intend to share with the primary school teachers, a best practice way, proper to IVth grades, in an optional subject, a module entitled *Earth, our home*, during ten hours.

The activity was conducted in an international project AECLIL, partner of the RWCT Romania Cluj Napoca. In the first step, for primary schools, the activity involved three classes:

- a IIIrd class, 16 students, Sibiu, National Pedagogical College;
- a IVth class, 21 students, the School of cl. I-VIII Nr. 8 Medias;
- a IVth class, 28 students, School of Arts, Sibiu.

In the second stage, the project was applied to a IVth class, 17 students from the School of Arts, Sibiu. At this stage, there were used: designing teaching, worksheets, assessment tools revised based on the feedback received from teachers and students, carried out after the first stage.

Students are involved in a process where the use of foreign language is the opportunity to acquire knowledge and skills specific to different school subjects: sciences, mathematics, personal development, practical skills, arts, education for society, in an integrated approach, so as to practice the key competences.

2. The relationship between key competencies and followed objectives of the project

The proposed objectives were:

- O1. To identify ways to reduce, recover, reuse and recycle materials;
- O2. To sort and recycle paper, glass and plastic;
- O3. To search information on a specific topic related to the reduction, recovery, reuse, recycling, accessing various sources of information;
- O4. To communicate relying on verbal and non-verbal constructions, using basic vocabulary related to the reduction, recovery, reuse, recycle, in English;
- O5. To identify the effects of reduction, recovery, reuse and recycling of materials;
- O6. To analyze the effects of people's indifference towards the environment;
- O7. To formulate advice on protecting the environment;
- O8. To design and prepare visual materials (drawings, symbols, images, photographs) to raise people's attitudes towards waste reduction, recycling, recovery, reuse of materials;
- O9. To successfully collaborate with colleagues to achieve various tasks.

Following the listed objectives, assuming the role of a facilitator of learning, during the ten hours, the teacher used different ways of organizing the work: majority group work, but also frontal and individual activities and a

variety of interactive teaching methods, strategies that develop critical thinking and respond to the needs and interests of different students.

In table T1, we realised the correlation between the eight competences and the objectives pursued during the module.

Table 1 - Correlation between objectives and key competences

	KC1	KC2	KC3	KC4	KC5	KC6	KC7	KC8
O1.	x	x	x				x	
O2.	x	x					x	x
O3.	x	x			x	x		
O4.	x	x						
O5.	x	x	x				x	
O6.	x	x				x	x	x
O7.	x	x				x	x	x
O8.	x	x	x	x	x	x	x	x
O9.	x	x	x	x	x	x	x	x

Analyzing the correlation table, we see that each of the objectives exercise at least four of the key competences, which leads us to consider that the proposed module provides learning possibility centered on skills.

As working tools we used: worksheets, PowerPoint presentations, albums, the story "Treasure Eco Pirate", the map "Eco Pirate", questionnaires, graphic representation of information obtained by administering questionnaires, graphical progress monitoring team portfolios. Students have made posters designed to contribute to the support of the ecological balance, including: images, symbols, photos, graphics, maps, graphic organizers.

For more details related to the teaching projection of the module, can be accessed the AECLIL project's link, the module being a part of this project. http://www.aeclil.eu/article.asp?id=15.

2. Assessing competencies specific to project in correlation with key skills

The module design, carried out interdisciplinary, facilitates the practice of skills and the dialogued and participatory assessment provides the evaluation of skills.

Dialogued and participatory evaluation is a process that involves negotiation between the teacher and the student, of different interests, values and viewpoints. *Participatory evaluation* is based on shared responsibility between the student and the teacher. The emphasis is on cooperation,

collaboration and on the learning process. The student, as an assessor, learns how to learn and builds his learning. The activism and involvement are stimulated both in learning and in the assessment process (Chisiu, 2011). By this way of learning it is dominantly practiced **the ability to learn how to learn**.

During those ten classes, as evaluation and self-assessment tools, there were used: matrices of continuous evaluation and matrices and charts for monitoring their own progress made by the pupils, the grid for the final evaluation, questionnaires measuring the satisfaction degree of teachers and students participating in the project.

The matrices of continuous assessment (Table 2) were used by teachers to monitor (through observation, assessment and repeted recording) the evolution of students' performance at the level of the skills practiced during the module, that can be easily observed, that are derived from the key skills . In the T2 table there are made correlations between the competencies assessed and the key competences.

Table 2 - The correlation between skills evaluated (continuous assessment) and key skills

Practiced skills	KC1	KC2	KC3	KC4	KC5	KC6	KC7
C.1. Using acquired vocabulary about recovery, recycling, reuse and reduction in simple sentences	x	x					
C.2. Identifying relevant information about recovery, recycling, reuse and reduce by accessing various sources				x			
C.3. Maintaining a dialogue	x	x			x		
C.4. Oral messages Comprehension	x	x					
C.5. Reading out loud a familiar text	x	x					
C6. Listening Comprehension	x	x					
C.7. Cooperation to achieve the group tasks					x	x	x
C.8. Monitoring the own progress.			x			x	x

The matrices and the graphs made by the students (Table 3) were used for self-evaluation and monitoring progress at the level of language

proficiency (key competence CC2) expressed in number of words, sentences acquired in four activities of self-assessment (I-IV) conducted during those ten classes. To monitor their progress, each student had to write on his own notebook all the words and sentences which he recalls from the topics covered. Each class meant new words and new sentences used. By self-correction, with the participation and under the direct observation of his deskmate, being allowed to consult books, worksheets or the dictionary, each student had to correct what he wrote and to fill in the matrices, CC5- **the ability to learn how to learn.**

Table 3. Matrix used to monitor progress through self-assessment

Self-assessment																													
I																													
II																													
III																													
IV																													

Each student had two matrices of this kind. One for the words and the other for the sentences. They coloured individually (with the deskmate's or the teacher's support) a number of squares equal to the number of words and sentences used correctly during the activity. After each addition, students had to assess the progress from one exercice to another, by answering the questions: Did you record any progress? To what extent? How do you explain the evolution? (CC5- ability to learn how to learn.)

The worksheet that each student received for the self-assessment activities can be viewed on ((http://www.aeclil.eu/article.asp?id=15), in Annexe, Worksheet 9.

As well, the continuous assessment carried out after each activity within the ten classes accomplished through: self-correction exercises with the deskmate's support, comparing the answers (with those of his colleague or with those obtained by the next pair of students, during pair work), the presentation in front of the class of the products obtained, could be used to observe the degree of manifestation of the practiced skills. More details about the continuous assessment can be found on (http://www.aeclil.eu/article.asp?id=15) within design module.

The grid for the final evaluation includes skills and subskills expressed through criteria on five performance levels: Excellent, Good,

Satisfactory, Almost satisfactory and Unsatisfactory that targeted skills in table T3., correlated with key skills.

Table 2 - The correlation between the skills evaluated (final assessment) and the key skills

Practiced skills	KC 1	KC 2	KC 3	KC 4	KC 5	KC 6	KC 7
C.1. Maintaining a dialogue	x	x					
C.3. Written messages	x	x					
C.4. Reading out loud a text	x	x					
C.4.Identifying information by accessing various sources				x			
C.3.Originality in preparing and making products					x		
C.4. Comprehention of oral messages	x	x					
C.7. *Self-evaluation of the own progress*			x		x		
C.8. Involvement in *teamwork*						x	x

In order to achieve the final evaluation and to fill in the grid, the teacher took into account the assessments made during those ten classes, the self-assessment results achieved by the pupils, as well as the results of analysis of products made by pupils (posters, portfolios).

Conclusions

The teaching methods used in conducting the activities over those ten classes, the forms, the methods and the evatuating tools used were a genuine opportunity to exercise and evaluate the eight key competences.Emerging from within a discipline, such an approach of the school learning, got a practical applicability, assured learning for life, an appreciation based on both the analysis of theoretically teaching experiences and analyzing the assessments made by teachers and the students who participated.Knowledge itself was not the assessment purpose, but life contexts where these were used, in onother words it was the skills who were assessed not the knowledge. This is what it wouldn't be bad to learn to expand the teaching practice, in order to improve the results obtained when testing skills.The responses expressed by students and teachers to questionnaires revealed the

fact that that feedback provided individually, directly and promptly assured motivation, which is a crucial element in helping students to learn successfully.Both teachers and students appreciate the project activity as enjoyable, motivating, interesting, unique and useful in that it provides both the possibility of practicing the language and skills applicable in the context of real life.

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THE USE OF ICT AND CALL WITH HIGH SCHOOL STUDENTS

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Abstract: *In the modern methodology of foreign language teaching, notions such as the internet, blogs, ICT, CALL are common and most teachers are familiar with techniques of using ICT in their classes. However, knowledge is mainly theoretical as in practice, very few teachers choose to teach with the help of ICT and CALL. Though many might blame the teachers for lack of interest and involvement in teaching or accuse them of reluctance, the truth is that there are Romanian schools with no access to the internet, the computers and the resources though there is internet are insufficient for the number of teachers and students in a school. Best case scenario is a lab with internet connection but it is mostly used by Informatics teachers. The paper presents some tools and activities that teachers can use when teaching with ICT and CALL and the results of a survey conducted on a number of 25 students. The survey referred to the amount of time spent using the computer, the types of activities students use computers for and the consequences of extensive use of computers.*

Keywords: *ICT, CALL, foreign language teaching;*

Introduction

ICT and CALL are constantly gaining territory in the field of foreign language teaching. More and more literature is available on this topic, teachers create activities to prove the usefulness of such approach to language teaching and students show more interest for language learning when teachers use materials that are appealing. Ames (1992) believes that "tasks that involve variety and diversity are more likely to facilitate an interest in learning." Davis et al. (1989) consider that students will only accept the use of ICT if they find it both useful and easy to use. Therefore, the software should not be too complicated and the activities should have an easy to use design. If all these prerequisites are fulfilled then ICT brings about: a greater interest and involvement in learning; greater self-esteem;

determination to achieve specific tasks; spending more time on the learning task;

Research by Story and Sullivan (1986) shows that pupils using ICT are more likely to be motivated to continue their work even when the tasks are too difficult. This should be taken into consideration in material design. Materials should enable pupils to achieve progression and keep them motivated.

Gardner, Dukes and Discenza (1993) believe that the use of ICT should must be pleasant, rewarding, important and without coercion.

Theoretical background

The truth is that English teachers can use a wide variety of resources in the teaching-learning process. It is very unfortunate that some of them still use the textbook and the CDs as the only resources. When textbooks have a teacher`s book with extra worksheets and ready-made tests, then some teachers consider that nothing else should be brought into the classroom. ICT and CALL offer endless resources that can be accessed online or created by teachers. All of us have some basic computer knowledge and therefore we can create our own resources. Below, I have selected some useful ideas for teachers of English that they can use when teaching as they are a modern and challenging alternative to traditional worksheets and assessment techniques.

For instance, *blogs.* Teachers can create a blog in only a few steps by following the provider`s instructions. Each blog can contain varied categories that can be accessed through a click. Posts have a title and reference to time of upload is also available. Thus, anyone can see when the post was uploaded and search for it in the archive. Editing is extremely easy as blogs use patterns that require no technical skills. Comments can be made by clicking on the "comment" section. Blogs contain many other information besides texts. They contain hyperlinks, charts, presentations, audio-video files which makes them attractive to language teachers. Readers can subscribe to blogs and receive notifications every time a new post is available. Blogs are useful in teaching a foreign language as they develop reading, writing and communication skills. English teachers can create a blog for their classes where they can upload different materials or use it to:

- Offer online texts
- Offer additional materials such as audio or video files, pictures, charts, etc.
- Organize internet resources by providing students useful links
- Give instructions;
- Assign tasks;
- Encourage students to write
- Give feedback;
- Stimulate debates with students

- Encourage peer assessment and support
- Find other purposes and reasons for using blogs

Sentence exercises

Exercises with sentences are similar to fill-in the blank exercises but words that are to be deleted are selected by the computer (e.g. every 4th or 5th word). Such activities can be created extremely easy with the "Hot Potatoes" software. The preparation of an activity requires no more than a few minutes.

Text, essay, exercise correction

Texts submitted by students electronically should not be printed and corrected traditionally, i.e. in red pen. Results are better when teachers insert suggestions in the text using word processors or specialized programmes. An appropriate software for error correction and comments to the text can be found at http://www.cict.co.uk/software/markin/index.htm; A plus of the programme is that it can be adapted to different languages.

Crosswords

Crosswords are very popular among teenagers and they are a very good teaching resource when developed around the vocabulary students are familiar with. They can be used as wind down activities, or as homework. Such activities can be easily created by teachers with the help of "Hot Potatoes" software. Students can also create such activities for one another using the same software.

Drills

Drills are also known as "Drill and Kill". A computer can do nowadays what language labs used to do before, namely activities of the following type "She has got a pen", "No, she has got two pens". The users` insertions can be either text or conversation using the computer`s microphone.

E-dictionaries

E-dictionaries are very useful for learners of less commonly taught languages. Via internet, learners can access such dictionaries which use either the shareware system or are free. Good dictionaries can be found at http://www.dictionaries.com or simply by searching a dictionary in google.

E-portfolios

An e-portfolio, also referred to as e-folio or digital portfolio can be a collection of papers and worksheets or for more skilled teachers and students even a web page where students display parts of their work. For educational purposes, portfolios are a personal collection of information describing a student`s achievements and progress. Portfolios have different aims like progress of learning, continuous development, proof of competences. The strong point of portfolios is that students become aware of their own learning

style and therefore select proper activities that would help them in the learning process. Portfolios are also a good assessment method.

Fill-in the blanks

Users work with a text, where words have been deleted based on certain criteria (new vocabulary, verb forms, prepositions, phrasal verbs, etc.). The user has to find the proper word to solve the exercise. Hot Potatoes is also a software that enables teachers to prepare such activities.

Find the answers

Students get a question or some tasks and they have to find the answers in documents, videos, audio files, on the internet or on CD-ROM, DVD etc. Answers can be handed in to teachers or presented to the whole class. A more elaborated version of this activity is the Webquest.

Jumbled sentences/paragraphs

This activity is more common with texts and learners have to arrange the story or the text in the correct order. Beginners receive only isolated sentences as it is easier for them to solve the task. Teachers can create the activity by using the "Hot Potatoes" software.

Grammar

Grammar exercises are available online on different webpages. However, I would suggest the use of VISL: http://visl.hum.sdu.dk/visl/ VISL i.e. "Visual Interactive Syntax Learning" where students can solve grammar analysis exercises, games and questions and research on texts.

Apps and games

Many apps and games are available for learners. They are appreciated by students as they can be accessed on their mobile phones or tabs and have an attractive visual design. I will mention here only some of them like Duolingo (vocabulary and spelling, suitable as wind-down activity), EduBlogs (used for assessment and sharing students` knowledge), LearnZillion (suitable for introducing, reinforcing and advancing students` learning), Stack the States (revision activities), Wordle (for reading activities), Weebly (for building webpages as it is extremely easy to use), Subtext (reading and critical thinking), etc.

Research Methodology

The idea that ICT and computer-assisted lessons would suit students better than traditional classrooms seems true at least theoretically. But we wanted the see the students` opinion regarding computers and internet and their use in a foreign language classroom. Therefore, we designed a survey and applied it to a class of 25 students, aged between 16 and 17 from Adam Muller Guttenbrunn High School of Arad. All students answered all the questions included in the survey.

Certain significant conclusions can be drawn from the interpretation of the results of the survey.

First of all, 100% of the students enjoy watching TV and using their computer. The answer YES can be found on all questionnaires.

What draws particular attention is the number of hours that the students spend using their computers and watching TV. 50% of the respondents answered that they spend more than 5 hours per day, while 25% stated that they used their computers between 3 and 5 hours per day. The other 25% of the respondents chose other options which represent shorter time intervals; 2 thirds of these respondents were girls.

