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*This issue is dedicated to the celebration of 20 years from
the founding of the Christian University “Dimitrie Cantemir”,
and to 300 years since Dimitrie Cantemir was crowned.*

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THOUGHTS DEDICATED TO A SCHOOL CREATOR IN AN ANNIVERSARY MOMENT

*TO THE FOUNDING PRESIDENT OF "DIMITRIE CANTEMIR"
CHRISTIAN UNIVERSITY PROFESSOR MOMCILO LUBURICI PH.D*

An anniversary moment represents, all the time, an occasion to evaluate the achievements or the un-fulfilled plans, but, especially it allows determining their use in the future time.

There is no such thing as achievement by itself, without the involvement and participation. You can not honor an institution discounting the ones that created it.

Participating to life means to try the capacity of creation that is a generally human availability.

But, only few people manage to build in a life time what professor Ph.D. Momcilo Luburici achieved.

He gave shape to souls, he built tempers, he formed specialists as a law teacher, a mega teacher, but above all these, he created a school, a university that bears the name "The Prince Philosopher" – Dimitrie Cantemir.

Under the lead of Professor Ph.D. Momcilo Luburici, took place deep transmutations in "Dimitrie Cantemir" Christian University, quantitative and qualitative, that amplified, from year to year, the internal and external visibility of the university. With tact and discernment, patience and understanding, with kindness and also with the firmness of the wise man, the managerial qualities of Mr. Momcilo Luburici were continuous carried forth.

Petre Țutea, speaking about the idea of „Generation” said: „The generation is born like this: a head or maybe more in the same time appear and are being anchored in the same ideal. And if the ideal is represented illustrious, it becomes a form that gives shape to the ones that follow it. It must be accepted the idea of human model. While saints fuse in the absolute, models fuse in generations. The ones that become models are époque and trend creators, decisive for the castle.”

Beyond debate, the contribution of the professor Luburici to the development of high education in Romania is immense. A life dedicated to school, to education. All the eloquence and energy dedicated to a quality

education, with quality people: professionals, but capable of sharing, passionate but with a calling for education.

It is amazing the force and exterior concern, the receptivity and power to encompass all problems, the tenacity and capacity of fighting – all these harmonized qualities in order to make from the university he created a famous university to have the possibility of working with pleasure and learning with motivation.

For all of us, Professor Luburici is a truly model for being a human, teacher and exceptional manager.

The personality of Professor Ph.D. Momcilo Luburici entails an inherent respect, being an opportunity of subtle introspection over the most intense spiritual valence.

Gauge of an exceptional generation in Romanian law, he dictates prestige, authority, influence, infusing a high-class sensation, an atmosphere that I compare with the spirit of Platon Academy.

The personality of Professor Luburici is more beautiful and stronger because he manages, in a unique, specific way to attenuate and then even to eliminate, the emotion of collaboration.

We thank you for the opportunity that you have offered us to participate to the heroic work that you have created, for the life lesson that you offer us every day.

*EDITOR IN-CHIEF,
SENIOR LECTURER GABRIELA POHOAȚĂ PH.D.*

CONSTANTIN NOICA OR ABOUT A POSSIBLE PAIDEUTIC MODEL IN THE ROMANIAN CULTURE

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*“I would like that in the Romanian school to be taught two great things: a free way of thinking and a particular mentality”
Constantin Noica*

Abstract: *The idea of our article highlightes a genuine vision on Romanian school, developed by Constantin Noica.*

The thinker from Paltinis wanted to build a model in the Romanian culture throughout philosophy. Therefrom, the need of paidea in a free school, in order to learn how to think but also to give a special mood.

Keywords: *culture, sense of existence, creation, education, philosophy.*

He wasn't a teacher in the classic sense of the word because he wasn't a teacher in any school. But, he was a truly spiritual mentor; we could say an “informal teacher” because he had disciples.

Constantin Noica descended from the philosophy school of Nae Ionescu and philosophy meant to him more than a University discipline; as well as for his teacher, **philosophy meant a way of living, the art of living, a prayer that he was going to murmur all his life.**

The life of Constantin Noica hasn't got anything spectacular in it. It is the life of an intellectual that respected his fellows and respected himself, of a person that lived his creation, putting it into a perennial creation in the Romanian spirituality.

Noica lived his life with plenty of detachment of the “now” and of virtual consequences, agreeable or not. During the rest of his life, he devoted himself to promoting creations of other writers – from Eminescu's manuscripts or Platon's dialogues, from Descartes philosophy and the one of Kant and Hegel, till Camil Petrescu or Alexandru Bogza.

Beside his own creation, the thinker is preoccupied even more by forming a group of young students, the 22 – one in a million Romanians.

Within two decades, he approaches young men like: Alexandru Surdu, Gabriel Liiceanu, Andrei Pleșu, Constantin Barbu, Sorin Vieru or Vasile Dem. Zamfirescu. He is wanted and encourages lots of other young men, from Craiova, Iasi, Cluj, Timisoara and Alexandria, like: Andrei Cornea, Andrei Hossu, Mircea Scarlat, Liviu Antonesei, Constantin Grecu, Dan Negrescu, Șerban Nicolau and others. For each, he finds conclusive recommendations (helped by his genius, his exceptional talent of being a teacher, that has never been exerted in a school) in order to try their powers in the long way of performance. Supporting the idea of performance in Romanian culture, the domain that can help people to ensure a certain place in the history of world, Noica is the exponent of a harsh labour to form personalities among valuable young men, in which he thought he foresaw the seed of genius, becoming their “coach”. A special place in the heart and time of the “informal” teacher Noica had Gabriel Liiceanu and Andrei Pleșu, who he thought (with an endless patience and love) old Greek, German, philosophy, something from Noica’s style of seeing and interpreting the world without hacking their personality. There is a “voluptuous” part of culture that once discovered – G.Liiceanu¹ writes, makes you become a true man. Important is that someone to teach you this “voluptuous” part. In a world without temptations and alternatives, Noica had the occasion of starting a school of cultural “voluptuousness” and become master in teaching it. The motto of this school was “Any Hell becomes bearable if the Paradise of culture is possible”.

In Noica’s opinion, the spirit can be nurtured only through culture, which means through books and systematic work inside their space. The cultural creation was shortened to writing, and writing to philosophy, since, Hegelian, the idea is obtained through tautology from the labour on the idea. There is no other way to be rescued from history and to obtain personal salvation.²

Expressing the feeling that he can be outruned by his disciples makes the proof of an authentic master. This is what Noica confessed with a slightly dissimulated pride: “several years I thought them, now they start to teach me”. Noica was generous, he dedicated to some explaining writings, to reinterpreting other philosophers, delaying several years the work to his own philosophical system. The comment from a modern

¹ G. Liiceanu, (2001), *Declaration of love*, Humanitas, Bucharest, p. 63.

² Ibidem, p. 64.

perspective of some great philosophers and thinkers forestalled him, taking away precious time, but making a worthless service to the philosophical culture in the native environment. The most significant example is the book *"Tales about the human being"* in which he comments in a gorgeous literary language the essence of Hegel's philosophy. A stopover in the European philosophy culture, the book *"The breakup with Goethe"* also represented an important "station" in his own heuristic way. He continued his career of "spender" to discover and support the value of creation of some great Romanian writers and philosophers: Eminescu, Blaga, Eliade and Camil Petrescu. Our culture owes him the valorization of philosophical texts of the national poet. In Eminescu's manuscripts, considered by some only simple summaries or translations- Noica discovers a clearly philosophical vocation in those notes of writing "laboratory" and highlights alongside with Maioreescu, Blaga, Sanielevici and others, the meditative power of Eminescu's poems, in virtue of a philosophical erudition assumed "organically". There is no theoretical creation of Eminescu, but Noica's interpretation revealed the acute philosophical spirit that nurtured from understanding *"The criticism of pure reason"* and the personal interpretative notes.

Among original directions of Noica's examinations we can find the search of thoughtfulness, of philosophical meaning in plurisemantic Romanian words. Words like "ego" or "in" that we understand only in their lyric sonority, in their archaic perfume, now reveal with amazing deep thoughts thanks to Noica's books *"Romanian saying"* and *"The Romanian sense of being"*.

If we accept the idea that the Romanian language is the main monument of our national culture, we can easily understand the importance of disclosing its philosophical dimension. What Noica did in this domain is more than a language philosophy, it's a paradigmatic vision, an array of our national identity, equivalent in value with the *"Mioritic space"* of Lucian Blaga. "I believe that people got bored of my in", said Noica in one of his dialogues in Paltinis, with a supposed guilt caused by pro and against comments to his vision.

The most representative book for his philosophical creation is *"Becoming into being"* that had in the second volume *"The treaty of ontology"*. Once was said that a philosophical system must have two piles: ontology and logic. This is why he elaborated *"Letters about Hermes logic"* but intended to write the Treaty of logic, creation that, unfortunately, never appeared. Even if he proposed to build a philosophical system, it is

worthy to say that, in this context, his comprehensive and integrating way, basically systemic, of cultural reflections consigned by Noica. In his philosophical selfportrait, that is a bio-bibliography written chronologically, Noica identified the main theme of his creation – “his idea like the existence of something new”, that he passes, step by step, “from the theory of knowledge to the one of ontology”¹. In the same place he describes an application of the “new” in the history of philosophy.

The selfpresenting contained a concise characterization of the book (that he loved and, apparently, that other enjoyed too) “*Twenty-seven steps of real*” in which, he considered that presented the main categories of European thoughtfulness like a spectrum of our scientific culture (both naturalistic and humanistic).

Noica believes that, throughout his work, he managed to pass from a “noetic configuration capable of having new determinations” identified in *Mathesis* and potentate through a formal ontology to obtaining an ontological model (he highlightes), in the paper “*The Romanian sense of being*”.²

The author says that he will continue to use this model “seing in it not only an ontological one, but the condition of any kind of fulfillment, of knowledge, ethical behaviour and aesthetic success”³. Meanwhile, he “sees active the ontological model”, reruns and puts into order this vision in the *Treaty of ontology* (1981).

Applying his phenomenon belief, Noica makes “reproaches” both to traditional and modern logics, mainly because both subordinate the single to the general⁴, and submits a particular logic based on a new logical union and a “connectivity without connectors” that comes from individual.

The philosophical conscience is a subject often indirect or implicit used in Noica’s creation but significant found in his main ontological writing. As well as Lucian Blaga, Noica rathers the individual aspect and the unique philosophical conscience, and when he refers to its functions he speaks about the world (generally speaking) including the society and its becoming, the history but also the universe, especially when he compares the characteristics and role of philosophy with the ones of science.

When he refers to the ways of approach, often contrary, of fundamental problems in explaining the world, the philosopher form

¹ Constantin Noica, (1994), *Selfpresenting, in the romanian life*, nr. 2, february, p.59.

² Ibidem, p.59-60.

³ Ibidem, op.cit., p.60.

⁴ Ibidem, p.66.

Paltinis refers to the crisis or to the speculative “perplexities” that shooke “singular consciences and the history of culture, mainly the European one”¹. In his fully adulthood, he speaks about the human (the absolute creator of Romanian culture) and later, in the **European cultural model**, Noica sees the absolute cultural model and in the Romanian spirit finds the fulfilled Being². He thinks that the Europe that gave humanity a cultural model begins to abide of sufficiency and pragmatism. Or, the great cultural creations imply a spiritual gratuitousness. The 20th century will remain through science and civilization performances. It was less favorable to culture and arts in comparison to Antiquity, Renaissance and even with Middle Ages. Noica believes that new horizons are able to appear in small countries, on the edge of the continent, if they are willing to dedicate to the “culture madness”. Here, in the Balkans, the confluence line of the European cultural model and the oriental one, is the most appropriate place to initiate a new spiritual bend.

This localisation of the future terra mirabilis of the continental culture is inspired by Mircea Eliade, the great friend of Noica who saw, with half a century before, a possible growth of a new civilization on the old land of Thracians.

We are not lower than our neighbours; Noica says that, if Romanians potential for cultural creation , that represents the most valuable national good, would be more valued, we could even overtake other contries. Not with the help of economy or sports we could gain durable notoriety but with the help of cultural performances and validity, throughout big, presuming projects solved with seriousness, application and tenacity.

There are four reasons to make culture, to get the right of culture to have a supreme value, the only one you can support in a life time.³

First of all, says Noica, culture is the only sure source of a *permanent joy*. Culture saves everything through comments. After that, Noica affirms: culture is the real form of *spiritual maturity*. Culture is a way of giving an answer to everything, a way of accounting for people, circumstances, books, history, a way of bringing everything in a higher order. Culture also is – said Noica- the only place in which *freedom is home*. Culture is the absolute liberator instance.

¹ C.Noica, (1981), *Becoming into being*, Ed.Științifică și Enciclopedică, București, p. 302.

² C.Noica, (1978), *Romanian spirit in thrift time. Six maladies of contemporary spirit*, Ed.Univers, Bucharest, p.130.

³ A.Pleşu, (2002), *Minima moralia*, Humanitas, Bucharest, p. 98-104.

Finally, the last thing that Noica said (for that matter) – and that we can only agree- was that the discipline of culture is a very efficient way of spirit hygiene. The human being is indebted to pass through a culture clearance if he wants to glorify humanity.

It is a certainty for **Constantin Noica as well as for Lucian Blaga, Mircea Eliade or Paul Ricoeur**, that **the significance of existence is the culture creation. Noica himself represents a culture creator. So, with the help of Constantin Noica's creation our culture has for the first time the chance of a new beginning of authentic history of philosophy**, because Noica traces the enclosure of thoughts from where hora, trap and dialogue can start. And he makes it in two ways: first of all, by making a structure of native pre-ontology (what he named "the Romanian sense of being") and then, from this point, the one of modulations of "to be" in Romanian and from the metaphysic virtues of "in", produces a cult philosophy- his own system- but matrix impressed and that rewires with the European problem of the human being.¹

Noica is the feasible beginning of the Romanian history of philosophy. The Romanian philosophical culture within the universal philosophy and the Romanian cultural values in the European cultural space describe a reference register in Romanian philosophical thinking and writing. Furthermore, based of philosophical erudition and using consecrated studies of Romanian creations of the most various domains of culture - art, science or religion - Constantin Noica achieved, through his creation, a genuine cultural synthesis.

As for the central value of results of knowledge and science process, in his capacity of main component of scientific culture and, a fortiori, representing the scientific culture (narrowly speaking), Noica also makes considerations that prove his lean towards philosophical synthesis that can even be, for him, synthesis concerning whole philosophy domains, for instance synthesis between ontology and gnoseology. So, in his ontology treaty, the philosopher appreciates the fact that it develops, regardless of object, inside knowledge, a double tendency: the search and the truth. No live thinking could accept the truth...if it could make the search impossible; but none could conceive a search that couldn't rest inside a truth. In the same place, he indicates that the search object itself tends to become truth.²

¹ G.Liiceanu, *Love declaration*, op.cit. p.74.