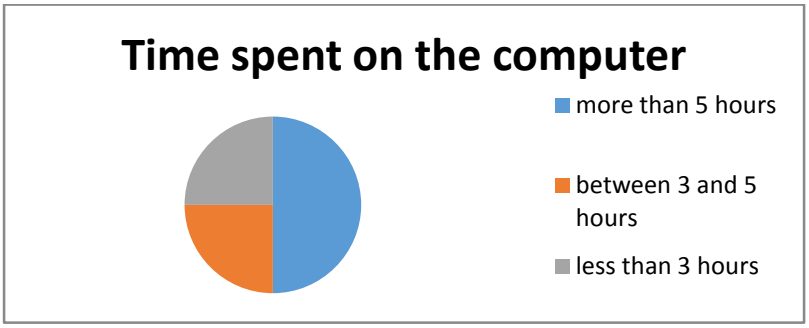

Chart no 1 Results of the survey on time spend using the computer

78% of the questionnaires revealed that the students‘ reasons for using computers and watching TV are to avoid getting bored and having fun. 15% of them said that they use them to research information, while 7% chose the relaxation option or others.

Moreover, when asked to state the reasons why they do not use their computers, 34% of the students mentioned their homework, 28% spending time with family or friends and 38% mentioned practicing other activities or being prevented from using them by their families (being grounded).

In terms of consequences of using ICT, students have mentioned the following: 5% insomnia, 10% isolation, 29% boredom, 22% addiction, 25% not being able to focus and 10% violence. These numbers lead us to understand that almost 40% of our young users do not know how to properly use their computers so as not to get bored or feel isolated. Being introduced to new web sites and games during the English class will give them new challenging preoccupations with positive consequences upon their behaviour and mental activity.

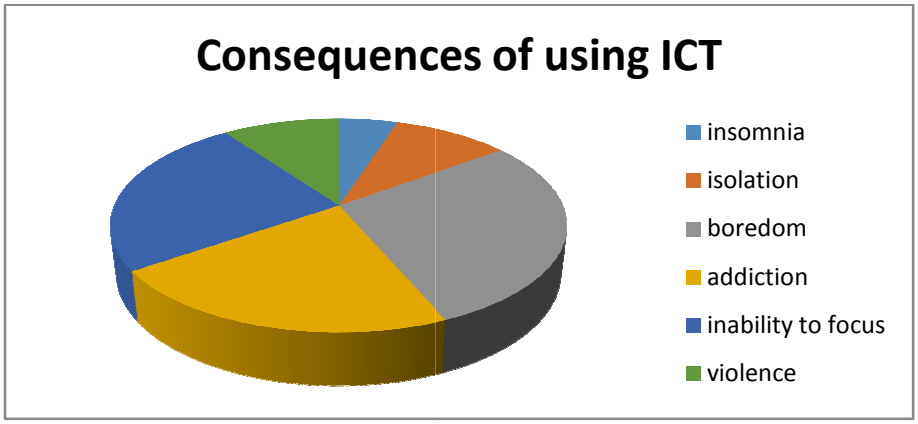

Chart no 2 Results of the survey on the consequences of using ICT

When students do not use their computers, they have very diverse other activities: 10% of them read, 22% listen to music, 20% ride their bikes or walk, 28% go out with their friends, 8% paint or draw and only 12% of them rest or do extra school work. This shows us that during their spare time, students prefer to get as far away as possible from any school related activities and enjoy themselves with their hobbies or with the sports they like. In terms of activities offered by the computer, students ranked the following activities as the most popular among their age group: chatting with friends 40%, 23% playing video games, 17% exploring web pages and searching for information, 12% downloading films or music and 8% doing school work.

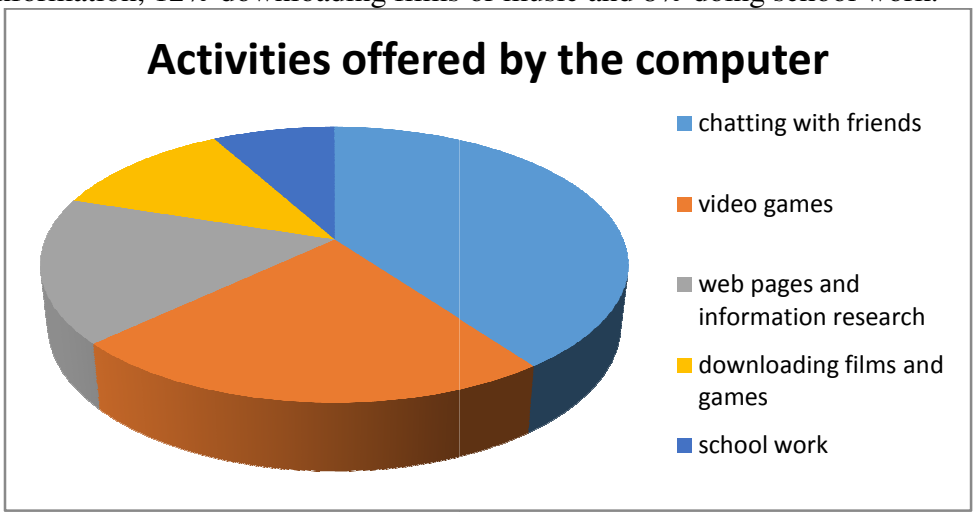

Chart no 3 Results of the survey on activities offered by the computer

As for the use of computers/TVs in doing homework, 27% of the students consider them to be very helpful, 37% normal, while 36% consider them of little or very little use. This convinces us yet again that 16 year-old students

do not yet know how to use computers to their benefit and which web sites to access in order to improve their school work.

In conclusion, this survey highlights the need of using ICT during English classes with the purpose of expanding the students` horizons and general knowledge of the world. Educative games, web sites and programs would give them more challenging activities which will prevent them from getting bored of feeling isolated.

Conclusions

Unfortunately, the results of the survey show us that teenagers are close to addiction when it comes to using computers and the internet but they do not know how to use them to their own benefit. Computers, ICT and CALL can be very attractive and can enhance learning when used properly. Thus, it is the teachers` responsibility to teach them when, how and how much time they should spend using the computer. The activities designed by skilled teachers should show them the benefits and the pleasure of learning a foreign langauge in a modern and technologized manner.

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TEACHING DESIGN – ON THE EDGE BETWEEN TORMENT AND FORMALITY, ON ONE SIDE, AND THE GENUINE EFFICIENCY, ON THE OTHER SIDE

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Abstract: *This time, the paper put the reality of the school under the scrutiny of critical reflection, having as core concern, the planning the didactic activity, the design of the lesson plans. Some questions that came from the school life are stated and brief answers are formulated.A special attention is given to the design of the lesson plans with some core aspect involved. Steps of the design of the didactic strategy are presented and explained. A special attention is given to the objectives, in terms of presenting their role and the implied connection with the lesson type.*

Key words: *lesson plans, design of learning situation, utility – futility in curriculum design on tactical level*

If you want to really crush, destroy a human being,
give to this human the punishment the most awful,
so even the most harsh killer should shudder
at the thought of this punishment,
and be afraid of it beforehand, then
it would be enough to give for his work
a character of total uselessness, or complete absurdity.
Dostoievski in The House of the Dead

Very often, the informal discussions inside the methodological meetings, transform the official precious tone of the formal context, when the deep concern for well doing of paperwork (including planning) as required, to the desperate complaints of futility. It is true that publications do not reveal this reality, but school life shows this image painfully.

The most complains are focused on the lesson plans, they highlighting the bushy nature of the documents created according to the requirements and stress the lack of utility.

An in depth analysis of such a reality should separate some aspects. Several distinct questions are to be formulated:

1. May someone speak about the pair of concepts *utility - futility* in relation to the act of planning the lessons?
2. Is the required structure for lesson plans the correct one, from a pedagogical perspective, in conjunction with efficient time management of the educator?
3. What is to be said about the deepening of the emotion of overload generated in front of the joining of requests for drawing up these documents, with the requirements for developing a consistent number of other plans, portfolios, reports and other papers?

Some answers for these questions may be presented.

1. For the first question the answer is quite simple. Never a lesson planning is an act of futility. Each teacher must design learning situations. But, what does it mean to design? First, it means to think about, not precisely to write a consistent number of pages. Teachers have to know the stones of the management of the learning activities with the students (the action facet of the design of the learning situation). They work with concrete students belonging to each team even if the grade, subject, and the topic are the same. A differentiated planning and flexibility in implementation are necessary. But the answer of the first question should be correlated with the answers of the following questions and needs a more elaborate presentation which is the topic of a further sequence.
2. The official requirements are sometime ”strange” and probably it is difficult to talk about totally correct or appropriate pedagogical perspective, because at least for some levels of education the things are not very clear, even for people with decision-making positions. The effectiveness of the time management for the educator seems to turn into a delusion, day after day. While the number of the required paper increases from one year to another, from one semester to another, while the structure of every document requested is becoming more bushy it is really difficult to talk about an effective management of time for educator.
3. It is not only about the school time of the teacher but about the full life time. A day has only twenty four hours, but, even if it is the implacable truth, the number of the requested items asks to double the time for a single day. Which is the effect on the actors of the educational scene? A constellation of perverse effects can be detected, and they interrelate in an interesting way.

- For the educator, the overuse determines a deep fatigue that installs with an insidious development of a state of rejection even of what is considered useful. Detours are sought more or less consciously. Most of the paperwork is done superficially, the focus being stressed on the form and quantity, as an irrefutably proof, while the fund is forgotten increasingly more.

The prioritizing of answering the tasks is based more on the conjuncture interest, usually related to climbing the career, detrimental to the genuine quality of the progress. Instead, the papers elaborated as proofs for quality are more and more numerous. Bookshelves are fully put in ordinance in closets, while clutter in the core professional activity, with demotivation and emotional mess, that become often companions.

- For the students the effects are born in their relation with the type of educator described before, on one side, with the real world with its temptations and specificity of nowadays, on the other side. The new school climate has effects upon the students' results, with reaction from parents' side; these reactions are highly different and nuanced.

All these issues appear to be the reality; they are not openly shown but they are put in lyrics on internet or talked at a coffee, beyond the scene.

What it is to be done?

The answer is simple and complex in the same time. It is simple, because it can be put into a short wording: a genuine educational reform, implying a rational and effective curriculum reform, is strongly necessary.

The answer is also complex, because such a reform must have a very serious, consistent and coherent strategy, involving smart, adaptive, and effective tactic sequences. For each part, genuine professionals are requested, with adequate competencies for each level and for each moment. An appropriate financial and material support is a clear condition. No doubt that it is necessary an effective and efficient management of the general and specific plans of the curriculum reform design. Further, curriculum implementation in each school should be flexible but keeping the core requests of the National Curriculum and ensuring the development of effective competencies of students must be a reality. All these aspects and, especially their co-ordination, represent an extreme complex issue.

A series of articles published, were related to different part of the complex issues involved in this picture and others will be addressed in the future.

In this article I will refer to the issue of design lesson / activity in kindergartens. On this level, another "mermaid" that persists in education could be detected. It is about the related twinning, not always happy, between the old approaches, some obsolete, and the modern, sometimes for the modern sake, other times simply misunderstood.

Core ideas in lesson planning

I do not intend to open the Pandora's Box of the unfinished debate about the importance of objectives in planning. As long as planning means to build a strategy, it is necessary to give a consistent and functional answer to the following questions when it is about to design a learning situation for a very specific group of children/ students. (Table 1 and fig. 1)

Table 1 Questions and answers about the didactic strategy

Fig. 1 Lesson plan as a strategy

QUESTIONS	ANSWERS
1. **Why** is it necessary to design the learning situation and to establish what expected results are you going to wait from that specifically defined children?	**Objectives** formulated as expected results from a specific group of students They are usually structured on the components of competences: **Knowledge**: concepts, principle, rules, values, cognitive bases of capacities etc. (what/ cognitive objectives) **Capacities with implied abilities (skills)** that are to be practice using the previously mentioned knowledge and the already existing knowledge achieved by students (psiho- motric and operational-cognitive objectives) **Attitudes** implied in the students participation at the educational activity (as vectors in evolution of their personality); these are **emotional/ attitudinal objectives**
2. **What** is to be learned?	This is the **CONTENT**. It may belong to a single area of knowledge or may be a connection among more areas of knowledge (connected by methodology, when an inter-subject/ interdisciplinary approach is taken into consideration or connected to a theme/ topic where are rendered more areas of knowledge all serving for the integrated approach of the theme). Sometimes the contents may belong to only one subject and a disciplinary approach is considered even if by methodology the discipline/ subject is put in service of competencies' achievement.
3. **When and how long** is to be implemented the learning situation into a learning activity based on the elaborated strategy expressed by the lesson plan?	The time of teaching and learning (as position and duration within the school program with connection to the free time of the students for further learning)
4. **How** is it appropriate to approach the content according to its specificity and the students' specific features in order to ensure the achievement of the expected results?	**Teaching methodology, focused on students 'learning** Connected with the necessary material supports (textbooks, didactic materials and technical support for teaching)
5**. How** the process assessment and the final evaluation are designed in order to be consistent with the answers of all the other questions?	Assessment and evaluation methodology Specific methods and tools

Steps of the design of the didactic strategy

Several clear and inter-related steps are to receive their answers according to the mentioned questions and some other connected issues.

1. The first one is the step of establishing the place of the designed learning situation (lesson plan) within the context of the set of the learning situations established by the yearly/ semester plans.

2. The second step is represented by the elaboration of the objectives. They derive from the goals and the upper aims expressed within the syllabi.

The design of the objectives is done based on the accepted taxonomies. Thus, there will be three core categ

COGNITIVE OBJECTIVES will specify the next aspects:

- **acquisition** (through *understanding and assimilation*) of general concepts, specific concepts, principles, laws, etc. followed by the accommodation of the previously acquired knowledge structures (even with their restructuring) in order to meet a task or a request
- **training** of:
  - *cognitive capacities/abilities* (operational structures of thought)
  - *capacities of using the processes of imagination*
  - *capacities regarding the use of the logic steps*, within *inductive or deductive* strategies, depending on the age of students / eg argument, counter-argument, explaining in their own form of cognitive aspects etc;
  - *capacity of memory*, mechanical memory with mnemonic processes imitated by students while they have been induced by the teacher at lower ages, logical memory also connected to the normal potential of every age)
- **consolidation, reorganization, synthesis of knowledge**
- **consolidation, reorganization, restructuring capacities** (use in different contexts)

PSYCHOMOTOR OBJECTIVES: knowledge, aptitudes and attitudes related to:

- development of *body scheme*
- fundamentals of *orientation in the physical and graphic space*
- fundamentals of *orientation in time*
- *general coordination and coordination of sequences*
- practicing and consolidating of the capacity of *orientation in physical and/ or graphics space and in time*

ATTITUDINAL AND EMOTIONAL OBJECTIVES

Emotional traits, constantly manifested, become fundamentals of the attitudes.

Attitudes of the students do not develop as little pieces, but as a continuous process resulted from the way of achieving of the other types of objectives

through the methodology of teaching and assessing. Therefore, the same attitudes are essentially approached in a whole set of lessons. They refer to :

- help the position of the student towards the learning process;
- attention to the lesson, active involvement, courage, curiosity for knowledge, doubt;
- desire to know.

The learning situation, designed by teacher, is transposed also by educator together with children into a teaching and learning activity; the learning activity may be used as a learning opportunity by the student *if the attitudes of the learners are supportive*. In this case the results of the student can be on higher levels.

Depending on the objectives and their using as a starting point, the lesson types should be established. The reason consists in the idea that the expected results from the students are the fundamentals and determinants of the lesson type.

Talking about curriculum centered on competencies, there are the competencies with their components or structural elements (knowledge, capacities/ abilities and attitudes based on values) to be followed by the lesson types, as long as these competencies are encapsulated in the objectives. This issue will be detailed in another paper.

The so called, *lesson scenario*, as a component of the lesson plan, should have a defined structured but not a fixed one. Each teacher may choose his or her own style in presenting this scenario as long as all the requested elements are obviously and logical expressed.

Basically the project, no matter what structure the scenario has, should contain all the components of learning situation (plus organizational issues), in fact all the answers of the previously mentioned questions, that lead to the synergistic final - the lesson strategy.