² C.Noica, *Becoming in being*, p.22.

His synthetic vision and capacity of expressing eloquent and succinct this type of synthesis is absolutely illustrated in the idea according to which it is evinced “a double instability in spirit: when the knowledge wants to contemplate herself, when the contemplation tends to fall back into knowledge”¹.

If, in the above fragment, the synthesis is between knowledge and conscience, in the same paper the philosopher also notes the result of a bigger meditation, according to which “knowledge appears like a reflex of becoming, while contemplation is a nostalgia of human being...”. So, it is offered exactly what we were looking for: the way it collocates, in Noica and actually to any great philosopher, ontology and gnoseology.

The two aspects highlighted above only confirm our initial appreciation, according to which, Constantin Noica’s creation means a cultural synthesis. Constantin Noica was not in charge only with a theoretically study of culture, even if he used only intellectual instruments for his cultural concern. He made constant efforts, not only for maximizing his own contributions to culture development but also for promoting creations of other philosophers (both universal and national span).

These efforts, whether consisting in biographies and presentation of philosophical systems created by personalities from different cultures, but only from Europe, or representing comments, interpretations or translations, contributed to deepen the same European cultural model. Noica enriches us with a present thinking, but beyond any preordained tracks. Such as Eugen Simion says: “(...) since childhood (from Mathesis phase or simple joys)², Noica wanted to build a model in Romanian culture through philosophy. He is, through what a creator writes, a model, a builder in contradiction to the Romanian adamism: he wants to finish things (and usually manages to do that, even if history didn’t helped too much), he likes to put ground, to start great projects in culture, to shake inactions and “sinners” from Romanian spirit(...). He dreamed since he was young to be a teacher, to create a free school, even if he didn’t love Maiorescu and, as well as Nietzsche, he had a doubt about all persons from the system. He wanted to have around him a number of apprentices and, after their initiation, to release them in the world. Circumstances weren’t favorable but he persisted and, after getting out of jail, he started

¹ Ibidem.

² C.Noica, (1992), *Mathesis or simple joys*, Humanitas, București. Is the first book written by Noica at 25 years, a great small book that contained *in nuce* all his later obsessions.

all over. Glorious, the proof that the Romanian model is not the way we all admit in our moments of discouragement and angry, an anti-model based on inaction, delay, waste of time and endless mudslinging... Contrarywise, Noica proves in his writings, the Romanian spirit can make the world go round, can defeat the adamic spirit and, moreover, can defeat the gossip and irony in order to get to metaphysics... If we accept what Mircea Vulcanescu said, Noica's cultural model is based on a fundamental "activism" of spirit"¹.

Noica's model offers us an exemplar creative vision, being in the same time paradigmatic and pedagogical. It is paradigmatic because of the exemplarity and the force of vision through which it has its cultural and philosophical basis. The model is pedagogical through the power of example, through the effects of this model of validity in cultural demarche and culturalizing.

"There is something more that I enjoy at Noica model: his almost unnatural will of not failing. The will of building something durable in an impossible history and the ambition of the captive to defeat, through spirit works, the jailer, the torturer, the impossible... When you read his letters and the testimony of friends from exile, you can remark something amazing: Noica wants to mobilize intellectual energies of nation to create a performant culture inside the totalitarian system"².

Marin Diaconu facilitates the meeting of the reader with the cultural model of Constantin Noica through annotations. I would like to select three of these that reflect the pragmatic-pedagogic dimension of the cultural model of the philosopher from Paltinis. So: "the 21st century will be a poorly one; it won't be better; we will embarrass each other. The 22nd century will be gorgeous (...) to make the madness of culture and get in our own delirium. I don't want to make illusions that the ones from the immediate collective will get something. You won't lose anything if you enter the race. Life is a long race. In humanist sciences, until 35 years, you can't do anything"³. Or the second exemplification of the present valency of this cultural model: "The story is: what do you want to be, object or subject of the society? If God hasn't laid hands on you, you are an object and this society waits objects to do its job. The society hasn't got any

¹ E. Simion, (2009), *Foreword to Cultural model NOICA*, coord. Marin Diaconu, National Foundation for Science and Art, Bucharest, p.6

² M. Diaconu, *Cultural Model NOICA*, Foreword by Eugen Simion, p.7.

³ Ibidem, p.196.

regrets that you don't want to be excellent men. The sunset is now in the lower labour, it needs janitors and scavengers. Beware! Don't get to feel sorry! You have passed just little through philosophy and there, subjectivity is very much, especially in European philosophy, where subjectivity is very important. You are in a corner of the world with this Romanian language. Make philosophy because you can. Who speaks English can't do it because they don't have the word."¹ And, the third illustration: "Culture lives in performances. But history lives from performances, too" and then we understand that: (...) the world without the *archeus* does not exist and we are not ourselves. Who doesn't have *archeus* isn't able to make real philosophy.(...) The idea that travels over the world is not "me" anymore but the absolute idea. For me it is an "in", "in him", that becomes in the same time with us. I don't focus with the "in" neither in being nor in becoming, but "in them"². And the Wisdom School at 30 years has only two masters: Platon and Hegel. "When all libraries will disappear, in year 3000, two books will be read: The phenomenology of spirit and two-three dialogues from Platon..."².

For all of us, C.Noica represents a symbolic personality of Romanian philosophical thinking, the man with an encyclopedic background that conclusively denotes the cultural and spiritual emulation of the country in the second half of the past century. His philosophical creation came to the fore through originality, through perennial themes of philosophical meditation, through discovering some hidden aims and significance of Romanian philosophical saying, where only the intelligence of genius can get in.

Constantin Noica was appreciated, esteemed and loved by virtue of his work, for his volumes, real ode of adoring the philosophical thought and Romanian language, and remained in Romanian culture and philosophy as a defining personality (of reference). This bright parable might be re-echoed in time, regardless of the historical era, being the garnishment of a remarkable, lofty spirit. Making a paraphrase to academician Alexandru Surdu, ex-disciple of Constantin Noica, we can say about the philosopher from Paltinis that "he was and that now we cannot be sure that will ever be someone alike"³.

¹ Ibidem, p.197.

² Ibidem, p.199.

³ A.Surdu, (2009), *In the beginning it was the saying*, National Symposium „Noica in Romanian philosophy”.

THEORETICAL HIGHLIGHTS FOR THE NON-FORMAL / INFORMAL EDUCATION IN THE ROMANIAN SCHOOL

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Abstract: *In our paper, we show a theoretical amount of items of non formal/informal education in Romanian schools. Seen from the perspective of local development, these parts are for to be compared and for compatibility in European education space: postLisabona and local indicators, benchmarks, observation areas. The paper also presents contents and thematic areas for implementation and operationalization in the national curriculum, at school and classroom level, and systemic issues complementary to formal education.*

Keywords: *theoretical parts - non-formal education / informal - local development - postLisabona and local indicators - benchmarks - observation areas - content and thematic areas – complementarity to the formal education.*

The non-formal / informal education activities are a significant dimension of national and European policies and those are complementary to the formal education, are related to the trainers training, the employment, the social integration and the voluntary activity. The formal and non formal / informal education is based on the development of systems related to the knowledge, abilities and skills and training.

1. The non-formal education / informal field is characterized by: voluntary - participation as private initiative in non formal / informal education; purposefulness - a project built on work with pragmatic objectives; participation - students participate in the construction and deployment of project; awareness buikding - students are aware of what they learn; process-oriented - what happens during the learning is important because students may have the choice of what they learn or perform. The general principles for building strategies for non-formal / informal education respond firstly to the need to ensure continuity of education, in order to avoid erosion of knowledge, and then to adapt the

curriculum and methods to the particular and the original objectives of each society, to prepare people at all levels of education for a real space where have taken place developments, changes and transformations, to mobilizing and using all means of training and information in society, to making relations between different forms of action (technical, political, industrial, etc.).

2. Indicators for non-formal / informal education

The European integration option has direct consequences in the harmonization process of structures and programs, in occupational mobility and mutual recognition of study diplomas and certificates, in mutual access to information, in the organization and development of education systems in European countries. This requires the harmonization of analysis used by the Romanian institutions with the European institutions through indicators and benchmarks.

The postLisabon indicators¹, proposed to the concerned institutions for experimentation, change and training - the results of European methodology- are aggregated and applied to the European to the national level. The suggested **indicators of sustainability in local profile** are aggregated and applied to the local area to the national, regional, European and global level.

2.1. Progress towards the Lisbon objectives

(a) Indicators

We operate with the **16 indicators - key** in monitoring progress towards the Lisbon objectives, which require a coherent and development of new indicators for formal - non formal / informal. Indicators are based mostly on the European Statistical System data (*European Statistical System ESS*). Some data come from OECD countries. The 16 key indicators, adopted by the European Council (Education) in 2007, are partly, covered by statistical data. These indicators are in progress within the specific statistical infrastructure: the European Statistical System (ESS), the UNESCO / OECD / EUROSTAT (UOE), OECD / PISA data collection and observation.

¹ Sursa: (2008), *Progress towards the Lisbon objectives in education and training - Indicators and benchmarks*, Comisia Europeană.

Usefulness of indicators: highlighting and strengthening political messages, following the progress of national systems, identifying good practices, comparisons with other countries.

(b) Coherent framework of indicators

- Available (ESS): (1) rates of participation in preschool education; (2) dropouts; (3) basic skills; (4) high school graduation rate; (5) the number of university graduates MST; (6) participation of adults in lifelong learning; (7) transnational mobility of students; (8) educational level of adults;
- Requires clarification of the definitions: (9) education for students with special needs; (10) skills in ICT; (11) investing in education and training;
- Tools to be developed in cooperation with other international organizations: (12) civic skills (IEA); (13) professional development of teachers and trainers (OECD - TALIS); (14) adult skills (OECD - PIAAC);
- Being developed (EU instruments): (15) language skills (ESS); (16) learning to learn (DG EAC / CRELL);
- Context indicators: (70 for use in 2008).

(c) Benchmarks

To direct the progress of education and training programme 2010 (*the Education and Training 2010 Work Programme*), European Council (Education) adopted, in 2003, **5 European reference criteria** to be undertaken at EU level by 2010: no more 10% rate of early school leaving; at least 20% decrease in the proportion of low performing students in reading; at least 85% of young people should complete upper secondary education; increasing at least 15% of university graduates in number of tertiary education in mathematics, science and technology (MST), with a simultaneous decrease in gender imbalance; 12.5% of the adult population should participate in lifelong learning.

(d) Observation areas

Five international observation areas of the European Commission and other international organizations are in process, including *areas of language skills, learning to learn skills, civic skills* are already adopted by European Parliament: **(i) language skills; (ii) skills of learning to learn; and (iii) teacher professional development; (iv) skills of adults; (v) civic skills.**

(i) Language skills

The basic framework for linguistic indicators consists in: **reading, comprehension, listening and writing**, plus **speaking** - in subsequent observation. The observation is covering the battery of tests, in particular, for English, French, German, Spanish and Italian. The observation is based on measuring a continuous process of increasing skills from the A1 level (basic user) to B2. It is processing a questionnaire for children, teachers, and government by collecting contextual information that will allow an analysis of factors with impact on language skills. Both the computer tests and software or manual sources will be available for observer countries. The instrument test should allow also an adaptive testing.

(ii) Learning to learn skills

- **Emotional dimension:** learning motivation, strategies and orientation to change, academic self-concept and self-esteem, learning environment;

- **Cognitive dimension:** identification of sentences (in the philosophical sense), use of rules, testing of rules and sentences, use of mental tools;

- **Metacognitive dimension:** monitoring the problem solving (metacognitive), metacognitive accuracy, metacognitive confidence.

(iii) Teacher professional development

The international observation of teaching and learning (*The Teaching and Learning International Survey*, TALIS) covers many aspects of professional teacher development, such as: how many days are in the last 18 months (including the number of required days); type of professional development and impact charged for professional development; financial coverage of professional development (including private contributions); informal professional development; professional development needs; barriers to professional development.

(iv) Skills of adults

The observation requires **literacy by age**, meaning interest, attitude and ability of individuals to use sociocultural tools, including, digital technology and communication tools, access, management, integration and assessment information, building new knowledge and networking with others. To achieve this, four areas of competence should be assessed:

problem solving in technology rich environment, reading literacy, economic literacy and mastery of structural components of literacy.

(v) *Civic skills*

- **Active citizenship behaviour**

The European conception consists in a type of knowledge based on participation rates of young in the European shared connections, such as: meetings between people on network or chat with other young Europeans, rates of participation in cultural activities related to other European countries, as well as visits to other countries.

- **Civic skills - attitudes**

This side of the observation area provides a significant upward information on youth civic skills: necessary learning outcomes for active citizenship which include attitudes, identity and knowledge. The subsequent area focuses on attitudes, eg attitudes, with relevant records in Europe, toward **migration and intercultural understanding**. It will be taken data on young people's attitudes to European integration and their attitudes toward language learning. The studies will answer questions if young people identify with Europe or with a region in Europe.

- **Civic skills - knowledge**

The test is cognitively limited and it refers to the referential understanding contexts of youth attitudes, identity and practices. These items include the basic knowledge of EU issues, such as: recognition of the EU flag, basic understanding the requirements of self-knowledge and euroevaluation transferred to the knowledge on Europe.

2.2. Sustainability indicators in local profile¹

Moreover, the defining element is fully connecting Romania to a new philosophy of development, specific for the European Union and widely shared in the world - that of sustainable development, in 2013, 2020 and 2030. In this context, non formal / informal education to and from school acquires new dimensions defined by of sustainability indicators in local profile.

Principles underlying the formulation of local sustainability profile are: equality and social inclusion; local government / empowerment / democracy; local / global relations; local economy; environmental protection; cultural heritage / quality of environment building.

¹ Sursa: (2003), *European Common Indicators, Towards a Local Sustainability Profile*, Comisia Europeană.

Indicators for local sustainability profile: citizen satisfaction in the local community; local contribution to global climate change; local mobility and transport of persons; availability of local public, open areas and services; local air quality; children's daily route to and from school; local and sustainable management of local entrepreneurship; noise pollution; use of subsistence resources; marketing of sustainability products.