Thus, the structure of the table is not the most important issue, but its *internal logic*, the *consistency,* and *purpose of the columns* are essential. That is why, in my opinion, the old fashioned structure that presents two columns with the teacher' s activity , respectively, the student's activity can be considered inappropriate and ineffective, because, most often, it involves problems in rationally filling this columns.

A possible structure of the scenario with some explanations is expressed by the following table.

Table 2. The structure of the lesson scenario

Lesson steps	**Structuring on steps of the content** or **Content phased approach**	**Cods of objectives**	**Resources**			**Forms of organizing the learning process**
			Procedural / or **teaching methods**	**Material resources /** or **Materials and teaching**	**Time resources**	

				aids		
1	2	**3**	**4**	**5**	**6**	7
	Here are to be listed the interventions of the educator following the logic of browsing the selected contents in order to achieve the objectives. This is where the logic of science must be combined with the teaching logic, the latter generated by correlating contents with the specific child's age, and with the place of the specific content in the structure of the discipline (start approach, deepening, synthesizing etc.)	They must correlate with each content item and be matched with the resources allocated. The column must show all the designed objectives at least one time				

The planning of the activities in pre-school education has its specificity. The number of the activities, under the umbrella of the mentioned themes in curriculum, focused on *experiencial fields* and *areas of development* of child as a whole, is so bushy that the designing process is difficult in itself. More than this, the specific integrated approach, requested, but not entirely understood, determines an extremely laborious designing process.

Usually, the time allocated for this aspect of designing the plan for activities covers unacceptably amount of time within the labor time of the educator. This is the source of perverse effects upon the real activity with the children.

I do believe that for the day to day activities in pre-school and in primary education the lesson/ activities plans should have the form of a *functional draft*. What is genuinely important is what the educator *has in his/ her mind when the activity stars*. The planning is a mind activity, a product of thinking. Unfortunately, it appears that nowadays it turned into a product of the writing activity.Something should be changed if we want to avoid the boredom versus our professional activity, the sadness and the feeling of futility.

I want to put as a final of this paper an aphoristic definition of Paul Louis Lampert: *Boredom is the penalty for the crime of uselessness.*

Reflecting on this aphorism a passionate, rational and dignified educator will know that for he/him the penalty of crime is not a threat. This for the simple reason that, doing well the professional activity this type of educator never chose to obey for doing futile things; this educator chooses the alternative of genuine utility, which is the constant source of his/ her lack of boredom.

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ACTIVITIES SPECIFIC TO EDUCATING LANGUAGE IN PRE- SCHOOL LEARNING SYSTEM

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Abstract: *This paper presents activities specific to educating language in pre-school learning system. Language and communication are one of the most important areas for all the learning levels. Correct speaking is the basis for all the human activities, therefore teaching children to speak literally correctly is a duty that every teacher has. Is is obvious that educating language and communication is necessary in all specific activities like: didactic games, stories, stories based on pictures, dialogues as well as in mathematical activitues, learning about the environment, drawing, etc. In fact, all types of activities require that the focus should be on:The correct pronunciation of specific words;Making correct sentences from a phonological lexical, grammatical point of view because they speak about actions, describe specific objectives and evaluate individual and collective activities; The importance of educating language and communication at pre-school level is placed in the top of the national curriculum in the pre-school educational system. It is largely discussed about and education is done according to the age of the children. A child is a unique human, a special one who is continuously growing up to become an adult. All the knowledge he/she acquires is stored within, in a personal style, in order to be used when he is an adult.*

Key words: *activities, communication, evaluation, children's speaking correctly;*

Introduction

Teaching children to speak correctly is a patriotical duty of all teachers; it is also a cultural deed with profound social results. The activity of teaching children to speak correctly is a complex one and it is done during the entire process of learning. Even if a child does not speak correctly at the age of 3, he/she will acquire the necesarry structures he/she needs in order to speak correctly further, it begins with using 2 or 3 words together and later

he/she makes up sentences and can also use a literal language at the age of 6/7 years old.

Language includes listening, speaking, reading and writing.Communication referes to an exchange of information. It is a social activity and it is done between human relationships, it is also done according to the social regulations. [19]

At the human level, communication has many forms:

- Intrapersonal communication,
- Interpersonal communication,
- Groups communication,
- Mass communication,

The four above types of communication must be adapted to the pre-school level, they mean exercising and practicing the speaking activity, which is:

- Speaking within groups with the possibility to change the emiter with the receiver ,
- Speaking about experiences, feelings, happenings, focusing on logic of the ideas,
- Speaking in front of the other colleagues.

Communication has an important role in interhuman relationships, at the pre-school and school age, children learn the basics of addressing to adults and listening to the others.

At the pre-school level, we can say that trying to teach a perfect communication is a fact which helps the further integration of the child at the following levels an is all based on the roots from the kindergarten.

The richer the language is the bigger the possibility to develop intersocial relationships is, meaning the possibility for the child to integrate in a system of relationships.

Speaking about the lingvistic acquisition of the child, the school education comes as a continuation, a compensation of the education the child receives in his/her family and this way the child learns how to cope with the requirements of the school.

Learning a certain type of communication, the child learns how to fit in a certain environment among humans; he also learns a certain system of attitudes to words himself/herself and towards the others, a certain way to compare himself/herself with the life experience.

[19] Curriculum-ului. Repere şi Instrumente Didactice Pentru Formarea Profesorilor, Editura Paralela 45, 2010

a. About language and communication:

„Language is the first poem of a people" (L. Blaga)[20]

Developing language, trying to make lingvistic communication varied and the interest for a correct speech are constant preocupations of the school in general.

The correct speaking and writing in a language means knowing the language in all its aspects. Acquiring the language is an activity which involves a long effort from an individual because the technique of receiving and producing language is a very complicated one.

Speaking is an activity specific to humans, a main activity and a very important one for the mental activity as well. Without speaking one cannot imagine the existance of the human being or the society itself. The functions of language are:

1. The main function is that of sending one's own thinking to another person;
2. The adapting function of language is that it is done within the society;
3. The ludic function of language is found during childhood;
4. The emotional function of language consists in expressing one's feelings;

a. **The importance of children's speaking correctly:**

''There is no difference between a child's heart and language. His language has five fingers and it grabs any abstract object skillfully." (Nichita Stănescu)[21]

Nursery school offers many possibilities to practice and develop language. The oral communication, dialogue or monologue, help to develop the phonetical aspect of language. The interior language becomes a way to speak for the pre-school child; he/she is focused on ideas, meanings and images.

The development for a pre-school child's language is based on cognitive experience in relation with the rest of the people.

When at nursery school, while communicating with the children around, the child is given the possibility to speak freely at any moment of the day, from his/her coming to school to his/her leaving from school.

Whether the activity is done individually or with groups, the focus should be on speaking so that their language become colourful, lively; in this way,

[20] Blaga, Lucian „Poemele luminii", ediție îngrijită de George Ivaşcu, Editura pentru literatura, colecția „Biblioteca pentru toți"

[21] http://poetii-nostri.ro/nichita-stanescu-autor-25/

when communicating with his/her colleagues, the child acquires grammatical structures, morphological, syntactic, phonological and lexical structures.

Educating a verbal correct grammatical communication means to educate:[22]

1. Phonological aspect -the child can distinguish the sound of a word.
2. The lexical aspect- the child enriches his/her active/pasive vocabulary, based on the experience .
3. The syntactic aspect- the child will be able to use a correct language from a grammatical point of view.

Family is a factor which influences positively or negatively a child's way of speaking; there are times when a talkative child is always stimulated to speak and a silent one neglected. As the child grows up, it happens that he/she changes his/her way of speaking and becomes from a talkative person a silent one and vice versa. This happens around the age of 3 and it has to do with the others' reaction to his/her speaking.

1.2 The difficulties of learning Romanian

Learning Romanian language correctly is done with teachers, taking into account the learners age and the phonological aspects of the language.

The Romanian phonological system has certain characteristics in saying certain sounds, Romanian being a phonological language, which means that every letter has a corresponding sound. At the end of the school year I gave children a test, to analyse sounds, words and sentences. I told children to listen to the following words: apple/coat/car.I asked them to analyse each word and say how many sounds there were in a word, which the sounds were , which the first, the seconds or the last sounds were. I asked them to listen to: "The child is playing with the ball". The children had to analyse the sentence, say how many words there were and which their order in the sentences was. They had difficulties in establishing the sound of long words, made up of more sounds and they said that there were fewer sounds than there actually were.

2. Methods to teach communicative structures

Method is the main element to achieve an objective .

The didactic methodology refers to all the methods and didactic means which are used in the learning process; it also refers to the nature, functions and possible classifications of different methods of teaching.

The methods are: action plans and ways of action.

[22] Kelemen, G. „Sinteze de pedagogie preșcolară", Editura Mihailo Palov, Vrsac, 2014

Using the learning methods refers to:

- Achieving some knowledge goals;
- Achieving some teaching goals;
- Achieving some skills goals;

2.1: **Educational resources**

The educational resources are , according to Cucoş, ''instruments or systems of instruments meant to facilitate the transmission of knowledge, to get some skills, to evaluate some acquisitions, to make some practical activities within the teaching process."[23]

The educational resources can be grouped in:

1. Educational resources with a didactic message: natural objects (animals, plants, insects) objects which imitate real ones, audio-visual aids others;
2. Educational resources which facilitate the transmission of the didactic message (instruments, laboratory devices, technical equipments, musical instruments, sport equipment, computers, etc).

The most important functions of means of teaching are:

3. To stimulate;
4. To form;
5. To form intellectual and practical skills;
6. To illustrate and demonstrate;
7. The esthetical function;
8. The evaluation function;
9. Ergonomical function;

3. Evaluation

Moto: ''Evaluation has an important place in the learning system, where it is integrated. It always has a direct or indirect relation with the learning progress in extension and in quality."[24] (Henri Pieron) Evaluation is an action of learning and knowing a phenomenon in all its aspects, with all its features, the state and the function of a system and the results of an activity. Consequently, its object can be a phenomenon, a person (student,teacher) an activity or its result, an institution, the learning system itself, etc. Another definition can be found in the book entitled ''Pedagogy" written by Constantin Cucoş. According to this definition, it is '' the process by which useful information is obtained and given, leading to making further decision." According to Jean Vogler, to evaluate has many other meanings among which there is always a synonymy, they are: ''to appreciate", ''to think of ",

[23] C-tin Cucoş „Pedagogie", Iaşi, 1999

[24] https://www.cairn.info/revue-bulletin-de-psychologie

''to estimate", ''to judge". Evaluation is a systematic progress by which the educator tries to determine if the level of the intended objectives is passed by the children and this operation consists of a value judgement.

3.1 Types of evaluation:

In the pedagogical teaching, the criterion of the suggested goal and the criterion of the usage frequency are used, they refer to:

- Initial evaluation,
- Continous evaluation,
- Cumulative evaluation,

There is another classification of the evaluation functions which can be taken into account:[25]

- Noticing and appreciating the school results obtained, classification and ranking of the students according to their performances,
- The diagnostic of the activity done by students,
- The prediction function, suggestions for the decisions which are going to be made, referring to the activity of the following levels, stages and the anticipation of the possible results.

Taking into account the previous functions, the evaluation has a lot of specific functions:

- It gives students a feed-back about their results and helps them to see if the objectives they had are completed;
- It helps students to develop the ability of self-assessment, by comparing their results to those expected by the school itself;
- It helps the educator notice the success and the failures of the educational process, comparing the objectives to the results;
- It gives the educator the possibility to see which the difficulties are for the children .

Noticing the children's language , the educator will see the children's abilities to:

- Make an oral request;
- To give information;
- To take part in a dialogue with questions and answers;
- To answer the questions they are asked.

According to these things that the educator can see in the children's behavior, he/she can establish some performance criteria, when it comes

[25] Roman, A., Kelemen, G. ,,Elemente de pedagogie- Repere in evaluarea cunoştinţelor psihopedagogice", Editura Învăţătorul Modern, Chişinău, 2014

about evaluation or noticing children's abilities to use the communicative structures.

"VERY WELL''- the child must make a clear statement, make up a story using a rich vocabulary, have a correct pronunciation and a correct intonation, answer the questions based on the story.

"WELL"- the child can make up a story, but has a poor vocabulary and has some grammatical mistakes.

"ACCEPTABLE"- the child hardly makes up a story, hardly knows the story line, has speaking mistakes, he/she answers the questions with very few words.

"NOT ACCEPTABLE"- the child cannot make up a story, cannot focus on a subject of a story or any theme.

3.2 Evaluation methods:

Here comes some ways of evaluating the children during the initial evaluation:

- Fill in the missing words

Task: ''I am going to read you a story. Pay attention please, listen and when I stop, you think for a short time and say which the missing word is. (The child may look at the text) It is a nice weather, the sky is…(clear), the sun is…(bright/shinning). Joanna and Mary are walking, they are picking …(flowers) and…(singing) their favorite song.''

27. The pronunciation test:

Task: The child is asked to listen carefully and repeat what he/she hears, in the following order :

- r,s,ş,t,gz,j,f,c,b,ce,ci,ge,gi;
- diphtongs and triphtongs : ea,oa,eau(floare,vreau);
- groups of two and three consonants: mn, cr, şt, str, ctf (pumn, creangă);
- counting from 1 to ten (ordinal and cardinal numbers);

28. The vocabulary test (to establish the amount of the words known by the child)

Objective: to check the vocabulary the child has and how he/she understands the words.

Method of the test: naming a number of words denoting the objects around, the child is asked the following question: „what do you know about…?"(doll, chair, apple,etc)

Task: ''Listen carefully what Iam asking you and say everything you know about…"

Marking : the correctness of the answer is evaluated and the fluency of the speaking flow.

The number of words the child uses when he/she answers is also evaluated.

Two points are given for every correct answer, one of which for the content of the answer and the other for fluency.

3.3 The continous evaluation

It consists of continously checking the results, during the whole process of learning; it usually checks small amounts of knowledge.

This type of evaluation has a permanent character and is included in the learning process from the begining to the end of the teaching stage; it is especially used to check knowledge, skills and abilities. This type of evaluation uses conversation, learning and teaching games, hand outs; the usage of these methods implies much preparation before the evaluation itself. "Draw/ Write … as many lines as many syllables you can hear in the following words: (the child is shown images with a ball, a flower, a car, a bicycle), words made up of 2,3 or 4 syllables. The oral test of making up sentences with a given word:

The task is:,, Make sentences which start with the next word …"(the child is given an image). The child must make sentences begining with that word (simple and compound sentences).

3.4 The cumulative evaluation:It is done in the pre-school learning system at the end of a long period of a teaching. (for example it can be used after a few weeks in which the children studied the theme SPRING and they had many lessons on this theme, or at the end of a school year). This type of evaluation implies a rigurous planning according to the objectives the teacher has, objectives which should refer to the whole tematic area.

Example: A questionnaire about educating the language, may have the follwing tasks:

- Circle the image which represents your favourite object;
- Make a sentences using this word;
- Say this word in syllables;
- Say which the initial and the final sound is in this word and write down the corresponding letters;

Except these questionnaire hand outs, another efficient method to evaluate the children is the continous noticing of the children's behaviour during the activities they are involved in; this helps the educator to see how much the children are interested in the theme they are presented.

4. Experimental research regarding the specific activities to educate speaking at a preschool level:

4.1 Research purposes

In order to make children's speaking perfect, I have experimented the way in which the critical thinking methods or the classical methods influence children's assimilation of communicative structures .

Children are receptive to both methods but the explanation the teacher offers, its clariness and the material used are very important.

It is a fact that both types of activities are worth using because they activate and enrich children's vocabulary and they can surely be considered means of developing communication. The active-participating method which emphasises the efficiency of the dramatic pedagogy is brainstorming. The complementary methods brings new things to the traditional instruments. (oral activities, written or practical activities). The alternative methods imply a substitution of the traditional methods with the modern ones.

- **The general hypothesis**

If I use the didactic strategy of the 3 M (method, means, material) will the educational

process become more efficient?

- **The specific hypothesis**

Will the children acquire the knowledge more easily if we use the modern methods of the dramatic pedagogy more often than the classical methods?

- **Independent variables:**

i. The development of the oral communication with preschool children is largely influenced by the usage of modern methods based on dramatic pedagogy, although the importance of the didactic games is not excluded;

ii. The involvment of the children is organising and developing the didactic games;

iii. The active contribution of the preschool children at both levels of the experiment.

- **Dependent variables:**

29. The ability of understanding the importance of each job;

30. The development of the intelligence, attention and team spirit;

31. The acquisition of new words, the enrichment of vocabulary, the improvementof conversation between children;

The experiment itself:

Stage 1: An activity based on dramatic pedagogy was proposed, based on brainstorming where the communicative activities are emphasised; the children were about 5-6 years old. I wanted this activity to be like a game and I used coloured pieces of cardboard for the traditional method.

Target groups: 5-6 years old
Nursery school: P.P. Pecica
Theme of experiment: The costumes parade
Means of teaching: games and dramatical situations
Domain: language and communication
Technigues: brainstorming
Educational resources: coloured paper, scissors, glue, paints, tinsel, clothes

The stages of the activity:

1. Catching the attention: I did this by a discussion; I told children to imagine that they were grown ups and they have to choose a job.
2. Announcing the objectives: I clearly stated that each job had something specific and they had to make some materials to present their jobs with the helps of those accessories.
3. The activity itself:

The children made their accessories and put on their costumes. They presented their jobs. We all imagined that there was a magical portal which we had to get through and suddenlly became adults . They presented the following jobs: driver, builder, kindergarten teacher, doctor, etc.

Stage 2: Doing the same activity, but in a traditional way, as a didactic game with small pieces of paper (cardboard)

Target group: 5-6 aged children
Nursery school: P.P. Pecica
Activity type: didactic game
Domain: language and communication
Method: explanation, conversation, presentation.
Educational resources : cardboards showing jobs, a T.V., small baskets.
Task: Name the jobs you are shown
Rules: The teacher will name a person who has to describe the picture he/she is shown (each child gets a picture that he/she will present to his mates as he/she was ,,on T.V")
Elements involved in the game: surprise, applause

Stages of the activity:

- The lead- in stage was done by presenting the surprise and the materials used;
- The announcement of the little of the game and the presentation of the rules;

Playing the game itself: each child had to present/describe his/her image, using correct grammatical sentences and phrases, and then

he/she put the cardboard on the table. Each correct answer was rewarded by applauses:

General objectives:

- To recognise and repeat rules specific to social life;
- To communicate with the groups by using words, gestures, body language:

Specific objectives:

- To state the activities specific to grown ups;
- To describe each activity using language and nonlanguage types of communication;
- To make the right accessories for the job he/she speaks about to communicate with colleagues using the right words and correct language;

Results:

I made the following table where I wrote down the results for each contestant:

- Weak;
- Medium;
- Good;
- Very good;

1.The ability to select the materials	**1**	**2**	**3**	**4**
The ability to notice fast what's new			4	21
The ability to make a decision fast		2	5	18
Imagination			5	20
The ability to act in the social life		2	3	20
2.Oral presentation, the ability to communicate with the group		4	3	18
The correctness of the sentences		4	3	18
The correctness of the statements		4	3	18
The right vocabulary			5	20
Oral communication		2	5	18
Non-verbal communication			5	20
3.The ability to work within a team		1	4	20
Helping the others in the group		1	1	23
Accepting the colleagues suggestions		2	3	20
Altruism		2	3	20
Sharing successful results		2	10	13
Behaviour within the group			5	20

18 of 25 children got a ''very good" mark for most of the criteria I wrote, 5 children got ''good" , 2 got'' medium" , but one got ''weak, because each of them contributed to the succes of the group.

Analysing the results

Even if all the objectives were achieved, during the game children were asked to obey some rules which limited their communication within the groups and limited their way of act freely.

It was difficult for them to:

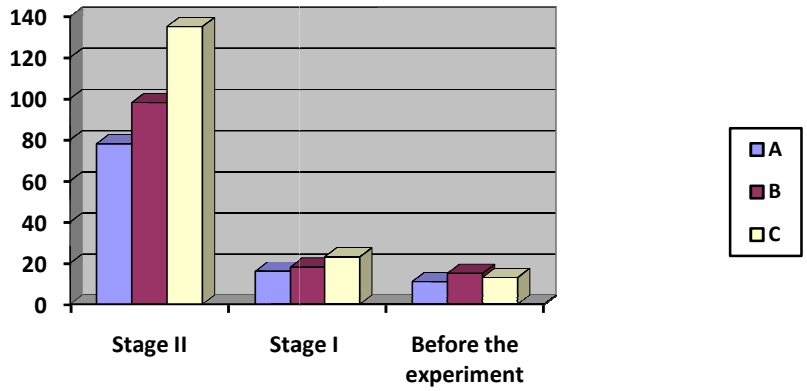
- Help others within the groups;
- Accept their mates suggestions;
- Behave nicely within the groups;

There were not too many differences between the children because they could not change the activity, the didactic game, a common activity with any other activity.

Modern interactive methods represent a new way of developing both communication skills and their verbal ability at pre-school children and this leads to the integration of important skills of correct and fluent speech .

The usage of the histogram plotting allowed me to compare results in comparison with the two samples of the experiment.

A= THE CAPACITY OF SELECTING THE MATERIALS;
B= ORAL EXPRESSION; GROUP COMMUNICATION ;
C= SPIRIT OF COOPERATION WITHIN THE GROUP;



Conclusions

"Words represent only a tool to express a thought." (Mihai Eminescu)[26]

[26] http://cerculpoetilor.net/Mihai-Eminescu.html

The communication between the teacher and her/his children is very important if we see it as a way to establish a relationship between that one who gives information, messages and those who receive the information.
The teacher can offer models of ways of communication, rules, definitions, but they are useless if children are not used to communicating.
The ideal communication means to ‘’translate” your message by specific skills. By his mission in school, the educator has to act like a master of communication.
In this article, I have tried to present active methods specific to communication as a learning way at the pre- school level.
To sum up, I do consider that stimulating the self-assessment is one of the main methods of optimizing the evaluation.
I strongly belive that the teacher should lead- in the children in the accurate learning of the evaluation criteria (which is communication in this case); this way they will clearly understand the teacher’s appraisal and they will not interpret it in a negative way , a thing which might have bad influence on their personal evolution.
The teacher can give communication patterns, rules, definitions; they all become useless if children are not trained to communicate.
The teacher can improve his/ her conduct, especially in teaching, learning design strategy, planning educational activities under the following apects:

1. Deep analysis of information content for its essentiality and its accessibility for transmitting information at different times of the day and for all children;
2. Usage of communicative methods known to enhance dialogue, because the communication is not just a message; it is important how the message is received and understood.
3. Knowing which the effects of actions taken will be, in order to improve them. Teacher – children communication has a purpose which is very important in the broadcasting of the information and the attitudes involved in the teaching- learning process.

Arghezi concludes that “communication begins with the choice of words”[27] which leads us to the following statement: communication is necessary as a means of effective teaching activity.

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WHY TEACHERS NEED TO KNOW ABOUT INTERCULTURAL COMMUNICATION

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Abstract: *We live in a time of the advancements in communication technology, more frequent is the influx of migration and consequently, the education system is faced with different challenges. With the arrival of students of different cultures, school becomes a richer cultural environment. This change in circumstances exposes teachers to a number of challenges. Among all the required competences of a teacher, intercultural communication is becoming increasingly important by time and therefore it is necessary to point out its significance. The application of intercultural communication is a call for the respect of human and children's rights, accountability and acknowledgment of every individual's national and cultural background. Both national and international legal framework oblige us to implement it. National and international standards oblige us to its application.*

Keywords: intercultural communication, teachers, culture, children's rights.

Апстракт: Живимо у времену када се комуникацијска технологија развија, прилив миграција је учесталији, самим тим и образовни систем се суочава са различитим изазовима. Доласком ученика различите културе школа постаје културно богатије окружење. Овом променом наставници се суочавају са све већим изазовима. У односу на све компетенције које наставник треба да поседује, једна од њих је и интеркултурална комуникација која сваким даном постаје све важнија и потребно је указати на њен значај. Примена интеркултуралне комуникације је позивање на поштовање људских и дечијих права, на одговорност и уважавање националног и културног порекла сваког појединца. Њена примена нас обавезује националним и међународним

dokumentima. Nacionalne i međunarodne norme nas obavezuju na njenu primenu.

Ključne reči: interkulturalna komunikacija, nastavnici, kultura, dečja prava.

INTRODUCTION

We live in a time when science is advancing, technology is evolving, and therefore comes a need for continuous specialization of teachers. Today, teachers are required to design and lead the learning process. They are also required to possess special skills such as: building relationships, assertive communication, intercultural communication, needs assessment, involving students in planning, encouraging the participation of students in curricular and extra-curricular activities through various projects.

Teaching represents a cornerstone in which students observe and understand the relationships that are based on different cultures and also represents an interaction with numerous cultural minorities.

The teacher is the key person in achieving the objectives and tasks of the teaching process. He/she is the main creator of atmosphere in the class, the person who contributes to the advancement of educational process. The teacher is a model, a role model to students, a person who directs, shows respect to each student, encourages socialization of students and builds moral values. In order to be in step with the present time, and to fulfill their tasks the teacher needs to be constantly educated, perfecting and to participate in the modernization of the teaching process.

Today we are increasingly faced with the problem of migration and the challenges that it brings. All of these changes affect social circumstances. Intercultural challenges in teaching set new requirements for the teacher, such as development of the ability to interact with a variety of cultural minorities, providing the opportunity to acquire intercultural competences, understanding and respect for the culture and customs of ethnic minorities. The teacher has a growing role as mediator and facilitator for the encounter of different cultures.

The school is greatly changing and is getting a new role. When we talk about education for inter-culturalism then we have to develop the ability of each individual to build relationships and communication with the environment. "To talk about intercultural education one cannot but analyze in theory and in practice" (Bognar, 2008, pp.12).

Why is it important that the teacher knows about intercultural communication? Why is this relatively new concept, in dire need in today's society?

School is a place where students build bridges toward the members of different cultures and adopt cultural values. School is a place where communication happens, one becomes inter-culturally aware and adopts attitudes and beliefs. When a student becomes inter-culturally competent, he/she is not only a citizen of their country, but becomes a citizen of the world.

THE CONCEPT OF CULTURE

Culture is one of the most important characteristics of man and society in general, given that no other species possesses culture.

Historically, the term of "culture" first appeared in Greece in VII and VI century BC when it was associated with cults and rituals and nurturing of human nature (Markovic and Dimitrijevic, 2003). The word culture is of Latin origin and comes from the verb colere, cultum, which means to cultivate, nurture, and speaks of the man's true attachment to nature. By culture is determined the way of life of members of a society or groups within society.

Definition of Culture - "Under the culture is considered the social environment that consists of beliefs, customs habits, tools, clothing, morality, art, rules, ownerships" (Markovic & Dimitrijevic, 2003, p.160).

There are a number of definitions which describe to us what culture is.

Hofstede, in his book "Cultures and Organizations" says (1997) culture is communication, communication is culture. Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.

In his book "The Interpretation of Cultures" (1973), Clifford Geertz says "The concept of culture I espouse, and whose utility the essays below attempt to demonstrate, is essentially a semiotic one. Believing, with Max Weber, that man is an animal suspended in webs of significance he himself has spun, I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretive one in search of meaning" (Schoeffel 2014, p.5).

In broad terms culture represents the totality of material and spiritual creations, the result of human creativity, unique and irreplaceable values. In the narrow sense of the word under culture is considered the quality of life as a totality of human existence (Nenadic, 1999).

The Universal Declaration on Cultural Diversity (2001) defines culture as "the set of distinctive spiritual, material, intellectual and emotional patterns of a society or groups of people ... together with their lifestyles, ways of living

together, art, literature, system of values, traditions and beliefs" (UNESCO, 2011).

Communication and Culture - Communication is the process of exchanging information between two or more parties. Communication exists ever since humankind acquired the ability to communicate. Earlier the communication process was carried from the sender to the recipients. However, in the first decade of the XXI century, the need for new and different communication skills appeared, enabling more efficient communication across cultures. Intercultural communication skills are now considered an important factor for success in all spheres of life.

INTERCULTURAL COMMUNICATION

Inter-culturalism is a very complicated and complex concept and is therefore neither a precise terminology nor conceptually determined. In the Lexicon of basic educational concepts, Mijatovic (2000, p. 140) defines inter-culturalism as "philosophy of pluralistic cultural coexistence, active interrelations and mutual understanding, tolerance and respect for different cultures, religions, traditions and other peculiarities that characterize minority compared to the majority."

Intercultural education aims to develop a sustainable way of life in a multicultural society through: development of understanding, mutual respect, dialogue and non-discrimination between members of different cultures.

Piršl (2005, p. 58) believes that inter-culturalism means "mutual exchange and interaction between cultures that are aware of their differences and shared values, creating an opportunity for dialogue and mutual enrichment."

Intercultural education is based on self-knowledge and self-tolerance in relation to oneself and one's own. The sense of acceptance and love may spread to others only if they are experienced in the immediate vicinity. To establish relationships with other and different, we must first reconcile relations with ourselves and our immediate environment (Sekulic - Majurec, 1996).

When we talk about intercultural communication it represents the interaction and communication with other people."Intercultural communication is viewed as a symbolic exchange process between persons of different cultures. The general goal of effective intercultural communication is to create shared meanings between dissimilar individuals in an interactive situation" (Ting-Toomey, in Schoeffel, 2014, p.21). It is important that the teacher applies intercultural communication verbally and non-verbally. Verbally, it refers to the language we speak, and in such cases the knowledge of one foreign language is of great advantage. By non-verbal communication we communicate through gestures facial expressions, body

posture. Very often non-verbal communication is the key, because it is unconsciously sending hidden messages which can often be misinterpreted. In such cases it needs special attention in order to avoid misunderstandings in communication. Indeed, the same gesture or tone of voice does not have the same meaning in all cultures.

Definition of Intercultural Communication **-** The goal of intercultural communication is to encourage individuals to consider their differences and to share various cultural meanings. According to Stella Ting-Toomey, the goal of intercultural communication is to create shared meanings between dissimilar individuals in an interactive situation. Effective intercultural communication requires that each member of the community should respect and support others self-concepts including cultural, ethnic, gender and personal identities. In her book Communicating Across Culture, Stella Ting-Toomey (1999) suggests that intercultural communication is defined as the symbolic exchange process whereby individuals from two (or more) different cultural communities negotiate shared meanings in an interactive situation (1999:16).“Intercultural communication is viewed as a symbolic exchange process between persons of different cultures. The general goal of effective intercultural communication is to create shared meanings between dissimilar individuals in an interactive situation“ (p.21).

She adds that “In addition to creating shared content meanings between two cultural communicators, we need to be mindful of the identity and relational meanings that are being expressed in an intercultural situation...Mindful intercultural communication requires that we support others’ desired self-concepts, including their preferred cultural, ethnic, gender and personal identities” (Ting-Toomey,p. 21).

When intercultural communication is applied, human rights are respected. Humanity, suppression of prejudice, disclosure and acceptance of differences, development of capabilities and skills required for coexistence between members of different cultures and communities are the origin of the principles of intercultural education (Ninčevic, 2009).

Understanding the ways in which culture shapes our attitudes about ourselves and others, developing critical awareness of ethnic, racial, gender and other inequalities and discriminations, and strengthening of individual responsibility, sensitivity and solidarity are essential in order to respect each culture for the development of humankind. Prejudice and stereotypes stand out as the most common barrier to effective intercultural communication. It often happens that what is accepted in one culture as positive, in the other is negative or has a different meaning, and can even be offensive.

Prejudices and stereotypes create many conflicts in communication. The stereotype implies that traits that are characteristic of a group must have

all members of the group. When creating stereotypes people are usually grouped by ethnicity, religion, gender or according to any other category. Stereotypes are often negative beliefs that can be changed through education. Prejudices are based on socially accepted stereotypes that are often negative. There are numerous forms of prejudice such as racism, anti-Semitism, religious intolerance, political and national prejudice, prejudices related to sexual orientation and so on. Prejudices and stereotypes as aggravating circumstances to the intercultural communication occur in people who are prone to generalization. For example, if in the class comes a new student who during pauses is left alone and stays away from other children, other children will experience him/her as a haughty, conceited. Children will negatively evaluate the child and avoid him/her, not even call them to invite them to birthdays. Rarely will children be considering the background of the situation, and realize for example that a person may be insecure, and that it's hard to get used to the new environment. From prejudice and stereotypes may arise behaviors that are very painful and threatening for other. Therefore it is very important for the teacher to recognize them in time, and not let one grow into action.