Highlights of their usefulness:

- Highlighting and strengthening the local education policy messages;
- Tracking progress of the strategy of decentralization;
- Identify good practice through direct and local observation;
- Identify local promoters of projects, initiatives, local success;
- Local emulation and interlocal competitiveness;
- Providing data for observation of good practices at national and European level;
- Providing added value for observation of good practices at national and European level;
- Reinvestment of mission and school role in local community.

4. Activities and content areas

From the perspective of lifelong education, the whole society is involved in development, both as supplier and as beneficiary for learning and education. The Romania's historical experience shows that the human resources constitute the most important source of productivity and progress for civilization.

The local dynamic development can be found more quickly and directly to individuals and it emulates the slow global development at the societal and European level. The implementation process could be succesful if it considers the relationship between educational institution, economy and society. This connexion aims the following topics: development of decentralization and autonomy, coordination of various systems and subsystems, the introduction of support measures by increasing and diversifying opportunities for access.

The harmonization of actions, cohesion of actors and initiatives involved from the lifelong learning perspective and lifewide learning are carried across on two levels: **adaptation** of existing active trainers in the

educational process objectives; **integrating** all social actors and management levels of education offers in non-formal learning process of social development: strategies, programmes, design, management. On the other hand, the formal education system is converging in this direction, being designed as a tool for economic and sociocultural development through human resources training strategies. As a result, the taxonomy of activities and content areas of school are not only simple objectives, but opportunities to exploit, to educate and to practice open learning - lifewide and lifelong learning for the benefit of our civilization.

4.1. Map of categories of educational activities at European level¹

Table 1

Codes	Categories of educational activities at European level
1.	Formal education
2.	Non-formal education
2.1.	Non-formal education programmes
2.2.	Courses:
2.2.1.	Routed courses through classroom training (including reading)
2.2.2.	Courses combined theory - practice (including workshops)
2.2.3.	Routed courses through open and distance education
2.2.4.	Private tutoring (private lessons)
2.3.	Vocational conducted training
2.4.	Non-specific aleatory education
3.	Informal education
3.1.	Taught learning
3.1.1.	Informal tutoring / Coaching
3.1.2.	Guided visits
3.2.	Non-taught learning
3.2.1.	Self learning
3.2.2.	Learning group
3.2.3.	Practice
3.2.4.	Non-guided visits

4.2. Contents of education for sustainable development in local profile¹.

¹ *Sursa: Classification of learning activities - Manual, European Communities, 2006.*

The contents of education for sustainable development are cross-integrated into the formal, non-formal and informal learning on three dimensions: sociocultural, economic and environmental.

Contents of sociocultural education on local and universal themes, such as: human rights; peace and human security; gender equality; cultural diversity; intercultural education; health education and quality of life; leisure education; good governance (transparency, free expression opinion, freedom of expression, contributing to policy formulation); pro-heritage and local memory education;

Contents of environmental education (in and for the environment): protection of environment in the development; environmental quality; conservation, protection and improvement become its development goal; education for the regeneration of the natural environment, education for recycling and reuse of materials;

Contents of technical and vocational education and training by skills and pro-attitudes: to have an understanding of the reality of the world for themselves and for others; to possess general knowledge and to specialize in a given field of activity; to continue to learn and track lifelong learning in a Learning Society; abilities and skills to work alone or team up with others with integrity and honor, by demonstrating honesty, punctuality and responsibility; to adapt to different situations; to know and understand the problems and difficulties; to be creative and critical thinking to find solutions, resolve conflicts without recourse to violence; ethics in center of development of social sustainability.

5. Complementarity: formal / non formal / informal education

Table 2

Levels	Formal education	Non formal / informal education
Goals	long-term general credited	short-term specific uncredited
Duration	long term cycles preparatory full time	short term cycles recurrent part-time
Systemic content	focused on standardized "inputs" academic human resources determined by input levels	centered on the "outputs": local community and human environment, development and

¹ Sursa: *Strategia de dezvoltare durabilă a României (proiect)*, ndsc.ro

		integration process diversified in contents individualized practice levels of inputs due to human resources
Systemic opening	based on institutions artificial learning space structured on rigid levels, on long duration high teacher-centered or, ideally, mediated learning, intensive resources	based on environment linked to community flexible learner-centered economizing resources
Evaluation	external evaluation hierarchical evaluation	self-determination evaluation invested in participants and local community development
Follow-up	require complementary	recurrent additional flexible adaptive

6. Non formal / informal thematic areas

- **Adult education**

The political decision of decentralization and location of decision in local decision in today's society emphasizes the role of multipolar education. The multialphabetisation is the result of current multipolar education: formal, non formal and informal. In this context, the non-formal education becomes critical learning environment and local literacy. Levels of education in the lifelong and lifewide curriculum for the third millennium: functional literacy (literacy); economic literacy (numeracy); digital literacy; scientific literacy; media literacy; historical literacy; environmental literacy; workplace literacy; cultural literacy.

- **Thematic areas in school**

The areas of thematic non-formal / informal education are intercrossed, are focused on a content, on a dominant etc. but those generate other complementarities and thematic complex, principal and / or derivatived contents. The derivatived contents are defined depending on the context and practical purposes (eg education for recycling reusable materials)), on the target group (eg parent education), on the partners (eg, museum education), etc.

Table 3

Reading education Education for prevention of illiteracy etc.
Economic education Entrepreneurship education, etc.
E-learning and M-learning
Mathematics education Science education, etc.
Education for leisure
Education for human rights History education Education for peace and human security, etc.
Education for sustainable development: environmental dimension, sociocultural dimension, technical and professional dimension Environmental education, etc..
Education for integration in society and career guidance, etc.
Pro-heritage education Intercultural education Education for good governance (transparency, free expression of opinion, freedom of expression, contribution to policy formulation) Health education and education for quality of life Family education Education to promote the fundamental values of culture and civilization Education for democratic citizenship Education for gender equality Aesthetic education Food education Road education Education for personal development Instrumental education, etc..

- **European key competences**

The European key competences are mainly promoted as educational priority in the policy strategic papers, in all countries of Europe, including in Romania. The national curriculum for primary and secondary education is correlated with the key competences defined in the European documents. Consequently the curriculum frameworks were changed in order to make room for school subjects that directly targeted key competences. Also, those have been included in the occupational

standards that are at the basis of the qualifications definition and of the development of the in-service training programmes. Key competences that are demonstrated within the process of assessment are certified and are mentioned in the descriptive supplement that is attached to the qualification or graduation certificate.

- **The school curriculum**

The school curriculum is a formal context favorable to the combination of formal didactic approaches to the non formal / informal learning activities. In the school curriculum, usually, prevail non formal / informal approaches. The formal aspect of the school curriculum is given by the assessment (marks, grades, considerations, etc.), and also by the mandatory inclusion in the school timetable.

In conclusion, the theoretical parts of non formal / informal in Romanian schools, highlighted in our paper are for comparison and compatibility in European education space - from the perspective of local development, deployment in the national curriculum, complementarity to formal education and operationalization at school and classroom level.

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SELF-STUDY AS REFLECTIVE PRACTICE

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Abstract: *The purpose and main inquiry question of my self-study is to examine how culturally responsive and critical I am as a History of Rock-n-Roll teacher in a university classroom. I triangulated my data by comparing and contrasting my past assignments and course syllabi with classroom artifacts such as music videos, documentaries, and literature used in the class. Furthermore, I analyzed final course evaluations and written comments from my students as well as used memory work. I learned much through dialogue with three “critical friends” from the university. Overall, I found that I was not teaching my class in a critical way which opened space for me to reframe my future music courses with a more critical and culturally responsive lens.*

Keywords: *Popular culture, critical pedagogy, self-study, music, rock-n-roll, culturally responsive pedagogy, college student, teaching practices.*

Introduction

Purpose of the Study

The purpose of this study is to examine how culturally responsive and critical I am as a popular music teacher. The goal will be to incorporate theory into classroom practices to see how pedagogy can be informed as well as change after analyzing it. Another purpose of this self-study is to be able to start a dialogue with other professionals to get reactions and constructive criticism so this informed change can occur. Samaras and Freese (2006) say that a self-study is a process that is non-linear, recursive, and takes place over a long period of time. In a sense, it is never-ending since one will always be revising one’s understandings of oneself as a teacher through dialogues with critical others on one’s practices. This process involves change, which at first can be painful, but as time goes on is essential for one’s own self growth as one is always adding and deleting to teaching practices through the learning of new knowledge.

Furthermore, this study will include the analysis of popular culture in the classroom. Fain (2004) says that by “merging the study of [popular culture] with traditional education, [students] will better be able to grasp

concepts, make sense of what they learn, and acquire perspective of the world in which they live" (p. 590). To problematize popular culture, I will be looking at a way to make popular culture more critical in my classroom. Giroux and Simon (1988) argue for the use of popular culture in schools as a way to transform students into understanding their own realities as agents of change. Students can use popular culture to be critical of the world around them to understand how they have been socially constructed to understand and perpetuate stereotypes of race class, socio-economic status and sexual orientation. Subordinate groups can become empowered by understanding how and why they have been silenced in a world where there is a dominant discourse. Critical ways of using popular culture in the classroom have students critically looking at popular texts to look for the different socially unjust stereotypes being perpetuated as well as how they have been constructed.

The popular culture that I will be looking at in a critical way will be popular music. Popular music can be critically analyzed to understand what it is saying and how it has influenced us as consumers. Cooper (1982) says that popular music is needed to be analyzed in the classroom:

The ideas developed in popular songs should be examined in contemporary classrooms because the attitudes, values, and beliefs expressed in modern tunes depict the major concerns our times - personal identity, ecology, freedom, militarism, political protest, women's liberation, and so on. In short, the lyrics of popular songs are valuable tools for accomplishing the twin educational goals of self-evaluation and social analysis. (pg. xiv)

Shumway (1989) goes further in his article "Rock-n-Roll in the Classroom" and talks about how rock-n-roll is needed to be looked at as a discourse that is controlled by corporations who manipulate bands into creating certain sounds as well as lyrical content that will sell more product in a commercial market. He says that musicians and bands do not have that much artistic control over their creations since once the marketing executives get the product, the musicians are left out of the picture. MTV videos are produced to give the band a certain image that will sell, which in the end is more important to any important messages in the song. Shumway feels that kids do not critically analyze what they are listening to on the radio, at home, and what they are seeing in videos. He says that a conversation is needed in the classroom about what students are consuming since music is a pleasurable and an everyday item that is

readily available to them. He says that the entire “cultural practice of rock-n-roll” is needed to be discussed as a discourse that has been manipulated through corporations throughout its history (p. 225). Furthermore, Alvermann and Hagwood (2000) had their high school students analyze their own constructions as music fans so they could see how they were positioned as consumers of the music corporations who produced the music. They discussed how the musicians had an agenda in selling their music and that the students as fans were objects that were being manipulated as consumers.

Another musical form of popular culture used in classrooms to help engage students to critically look at their own environments is hip-hop music. Many teachers in urban schools use hip-hop lyrics to have their students try to relate to why they are in a disempowered state, so ultimately they can overcome the dominant power structures. Stovall (2006) felt that rap music was a catalyst for a critical dialogue where students could become political beings to help empower them to change their communities for the better. In addition, Sanchez (2010) concluded that rap music could be used in academia as a way to legitimize a supposed subordinate way of understanding writing. Finally, Brown (2006) saw that hip-hop music was a powerful force in opening dialogue between parents and adolescents to critically discuss the lyrics of the songs so both parties could understand why they listen to this music.

Likewise, I want to examine how I have opened space for my teaching practices to be culturally responsive and critical with music I have used in my classroom. As a teacher of a popular music history course, I have the opportunity to start a critical dialogue with my students about the music they consume. Since music is a form of popular culture that has subordinate and dominate voices vying for control of their ideologies, it is needed to be analyzed. My students consume music everyday by hearing it on their Ipods, CD players, televisions, and various places they go on campus and in town. My role as a teacher is to help students understand that music is a manipulated construction that can silence minority voices and disempower people through stereotypes and socially unjust ideologies.

Research Questions

I will be analyzing a History of Rock-n-Roll course that I taught in Fall 2009 at Georgia Southern University in Statesboro, Georgia, USA. The goal will be to reflect over my curriculum and teaching practices to see

how I was critical in my way of teaching it to my class. My question is: How culturally responsive and critical am I as a popular music instructor in a college classroom?

Methodology

Context and Participants

The History of Rock-n-Roll course was taught at Georgia Southern University as part of a freshman orientation class in the First Year Experience (FYE) program. The class included 25 students. All of them were White except for one African-American female. There were 15 males and 10 females and all were traditional Freshmen, 17-18 years of age. I am the Assistant Director and Tutorial Coordinator of the Academic Success Center (ASC) at the university. As a teacher, I have 20 years experience and am a White male. I am a musician, too, and have been a fan and student of rock-n-roll since I was a child.

Georgia Southern University is located in the rural setting of Statesboro, GA. Its slogan is "Georgia's large-scale, small-feel research university." It has about 17,000 students and offers undergraduate and graduate degrees in various majors. Many students who attend GSU come from Georgia and about 65% are White. The other 35%, who are minority, are mostly African-American. The school has a strong reputation for being a place where students get the attention they need to succeed as classes are smaller and teachers can work closely with them. GSU has a 41% graduation rate. The students who do not graduate usually drop out or are asked to leave due to poor grades. Students are given information to help them succeed by asking them to go to various places on campus for tutoring and help in their subjects. The main place for tutoring is the Academic Success Center.

The Academic Success Center (ASC) is the place where students come to get help with their classes. I am the Assistant Director and Tutorial Coordinator of the ASC. I am able to see that many students come over to get tutored in math, history, science, and English. I also see many students on academic probation since they have take a workshop course we offer called GSU 1120, which I help teach. Students getting below a 2.0 GPA will have to take this course which consists of topics that help get them better acclimated to college. Topics such as time management, study skills and learning styles, overcoming test anxiety, goal setting, and what's important in college are just a few of the themes covered. After students

take this class, they have two semesters to bring their grade point average above a 2.0 or they will be asked to sit out of school for a semester. The interesting thing is that students do not pass this GSU1120 class due to poor attendance.

Another way for students to get acclimated to college is through the First Year Experience (FYE) Program. All incoming freshmen have to take an FYE 1220 course as a way of understanding the university and the services it offers. This is a two hour semester course and consists of two parts: a seminar part and an orientation part. The orientation section of the course offers workshops on topics similar to the ones that are taught at the Academic Success Center. The seminar part of the course offers subjects that are of interest to the student. The student gets a chance to choose a section on a topic which hopefully will get them reading and writing and discussing material that is popular. Many topics are available to students such as survey courses on movies, sports, occupations, music, life themes, and other popular topics. I teach both parts of the course and my course is called The History of Rock-n-Roll.