In order to successfully communicate in this case in the school one should be separated from all prejudices and stereotypes, respect other cultures and become inter-culturally sensitive. Prejudices are usually accompanied by strong emotions, as stated in the previous case, they are difficult to change and influence people's behavior. If we do not stop prejudice, we will discriminate, often unconsciously, and thus we will violate someone's rights, and that is the right to be different.

It is necessary to understand the consequences of discrimination, and to adopt the ability to develop non-stereotyped opinions and anti-prejudice attitudes

INTERCULTURAL COMPETENCE OF TEACHERS

As previously mentioned in the first part of this paper, to be a teacher today is becoming an increasing challenge. To be an inter-culturally competent teacher means to be capable of understanding and accepting other cultures.

The bases for successful intercultural communication are emotional competence, together with intercultural sensitivity.

By development of intercultural competence through education, conditions are created that ensure good communication, which is necessary for establishing quality relationships of coexistence in the community of every individual (Bognar, 2008).

Intercultural communication in school/class should be reflected through the development of intercultural competencies such as: creativity, self-criticism, the ability to analyze one's actions in relation to the other and vice versa, responsibility, respect. Intercultural competence encourages understanding of one's culture, cultural awareness and cultural sensitivity (Pirsl, 2007).

For Janet and Milton Bennett, intercultural competence is the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts (Schoeffel, 2014, p.149).

In her article "Transformative Training: Designing programs for culture learning" (2008), Janet Bennett adds "A clear consensus is beginning to emerge on the subject of what constitutes intercultural competence: a collection of capacities and of cognitive, affective and behavioural characteristics which, when applied, allow effective and appropriate interaction in a variety of cultural contexts" (Schoeffel, 2014, p.97).

In her Master thesis "Intercultural Skills Needed by Facilitators of Reconciliation Processes with Specific Reference to Contexts of Post-Interethnic Conflict" (2004) Véronique Schoeffel elaborated on the Bennett's definition, and suggested that "Intercultural competence is the ability to offer an ever changing and situational combination of the appropriate mindset and the appropriate set of skills, to create shared common meaning in a given and always unique situation" (Schoeffel, 2014, p.101).

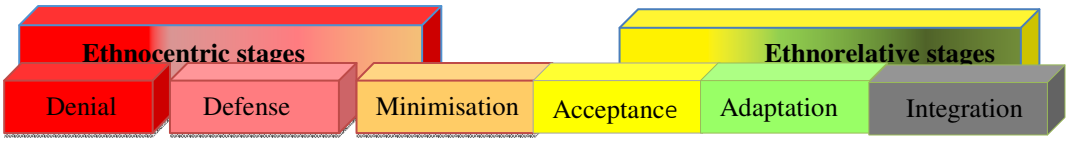
According to Darla Deardorff, "The SAGE Handbook of Intercultural Competence" (2009), intercultural competence is about our common survival "This search for intercultural competence underscores the need for genuine respect and humility as we relate to one another, meaning that we arrive at the point of truly valuing each other and, in so doing, bridge those differences through relationship building. In the end, intercultural competence is about our relationships with each other and, ultimately, our very survival as the human race, as we work together to address the global challenges that confront us" (Schoeffel, 2014, p.269).

DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY (DMIS)

Intercultural sensitivity is not an innate human characteristic - it is acquired. Intercultural sensitivity is the ability to perceive and recognize the existence of different views of the world that allows us to accept our own cultural values and cultural values of different people. "Intercultural sensitivity is essential for life and work in intercultural societies" (Pirsl, 2007, p.8). When we talk about the development of intercultural sensitivity, we are actually talking about how well teachers do their job regarding intercultural learning.

Bennett developed a model to measure intercultural sensitivity. It is known as the Development Model of Intercultural Sensitivity (Developmental Model of Intercultural Sensitivity - DMIS). The creator of the model (DMIS) is Milton Bennett (1986). The model consists of 6 levels which aim to explain how people construct their view of cultural diversity, which over time becomes more flexible. Bennett suggests that there are two basic approaches in terms of perceiving cultural differences in the world: the ethnocentric and the ethno relative approach. Each approach is divided into three levels, a total of six. As the experience with cultural difference is more complex, the competences in intercultural relations is greater. Although the level is determined by specific behavior and attitudes, the model's aim is not to change attitudes and behaviors, but their awareness.

Figure 1: Stages of development of intercultural sensitivity (Janet and Milton Bennett)



For the ethnocentric view of the world one's own culture is a measure of evaluation of other cultures, while for the ethno relative view one's culture is compared with other cultures. Ethnocentric orientation involves the interpretation of events and behaviors through one's own cultural perspective.

The first ethnocentric level is denial or neglect of cultural differences.

The second level is the defense from the differences that includes identification of cultural differences, but with a negative attitude. This level is marked by stereotypes, open unwillingness and attitude "we" and "they."

The third ethnocentric level is minimizing of differences, which includes the first signs of appreciation of different views of the world. At this level a person highlights the similarities between the cultures and only superficially recognizes cultural differences. Comments such as "we're all the same" are common at this level. It is very important to lead a person or group during this level toward the further development because some believe that the minimizing the differences is the last phase of progression. So, ethnocentric view of the world is based on mono-cultural perspective and is a way to avoid recognizing the existence of cultural differences, by denying them, defending against them or minimizing them.

Ethno relative approach– characteristic is the emphasizing of the importance of existence and understanding of cultural diversity. The first

level is the acceptance of differences in which a person recognizes and appreciates cultural differences. Cultural differences for the first time produce positive feelings in a person.

Adaptation, the second level, is adjusting to the differences that could be called "conscious competencies", in which a person tries to accept the view of the person with culturally different views. Precisely because of this "change of condition and view" an individual can much easier accomplish interactive relationships with people from other cultures. The third level is the integration of diversity: a person has adopted a multi-cultural view of the world. An individual who rules this level often performs the role of international mediator and/or ambassador. The goal of ethno-relative approach is to increase one's own awareness of every individual and make one intercultural sensitive when placed in situations with culturally different people. One such environment is a school where teachers are faced with culturally different students (Pirsl, 2007).

Education is not only a reflection of the environment and society. It creates them by itself, and plays an important role in multicultural communities, in creating and supporting the development of intercultural skills, abilities, knowledge and values, as well as the power of founding of ethno relative principles.

There is also a need for a connection between intercultural education and education for democratic and civil society, because by intercultural education and by applying intercultural communications is considered education that respects and promotes diversity in all areas of human life.

We need education that promotes equality and human and children's rights, opposes discrimination and promotes the values on which an equal relationship is built upon.

INTERCULTURAL COMMUNICATION IN SERBIA

Serbia is a multinational community in which different nations live in the same area, and where each of them can find itself in the position of the majority or minority, depending on the territorial and political framework.[28]

Intercultural Education in Serbia has not become an integral part of the overall school program yet, but individual facilities, concepts or themes of

[28](The ethnic structure of the population of Serbia (excluding Kosovo and Metohija), is as follows, according to the census of 2002: 82. 86% of the population are Serbs, Hungarians 3.91% ,Bosniaks 1.82%, Romani people 1.44%, 0.94% Croats, 0.82% Albanians, Slovaks 0.79%, 0.53% Vlachs, Romanians 0.46%, 0.27% Bulgarians and others (http://www.arhiva.srbija.sr.gov.yu).

different cultures are added to the curriculum so that it does not change its current structure.

Education about world cultures, religions and traditions is included in the curriculum as part of school subjects (history, geography, literature, foreign languages, music and arts). Art Schools (art and music) include in their school curriculum artistic experiences from different parts of the world. In the literature classes, texts of writers of national cultural minorities are studied. When it comes to the language of teaching, it is important to emphasize that in our country, it is provided by law that tuition is implemented in the Serbian language; in areas inhabited by ethnic minorities it can be carried out in the language of national minority at all levels of education, based on the requirements and the availability of teaching staff. Thus, based on the pre-school, primary and secondary levels of education (and partly in higher education), there is a complete teaching in Albanian, Hungarian, Slovak, Romanian, Ruthenian and Croatian language. Elective teaching of the mother tongue is organized in Bulgarian and Romani language in several primary schools. (Gosovic et. al.,2007).

INTERCULTURAL COMMUNICATION IN SWITZERLAND

The Swiss culture is mainly focused on the canton and the villages within it. This gives it a very democratic nature. Switzerland has four national languages: German, French, Italian, Rumantsch. According to the population census in 2000, the languages were: German (63.7%),French (20.4%),Italian (6.4%), Rumantsch (0.5%), otherlanguages (9%). [29]
Switzerland is often given as an example for intercultural communication.
In 2000, about 40 other languages werespoken in Switzerland, each by more than 1000 persons. Among « other languages » (103.400) persons spoke SerbianCroatian, (94.000) spoke Albanian, (89.000) spoke Portugese, (76.800) spoke Spanish, etc. In Switzerland, there are 26 Cantons, of which 17 are German speaking, 4 French speaking, 1 Italian speaking, 3 are bilingual (German and French) and 1 istrilingual (German, Rumantsch and Italian).

[29]As of 2012, resident foreigners made up 23.3% of the population, one of the largest proportions in the developed world. Most of these (64%) were from European Union or EFTA countries. Italians were the largest single group of foreigners, with 15.6% of total foreign population, followed closely by Germans (15.2%), immigrants from Portugal (12.7%), France (5.6%), Serbia (5.3%), Turkey (3.8%), Spain (3.7%), and Austria (2%). Immigrants from Sri Lanka, most of them former Tamil refugees, were the largest group among people of Asian origin (6.3%).(https://en.wikipedia.org/wiki/Switzerland#Languages).

Teaching takes place in the language of the Canton, thus there is teaching in 4 languages. At university level, most teaching takes place in one of the three main languages, or also in English sometimes. Contact with the administration takes place in the language(s) of the canton or of the municipality. Debates in Parlament also take place in different languages…each deputy speaks his or her language. The 4 languages are written in and protected by the Swiss Constitution (Art. 4 and 70). Such a culture requires deep respect for each other, and learning about one another. Teachers play a key role in promoting intercultural openness and respect, and in facilitating exchanges among classes from different languages. Learning one of the other national languages at school is compulsory for all Swiss pupils, so many Swiss are supposed to be at least bilingual, especially those belonging to linguistic minority groups. The main supermarkets are multilingual too! All main products are labeled in three languages.

LEGAL FRAMEWORK IN SERBIA

Intercultural Education in the Republic of Serbia has its legal supports in international instruments and national legislation. We will single out only the basic legal instruments of the Republic of Serbia by which is recognized the multiethnic character of our society and that can be the basis for the development of intercultural education:

• The Constitution of the Republic of Serbia (2006)
• Law on the Foundations of the Education System (2003, 2004)
• Anti-Discrimination Act (2009)

Policies, strategies and action plans

• Comprehensive Analysis of Primary Education in Yugoslavia, UNICEF, Belgrade (2001)
• Quality education for all - a way toward a developed society, MPS, Belgrade (2002)
• Poverty Reduction Strategy, the Government of the Republic of Serbia, Belgrade (2003)
• Quality education for all - Challenges of Education Reform in Serbia, MPS, Belgrade (2004)
• Action Plan for the Decade of Integration of Romani people, the Government of the Republic of Serbia (2005-2015)
• Unique action plan for the improvement of education of Romani people, JAP, Belgrade (2005).

Training teachers to work with diverse groups is still not systematically organized and it is not required and is based on the few programs that are often brought to the school by non-governmental organizations (NGOs). The education system and schools do not recognize the value of these programs

because they do not have any role in the criteria in hiring and evaluation of teachers.

International documents underlying intercultural education

• Convention on Civil and Political Rights of the UN (1946)
• Universal Declaration of Human Rights (1948)
• Convention on the Rights of the Child (1989)
• Convention and recommendations against discrimination in education, UNESCO (1960)
• International Convention on the Elimination of All Forms of Racial Discrimination (1965)
• International Covenant on Economic, Social and Cultural Rights (1966)
• Declaration on the Elimination of all forms of intolerance and discrimination based on religious affiliation (1981)
• Dakar Framework for Action (2000)
• UNESCO Universal Declaration on Cultural Diversity (2001)
• UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)
• Framework Convention for the Protection of National Minorities (1994)
• European Charter for Regional or Minority Languages (1992)
• Combating racism and intolerance against Romani people (1998)
• Millennium Development Goals, UN (2002)
• World Fit for Children, UN (2002)
• Quality education for all, UNESCO, Dakar (2002)
• International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)
• Convention on the Elimination of All Forms of Discrimination against Women (1982)
• UNESCO Convention against Discrimination in Education.

CONCLUSION

Cultural diversity in schools should be viewed as a source of acquiring new knowledge about other cultures, mutual cooperation and combating negative attitudes. The process of exchange of information is transmitted through cultural boundaries in a way that keeps the respect and the appreciation of diversity.

Concluding observations of the Committee on the Rights of the Child to the Republic of Serbia (2014) for the implementation of the Convention on the Rights of the Child are that the state must ensure the full implementation of international agreements in practice, telling us that enacted laws should be implemented and enforced in practice.

It is necessary to improve the teaching contents, the topics to be tailored to the students' development of tolerance, intercultural communication, respect for children's rights. There are no texts on these topics in other subjects, except in civic education, which is an optional subject and is not attended by all the students.
It is necessary to organize in all schools workshops on intercultural communication. The catalog of professional training does not give programs with these topics.
There is also general lack of knowledge about the concept of human rights and non-discrimination in Serbia. It is necessary to incorporate in the program of training the topics that are of importance to intercultural understanding, acceptance of diversity.
These forms of education for teachers and children are now realized by associations of citizens through project activities.
It is necessary to work on informing and raising the awareness of teachers about the acceptance of diversity and intercultural communication, which is a preventive mechanism in the suppression of misunderstanding between different cultures, and makes Serbia a more intercultural competent actor at all levels of the international stage.

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– Contain a nine month course at the Pestalozzi Children’s Foundation, under the auspices of the Swiss Comission for UNESCO, and a knowledge transfer, which has been realized in Serbia 2015.

The program was attended by representatives of Serbia, Moldova, Macedonia, Thailand, Laos, Tanzania, Guatemala, Honduras, El Salvador. The goal of the implementation of intercultural communication and learning on the Rights of the Child.

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REVIEW OF NEED FOR HEALTH EDUCATION IN THE BIO-PSYCHO-SOCIAL APPROACH OF MENTAL HEALTH

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Motto: 'Health is not everything, but without health there is nothing'
(Schopenhauer, 1788-1860)

Abstract: *Healthcare and fight against disease are some of the oldest human concerns. Health is not only an individual problem, it also concerns the society as a whole, as German philosopher Schopenhauer said, 'health is not everything, but without health there is nothing' (Schopenhauer, 1788-1860). Research objective: In this study, there was made a systematic review about the bio-psycho-social approach of mental health and educational needs in this context.Research hypotheses: Mental health status has an important role, as a part of human health in the bio-psycho-social approach of health in world. In Romania, there is an important public health problem, which requires appropriate health education of the population, and integrated mental health services, in the health system, for a better prevention.Research methodology: Several scientific articles have been reviewed, in order to make a qualitative and quantitative analysis of the mental health approach, in the light of bio-psycho-social issues of human health, and the educational needs of population in this field.Research results: show the need for mental health education of the Romanian population, in the current trends of mental morbidity evolution. The governmental politics for health follow prevention aspects, from the mental health perspective of population. The main prevention method remains health education of population.*

Keywords: *mental health, bio-psycho-social approach, health education, educational needs, review.*

Issue importance

Healthcare and fight against disease are some of the oldest human concerns. Health is not only an individual problem, it also concerns the society as a whole, as German philosopher Schopenhauer said, 'health is not everything, but without health there is nothing' (Schopenhauer, 1788-1860). Extrapolating the concept, we can say that: mental health is not everything, but without mental health, there is a life problem and a public health problem (Gavrilă-Ardelean et al., 2008). Population health depends, in a significant percentage, on genes, medical culture, and lifestyle of people (Gavrilă-Ardelean & Gavrilă-Ardelean, 2016). Without education, we can develop health problems, and we can lose our mental health.