I am qualified to teach both sections of this FYE course. First off, I have experience teaching the various workshops that are offered in the orientation part of the FYE course since I teach the same kinds of workshops at the ASC. I taught many similar workshops at the Student Academic Center at Indiana University while working on my graduate degrees in Language Education and Counseling. I was a high school English teacher for many years and understand that my college freshmen students are just getting out of high school and coming into the new experience of college for the first time. I can relate well with them, as they like my humor, and I can put them at ease with my laid back nature. I know their needs, fears, expectations, and habits.

I am also a good fit when it comes to teaching about rock-n-roll. I play in a local cover band called The 80's Academy and we play music from that time period all around Statesboro and the surrounding areas. I have been studying rock-n-roll as an active participant since high school and have actually taught a History of Rock-n-Roll course to high school students in Tucson, AZ at a charter school. I was able to form a band with these students after school and play music with them as I showed them how to play various songs. They also taught me how to play different things and we learned from each other, as we played out in the community at different events.

Data Collection

Because of my history as a student, teacher, and musician of rock-n-roll, I have acquired many artifacts such as books, magazines, and videos that I can use in my class. The data that I will use for my self-study will include the following:

1. Course Evaluations including statistics and written comments from the students
2. My course syllabus, assignments, and materials used during the class.
3. My memory from when I taught the class.

The course evaluations were obtained from the FYE Department. These are important artifacts for this study because they can show how well the students received the information that was taught to them. I examined their responses as ways for me to see what material appealed to them and how much of it they understood. My teaching techniques can also be surmised through the analysis of the course evaluations. Questions such as thoroughness of my preparation as well as the usefulness and level of interest of the material can be answered.

Examining the course syllabus and assignments are good ways to recall and analyze the primary objectives that were in place at the beginning of the course. I looked at what each assignment asked the students to accomplish during the semester. This opened space for a discussion on how culturally responsive and critical the assignments were. Furthermore, the materials used in class made way for understanding how a critical dialogue could ensue with the students. The materials were my own, as I obtained them over years as a fan and scholar of rock-n-roll. The materials included historical video documentaries and videos of musicians performing music. I reviewed them by watching them again and analyzing the content and presentation of each.

To help with my memory work, I decided to write out my memories of the course. I looked at the class roster and grade book to remember my students and how well they performed in the course to see which assignments worked best in the classroom. Reviewing the assignments as well as the materials used in the classroom, helped me remember why each was used as a pedagogical tool to meet the course objectives.

Data Analysis

I triangulated my data by comparing and contrasting my past assignments and course syllabi with classroom artifacts such as music videos, documentaries, and literature used in the class. I wanted to see if

these artifacts actually helped or explained what my course objectives were on my assignments and syllabus. I then used these results and compared and contrasted them with the Course Evaluations and questions that were asked of the students to answer about the class and me as a teacher. I compared their responses to my classroom objectives to see if I actually taught what I had planned. I then looked for similar themes and patterns in what I was teaching to see if my pedagogy was critical. I grouped these similar themes into two categories: critical and uncritical teaching methods. The critical teaching methods included places where the assignments had openings for critical moments with my students. The uncritical teaching methods included pedagogy that did not engage students in a critical dialogue over the music and materials used in class. Furthermore, memory work was used during the data analysis. One way to aid in memory was to go over the roster of the class as well as the grade book to remember the students and when certain assignments were taught and what kinds of grades they received for these assignments. This helped aid in remembering the chronology of the course and how pedagogy was spaced throughout the semester.

Discussions

Discussions of Findings

The course make-up, materials used in the course, student expectations, and course evaluations were examined to answer the question of how culturally relevant and critical I was in my teaching practices. The main theme that appeared was that the History of Rock-n-Roll class was not taught in a critical way. The class was taught in a traditional manner and traditional material was used in conveying the information to the students. Though the students felt they learned much in the course and thought I was knowledgeable and interested in the topic of rock-n-roll, I did not engage the students in a critical dialogue over the history of the music as well as the materials we consumed in the class. I saw that my assignments did open space for critical dialogue over the material. In addition, I found that the videos used could be analyzed in a critical way. Finally, I realized that I could revise my assignments to open space for a critical dialogue the next time I taught this course.

Course Make-Up

The History of Rock-Roll course was taught in a chronological order. It started with the music of the 1950's and the roots of rock-n-roll and influences from other musical genres. Next, the folk influences, which

opened the way for the British Invasion of the 1960's with The Beatles and Rolling Stones, was discussed. After this, the psychedelic scene of the late 1960's which led in to the corporate rock of the 1970's was talked about. The class then discussed Punk music as a reaction to this corporate rock, where kids would form bands and just play whatever without worrying about how it sounded or getting a record deal. In addition, discussion ensued about Disco of the late 1970's which led to the 1980's and the MTV generation of bands. I talked about how music changed due to the digital age where videos and CDs replaced vinyl records. We then talked about Heavy Metal and how the hair metal bands made everything seem fake and processed. We saw how Grunge of the early 1990's was another reaction to this complacency. We ended the class talking about Electronica, Rap, and various music festivals. The students then took over and formed groups and taught the rest of the class over the different decades of rock. They were to fill-in anything that we missed by talking about clothing styles, the politics of the day, and what was popular during the decade they talked about.

Materials Used in Course

The videos that were shown ranged from documentaries on the different time periods of rock-n-roll to individual You Tube videos of certain artists. The main documentary that was used was called *The History of Rock-n-Roll* from Time-Life and it showed a chronological order of what happened in music. There were many interviews with the musicians, film clips of their playing live music from all the different periods and the historical news footage from what was happening in the day. It was a ten part series and most of it was viewed. Many DVDs from the Making of Classic Album Series were used. Here, a specific famous album was analyzed with the record engineers and producers as well as the musicians who played on the album and wrote the songs.

Student Expectations

Students wrote much during the course. They wrote everyday in their Rock-n-Roll Journals (Appendix A), which included 18 entries over what we went over in class for that day. They were allowed to write during class as this was a way for them to take notes and understand the material at hand. I had the students write a 5 page Rock-n-Roll Paper (Appendix B) over one of their favorite CDs. They had to listen to every song in order and write their analysis of it. They had to write about the themes and the lyrics and what it meant to them. They had to look at the album art and order of the songs to see if this was a purposeful statement from the band.

Also, each student got to pick out their favorite song, show the lyrics on the board to the rest of the class and play the song. A discussion would ensue afterwards. Students had to write a 5 page paper for their Group Project (Appendix C) where they analyzed a musical decade according to criteria. For extra credit, the students could come to any performance of my band when we were playing in town and write a concert review of it.

Course Evaluations

After looking at the course evaluations, I saw that the students enjoyed the class. When asked about their interest in the topic after taking the course, 90% scored the highest mark saying that they were more interested in the topic. I received high marks, too. Overall, 95% of the students gave me the highest rating when asked to rate their instructor and 95% gave me the highest mark when it asked if the instructor was interested in the course material. When asked what they thought about the instructor and course, most of the comments included variations of: "Mr. Czech is knowledgeable on this topic. Great course! I really enjoyed the class. I liked the way in which he used videos and sound clips for examples."

Evidence of Impact

After analyzing the assignments, course objectives, and students' responses to the class, I found that they learned much during the semester. The material and information about the history of rock-n-roll was conveyed to the students and they were able to learn. A student in one of the evaluations said, "I've learned more about music than I thought I could. I thought I knew a lot of stuff on rock-n-roll, but I realized that there is a lot of music that I did not know about." I saw that all of the students completed all of the assignments and many of them were well thought out and thorough. The Rock-n-Roll Paper, for example, had students analyzing their favorite CD and many during their presentations said that they had never listened to the songs in order or thought about the CD being an artistic statement made by the artist. They also did a thorough job in their Rock-n-Roll journals where many scored high marks for insight into what they were observing and listening to. They wrote 18 journals and talked about how the music related to their own lives and the larger society.

Though the students learned much about music and what they liked to listen to, the class was not taught in a critical way. The main reason for this was that the students were not asked to go further in their analysis of

how music can be a manipulated construction that perpetuates stereotypes of race, class, gender, and sexuality. The assignments were more geared toward students listening to music and giving aesthetic reactions to it. The interesting thing was that the course does open pockets for critical pedagogy, as students can critically reflect on what was happening historically. For example, many movements in music were created from public reaction to what was happening in society. The Punk and Grunge scenes are prime examples. Assignments could be created where students look more into the social and political history of the United States as well as the world to see how music movements are created to resist the oppression of totalitarian governments.

Another aspect that was not discussed much in the course was hip-hop music. One reason is that I do not know that much about it and most of the class were not interested in it since most were White. Another reason for not teaching hip-hop involved the idea that, I too, was White and wondered if I had the authority to talk about the inner city and plight of African-Americans. Greenfield (2007) talked about this in his research on his own hip-hop class. He was White and felt similar doubts and feelings about having the authority to teach hip-hop, but found that his students, who more mostly Black, did want him to open their minds to different ideas and knowledge from hip-hop music. There is a chance for critical pedagogy in hip-hop music because the song writers are talking about their own oppression as marginalized others in a dominant discourse. Future discussions in my class will need to include how hip-hop music helps empowered the silenced minority to resist dominant ideologies and empower them to find a voice to relate own viewpoints. Furthermore, students can critically reflect on different musicians' viewpoints so they can understand their own constructions of race, class, gender, sexuality.

In addition, the idea that music is a manipulated construction created by artists and distributed by music corporations was not discussed in a critical manner. This kind of thinking was started in the Rock-n-Roll Paper assignment, but it needed to go further. The assignment could be lengthened to discuss how a student's favorite CD was a corporate creation made to make money. Questions about artistic freedom and what sells could be discussed. Also, students could look at themselves as fans as manipulated objects by the music corporations. Discussions could evolve into looking at how the CD is marketed to provoke one to buy it. Stereotypes of social injustice could be looked at in these selling points as

ways to promote music without taking into consideration the silenced minority.

Finally, the videos that were watched in class were never deconstructed to look at the stereotypes of race, class, gender, and sexuality that they might have promoted. The main video was a ten part documentary over the history of rock-n-roll. Questions about what was included and excluded in this historical document were needed. The videos that were promoting the band and their songs needed to be looked at as constructions that promoted social injustice. This discussion could be part of the corporate aspect of music as something that is created to sell a product without concern for artistic intent. The idea here is to be critical of music as something that is created to sell and position people who consume it with a certain image and ideal. Students would have to look at themselves as fans who buy into this image without regard of what social injustice the music promotion is perpetuating.

Group Feedback

Three of my colleagues in the School of Education as well as one professor in the Health and Kinesiology department at Georgia Southern University were able to give me feedback concerning my self-study. Their remarks were helpful in the sense that I was able to hear other objective viewpoints over what my purpose and goal was when teaching the History of Rock-n-Roll course. Overall, two major categories developed in their remarks on my self-study. The first category included their reactions to the course itself since it was a non-traditional course taught at a traditional university. The second category concerned their thoughts over teaching the course in a culturally responsive and critical way.

When looking at the course as a whole, the group thought it was a great way to get students interested in learning about a topic that was of personal interest to them. They all agreed that rock-n-roll was an interesting subject and that students would pay attention in class since most of them liked to listen to music. All of them said that they would have liked to have taken the course when they were undergraduates and two said that they wished they could take it now since they liked music. They thought the materials that I used were interesting, too. They liked the fact that videos were used that showed the musicians performing their music during the different times in music history. One colleague suggested another rock-n-roll documentary that she saw that could be

used. Other suggestions included various bands and musicians that could be discussed that were not on the syllabus. Another question arose which included teaching the course in a chronological way. Different approaches were suggested where there could be possible discussions on genres of music instead of looking at rock-n-roll in a linear time fashion. For example, different genres such as the Blues, Hard Rock, Psychedelic Rock, Heavy Metal, Punk, Disco and so forth could be discussed and the bands and musicians playing that style of music could be analyzed in those categories regardless of the time period from which they came. They thought my assignments were good and thoughtful. One person said that it was interesting that students were asked to listen to a whole CD from start to finish since most kids only listen to individual songs due to digital downloading.

Teaching the course in a culturally responsive and critical way was discussed. All of my colleagues though it was important for students to know that music could be discussed in a critical way. One person asked if students would be interested in the course if it was taught in a critical way. He thought that students might not want to analyze music for its political and possible socially unjust ideologies since it would not be interesting for them. For example, he questioned if students would be able to deconstruct a music video to look for stereotypes of race, class, gender, and sexuality since they might see it as only a video consumed for entertainment. On the other hand, one person said that students need to know that music has the ability to empower minority voices since it is coming from them. The lyrics are written about what is happening in the underprivileged parts of the country and people need to know about what is happening in the real world. They agreed that my course did open space for critical ways of looking at the music. One person suggested that students could do outside research during their group projects to look at how the music they were discussing was part of any political movements that tried to make people understand socially unjust ideologies.

Overall, I found the group feedback helpful because it made me think about my pedagogy and course content in a more culturally responsive and critical way. I was able to see that people agreed with my ideas of trying to make my class more critical and I did not feel like I was alone in my journey to becoming a better teacher. I was able to get some different ideas on how to create assignments that were more critical as well as understanding the flow of my class as a whole. I was enticed by the idea of teaching the class by musical genres instead of in a chronological way.

This idea led me to think about teaching the class based around social issues as the main focus. I thought that I could look at gender, race, class, and sexuality as my main focal points. For example, I could have students look at songs that related to gender and analyze what the bands and musicians were saying about this issue. Questions about stereotypes on gender in the lyrics as well as how the music corporations positioned people to understand this issue could be raised.

In conclusion, I found that there are many ways to teach a History of Rock-n-Roll course, as I am not limited to certain structures. I have the opportunity to be culturally responsive and critical in my pedagogy and feel that I have a responsibility to open space for my students to critically analyze music so they can understand how it is a construction that has dominant and subordinate voices vying for power in their ideologies. Also, analyzing music in a critical way can help students understand their own social positions and how they can perpetuate socially unjust stereotypes. Music is a great vehicle for starting this discussion as listening to it is a pleasurable activity and of high interest to many people. I look forward to seeing how I can meet these goals in future semesters when I teach my History of Rock-n-Roll course.

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Appendix A

FYE 1120: History of Rock-n-Roll

Rock-n-Roll Journal

Thoughts: This journal is for you to expand on your own vibes on what you are viewing and learning in class. The goal is for you to get your vibes out in your own voice. You can write a summary about what you learned, but you can also write about how the material affects you personally. Do you agree or disagree with this stuff? Can you make any comparisons to your own life with what is being discussed? Are there any differences? Do you see any comparisons and/or differences in the music of the past with music of today?

The goal is to free write and flow.... Let it out and relax. Pretend you are typing an e-mail to a friend or writing a letter to someone. This is an informal vibe, so don't worry about grammar and sentence structure- just get it out. And make sure you do one every day and not get behind in your journal, so you don't have to write them all at once. Again, write one everyday- while material is being discussed or after class.

Appendix B

FYE 1120: History of Rock-Roll

Rock-n-Roll Paper: Total Points (50)

THOUGHTS: Pretend that you are stranded on an island for 30 years and you only get 1 CD to listen to during that time. Which one will you take with you? The goal for this 5 page paper (double-spaced, typed) is for you to talk about your favorite CD of all time and write about the WHOLE thing- every track on it. Here are some ideas:

1. Talk about why you like this CD and decided to have it with you for 30 years on the island. (Introduction)

2. Talk about each track on the CD. You should talk about each track in order on the CD You should talk about the LYRICS. You should talk about the MUSIC (instruments, beats, solos, overall feel and arrangement of the song, etc.) (Body)

3. Why do you think the artist decided to put each of these tracks in this order? Do you see a pattern or explanation as to why they did this? (Body)

4. Do you see any influences from any of the rock-n-roll periods that we have talked about dealing with the music and lyrics on your CD? (Body)

5. Conclude with some final thoughts over your CD. (Conclusion)

Overall, look at this paper as a chance to tell the world about your favorite CD. Remember, people used to listen to the whole album in the order of the songs that appeared on it. They didn't skip the tracks around or download one song off the album for their Ipod or make mix CDs all the time. Albums were played on a record player and after Side 1 was over, people flipped the record over and played Side 2. The goal is for you to have a similar listening experience where you listen to each song in the order that they were meant to be by the artist. The record was an artistic statement from the artist and was listened to as a whole thing.

FYE 1120: History of Rock-Roll

Rock-n-Roll Paper: Total Points (50)

Grading Rubric:

1. The paper is 5 pages long, typed double-spaced, and is free of grammatical errors. (_____/10 points)

2. The paper has an introduction where you talk about why you chose this CD to take with you on the island of 30 years. (_____/10 points)

3. Each song on the CD is analyzed- music, lyrics. (_____/20 points)

4. The paper has a good structure where there is an introduction, body, and conclusion to it. (_____/10 points)

Appendix C

FYE 1120: History of Rock-Roll

GROUP PROJECTS/PRESENTATIONS Total Points (100)

THOUGHTS: This project is for you and some friends to research a certain decade of rock-n-roll and flesh out the main ideas that you find are important to the development and understanding of this period in music history. This is a research project and your group will be teaching the rest of the class over your findings. The goal is to comprehend the material and apply it to your own lives and teach us about it. The decades that we will be covering are the: 1960's, 1970's, 1980's, 1990's, 2000's. Here are some questions that you should think about when researching your musical decade in your "rock groups."

1. What was happening socially, politically, historically in your decade?
2. What were the fashions of the day?
3. Who were the major players/groups in your decade?
4. What styles of music were being played?
5. What subject matter were the musicians singing and writing?
6. What influences from other musical decades do you see in the development of rock-n-roll in your decade?

Remember, a decade is 10 years and so much happens in music during those 10 years. The goal is to focus on some specific genres of music in that decade and research it. Some of the genres in the various decades are:

1960's- Folk, Protest, British Invasion, Psychedelic, Motown, R&B;

1970's- Heavy Metal, Punk, Disco, Reggae, Funk, Hard Rock, New Wave;

1980's- Glam Metal, New Romantics, MTV, Rap, Hip Hop, Techno, Goth;

1990's- Trip Hop, Industrial, Techno, Rap, Death Metal, Pop Idols, Hard Rock, Grunge;

2000's- Hip Hop, Rap, Emo, Metal, Pop Idols, Country.

Next, you will need to do the following activities in your rock groups.

1. Written Paper (80 points) You will need to get your findings out on paper. This will take the form of a 5-page double-spaced typed paper. You will need at least 3 sources to back up your findings.

2. Class Presentation (20 points) You and your group will present your findings to the class and teach us about your decade. You can use video clips, sound bites, the computer and screen, handouts, etc. in your presentation. You can be creative here. Each group will have about 10-15 minutes to present.

Appendix C

FYE 1120: History of Rock-Roll

GROUP PROJECTS/PRESENTATIONS Total Points (100)

Grading Rubric:

Paper- 80 Total Points

1. The paper is 5 pages long, typed double spaced, is free of grammatical errors, and has a good structure to it (introduction, body, conclusion). (_____/ 10 points)

2. The paper talks about what was going on socially, politically, and historically in your decade. (_____/ 10 points)

3. The paper talks about the fashions of the day in your decade. (_____/ 10 points)

4. The paper talks about the major players/groups in your decade. (_____/ 10 points)

5. The paper talks about the styles of music being played in your decade. (_____/ 10 points)

6. The paper talks about the subject matter the musicians were singing and writing about in your decade. (_____/ 10 points)

7. The paper talks about the influences from other musical decades in the development of rock-n- roll in your decade. (_____/ 10 points)

8. You have included at least 3 sources in your research to back up the support for your musical decade. (_____/ 10 points)

Visual/Oral Presentation- 20 Total Points

1. Your group has given a 10-15 minute informative and creative presentation to the class, as you presented your decade so everyone could understand what your group wanted to tell the class. (_____/ 10 points)

2. Your audience, the class, was engaged in your presentation. (_____/ 10 points)

THE EDUCATIONAL SYSTEMS IN THE INTERNET ERA

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Abstract: *The author aims at accounting on the major necessity of upgrading the educational systems in relation with the universe of knowledge through the IT world, the access to information being so quick due to internet which facilitates abilities, skills, and the educational pragmatic side.*

Keywords: *Key words: educational system, IT world, universe of knowledge, internet, on-going education.*

The beginning of the third millennium has brought about the challenge of considering the world and its people a general entity, that should be scrutinized due to the requirements in informatics, a community in which the production and the consumption of information are the major types of activity, information being the essential resource, while the IT and telecommunication the fundamental technologies. The internet, cell phones, digital systems, all at an ever higher speed, have generated a real revolution of information, whether at home, at school, or at job.

The unprecedented evolution of the technical progress, bringing together the facilities due to the IT, technology of communication and digital information, have led to the emergence and development of new services and employment, as significant mutations all over the world. Some aspects should be quoted as first priorities in the informational world: a new policy and a new strategy of development in the world, concern for implementing and monitoring pilot projects, demos and other actions, work force training to meet new requirements, use of IT and communications in ever more fields of activity.

The catalyst for the transition to the informational era is, nevertheless, the internet environment which has allowed a rapid development of the information resources and services provided to various categories of users all over the world. As a whole, the sizes of the information era should be searched in terms of technology, economics, administration, legal and political fields, education, environmental culture etc.

The educational aspect is of essential importance, as it develops the new work competence in the frame of informatics, as well as the creation and administration of new educational and on-going training programs such as the e-Learning, e-Teaching, access to the virtual library resources etc, each one playing an important part in generating a new mentality, as well as new abilities and competence required by the world of informatics. Nowadays, ability and competence involve a culture of information, consisting in locating, evaluating, and employing information, with a special impact in the educational systems to training experts for different fields of activity.

The fundamental function of education has always been the transfer of knowledge. The mutations that have come up in a rapid way have stressed the moral use of knowledge, by requiring an on-going, whole life training process to meet permanent changes, while the up-to-date individual must cope with all these, by speeding up and reacting accordingly, to cover the ever higher rate of the perishable information. In such a world, the straight, linear concept of education as a profession would disappear, as the basic education could no longer provide a sound background to be properly used during the whole activity. The educational strategy should no longer be focuss on the accumulation of information, it should be focussed on processing information and developing skills to cope with inevitable matters. The educational systems should allow the transfer from knowledge to a new level, meant to show the ways to the learning process, to facilitate the use of the information provided to solve and settle instant and real matters. To get the necessary information from the data bases and data depositories, sites etc, the users should dispose of a series of criteria to facilitate the selection of the information sources. Thus, in order to efficiently use the electronic collections, the users should have knowledge of a series of terms introduced by the internet, such as metadata, drivers, portals, specific formatted language, etc.

In 1996, the UNESCO Report on „Learning the Treasure within: Education for the 21-st Century” showed, among others, that the on-going education is the major principle of education nowadays. A new political strategy is a must for the individual to become able to cope with the ever higher demands of the work market, and to better manage all the challenges that might come up in life. Thus, the educational systems at date provide several ways to transmit learning knowledge, among which the most frequent ones are the observation, the learning activity through

listening and practising various activities. Obviously, the share of these ways in the educational process should account for the level of training and the peculiarity of the field.

While the traditional educational systems would almost exclusively transmit information through a teacher, the up-to-date training can include other strategies, such as the team learning, in which the teacher generates and orientates the debates, with the students taking an active part in considering the course subject, the aim being achieved by a sound knowledge, a set of skills, and by creativity to facilitate settling real requirements. A good teacher can adopt his methods to transmit information in order that it be well understood and remembered in efficient usage. Rousing interest to learning, and creating premises to the on-going education should play a special role, too. A special attention ought to be given to the academic level learning, which stands for the major source of trained and educated personnel for any social and economic activity; it is remarkable that a great part of the population in the developed countries - up to 50% - show great interest to attend academic level courses when considering that proper in their life.

In the European Union, a net trend is to provide common standards for the educational systems, mainly at the academic level, for the bachelor's degree as well as for the master's and doctor's degree., to facilitate the acknowledgement of the diploma and the integration of the experts on the work market. In the E.U countries, the coordination and the quality correlation of the educational systems in all the member states has become a fact starting 2000, and the efforts have been materialized in the European educational policy which is focussed on the theory of educational fundamentals, the educational goals, the contents of education, the educational practice, monitoring and evaluation of quality, the role and quality of the human resources in education, the participatory mechanisms of the educational policy etc.

Yet, this would not mean a unique or levelled educational systems in the European states, it would rather encourage diversity in education and corresponding solutions for the necessities of each country. The novelty of this is the philosophy of the correlation with a series of commonly admitted standards, among which the evaluation and accreditation of the educational units.

This methodology is called *the open method of coordination*, and it includes the real goals to be reached in a period of time, both from the quality and quantity points of view, data which can be monitored to

demonstrate the evolution in a given period of time, the exchanges and mutual revisions of good practice.

At the European Union level, the general background with regard to the development of the educational systems was settled in 23 over 24 of March, 2000, during the European Council Convention in Lisbon. The conclusions of the convention referred to the aspects regarding an educational system, according to the requirements of knowledge (the use of mathematical systems and IT, multilingualistics, formation of social competence, multiculturalism etc), the opening of some training centres connected to the internet, growth of investments in education, European CV as a way to evaluate competence at the same scale, growth of mobility and mutual recognition of qualifications, etc.

The European Union goals are quite ambitious, aiming at "a world of knowledge, a most dynamic and competitive one, able to grow economically, to create new jobs and to achieve a much stronger social cohesion".¹ To achieve these goals, it is important that a lot of actions should be taken at the educational systems level, to provide:

- the improvement of educational systems and professional training quality;
- facilitated access to education;
- a link between the European Union educational systems and professional training and other similar systems all over the world.

The present educational processes are subject of the on-going up-to-dating goals, and, to this aim, there is an obvious transfer of activities, from the traditional form towards a process marked by the IT and the use of the digital information resources. These mutations are mainly due to the necessity of information in real time, in the context of globalization. The internet is more and more used, eliminating barriers of space and time. By the service it provides, and through the information it can store, the internet has become an important support to achieve the educational process at all levels.

The e-learning type choice² in the educational process and the on-going training are also taken into consideration. The E-learning is a relatively new domain which has developed at the same time with the IT and telecommunication systems, through the extension of service and of

¹ The European Union, (2002), p.1.

² E-learning is a synonym to On-line Learning, Web Based Learning- WBT, Distance Learning.

informational resources provided within the internet. This domain also includes and covers a vastity of applications and processes, based on the computer assisted learning way, involving information distribution in an electronic environment (multimedia, Internet, Intranet). It may be a specific way of the distance learning. Thus, the E-learning is the access to the most recent information, by acquiring knowledge, an on-going learning process, modern and efficient learning methods. While the traditional education is organized on age groups of individuals, the on-line one is organized on topics, so that at the same course students all over the world may participate, no matter their age, level of training, professional expertise etc.

The E-learning advantages consist in the the opportunities the student is offered to organize his studying time by himself, and in the system flexibility which encourages a personal learning style.

Nowadays, due to these opportunities, the traditional and conservative educational system has started losing exclusivity, becoming a complementary alternative to the computer assisted learning which involves less costs. A knowledge based world has got a global dimension due to its nature, facilitating the dialogue at different levels, technical assistance, transfer of technology, development of standards and general rules for the open communication.

In the educational field, the computer is more and more an instrument of work, of information, evaluation and professional training. Thus, the barrier of the access to information is dropped for those living in areas at great distances from the university centres, which leads to a decrease of the social isolation risk for these categories of people. On a long term, the success of the world based on knowledge needs innovation and creativity, qualities promoted mainly by the education at academic level, as compared to the preuniversity level, which would focus on basic abilities only.

Recent studies have proved that the educational sector with the greatest importance to the managers' and leaders' success is the academic one. Yet, in this case there still are the aspects of too much theory in providing knowledge, and of the lack of practice application in the implementation of the information acquired.

The internet based alternatives provide more rapid results at lower costs, a large access to training and a clear responsibility for all the participants to the educational process. At present, the internet based training provides responsibility, accessibility and opportunity.

Seen from another perspective, the e-learning is a kind of distance learning, an experiment of the educational process organized by an institution providing teaching materials through mediatic ways, to be used by the students individually. The internet provides the material distribution as well as the communication channels for the individuals involved. In general, at the academic level and in the education of the adults, the training system through internet can adjust the components to the traditional teaching process, from the planning of activities up to the evaluation of knowledge.

The latest decades have considered the internet environment the greatest virtual library which can be consulted on-line at a global level. The electronic training can be used in schools and universities, in most cases, as a supplementary component of the traditional training method. The virtual institutions are the bodies involved in educational activities, promoting curricula and syllabus to the interested factors, by means of IT and communication, also providing a tutorial support or the organizations in partnership to facilitate the educational process, without a direct implication in the educational curricula.