Bio-psycho-social concepts of mental health show that there is a great bond between health, disease, and socio-cultural conditions (Gavrilă-Ardelean, 2010).

Looking at some philosophical currents, it can be seen that they combat the scientifical concepts that were considered pathological and psychopathological in the mental field. Dualities of the concepts health-disease, normality-abnormality have a cultural variability (Chirot, 1996). The cultural relativism increases obviousy. In cultural relativism, culture and society can cause deviant behaviors. Maladaptive behavior is manifested by easy renunciation of reponsabilities, and refusal to face difficult life situations (Catina, 1980). Instead of fighting with life problems, the individual withdraws in his disease, and runs away from social responsibility. This is an simptom of mental disease (WHO, 2001).

Transcultural psychopathology studies have shown that the customs, beliefs and knowledge of a social group, not only influence health and disease, but also change attitudes towards the healthy or ill individual (Sandu, 1999). Thus, many particular manifestations that are considered pathological in a country are accepted in another. These observations have led to the exaggerated statement, according to which the society decides whether a person is healthy or not. There should not be omitted, however, the fact that, in assessing a person with pathological or psychopathological manifestations, it is necessary to analyze the particularities of the group to which it belongs (Neamțu, 2004).

The criteria of health and disease depend not only on individual characteristics; a high percentage is held by social and cultural conditions (Gavrilă-Ardelean, 2010). According to this criterion, health in general (the mental one especially) can be considered, depending on the environment and history of the individual, as a result of the contradictory forces which must be appreciated, for their positive and negative character, in relation to social

customs and goals (Micluția, 2002). The healthy or ill individual must adapt to the environment, and to shape it, along with the style in which he lives.

Many health problems depend on the lifestyle and medical culture of the population, on how we protect our health, how we eat, the physical and mental work hygiene, the way we rest and organize our free time, the way we live and respect the environment (Gavrilă-Ardelean & Gavrilă-Ardelean, 2016). There are also harmful factors related to some aspects of modern life: cigarette smoking, sedentary lifestyle, obesity, the abuse of medicines like: purgatives, analgesics, antipyretics, anti-rheumatics; traffic accidents, suffering created by urban noise, air pollution in cities, insufficient adaptation to the conditions of urban life, abuse of alcohol are examples of conditions harmful to health, of risk factors, characteristics of the current era (Kaprio, 1991).

Healthcare and fighting the disease are some of the oldest human concerns, as discussed by M. Gavrilă-Ardelean elsewhere (Gavrilă-Ardelean, 2010).

A great endocrinologist, Pende, revealed the following four harmonies in the healthy body: health is the harmony of functions, beauty is the harmony of body shapes, goodness is the harmony of ethical feelings and wisdom is the harmony of intellect. This 'state of complete well', defined as health by World Health Organization, is decisively conditioned by the socio-economical conditions of the individual's country (OMS, 2002).

Research objective

This study consists of a systematic review of the bio-psycho-social approach of mental health.

Research hypotheses

The research hypotheses are:

- Mental health status has an important role, as a part of human health in the bio-psycho-social approach of health worldwide.
- In Romania, there is an important public health problem, which needs integrated mental health services in the health system, and also health education of population.

Research methodology

In this article, there have been reviewed many scientific articles, in order to make a qualitative and quantitative analysis of the mental health approach, in the light of bio-psycho-social issues of human health. The quantitative study was conducted during a 13-year period, by collecting statistical information from existing Romanian literature.

Research results

World Health Organization defined the human health as 'a state of complete well in terms of physical, mental and social and not merely the

absence of disease or infirmity' (WHO, 2008). According to this concept, the human is assimilated to a bio-psycho-social whole. The individual health is a balance between mind, body, soul and environment, allowing the body to maintain homeostasis. There is a great bond between socio-cultural conditions, health and disease (Jordi, et al. ed.). The criteria of health and disease depend not only on individual characteristics; a high percentage is held by social and cultural conditions and health education level of population (figure 1).

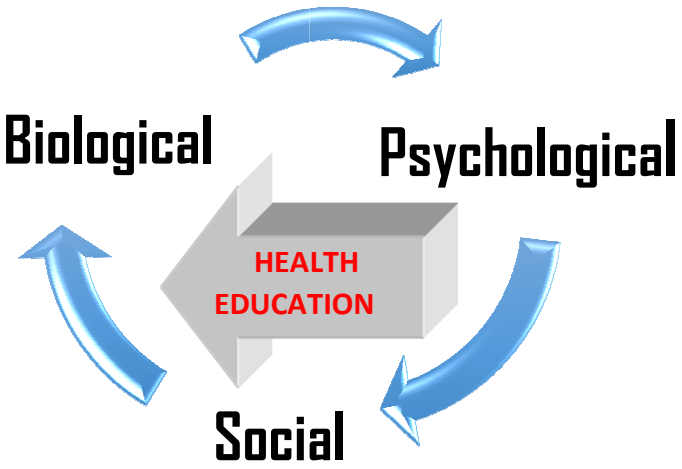

Figure 1. Diagram of Mental Health Determinants in holistic approach of human health

Demographic statistics of Romanian National Institute of Statistic show decreased trends of births and an increasing number of the elderly population (Breaz, 2011; Gavrilă-Ardelean, 2015).

National Romanian Institute of Statistic (INSSE) has shown a decreasement of population, and a negative natality index over the last decades (figure 2).

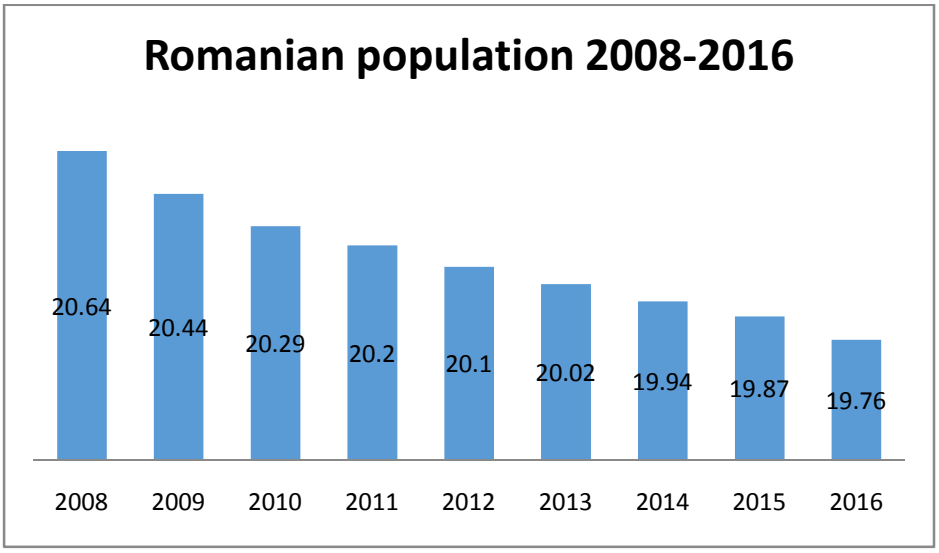

Figure 2. Demographic trend of Romanian population in 2008-2016 (INSR)

'The population of Romania dropped by more than 2.6 million people in the last decade, reaching 19043767 people and thus reaching the lowest level in the last 35 years, according to the 2012 census [...]' as shown by the National Institute of Statistic (Gavrilă-Ardelean, 2015, p.151).

From 'the analysis of statistical data [...], it appears that the birth rate, death rate and natural population growth in the time from 1946 to 2012 show a population decline and birth in Romania. [...] as of 1990 births in Romania to present a downward trend until 2012, when there were 12-13 births/1.000 inhabitants'(Gavrilă-Ardelean, 2015, p.151).

The changes that occurred in Romanian society after December 1989 and in Europe led to changes in population's behavior and way of thinking (Pop, 2010). The concepts of health and illness, of normal and pathological, of morality and immorality, that also involve changes in hygiene habits of the population, are changing (Tătaru, 2011).

The correlation of mental morbidity with demographic statistics, which will be presented in the following part of the review, shows us the increasement of mental health problems in elderly.

Morbidity, in the European Union population, holds a percentage of 81.3% deaths caused by mental illness (www.eurostat).

World Health Organization statistics show that Romania was ranked second in Europe, in terms of the incidence of mental illness, in 2011 (WHO,

2012). This aspect of mental health in the Romanian population is explained in the demographic trends: 'Studies on demographic prognosis estimate that in the next 20 years, the percentage of elderly persons will double' and 3% of the old people will suffer from this mental disorder that represents 'up to 60% of all dementia' (***RJNP, 1990; www.cnsm.org). In *Romania***,** in 1965, there were 460,000 *psychiatric patients***.** Of them, 82% (381.000 patients) had organic brain syndromes of *elderly,* neuroses, alcoholism*, personality* and behavioral *disorders***;** and 18% (79,000 patients) suffered from severe depressive syndrome, psychoses, dementia, and other types of mental diseases (ASS, 2008). 'The epidemiologic studies made were insufficient, lacking in many respects the standards of a reliable *statistical* outlook' (Donna, 1993). Between 1993 and 2006, the most frequent mental pathologies of elderly were: Tumors, Mental and behavioral disorders, Nervous System diseases, and Cerebrum-vascular diseases (figure 3).

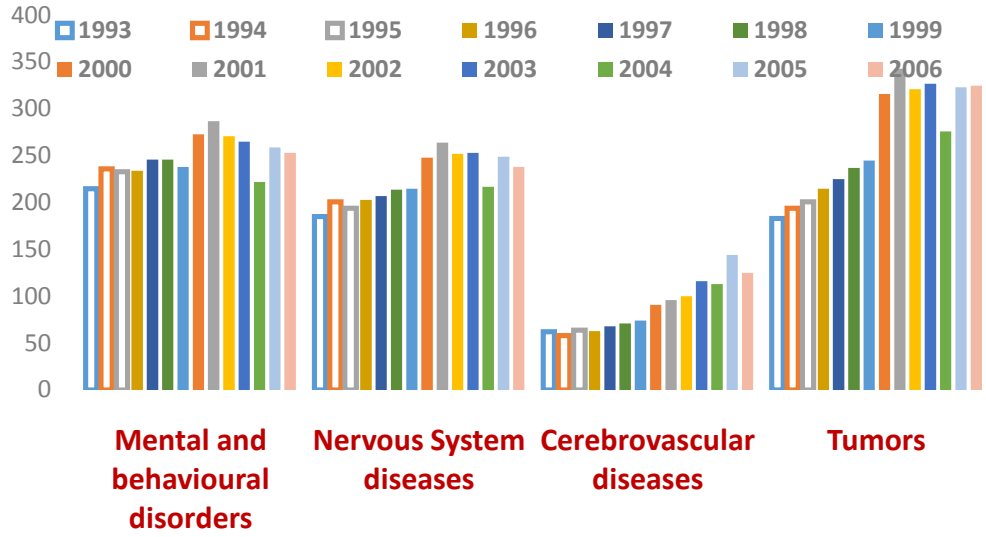

Figure 3. Situation of Mental Disorders of Elderly in Romania

In this context, the Romanian Ministry of Public Health considered that the mental health of Romanian population costitutes a public health problem. In our country, in accordance with Law 487/2012, that protects mental health, and in accordance to the patient rights, people with mental health problems have the right to access mental health services in confidentiality, except as provided in this law: if there is a legal provision to that effect, if it is established that the guilt for an offense prescribed by law or if necessary knowledge of diagnosis psychiatric and personal background of the individual to exercise a profession, provided that the anonymity of the person concerned. In these cases, there may be sent copies of files and

medical records between different hospitals, on demand or on transfer, if the patient accepts the transfer (Art. 33, Law 487/2012).

For the next period (2014-2020), a priority for mental health policies in our country, as discussed elsewhere by M. Gavrilă-Ardelean, is to promote integrated health mental services on public-private sector partnership. ′A goal in the treatment of mental disorders […] is′ to integrate ′mental health services throughout the health system: public, private and non-governmental′, to combat ′resistance related stigma′ and to promote a ′holistic approach to individual and therapeutic act with social reintegration of people with mental health problems in Romania′ (Gavrilă-Ardelean, 2015, p.159).

'According to the Universal Declaration of Human Rights, any person suffering from a mental disorder has the right to exercise all civil, political, economic, social and cultural rights recognized unless required by law. It is not allowed any discrimination based on mental disorder. Any person suffering from mental disorder has the right, in its capacity function far overdue, to live and work in the community' (Art. 35), (Gavrilă-Ardelean & Moldovan, 2014; Gavrilă-Ardelean, 2016; HG 355/2007; HG 1169/2011; Law 487/2012; OUG 96/2003/3004).

Conclusions and Perspectives in Mental Health

In the current trends of evolution of the mental morbidity of Romanian population, the governmental politics for health use prevention, as a mental health perspective for population. The main economic method of prevention remains health education of population (WHO, 2002).

For the next period (2014-2020), a priority for mental health policies in our country, as discussed elsewhere by M. Gavrilă-Ardelean, is to promote integrated health mental services on public-private sector partnership. ′A goal in the treatment of mental disorders […] is the integration of mental health services throughout the health system: public, private and non-governmental, combating resistance related stigma and promoting holistic approach to individual and therapeutic act with social reintegration of people with mental health problems in Romania′ (Gavrilă-Ardelean, 2015), (figure 4).

The increasing chronic inefficiency of the health funds' use, the contradictory measures and the lack of population's health education are concrete facts, which lead to a continuous degradation of population's health state. The synergy of all social actors is required because the entire society (in political, economical, cultural and ethical spheres) is interested in health (Gavrilă-Ardelean & Moldovan, 2014).

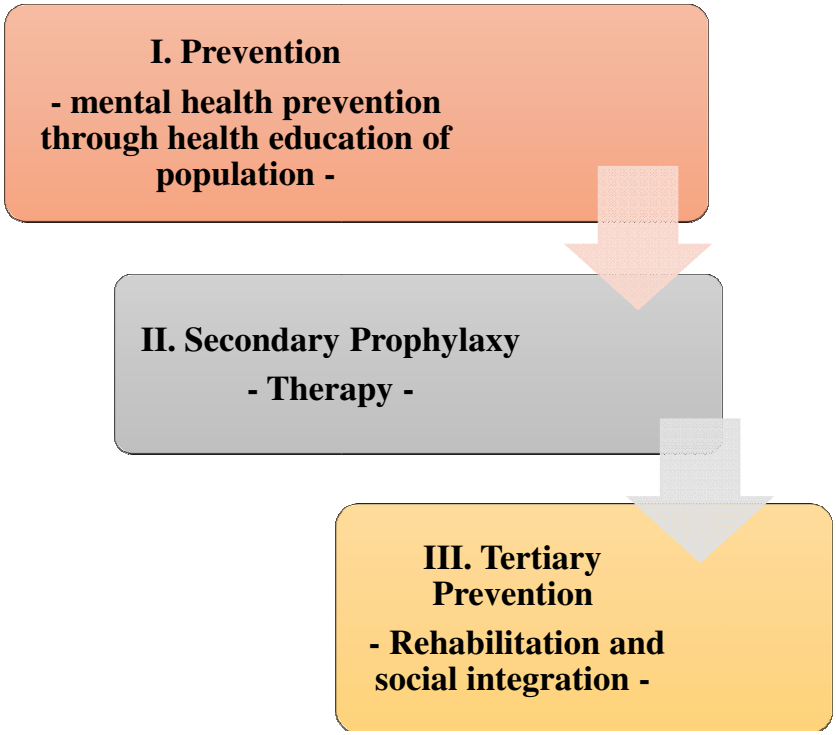

Figure 4. Mental Health Prevention Diagram

Research results: show the need for mental health education of the Romanian population, in the current trends of mental morbidity evolution. The governmental politics for health follow prevention aspects, from the mental health perspective of population. The main prevention method remains health education of population (Gavrilă-Ardelean, 2008; Kelemen et al., 2016).