In conclusion, at both global and national plan there is a trend to combine the classic educational model with the one in which the students can benefit from the on-line educational system advantages, based on the internet services and resources, a system in which students spread all over the world can use servers providing them with educational interactive support, as well as on-line self evaluation and evaluation opportunities. The contents of the materials can be improved, by the use of IT which combines different kinds of information: images, audio-video structures, animation, narration etc. The testing modules play an important part, to evaluate knowledge, as this type of educational systems provide opportunities to achieving an individualized learning system, its contents being according to the intellectual level and with the degree of the previous information held by the students who want to learn with no barriers of space and time.

A major characteristic of the up-to-date educational systems is the fact that the educational process does not focus on the capacity of transmitting information, it accounts for its capacity of transferring it, and the capacity of the one who gets the information to use it in settling real situations. Thus, learning becoming a more motivated choice.

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THE PROCESS OF INNOVATION IN THE KNOWLEDGE ECONOMY

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Abstract: *The knowledge economy requires an interdisciplinary character. A society based on cultural diversity must invest in education, health and other social programs. Innovation is a key issue of our time. It is a multidimensional concept beyond just technological approach including, for example, service innovation, organizational innovation or business model.*

In the new global civilization based on innovation, economies have as a priority component of technological development leading to a high level of competitiveness and human development. Technological progress is essential to human progress.

Keywords: *knowledge, innovation, development, technology.*

The knowledge economy requires and interdisciplinary character. Economists, mathematicians, IT specialists, sociologists, psychologists, physicists, geneticists etc. are trying to adapt the classical theories to revolutionary visions about the dynamics of the human interactions, of restructuring the social networks, of the general equilibrium theory, of the cognitive theories, the numerical simulation, the chaos theory etc.

The modern economies, as interrelated, make up a complex adaptative system. In such systems it is not only the natural resources that are rare, but so are the individual cognitive restraints. That is why a change of the paradigm is necessary with regard to the engines of the economic growth (passing from the accumulation of physical capital – with diminishing productivity, to investing in the human capital, in research and development, innovation etc. – with increasing productivity).

The new growth theory views the change in technology as an endogenous variable responding to the signals emerging on the market. The spreading of technology is endogenous as well. The investments in

the human capital, in education, research-development etc. yield positive externalities.

The models of the endogenous economic growth (with or without research-development), that is, where economic growth is stimulated without technical progress and, respectively, those where the technical progress is the result of the economic activities developed in the research-development area of the developed countries, outline the process mechanism of the knowledge economy.

It is necessary to be aware of the need to pass from the model of the human society known so far – that of progress through knowledge – to the model of the knowledge society. There is of critical mass difference between the two models. When the society comes to produce knowledge prevalently and to consume knowledge prevalently, it becomes indeed a knowledge society (Dinu, 2006).

The implications of globalization on the business world render necessary a redefinition of the economic concepts and models.

Today emphasis is shifted on flexible organizations sufficiently agile so as to require specialists working together on teams. Such teams are suggestively called multifunctional teams. Thus, we are moving from the world of narrow specialization to that of teams and particularly of inter-functional teams evidencing not only the quality of a product, but also the quality of the business decision-makers. The inter – and multi-functional teams consist in members possessing different sets of qualifications and skills, which is a fact full of significations in the new economy and in the knowledge society. This is a new challenge that Romania must accept as a condition that needs to be met in its process of transition to the knowledge economy.

The major factors allowing Romania to become innovatory regard:

- Consistent investments as size range in education generally and in the higher education particularly;
- An informational and technological basis of quality;
- High levels of governmental expenditures designed for research and development;
- Efficient laws to protect intellectual property and to support the research-development activity.

In the global civilization, the new economies based on innovation have as priority component the technological development leading to high levels of competitiveness and to human development. The technological progress is essential to the human progress.

The digital, genetic, molecular innovations open up new perspectives and “break through the frontiers” of how people can use the technologies in order to spread knowledge, by stimulating growth and development.

The technological innovations have effects on the human development. The human development and the technological progress do support, enhance and propel each other:

- The technological innovations may improve the human potential and capabilities;
- The technological innovations are a means of ensuring the human development;
- The human development is an important means of support to technological development.

An analysis of the Human Development Index in the transition countries provides novel results. Thus, although it has been ranked the last, in terms of the human development index, among the seven transition countries with average HDI, Romania recorded in the period of 1990-1998 the lowest negative value in terms of changes of the human development index. An analysis of the tendencies noticed in the evolution of the human development index in Romania in the period of 1995-1999 shows some evolution tendencies of the three HDI components in less synchronized directions:

- The average life expectancy at birth declined as from 1995 until 1997, then it went up to 69.7 years in 1999;
- The adult literacy level monitored for five successive years remained relatively constant, with a slight increase to 97.2% after 1998;
- Overall, the development index of the educational system in Romania has improved.

A society based on cultural diversity must invest prevalently in education, in health protection and in other social programs. The key principle to govern the investment, the private or public policies in the modern societies should be such as to allow and foster a prevalent investment in the human and in the social capital. The same principle should be applied in relation to the welfare and life quality ensuring systems, as well as to other aspects of the social-economic development. The traditional approach of welfare based on transferable payment system, on bureaucratic services and on the so-called social engineering should step back before the new approaches, which are related to active welfare, to continuous education and to the development of a life quality

ensuring system by recourse to a set of priority investment programs as the investment in education.

The main source that has increased and will continuously increase the production of material assets has been creative thought, which resulted in the creation of new “green” sources of energy and in making use of the available raw material by employing new technological procedures that enhanced its value.

The increasingly more upgraded new technological procedures enhancing value are the result of innovative thought that came to be embodied in what the accountants call “intangible assets”.

Innovation is the only hope for speeding up the technological evolutions in the production processes required by the worldwide social and economic changes. The creative thought and the innovating spirit will ensure the future development of the human society, even if the time-lag noticed by the Club of Rome is a fact. The social and political framework established on European and worldwide level encourages the process of innovation and the application of technology, which they equal to social-economic welfare.

The industrially developed countries deem that in the recent years mankind has entered its third period of development, which is not based on agriculture nor on industry, but on information and knowledge.

One must understand why knowledge is considered to be the core to economic development and how an organization can turn it to good advantage in order to create its own competitive advantages and remain on the market.

It is an economy in which the key to wellbeing and to creating new jobs is the implementation level of innovation, of the new technologies throughout the entire economy.

In the new economy, growth is based not only on enhancing the capital offer but, first of all, on enhancing the amount of knowledge and the number of innovations, by quick incorporation and spread thereof on large scale.

The knowledge economy is not only an economy based on knowledge but also:

- on the management of knowledge of all the human processes
- on unprecedented dissemination of knowledge to all citizens.

The new governing style – the knowledge management – employs the concept of intellectual capital, whereby we can identify and define the intangible assets – that is the knowledge that can be transformed into

income – on which the economic organization depends so much nowadays.

Innovation is particularly one of the key factors of the new economy.

The new economy means more than high tech and internet, it involves making creative efficient use of innovation by:

- implementing the new technical achievements
- creating new products and services;
- making the best of new forms of presentation, of new functional structures, new organizational forms, new methods for work management and organization etc.

The new economy raises a big challenge, since it is governed by new laws:

- wellbeing derives directly from innovations, not from optimization of previous technological processes
- success and wealth cannot be achieved by upgrading what is already known, but by breakthroughs into the unknown;
- the ideal means of looking into the unknown is based on the agility of the computer networks, by extending the digital economy networks, the cycle “to find or to discover – to teach or to educate – to destroy or to abandon” takes place faster and more intensely than never.

An European knowledge society requires focusing on universities, as innovation-irradiating centres. However, the studies conducted have shown that the European universities are not able yet to carry through their role in achieving the Lisbon strategy. Although Europe is a society with a high level of education, only 21% of the population able to work has postgraduate (tertiary) education, which is much less than in the United States (38%), Canada (43%) or Japan (36%).

While in Europe the higher education is seen as a “public asset”, the enrollment in the tertiary education has been more important in other parts of the world, particularly owing to private funding. Leasing aside the universities in UK, there would be no European university in the first 20 universities in the world, according to the international classifications, and only a few of them rank in the first 50 positions.

The Action Plan for Europe launched in 1996 was included in the Fifth Framework Program on Research (FP5-1998-2002) with some amendments, such as:

- including innovation as important necessary link in the activities promoting technical progress;

- including the small medium enterprises (SME's) in FP5, as potential partners of universities and research institutes.

The indicators of the innovation capacity should consider measuring the following five items:

- the weight of jobs in the high-tech industries;
- the proportion of researchers, of scientists and of engineers out of the total workforce. The number of researchers per each 1000 employees is almost double in Japan (9.6) compared to the EU (5.0) and 8.3 in the US, while the number of researchers within private companies per each 1000 employees in the EU is only 2.4 compared to 5.9 in the US and 6.3 in Japan;
- the number of patents compared to the size of workforce;
- the weight of research-development out of the total production of a state or of a region;
- the weight of the so-called "venture capital" (the capital of joint-ventures that finances new untested investments posing therefore higher risk) out of the total production.

The process of innovation is an overall system process that goes through the following phases:

- conceive an idea with scientific substantiation (that is, generated by a creative spirit, by inspiration, copying, research-development)
- transpose it into industry through a qualified research-industry (preferably private) partnership, which involves funding and a certain technological process, a new form of presentation, a new functional structure, a new organizational form, new work management and organization methods etc.
- successful impact of the result of the innovation process on the market (a new product, service, a new form of presentation, a new functional structure, a new organizational form, new work management and organization methods etc.) through a network of national and/or international capitalization
- a powerful, efficient, extended production of the intellectual property items
- should provide an opportunity for creating new benefits by implementing the result of a process that leads to increased intellectual added value.

EVALUATION OF THE INNOVATION PROCESS IN ROMANIA

In Romania a first attempt was made in 2003 to estimate the evolution of the innovation process on national level. The conclusion of the conducted study showed that the innovation activity in this country is modest, mainly owing to the following aspects:

- the lack of governmental funding for such type of activity and the high costs for working out new products/services or for importing new technologies
- the organizational corporate stiffness, the lack of the personnel in charge with bringing in novelty
- the incapacity of the governmental bodies to support the innovation process.

The conducted study proved also that the reported innovations only showed the technical lag of this country, as extremely few innovation processes developed would significantly help the Romanian economy to move forward in terms of worldwide competitiveness and the most of them reflect only some endeavours to catch up with a level from which we are still extremely far.

The attempt made to evaluate the evolution of the innovation process showed the lack of support from the Romanian state to innovating activities (explicitly or implicitly by regulations halting novelty), which is in gross opposition to the European Union policy whose purpose is to transform the economies of its member states into innovating economies.

The lack of consistent policy for promoting a culture of innovation in this country is mentioned also in the 2004 Country Report on Romania. The Country Report recommended “to intensify the research efforts in terms of administrative capacity and infrastructure and to promote innovation as a major political target and a condition to economic development”.

The 2005 Preliminary Country Report on Romania worked out by the Institute of Prospective Technological Studies of the EU Joint Research Centre in Sevilla in collaboration with the Research General Directorate of the European Commission refers that in Romania:

- the major source for increasing competitiveness is the low cost of the workforce, not product innovation or the introduction of new technologies;
- the new technologies are coming to great extent from import or from foreign investments, not from the local research endeavours;

- most of the producing enterprises deal with assembly, not with real production.

The preliminary country report included statistical data of the 2004 catalogue edited by the National Statistics Institute, from which it resulted that only 17% of the productive enterprises have developed product innovating processes, compared to the 42% average in EU. The report also refers that most of the productive enterprises that developed innovating processes are large enterprises.

The preliminary country report of June 2005 came with the conclusion that in Romania at present the research and development activity was low, therefore it could not be a major source of innovation.

CONCLUSIONS

Innovation is a major issue of these days. It is a multidimensional concept exceeding the mere technological approach and incorporates, for instance, the service innovation, the organizational innovation or business model innovation. The political initiative may play a crucial role in increasing the competitive capacity of the companies and create conditions for them to develop, by:

- stimulating the research and development and the innovation activity so that the companies may incorporate new technologies to generate future innovation processes and economic growths;
- promoting the best practices in providing products and services, by regulations on the risk capital funding;
- creating a business environment that ensures a free competition and moves out the hindrances in the incorporation of cutting-edge technologies.

The history of the economic evolution has shown that no continuous development can be guaranteed by producing only what enjoys success at a given moment. The recommendation is for investing in innovation, particularly when an economy is sluggish or in decline. In order to implement an innovation process, any enterprise, irrespective of its size, should take the following actions:

- to see innovation as a necessity, not as an option;
- to show receptivity and pay particular attention to the ideas coming from within an enterprise, from the academic environment, from the business environment or from the research-development environment;
- to find out the ways for implementing new technologies, for creating value for customers through innovation

- to set off with courage, to undertake calculated risks overcoming the fear of failure

- to develop the innovation process faster than their competitors

- to preserve the pioneer spirit so that dreams may come true.

The goals established by the European Council in Lisbon in 2000 envisage also building in the European Union a knowledge society and a knowledge economy as part of the global society.

In February 2004 the European Commission and the European Economic and Social Committee stated that “in order to increase the political significance of research as crucial to the development of society, the link between the content of research and its net benefit to society needs to be clearly put into light”, which can only be achieved by developing the innovation process.

Romania’s current policy in the areas of research-development and innovation should follow the goals established by the European Council in Lisbon and, for such purpose, it is a strict necessity to build up a new mentality on the process of innovation and the development of such process through implementing in the economy the results of the creative intellectual work.

❖ Romania is in a state of continuous transition and the research-development-innovation system in a state of crisis. A national system needs to be built for innovation and research-development;

❖ The transformation of the EU member states’ economy into an innovation economy is a target for all the developed countries

❖ So far no innovation theory or even an innovation science has been worked out in the specialized literature and no approach has dealt with the risk estimation and the innovation cost evaluation issues.

THE ROLE OF ENTREPRENEURSHIP EDUCATION IN THE CURRENT GLOBAL ECONOMY RECOVERY PROCESS

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Abstract: *The current society is bringing more and more demanding requirements to the educational system, in the field of entrepreneurship. The paper highlights some key aspects such as the need of the introduction of entrepreneurship education at all levels of training, a few different ways of realizing the business opportunities, the global crisis in quality education. There are also presented various initiatives implemented at international level (Global Education Initiative), at European level (The new Europe 2020 Strategy), but also in Romania (Romania Junior Achievement). In addition, the paper emphasizes a few difficulties encountered by the entrepreneurship in Romania both related to training and also implementation.*

Keywords: *entrepreneurship education, development, Global Education Initiative, global crisis, obstacles, Romania.*

The necessity of entrepreneurship education. Contemporary society is bringing more and more demanding requirements to the educational system, formulating a previously non-existent social order. These transformations are mainly generated by the extraordinary changes in the last decades, by the need of active citizens having initiative, able to integrate into this society and participate, in turn, to the continued progress thereof.