Health is a proof of a nation's civilization. These are the reasons to develop new projects in the field of mental health (Fond-Harmant & Gavrilă-Ardelean, 2016; Fond-Harmant et al., 2016).

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THE IMPACT OF LEISURE SPORTS ACTIVITIES ON THE INDEX OF QUALITY OF LIFE IN ADULTS

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ABSTRACT

Objective: *The objective of this article is to show, in a declarative and comparative manner, the impact of recreational sports activities on quality of life index in adults, who perform leisure sports activities and for those who do not practice. The question of this study is: the leisure sport activities have an impact on the index of quality of life, in adults?*

Methods: *The study was conducted between October 2012, March 2013 on a sample of 500 adults, who responded to a survey questionnaire, for the evaluation of the quality of life, with the name Short form (SF – 36), of whom 318 individuals perform leisure sports activities and 182 do not perform this kind of activities. The age range of our subjects undergoing our research is 25–49 years.*

Results: *Out of the total subject population, (N= 500), for those who practice sports activities (N= 318), quality of life is good for 51.1% and satisfactory for 45.9%. For the persons which do not perform sports activities (N=182), 49.5% have a satisfactory quality of life, however, for 45.1% the quality of life is unsatisfactory and only for 5.5%, the quality of life is good.*

Conclusions: *The adult persons that perform sports activites in a consistent and sistematic way, have a better quality of life index than those who do not perform these types of activities.*

Keywords: *leisure sports activities, quality of life, health, adult persons.*

1. INTRODUCTION

When considering Sen[1], quality of life offers the subjective perspective of people in regards to their own existence, their own increase or decrease of living standard. The quality of life (QoL) is more important than economic wellness and it invisions the tracking of the individual's interest, the power of fulfilling of certain actions and to accomplish different purposes

that need to be achieved.[1]. It is not about personal utility, centered on happiness, pleasure or desire, but about the state of a person in relation to social circumstances, about the things that he is successful in doing or achieving during the course of his life.

In its essence, QoL implies a qualitative approach of social – human life, as it is measured (evaluated) by experts and as it is lived by subjects.[2] QoL, as Liu Ben – Chien[3] perceived it, is a subjective definition for everything that we call population wellness and of the environment in which the population lives. It expresses a set of desires that were accomplished and that, taken together, determinate the happiness and satisfaction of the individual.[3]

Serban and colab.[4] defines the QoL as being "physical, social, economic, psychological and spiritual wellness, as well as the capacity of individuals to accomplish their everyday tasks. On the basis of this definition, the authors[4] take away six dimensions of the QoL as follows: physical wellness, functional wellness, psychological wellness, social wellness, economic wellness, spiritual wellness.

Wellness is defined as prosperity, flourishment, well-being and it represents the level in which satisfaction is expressed. It incorporates all the evaluations of the different aspects of personal life, of changes and their results, of the favorable conditions that ensure life passing.[4]

QoL refers to the description and evaluation of nature, and maintaining life conditions for different citizen categories. The necessity of creating and especially improving of the QoL was noticed since the 60's as a consequence of "The movement for social indicators". Following certain government programs (educational, social and environmental), the need of utilizing indicators that measure the effectiveness of these programs in respect to the QoL. In 2001, the domain of QoL becomes one of major interest, in the E.U, specifically through "The foundation for Improving the QoL and Work" [5], which had the purpose the improving of the QoL of the citizens in the E.U. Due to the fact that in our country, concerns for improving the QoL have appeared, yet this concept is understood in a diverse way. In Romanian literature, as years passed by, several papers that treat this concept have appeared.[6-11] In Romania, unfortunately, with the exception of a few papers, we dispose of few data in reagards to the impact sports activities may have in the improvement of life, for all age categories.

According to a study made by Marginean[8], in Europe we can find significant differences between the QoL when comparing different countries, It is better in the Nordic countries and worse in Southern and Eastern Europe. In comparison with the other E.U member countries, Romania situates in precarious positions when taking into consideration the macro-economic

resources related to the living standard and population financial income. Yet, the data indicates a better position in regards to subjective well-being. The author[8] states that, the research conducted in the year 2011, indicates a certain deterioration of QoL in many of the E.U member countries, comparing to the year 2007, due to the economic crisis. This decrease is related mostly to Greece, Spain, Cyprus and Portugal. The most disadvantaged population categories were persons with low income, long term unemployed persons and elderly people.

Generally, in 22 countries out of the 27 E.U members, a deterioration of the living standard evaluation values has been recorded, in 2011, comparing with 2007, and just two countries have shown improvement (Bulgaria and Austria). Major deteriorations of consumption availability in rapport with needs are shown in Greece (from 68% to 86%), Slovakia (from 42% to 71%), Estonia (50% in comparison with 67%), as well as in Slovenia (38% as opposed to 50%), France (37% and 49%), Ireland (21% and 43%), Great Britain (21% and 37%), Holland (22% and 31%), Finland (19% and 25%), Denmark (13% and 18%), Sweden (15% and 18%).[8]

The improvement of people's QoL must represent one of the major objective of each country in the E.U, as well as in all other countries all over the world.

The main assessing component of the QoL is represented by the health condition, and this is conditioned by the level of physical, psychological and social health, the three influencing themselves.

The health status can be assessed both objectively (example: collecting and analyzing of certain biological and clinical parameters, shown in a research/evaluation chart for each individual), as well as subjectively. The most frequent method of subjective assessment of health status is self-evaluation. Questionnaires of satisfaction and/or evaluation of own health status are frequently utilized, usually together with an objective method of evaluation of health.[13]

At an adult level, both nationally and European level wise, the health status presents low values, due to stress, work and other factors, that lead to the apparition of several illnesses, sometimes even chronic. The lack of performing sports activities/sport may contribute to the early debut of some diseases, especially of cardiovascular nature, and any rise in practicing these activities will bring benefit towards the overall health condition.

The improvement of health can be achieved, along with other methods, by practicing leisure sports activities.

The sport-recreational activities represent a requirement that conditions the increased benefit of the citizen, regardless of age and profession. Through the role attributed by society, recreational sports

activities outweigh the dimensions of certain leisure activities, taking part in the vast program of preparation and forming of the citizen for work and social life.

Nowadays, the tech-science evolution translates to less movement, and thus contributes to the considerable reduction of physical effort as opposed to the intellectual one. The statistical data published by World Health Organization[14], highlights the significant growth in the last years of overweight and obese persons, due to the diminishing of physical activities (P.A) and the increase of sedentarism in everyday life. Under these conditions, measures must be taken to prevent these through the systemic practicing of physical exercises, thus replacing the three negative factors of modern civilization: sedentarism, overeating and over exhaustion.[14]

Also, sport, perceived through a more extended acceptance, as: sports for everyone or sport for health, represents in countries more developed a state policy, because the health condition and the development of the population depends on it.[15]. The fact that movement leads to maintaining an optimal state of ealth, regardless of age, sex and level of development etc., is a proven fact and should be accepted by everyone. The individual must form a healthy lifestyle for himself, to spend his free time through practicing a sport or certain preferred sports activities like: walks, trips, hikes etc., to know and harmonize his own body, counter-measuring the bad habits like sedentarism, stress, tobacco, alcohol, thus improving his own living standard and QoL.[15]

The aim of the study was to demonstrate if the leisure sport activities have an impact on the index of QoL, in adults.

2. MATERIAL AND METHODS

The study realized in the period October 2012 – march 2013 on a sample of 500 adult persons, out of which 318 were practicing leisure sports activities and 182 which did not practice these types of activities. The age of the subjects taking part in the research was ranging from 25 to 49 years old. Subjects were split as follows: for the age category 25-29 years old, N=66 (25 males; 40 females); aged between 30 and 34 y/o, N = 120 subjects (55 males and 65 females); for those aged between 35 and 39 y/o, we have N = 65 (males 39; females 26); subjects aged between 40 and 44 y/o, N = 175 (70 males and 105 females); 45–49 y/o, N = 75 (40 males and 35 females).

During the research, we applied a standard questionnaire, with the purpose of assessing the QoL level, with a large amount of scales and with the biggest utility, named MOS SF 36- *Medical Outcome Study-Short Form 36 (the sudy of medical activities results),*[16], acute form, with 36 items and 6 domains:

- *Scale of physical functionality* – with 10 items: (example: climbing several levels using the staircase, walking a distance greater than 1 kilometer. Scores between 10 and 30).
- *Scale of problems caused by physical conditions* – with 4 items (example: You have accomplished less activities than you originally desired; you were limited by the genre of work performed or by other activities? Scores between 4 and 8).
- *Scale of social functionality*: with 2 items (example: In the last four weeks, to what extent was your health condition or emotional problems affected in a negative way your usual social activities with your family, friends, neighbors or other group of people? In the last four weeks, how much did your health related or emotional problems affected your usual social activities (like visit to friends, relatives, etc.)? Scores between 2 and 10).
- *Scale of body pain* – with 2 items; (example: With what intensity have you felt pain in your body in the last four weeks?; In the last four weeks how much did the felt pain affect your daily work (including home and outside home activities?) Scores between 2 and 12).
- *Scale of mental health* – with 5 items (example: Were you mad? Were you calm and quiet?; Scores between 5 and 30).
- *Scale of problems caused by emotional states* – with 3 items (example: Did you accomplish less activities than you originally desired? Did you reduce the time period spent working or performing other activities?; Scores between 3 and 6).
- *Scale of vitality* – with 4 items (example: Were you feeling full of life? Were you feeling exhausted?; Scores between 5 and 30).
- *Scale of general health* - with 5 items (examples: I feel that I get ill faster than other people; I am as healthy as anybody I know; Scores between 5 and 25).[16]

The questionnaire had in its contents 11 questions, with interpretable values between 0 and 100 points. The higher the value is recorded, the better the quality of life indicator is. Every participant has checked one variant response.

The categorization values of the questionnaire are: scores between 80 and 100 points characterize a person capable of undergoing a normal activity, without obvious signs of illness, *QoL is good;* scores between 50 and 70 define a person that cannot undergo a normal activity and sometimes needs assistance, *QoL is satisfactory,* and scores below 49 points characterizes a person incapable that needs special assistance, institutionalization, *QoL is unsatisfactory.*

The questionnaire was applied both in the beginning as well as the end of the undergoing of different leisure sports activities in the city of Brasov, as well as on the street, for all age categories, belonging to the pool of subjects to which the study was referring to.

The questionnaire was applied to the adult population, which declared that they practice leisure sports activities, with a certain reoccurrence (participants to different sports activities: crosses, hiking, jogging, mountain running, running in parks, sport games, fitness gyms, cycling, swimming, ski etc.), to the persons that have mentioned that they do not practice sports activities (questioned on the street), as well as to those that took part in different mass sports activities, organized by regional/local institutions, sport associations, non-profit organizations, etc.)

After gathering and processing the data resulted from the questionnaire, the creation of statistical analysis was performed, through the statistical program SPSS 20.[17]

3. RESULTS AND DISCUSSIONS

3.1. Interpretation of data collected from the questionnaire that was applied

3.1.1. Validation of the questionnaire focused on the level of QoL[17]

The questionnaire that is referring to quality of life, presents an acceptable level of fidelity (Cronbach's alpha=0.705) (Table 1).

Table 1. Degree of internal consistency of the questionnaire centered on the QoL

Cronbach's Alpha	No. of Items
0.705	36

3.2. QoL depending on pool analyzed, for adult persons that practice leisure sports activities[17]

Analyzing, depending on the QoL, the pool of persons that practice leisure sports activities (N=318), we can summarize that the average score obtained is 94.94.

Results differ from the average, higher or lower, with 2.44 points.

Modular value shows that the score of 94 points is the most common for the people in the pool analyzed.

We also observe that we have an asymmetrical negative curve, (Fig. 1), slightly to the right (Skewness asymmetry coefficient -0.233) and

platykurtic (peak coefficient -0.732), flatter than a normal distribution, having dispersed values, on a higher interval when comparing to the average. Extreme values have a small presence (Table 2).

Table 2. Descriptive statistics on QoL for the pool of persons who practice leisure sports activities[a]

Quality of life

N	Valid answers	318
	Eliptical answers	0
Average		94.94
Median line		94.00
Module (modular value)		94
Standard deviation		2.444
Skewness asymmetry coefficient		-0.233
Kurtosis coefficient		-0.732
Minimum		90
Maximum		99

a. Practicing leisure sports activities = yes

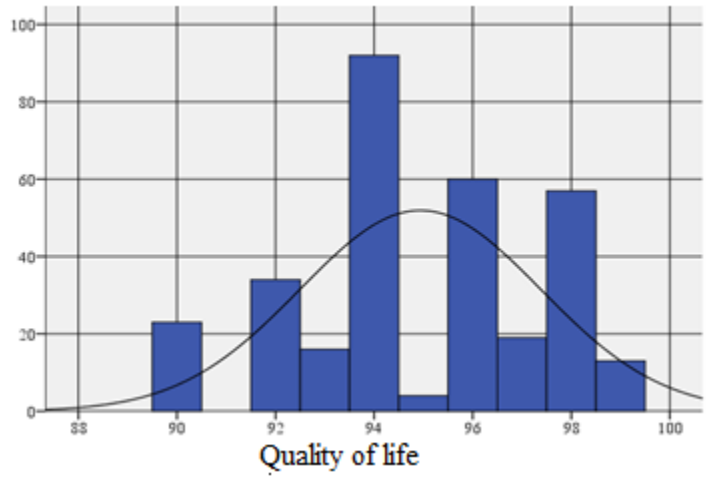

Fig. 1 Histogram of the frequency distribution in reference to the QoL of adult persons that practice leisure sports activities.

Testing the distribution score normality (Kolmogorog-Smirnov Test) regarding to the QoL of persons that practice leisure sports activities (N=318), shows as that it is not normally distributed (Table 3).

Table 3. Testing the distribution score normality regarding to the QoL of persons that practice leisure sports activities

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Value	Degrees of freedom df	Signification limit p	Value	Degrees of freedom df	Signification limit p
Quality of life	0.168	318	0.000	-933	318	0.000

a. Practicing leisure sports activities = yes

As far as QoL is concerned, this is *good* for 54.1% of the subjects in the pool of the leisure sports activities practitioners, and *satisfactory* for 45.9% of the subjects in matter (Table 4).

Table 4. The distribution of the QoL index, for the persons that practice leisure sports activities

		Frequency	Percentage	Percentage of valid responses	Cumulative percentage
Variable responses	Satisfactory quality of life	146	45.9	45.9	45.9
	Good quality of life	172	54.1	54.1	100.0
	Total	318	100.0	100.0	

a. Practicing leisure sports activities = yes

We note that 54.1% (N=172) of those who perform leisure sports activities (N= 318) have a *good QoL* (Table 4). Out of these, 81 (54.4%) are males (aged between: 25-29 y/o, n=15, i.e. 18.51%; aged between 30-34 y/o, n=30, i.e. 37.04%; age of 35-39 y/o, n=15, i.e. 18.51%; age of 40-44 y/o, n=11, i.e. 13.58% and age of 45-49 y/o, n=10, i.e. 12.34%) and 91 (53.8%) are females. For the female gender, (N= 91)*, with a good QoL,* distribution on age categories was made as follows: 25-29 y/o, n=20, i.e. 21.97%; between 30-34 y/o, n=32, i.e. 35.16%; for the age of 35-39 y/o, n=13, we have a percentage of 14.28; 40-44 y/o, n=20, i.e. 21.97% and 45-49 y/o, n=6, i.e. 6.59%.