In this context, besides the economic education, the development of entrepreneurship at the school level completes a gap, a major issue in education: entrepreneurial skills training. These and the initiative spirit are included within the integrative social competence, such as: active consumer, able, having knowledge of the price formation mechanism and of its rights, able to develop and manage the personal or family budget. On the other hand, specific skills are also developed, very useful in the current environment, such as: opening a business, obtaining a profit through legal means, taking risks and responsibilities for this activity, which expresses in fact the essence of entrepreneurship.

Entrepreneurship education. "Education is the number one issue. If we don't educate people, it will be very difficult to have progress." Oscar Arias Sánchez, President, Costa Rica.

Entrepreneurship education seeks to provide students with the knowledge, skills and the appropriate motivation to *encourage entrepreneurial success* in a variety of situations. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs.

What makes *entrepreneurship education* distinctive is its focus on the reaction with respect to opportunities, where management education is focused on the best way to operate existing structures. Both approaches share an interest in achieving "profit" in some form (which in non-profit organizations or government can take the form of increased services or decreased cost or increased responsiveness to the customers or citizens).

Entrepreneurship education can be oriented towards *different ways of realizing opportunities, as follows:*

- *Regular entrepreneurship.* This is the most popular approach and consists of opening a new organization (e.g. starting a new business).

- *Corporate entrepreneurship or intrapreneurship*¹. Another approach is to promote innovation or introduce new products or services or markets in existing firms. This approach was made popular by author *Gifford Pinchot* in his book *Intra-Corporate Entrepreneurship*². Recent research indicates that clustering is now a driving factor. *Clustering* occurs when a group of employees breaks off from the parent company to found a new company but continues to do business with the parent. *Silicon Valley* is one such cluster, grown very large.

- *Social entrepreneurship or social venturing.* A recent approach involves creating charitable organizations (or portions of existing charities) which are designed to be self-supporting in addition to doing their good works. A version of public sector entrepreneurship has come into being in governments, with an increased focus on innovation and customer service. This approach got its start in the policies of the United Kingdom's *Margaret Thatcher* and the United States' *Ronald Reagan*.

¹ *Intrapreneurship* is creating some type of value inside of an existing entity by taking some kind of new product or business and looking for new ways to bring it into the market.

² Gifford Pinchot, Elizabeth Pinchot, *Intra-Corporate Entrepreneurship*, 1978, Pinchot & Company, Bainbridge Island, available on

<http://www.intrapreneur.com/MainPages/History/IntraCorp.html>.

Global crisis in quality education. The world is facing a global crisis in quality education that requires *urgent action and coordinated efforts to restart educational systems worldwide. Incorporating entrepreneurship and innovation in the educational process* ensures that skills such as creativity, leadership, critical thinking, decision-making and social awareness are passed on to students, creating a significant impact in their personal and social development.

Entrepreneurship has never been as important as it is today when the world is faced with big challenges that extend further than the global economy. Entrepreneurship is a significant force that can have a big impact in recovery, growth, and social progress by stimulating innovation, employment generation and social empowerment.

While it is clear that the world is in need of more entrepreneurial societies who can address more complex, interlinked and fast changing problems, greater awareness is needed about the critical role education has in developing the next wave of leaders, innovators and entrepreneurs who can not only create jobs and value for society, but also empower others to dream of a better future.

Global Education Initiative. *Global Education Initiative (GEI)* engages leaders from all stakeholder groups in society¹ in the support and implementation of relevant and sustainable education sector plans facilitating the multistakeholder partnerships.

The initiative seeks to bring about positive and sustainable changes in education at the global level by supporting the issues of access, quality and cooperation.

Global Education Initiative has made significant progress in its overall objective to raise awareness and support the implementation of relevant national education sector plans on a global level, through the increased engagement of the private sector.

In 2008, the *Global Education Initiative* launched a work stream to advance *entrepreneurship education globally as one of the key drivers of sustained social development and economic recovery*. The work stream has four major objectives, as follows:

1. Highlight and raise awareness of the importance of entrepreneurship education in spurring economic growth and in achieving the Millennium Development Goals;

¹ *Global Education Initiative* engages over 40 private sector partners, 14 governments, seven international organizations and 20 NGOs with a steering board of nine industry and strategic partners.

2. Consolidate existing knowledge and good practices in entrepreneurship education around the world in the form of a report to enable the development of innovative new tools and approaches;

3. Provide recommendations to governments, academia, the private sector and other actors on the development and delivery of effective education programmes for entrepreneurship;

4. Launch a process in which the recommendations can be discussed on the global, regional, national and local levels and implemented with the involvement of key stakeholders.

Educating the next wave of entrepreneurs. Global Education Initiative through European Roundtable on Entrepreneurship Education wants to *consolidate existing global knowledge and good practices in entrepreneurship education* around three focus areas that cover the lifelong learning process of an individual:

1. Youth (with a focus on disadvantaged youth),

2. Higher Education (focusing on high growth entrepreneurship) and

3. Social Inclusion (with a focus on marginalized communities).

This is the first time entrepreneurship education has been considered in such a comprehensive manner.

GEI also outlines *specific approaches* that are needed for each one of these areas, as well as *opportunities, challenges and practical recommendations for key stakeholders*.

Investing in Europe's future - a program for unlocking human potential. European countries are facing challenges in terms of competitiveness as well as economic and sustainable growth. *Competition* is increasing from other regions around the world that have been quicker to adapt and pursue new opportunities, and the gap between skills and jobs is widening at the European level.

Consequently, European countries must invest in developing entrepreneurial and innovative skills to build sustainable economic development, create jobs, generate renewed economic growth and advance human welfare. Europe needs to equip future generations with the necessary skills for the 21st century. The new *Europe 2020 Strategy* emphasizes skills and education, but the mandate needs to go beyond quantitative measures to qualitative outcomes.

On 11-12 May 2010, on the occasion of the World Economic Forum on Europe, the steering board of the World Economic Forum's Global Education Initiative, the European Advisory Group and other leaders

from business, government, academia and civil society gathered in Brussels for a private, high-level roundtable meeting on entrepreneurship education. The discussions led to the creation a *program*, which is built around *seven pillars*.

a. Transform the educational system through entrepreneurship.

Educational institutions, from the earliest levels up, need to adopt 21st century methods and tools to develop the appropriate learning environment for encouraging creativity, innovation and the ability to think “out of the box” to solve problems. Entrepreneurship enables the development of leadership and life skills, and has become increasingly recognized as a key competency. Entrepreneurship and innovation are driving new ways of learning, living and working.

Embedding entrepreneurship and innovation, cross-disciplinary approaches and interactive teaching methods in education requires new models, frameworks and paradigms. It is time to rethink old systems and fundamentally “reboot” the educational process in Europe. Changes in the educational system are needed across all levels and should address the life-long learning process as well as critical links and interactions between levels (primary, secondary, higher and continued education).

b. Build policy commitment. Governments across Europe must act now to *address the growing skills gap*. This requires a *clear and coherent commitment at the highest political levels*. Policies should send a strong signal of support for entrepreneurship and also set the strategic framework in which schools and universities can work to implement programs and activities within their institutions.

To do so, greater coordination and action are needed at the national, regional and local levels. In addition, the engagement of stakeholders from academia, business, the NGO community and foundations is important in the development of policies and implementation of programs.

c. Develop institutional commitment. Academic institutions in Europe must revamp their programs to enable the development of 21st century skills. Commitment is required from the top of the institution coupled with clear strategies and tangible action plans. Currently, too much “lip service” is being paid to entrepreneurship without sufficient reach to students.

Academic institutions need to “walk the talk”, which includes providing the proper incentives and support for educators and students. Student-led initiatives should be encouraged to leverage the inherent interest of students in entrepreneurship.

d. Train, develop and motivate teachers. There is a need to *increase the number of entrepreneurship educators in Europe* as well as further develop them by providing the appropriate training, particularly in interactive teaching methods. Entrepreneurs and others with entrepreneurial experience should also be allowed, encouraged and trained to teach. They not only provide great value in the classroom, but also enhance entrepreneurial spirit throughout the institution and create stronger links with the local community and the entrepreneurial ecosystem.

There are many new models being tested around the world – both inside and outside formal educational systems – which need to be shared more broadly to fuel new and more effective approaches to entrepreneurship education. More must be done to facilitate collaboration, exchanges and research across borders.

e. Catalyze multistakeholder partnerships. Entrepreneurship thrives in ecosystems in which multiple stakeholders play key roles. In particular, education should be better linked with practice to ensure that future skills match future jobs. Academia should be encouraged to reach out to the European business community and integrate them into the learning process. Students need to be given the opportunity to experiment and experience entrepreneurship.

Greater awareness and access to role models and success stories (international, national and local) are needed to encourage young people to pursue their potential. The media and new forms of social media should be leveraged to raise awareness as well as facilitate networks and partnerships.

f. Leverage and scale good practices. While an increasing number of entrepreneurship education programs exist in Europe today compared to a decade ago, scalability and penetration remain key challenges. In today's environment, technology plays an increasingly important role in the educational process, both as a delivery channel and a teaching tool.

Not only can technology help reach larger audiences, including those who previously might not have had access to entrepreneurship education, but it can also help in the development of interactive and locally relevant programs and materials. Technology provides a mechanism for reaching greater economies of scale as well as providing broader sharing of practices.

g. Strive for effective outcomes and impact. More effective measurement and evaluation of the impact of entrepreneurship education programs and policies is needed. These should be based on a broadly

defined set of outcomes, not only on narrow measures such as the number of start-ups created. Evaluation needs to go beyond short-term results, measuring longer-term impact.

At the same time, there is limited data on entrepreneurship education. For comparable data across Europe, there needs to be agreement on the definition of entrepreneurial competency, the scope of what should be measured, and on the process of data collection. Existing data collection efforts should be coordinated to enable the development of a framework and process for collecting entrepreneurship education indicators.

Entrepreneurship development - an extraordinary opportunity for Romania. The lack of understanding of the business rules represents the cause of many of the current problems of entrepreneurs in Romania.

The entrepreneurship development is a tremendous opportunity for Romania, representing the most dynamic economic area. In addition, the status of emergent country thereof, as well as the high entrepreneurship spirit of many Romanians recommend Romania as favourable for the entrepreneurship development.

This probable development could have a positive role in the overall development of the Romanian society, including the involvement in the community, personal responsibility, generation of an overall positive climate, absolutely necessary for Romania.

The communist legacy unfavourable for the Romanian entrepreneurship. Given the tradition of entrepreneurship in Romania before the communist period, after 1989, the entrepreneurship behaviour has been quickly resumed, but somewhat at random and without continuity. Analyzing this issue regionally, it is highlighted the fact that in other neighbouring countries in Central and Eastern Europe, the pursuit of entrepreneurial activities was possible, even during the communist period, both in rural areas and in cities, especially in the small services field.

Unfortunately, the communist legacy unfavourable for the Romanian entrepreneurship is still being felt 20 years after 1989. Currently, the focus is on the *development of the entrepreneurial activities in Romania, entrepreneurial education and culture*. This approach is hindered by the economic crisis, together with the challenges for the entrepreneurial start-ups, and also for the entrepreneurs who have started their businesses before the crisis.

In addition to the decreased demand or sales, as objective effects of the crisis, as well as the unfavourable governmental measures that were

taken under the current economic crisis conditions, many of the current problems of many entrepreneurs are also due to the substantial *lack of understanding of the business rules*. Examples of misunderstanding with respect to business rules might be: the fact that any development of a sustainable business should contain solid capital elements not only debt or should rely only on the illusion of an external market growth. This is a learning process that lasts and which really ends, unfortunately, only with the complete change of the generations.

The need for entrepreneurship education in the Romanian education. The issue of the education performance achieved in Romania regards the entire Romanian society, with no exception. It represents a point of interest not only for teachers, current and future students, but also for employers, and for every development factor in the society.

As for the business environment, the education ineffectiveness in Romania is rendered by the gap between theory and practice. Although many young graduates come within companies with a solid theoretical baggage, the lack of practical training during the college is the main criticism brought to the education system. What is most worrying is the fact that they encounter difficulties inclusively relating to the management of their own professional lives, coherent acting or consistent thinking i.e. the formation of attitudes of some people in the first line of the political, social and economic life.

Junior Achievement Romania. Identifying the need to implement some entrepreneurship education programs in Romania and taking into account the existing patterns in other countries with tradition in the entrepreneurship field, *Junior Achievement Romania*¹ launched a new series of educational programs in economics, entrepreneurship, financial and professional fields, received by nearly one million students across the country (up to 2010).

In partnership with the Ministry of Education, Junior Achievement programs are granted free of charge to the education institutions with the support of the business community, supplementing the curriculum of the public education by the introduction of some new economic concepts and training the entrepreneurship and social skills closely related to the reality.

¹ Junior Achievement Romania is a non-profit association, created in 1993, member of Junior Achievement Worldwide, USA and Junior Achievement - Young Enterprises, Europe. Junior Achievement is active in over 112 countries worldwide.

Junior Achievement programs are designed for all education levels (elementary, primary, secondary, university) and are aimed for the following areas: business and economics, entrepreneurship, career planning and financial education.

Entrepreneurship as a career opportunity for Romanian students.

Since 2003, the Romanian State has been committed to providing facilities to the second year of study students who are under 30 years old and who set up a business, the number of companies registered with the National Trade Register Office has reached approximately 17,000. Unfortunately, only half of these are still operational.

Among the reasons most young entrepreneurs claim we mention the discouraging unstable economic environment, the fear of risk or bankruptcy or the fact that they do not relate to entrepreneurship as a career opportunity. The evolution of the registration number of new business set up by students stands in support of this claim. Thus, since 2004, there has been a steady decrease in the number of listed companies (3,700). In 2009, the economic crisis reduced the number of companies opened by students based on the government resolution 166/2003 to 772, almost three times lower than in 2008.

The most resistant firms were in the IT and software fields, the areas where young people have more experience. Generally, students choose areas with a high degree of innovation, where the initial investment is not very high, such as advertising agencies or consulting companies.

In order to help young entrepreneurs, Young Entrepreneurs Employers' Association in Romania is conducting a project funded by the Ministry of Youth and Sports, called "First Company". The project aims to meet the need of information and active involvement of at least 200 young people in socio-economic life of the communities of origin and aims to initiate a draft law containing tax and administrative regulations to encourage the entrepreneurship among young people.

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BUDGETARY REFORM OR RESTRUCTURING OF RESEARCH?