Subjects (N=146) which, following the questionnaire statements have obtained a score leading to a *satisfactory* rating (in matter of self-perception on the level of the QoL), represent a percentage of 45.9 out of the subjects who perform sports activities, respectively N=318 (Table 4) and 68 of them are males (45.6%) and 78 females (46.2%). As far as the male gender is

concerned, age distribution is made as follows: 25-29 y/o, n=10, i.e. 14.70%; 30-34 y/o, n=20, i.e. 29.41%; 35-39 y/o, n=11, i.e. 16.17%; 40-44 y/o, n=24, i.e. 35.29% and 45-49 y/o, n=3, i.e. 4.41%. For the female gender, N=78, the subjects who declared a *satisfactory QoL,* are distributed as follows: 25-29 y/o, n=12 (15.38%); 30-34 y/o, n=25 (32.05%); 35-39 y/o, n=13 (16.66%); 40-44 y/o, n=20 (25.64%) and 45-49 y/o, n=8 (10.25%).

3.3. QoL, depending on the analyzed pool, for adult persons that do not practice leisure sports activities[17]

The subjects from the analyzed pool that *do not practice leisure sports activities (*N= 182), obtained scores between 40 and 75 on the matter of QoL.

The average score obtained by subjects is 64.82, whereas the most frequent score encountered on subjects was 65.

We observe that we have an asymmetrical negative curve, (Fig. 1), slightly to the right (Skewness asymmetry coefficient -0.816), with several extreme values to the right and highly leptokurtic (Kurtosis coefficient 6.941), much more sharpen than a normal distribution, with many values concentrate around the mean value. (Table 5, Fig. 2).

Table 5. Descriptive statistics on QoL for the pool of persons who do not practice leisure sports activities[a]

Quality of life

N	Valid answers	182
	Eliptical answers	0
Average		64.82
Median line		65.00
Module (modular value)		65
Standard deviation		4.876
Skewness asymmetry coefficient		-.816
Kurtosis coefficient		6.941
Minimum		40
Maximum		75

a. Practicing leisure sports activities = no

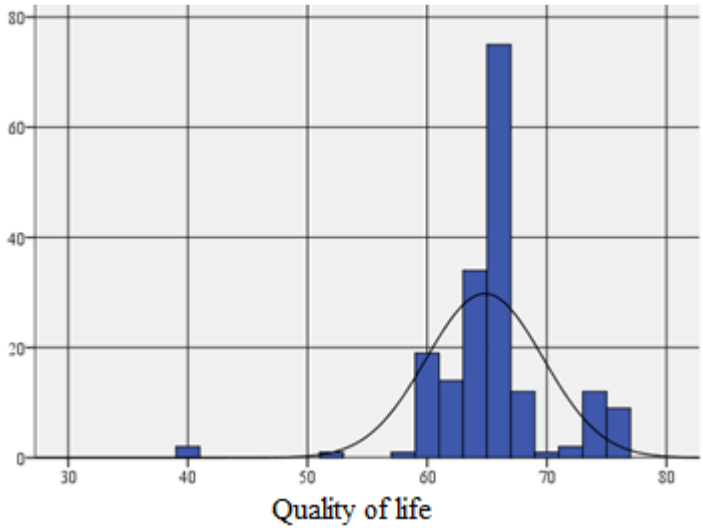

Fig. 2. Histogram of the frequency distribution in reference to the QoL of adult persons that do not practice leisure sports activities

The result of the normality test shows an abnormal distribution (Table 6).

Table 6. Testing the distribution score normality regarding to the QoL of persons that do not practice leisure sports activities[a]

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Value	Degrees of freedom df	Signification limit p	Value	Degrees of freedom df	Signification limit p
Quality of life	.287	182	.000	.796	182	.000

a. Practicing leisure sports activities = no

As far as the persons that do not perform leisure sports activities are concerned (N= 182), 49.5% have a *satisfactory QoL*, but for 45.1% out of them, *QoL is unsatisfactory* and only 5.5% have *a good QoL* (Table 7).

Table7. The distribution of the QoL index, for the persons that do not practice leisure sports activities[a]

		Frequency	Percentage	Percentage of the valid answers	Cumulative percentage
Valid answers	Unsatisfactory quality of life	82	45.1	45.1	45.1
	Satisfactory quality of life	90	49.5	49.5	94.5
	Good quality of life	10	5.5	5.5	100.0
	Total	182	100.0	100.0	

a. Practicing leisure sports activities = no

We note that 49.5% (N=90) of the total number of persons who do not perform leisure sports activities (N=182) have *a satisfactory QoL* (Table 7). Out of these, 42 (51.9%) are males (aged between 25 and 29 y/o, n=2, i.e. 4.77%; between 30 and 34 y/o, n=1, i.e. 2.38%; between 35-39 y/o, n=4, i.e. 9.52%; between 40-44 y/o, n=25, i.e. 59.52%, and between 45-49 y/o, n=10, i.e. 23.80%) and 48 females. For the female gender, 47.5% *have a satisfactory QoL* according to the following distribution on age categories: 25-29 y/o, n=3, i.e. 6.25%; 30-34 y/o, n=2, i.e. 4.17%; 35-39 y/o, n=3, i.e. 6.25%; 40-44 y/o, n=30, i.e. 62.5% and 45-49 y/o, n=10, i.e. 20.83%.

Subjects (N=82) which, following the questionnaire statements have obtained a score leading to a *unsatisfactory rating* (for the self-perception of QoL), represent a 45.1% from the non-practicing of leisure sports activities pool, respectively N=182 (Table 7), and are comprised of 36 males (44.4%) and 46 females(45.5%). As far as males are concerned, the age distribution is made as follows: 25-29 y/o, n=7, i.e. 19.44%; 30-34 y/o, n=4, i.e. 11.11%; 35-39 y.o, n=10, i.e. 27.8%; 40-44 y/o, n=15, i.e. 13.9% and 45-49 y/o, n=10, i.e. 27.8%. For the female gender, N=46, subjects were distributed as follows: 25-29 y/o, n=7 (15.21%); 30-34 y/o, n=3 (6.52%); 35-39 y/o, n=11 (23.9%); 40-44 y/o, n=15 (32.60%) and 45-49 y/o, n=10 (21.74%).

Subjects (N=10) which, following the questionnaire statements have obtained a score leading to a *good rating* (5.5%), for the male gender (N=3), the following distribution was performed (Table 7): 25-29 y/o, n=1, i.e. 33.3%; 30-34 y/o, n=1, i.e. 33.3%, 35-39 y/o, n=1, i.e. 33.3%; 40-44 y/o, n=0, i.e. 0%, 45-49 y/o, n=0, 0 i.e. %. For the female gender (N=7), subjects were distributed as follows: 25-29 y/o, n=2, (28.57%); 30-34 y/o, n=2, (28.57%); 35-39 y/o, n=1, (14.28%); 40-44 y/o, n=1, (14.28%) and 45-49 y/o, n=1 (14.28%).

4. CONCLUSIONS

Nana Kwame Anokye et al.[18] say higher levels of Physical activity (PA) are associated with better Health Related Quality of Life (HRQoL). This relationship is consistent across different measures and types of PA. Participation in walking and sports and exercise are correlated with a modest effect on HRQoL. Differences in the magnitude of HRQoL benefit associated with objective and subjective measures of PA are noticeable, with the former measure being associated with a relatively better HRQoL.[18]

Gabrielle Pucci et al.[19]confirm the same premise about the positive association between PA and QoL. The research results show that the type of associated PA in different ways for women and men and also for the different QoL domains. This relationship, though, varies according to gender, PA type and intensity. Additionally, the different QoL domains are distinctively influenced by PA. Leisure PA contributes more to the enhanced QoL than to transport activities.[19]

Jurakic et al.[20]assessing QoL with the SF-36 questionnaire, observed that leisure PA was associated with vitality and mental health domains among women, and with vitality and bodily pain among men. However, transport PA was inversely associated with QoL (physical domain in women and physical domain, bodily pain, social and physical component in men). The authors believe that the negative results of transport PA reflect the low importance given to walking for transportation as a way to provide health benefits.[20]

The research data shows that, adult persons that perform leisure sports activities in a systematic and continuous manner, have a QoL index better that the ones that do not take part in such activities.

As far as the QoL index is concerned, it is good for 54.1% of the pool subjects that participate in leisure sports activities, and satisfactory for 45.9% of the subjects.

For the persons that do not practice leisure sports activities, 49.5% have a satisfactory QoL index, while for 45.1%, the index is unsatisfactory and for just 5.5% the index is good.

5. ABBREVIATIONS

QOL Quality of Life
PA Physical activity
HRQoL Health Related Quality of Life

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METHOD AND METHODOLOGY IN SOCIO-HUMAN SCIENCES

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-Review-
Traian Rotariu, Methodological Foundations of Social Sciences, Iasi, Polirom Publishing House, 2016, 235p, ISBN 978-973-46-5863-3

Recently, the literature consecrated to research methodology in social sciences has been complemented with a remarkable work written by Traian Rotariu, a professor at the University "Babes-Bolyai" in Cluj-Napoca.

Structured in six chapters, the book approached a theme of great actuality, which regards not only the aspects pertaining to the decoding of the elements typical of socio-human research, but also the means of obtaining 'reasonable' knowledge in this domain.

These aspects are discussed by the author from the very first pages of his work, showing that the book is centered on the disputes which take place "in the field of social disciplines, mainly regarding their contribution to the acknowledgement of a specific reality, a reality built by people, represented by a series of super-individual aspects, inter-human relationships, but also of experiences, aspirations, feelings, representations or beliefs which are particular to each being or collectivity at a given time" (p.11).

In the former and latter sections of the book, the author approaches a series of his older preoccupations in the field of scientific research methodology. Yet, the aspects which are worthy of particular attention are the elements of novelty in the evaluation of the methods of gathering information in social sciences, as well as the thoroughness of aspects connected to: the level of structuring methods, the advantages and limits of research methods, the precautions regarding the correctness and accuracy of the information, the difficulties regarding the measuring and interpretation of certain events according to the context, the means of testing and validating opinion questionnaires, the errors owed to the activity of interview operators, the types of errors which originate from the registration of data or those connected to the interpretation of certain individual or group behaviors.

New aspects can also be found in the first section, where the author examines particularities of sociological research such as: the distinction between the elements of the realities that needs to be known and the knowing subject, the limited possibility of formulating general theories, the need to

define clearly the diverse undertones involved by the relationship between the theory and the practice of social research, signaling the different meanings which may be attributed to certain concepts, identifying the influences of the economic, political, social and educational context, the need to argue the methods and techniques used in one research or another, as well as the cognitive status of the different forms of social constructivism.

The following sections analyze the fundamental thematic lines of the relationship between quantitative and qualitative in researching socio-human sciences, the individualism-holism relationship, the duality of concepts like realism-constructivism, ending with the controversies of the relationship between methodological monism and methodological dualism.

In this regard, the Clujean professor considers that the terms "quantitative" and "qualitative" are used "to characterize the means of expressing primary (and quasi-primary) data obtained from the empirical research of the social reality, a reality regarded from its multiple forms, starting with the objectified one in institutions, norms, rules etc., passing through through macro-social phenomena, decreasing then to the collective and individual behaviors and reaching all the way to the subjective reality, pertaining to the universe of experiences, feelings, processes, beliefs etc., which we encounter at the level of each individual" (p.46).

Based on the numerous examples we find in this text, certain ideas are formulated which we can summarize in the following sentences: in social research, the quantitative and the qualitative are not excluded; the quantitative and qualitative methodological approaches are not equivalent; the qualitative and quantitative information or analyses do not have similar importance; neither one of the two research methods is blamable, as they complete each other.

Talking about legitimate and illegitimate extensions of the terms mentioned above, the author concludes that the expression "the qualitative research is a linguistic invention" which covers older or more recent concepts about the classical division between natural and social sciences. His opinion is that "there is no qualitative research, only research with qualitative means which satisfy the basic demands of the scientific discourse and others which are stories about stories or even about facts, but whose veracity cannot be confirmed" (p.70).

From the ample analysis which he makes to the individualism-holism relationship in the third section, I will first of all highlight the delimitation of the methodological individualism from other forms of holism. In this regard, the author systematizes the following discourses of individualism: the factual one (an objective process which consists in the "weakening" of the individual's dependence on the group); the moral one (which appreciates

positively and which supports the individual's emancipation from the group or the community); the ontological one (which regards the relations of existence between the individual and society, supporting the priority of the individual over the social); the methodological one (which involves the need to start from the individuals in order to understand social phenomena). In the same context with individualism, holism involves the need to start from the social system and from its functioning logic, the individual actions being an integral explanation only within such a perspective. The indirect consequence is that the human individual needs to be regarded as being modeled by the social system, each social entity (group, institution, society) being considered a distinct whole, a fact which can only be understood by studying the individual elements that compose it.

Moving the discussion on a methodological level, Traian Rotariu develops an interesting comment regarding the assumptions of methodological individualism, certain themes being relevant in this regard: the individualist paradigm as a means of expression, the role of understanding and interpretation for the explanation of social phenomena, the interdependence between human actions and social contexts, social, functional and cultural constraints which intervene in the adjustment of human behaviors, the principles of methodological individualism and the resorts of rational actions.

At the end of the comparative analysis of the relation between methodological individualism and methodological holism, the author reaches a conclusion according to which "the explanation of social phenomena – not of the actions of a given individual – requires: (i) the description of the context in which they take place; (ii) understanding the actions of the individuals who take part in them; (iii) constituting systems of relations of causality, dependence, influence etc. between social phenomena" (p.112).

A distinct space in the structure of the work is devoted to a controversy which became classical between social realism and constitutionalism. After analyzing the different theses of realism and undertones it involves, the author focuses upon social constructivism (p.125 and the fol.) regarded from an ontological perspective (which states that the "strong" elements of the social are socially constituted, "namely appeared in historic practice of self creation of society") and the perspective of cognitive constructivism (which states that "all the aspects of knowing are constructions generated by the social context where they take place").

Traian Rotariu does not only stop at the discussion of different perspectives, but also questions numerous correlations which appear between concepts and expressions such as: social reality, social constitution, conscious human activity, a system of theoretical and explicative knowledge,

a system of practical and applicable knowledge, weak social constructivism, criteria of validating objectivity, cognitive relativism, the conventional character of concepts, defining the situation and its interpretation etc.

The adept of a rational and flexible position, the author wishes to mention that "the existence and reality of individual physical objectives have a character which is different from the existence and reality of concepts or typologies. The latter are obviously constructions of human thinking, namely the result of a basic operation in the complex processes of knowing (generalization etc.) and that their formation and use are marked by social contexts. It seems to me true that they have, for this reason, they have a rather contingent character, in the way that their apparition and use depend on certain circumstances where human activities take place" (p.135).

On a similar level, the author also discusses the methodological monism – methodological dualism dichotomy, phrases which eventually denominate "two methodological traditions constituted along the passing of time, in connection with the way in which socio-human disciplines can aspire to the status of sciences" (p.153). After mentioning the numerous conceptions regarding "scientific knowing and the elements which contribute to its edification among social sciences, Traian Rotariu states that these sciences are constituted on the principles of methodological pluralism, that this involves a merger between the "naturalistic" vision and the comprehensive-interpretative one, and the understanding and interpretation of the subjects' behaviors do not replace the explanation of the social phenomena, events and processes.

The author does not miss the opportunity to formulate certain minimal conditions which should be assumed by the methodological pluralism pertaining to the research of the social (pp.177-178), such as: the general may also take "weaker" forms, as laws become tendencies; human actions and their results cannot be regarded as "singular" as there is a repeatability which may be assimilated to the law; repeatability is founded on the common "social frameworks" where the individuals activate and on the relative stability of the systems of norms and values interiorized by the individuals in the process of socialization; "comprehension" is indispensable for the "understanding" of human actions and for their "explanation"; the methods of knowing typical to social sciences must also be adapted in order to represent the interpretative-comprehensive behaviors; although the involvement of the subject is more significant within comprehensive knowing, this does not mean that subjectivity replaces the objectivity of knowing, because the demands of objectivity and repeatability remain available.

Although there are also other aspects which would be worth discussed, I will conclude that the analysis carried on in the book we are

dealing with is characterized by depth and clarity, the ideas and theses enunciated are thoroughly supported by arguments, and the approach perspective depends on numerous elements of originality. All of these make professor Traian Rotariu's book a work of reference in the field of socio-human sciences in our country, which is one reason why I strongly recommend it to researchers, professors, students and all of the other people who are interested in getting familiar with these areas of social reality.