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Abstract: *In twenty-one years after the start of transition to democratic capitalism in Romania may find that problems of this complex were grown and become more difficult to resolve, the crisis is deepening and inadequacies have multiplied. One of the biggest problems is understanding the transition process to define the role of science in this process, problems, moreover, identified and Joseph E. Stiglitz, who show concern about the low budget for research and considered as the major research support transition and the fight against poverty.*

Keywords: *research, development, innovation, budget restructuring, reform research.*

1. Introduction

Recent developments and prospects of the economic crisis out of the crisis and further development of European Union countries through science and technology and adapting to globalization should lead a new attitude of Romania in terms of effectiveness and competitiveness reforms in European integration. Twenty-one years after the transition to democratic capitalism in Romania may find that problems of this complex were grown and become more difficult to resolve, the crisis is deepening and inadequacies have multiplied. To that end, **Joseph Stiglitz** (former World Bank chief economist) remarked that "*experiences of countries in the transition process, is the most important economic and social experiments, among which were ever made, and these should be an learning opportunity for researchers to understand the deep knowledge of economic reform and the expected benefit both countries, again, the benefit of development*" (Joseph E. Stiglitz, *Whither Reform? Ten Years of Transition*, World Bank Annual Conference on Development Economics Washington, April 1999). One of the biggest problems is understanding the transition process to define the role of

science in this process, problems, moreover, identified and Joseph E. Stiglitz, who show concern about the low budget for research and considered as the major research support transition and the fight against poverty. Articles published in specialized international publications in the field show that the productivity and international competitiveness of a country depends on the rapid accumulation of knowledge and effective transfer of technology and positive experience.

2. SWOT Analysis ROMANIA

Most government interventions in the technology have been directed to correct the market drops or the tendency to under-funder private sector technology development. Lack of interaction between 'actors' system, discordances between basic research and applied research in the public sector industry, malfunctioning technology transfer organizations, information gaps and absorption of companies led to a decrease in Romania's innovation performance. Types of public policies are needed to prevent and / or correction of systemic falls, specifically targeting the development of networks and improve the absorption capacity of firms. Developing network diagrams (Networking) increases the reliability of interaction between 'actors' system and the interdependence of institutions within national innovation systems. Such policies focus on research related activities ("Joint Research) and other technical cooperation between enterprises and public sector institutions. Schemes to promote research and technology partnership with the government are particularly valuable in this context. This policy attaches importance to high levels of co-patenting, co-publishing and mobility of staff and implementing intellectual property rules, apply specific measures and changing labor market programs to facilitate continuing such cooperation. These policies recognize the importance of knowledge and information flow network access technology, infrastructure and policies that are implemented to support information technology. Such policies encouraging the development value of beam charge and the innovative producer of close relations among business users and, on this view, determine the appropriate competition policy. In general, these policies seek to protect streams and augmentation of innovative networks, linkages and partnerships in the most efficient manner. Strengthening the innovative capacity of firms is another policy priority. From the perspective of innovation systems, this means improving the ability to access the right company, to find and identify relevant information technologies and

adapt this knowledge to their own needs. This means an overall increase in technical capacity, managerial and organizational applications from companies, which requires greater investment in its research, training and information technology staff. The goal is improving the ability of firms to acquire information and technology, either domestic or foreign, and is absorbed on a continuing basis. Technology policies aimed not only to broadcast equipment and technology to companies, but also increase their ability to find and adapt themselves technologies. Technology policies aimed at not only technology-based firms, but smaller firms with technological capabilities in both the traditional and mature industries and services sectors. These policies focus on increasing the capacity not only individual firms but also on strengthening networks and innovative performance of firms and sectors beams. Summarizing, it can be assumed that processes soft as innovation and learning are those which lead to the breakthrough of economic competitiveness, whether they are at the firm or the nation. In this respect, the most general way, Professor RON Johnston, Executive Director of the Australian Centre for Innovation and International Competitiveness at the University of Sydney wrote: *"... innovative systems are today recognized as the heart economic development, causing these technological competitiveness of nations. These systems are built on combinations of factors such as national industrial organization, research capacity, professional and financial resources, all of whom were strongly influenced by national characteristics"*.

None so far, political and civil society have come to recognize the role that science could have on the reforms. Redefining the role of science in crisis should be based on reformist idea that science and technology are key factors for economic and social development. The measures set out in regulations adopted on science, statements Legal reform should be established. To achieve its beneficial effect, these measures must be supported by a wider recovery specialists and to revive the institutions that will be necessary for future development of Romania.

Following the set, SWOT analysis for Romania is as follows:

Strengths:

- Large work force, low costs and acceptable levels of initial education,
- natural resources,

- energy resources, a series of successful manufacturing sectors and in the number of primary
- specialist ICT

Weaknesses:

- Concentration in sectors with low added value / low cost strategy based on extremely low-level R & D and innovation and about the fragile economy, weak entrepreneurial culture developed / underdeveloped SME base

- Reduced size capitalization SMEs
- Difficult access to finance and to information in business
- Low degree of market sophistication
- High energy intensity
- Obsolete technology / high production costs (less labor costs), degraded infrastructure and poor / low accessibility within and outside country

Inadequate environmental-management (including in terms of infrastructure), inefficient agriculture (over-intensive work), farmland excessive fragmentation

- Underdeveloped tourism infrastructure and inadequate marketing
- Reduced adaptability of the workforce and low lifelong learning
- Important segment of the population affected by poverty and social exclusion
- Underdeveloped administrative capacity State-level organization of organized crime, supported by the Romanian presidency
- A privatization program and interested poorly managed

Opportunities:

- EU integration
- Size (the second country in population in the NMS-10 +2)
- New sources of investment, including Structural and Cohesion Funds
- FDI
- Romania as a tourist destination
- Niche travel
- Potential node regional natural gas transmission and power-full liberalization of public procurement
- Modernization, market liberalization and business models
- Business development infrastructure, e-commerce, e-government

- Modernization of agriculture
- Modernizing capital and other key urban centers
- Need / accept the need for change

Threats:

- Competition, higher exposure to global markets
- Long period of stagnation / decline in European or global economic
- Migration of industries to lower-cost foreign locations
- Strengthening position / image of Romania as an economy based on low value added sectors
- External migration of workers with a high educational level
- Climate change / environmental degradation

3. Dynamic connection between R & D investment and trade

Strategies to support R & D as a means to ensure international competitiveness and higher incomes, are priorities of many national development policies. Recent popularity spread of neo-technological trade theory and economic outlook presented studies showing the great consensus on the pivotal role of technology policy for long-term macro-economic success. Trust in national policy designed to increase investment in technological activity usually assumes the existence of a causal chain that includes two vital connections (Figure 1). The first stage consists of three phases: the transformation of R & D investments in the production of useful technologies (I), followed by innovation of production (II), which leads to sectoral productivity growth, international competitiveness and trade performance. The second stage includes the assumption that commercial success will have a positive influence on the growth of economic welfare. While this model applies generally at the sectoral level, interdependence and diffusion effects support the existence of these macro-scale connections. It's more than obvious that causal links from stage 1, are very strong and direct.

Already, several studies found a positive association between high levels of domestic business R & D and production business performance. Despite this, many of these tests have to be suffering an "static" on account that examines these connections only at a time, leading to possible removal from the analysis of trends is vital for science policy and technology, in particular, the potential erosion of spatial association between R & D and economic outcomes, as suggested by "globalization hypothesis. This view is argued in that interaction, the spread of

multinational enterprises, enhance international cooperation in research and joint type joint venture, developed systems to communicate and transport and greater mobility of scientists and other resources, was characteristic dominant world economy over 50 years.

Consequently, the geographical connection between technological efforts and economic benefits may be a necessary and may be a gradual and pronounced dissolution event, co internationalization. If globalization is a realistic assumption, it would be necessary for deeper arguments supporting policy-oriented science and technology to stimulate regional or national level, in order to draw a use of trade or other economic activities.

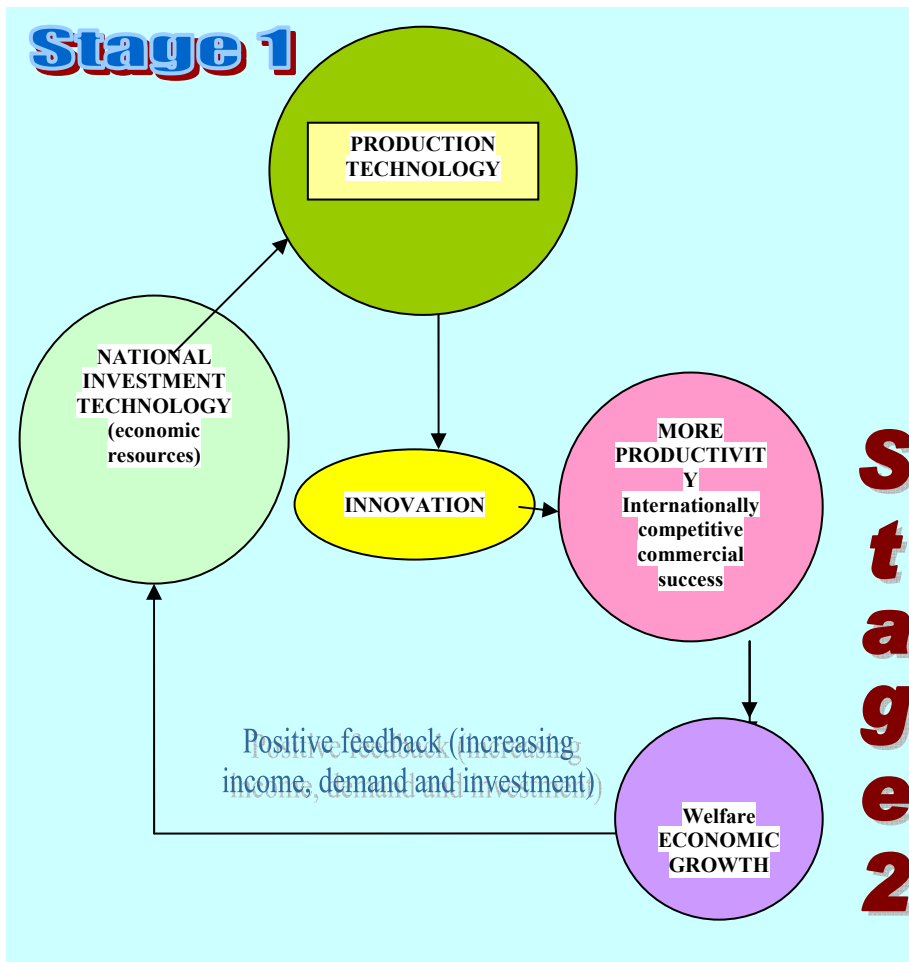


Fig. 1 - Connections between technology policy and trade policy

In stage 2 (Fig. 1) modern technology, the commercial success of the trade has a positive effect on economic welfare. This is explained, in

general, the impact of technology on productivity, technological diffusion (beyond the limits of the company, industry or region) and increasing export earnings. The assumptions of this model are the relevant performance test dynamic economies of East Asia, where, for example, South Korea, during 1981-1997, increased expenditure on R & D of about 17 times, which was pushing up through the export of GDP by about 4 times. However, recommended caution in designing national development policies through science and technology as necessary to perceive more deeply, the effects of globalization. It also considers the relationship between R & D investment and economic performance is still insufficiently exploited. Such policies place emphasis on research related activities ("joint research") and other technical cooperation between enterprises and public institutions. Schemes to promote research in technology, in partnership with government, are particularly valuable in this context. This policy attaches importance to high levels of co-patenting, co-publishing and mobility of staff and implement intellectual property rules, apply specific measures in the labor market and promote programs to facilitate continuing such cooperation. Also, these policies recognize the importance of information flow of knowledge and access to technology networks. Therefore, infrastructure and policies are implemented to support information technology. These policies encourage the development levy value innovative bundles and that of the close user-producer relations among firms and, on this view, determine the appropriate competition policy. In general, they seek augmentation of innovation networks and to design flows, links and partnerships in the most efficient manner.

United States, the National Science Foundation (NSF), U.S. investment in nation's future and its strategic vision is reflected in the model by which to select specific projects to be financed through an evaluation process based strictly on their merits, using two criteria: intellectual value of the proposed activities and their impact. Direct results of NSF investments can be described by the following strategic objectives: People, Ideas, Tools and Organizational Excellence. Long-term impact of NSF investments specified in its mission "To promote scientific progress, support the national health, prosperity and welfare, national defense and other purposes." Although short-term difficulties were encountered in linking research projects indicators of long-term impact, global assessment has shown, every time, that public expectations have been met in relation to the amount of research and training in science and technology. The

decision on the successful completion of each objective is based largely on information contained in reports from external bodies to assess NSF programs and activities. Staff NSF review ratings and statements relating to significant accomplishments to ensure that judgments are justified. In addition, there must be evidence or examples to support these judgments. Selected targets are reviewed and validated each year by third parties. The alignment of budget and performance indicators, targets NSF and categories of resources are put in direct correlation with specific budget resources. In essence, S.U.A. their development policies based on the concept "social contract of science" which implies the existence of special mechanisms, which ensure balance of responsibilities between government and science.

4. Performance evaluation of current research development and innovation in Romania

Productivity and international competitiveness of a country depend on the rapid accumulation of knowledge and effective transfer of technology and positive experience.

Peters L. Daniels tried to find a dependence between the cost of research development and innovation (RDI) and changes in global exports.

The study was conducted by Peters L. Daniels on three categories of countries:

- Highly industrialized (USA, UK, Canada, France, Germany, etc..)
- Newly industrialized (South Korea, Thailand, Malaysia);
- Developing countries (Argentina, Chile, Colombia, etc..).

In accordance with the conclusions of this study, which was developed based on statistical data in the range of years 1978 - 1988, shows that there is an explicit relationship between costs and changes in exports RDI, respectively, the variation of GDP - site.

However, they observed two interesting phenomena.

First, many highly industrialized countries (U.S., Britain, France, Switzerland and Belgium) had high failure exports, despite large investments in RDI. However, three of the most dynamic countries of East Asia (Singapore, South Korea and Japan) have had huge gains in exports, from investments made in RDI. Although it is difficult to generalize this observation, it nevertheless suggests that records of transfers of high technology influences on export growth.

It is possible that the study cited were not taken into analysis and other possible influencing factors.

However, this discrepancy suggests other influences, which could explain the decrease in export potential of Western Europe and North America.

Dimensionless indices to define the variation of GDP and RDI, as follows:

$$\partial_{\text{GDP}} = [(\text{GDP})_f - (\text{GDP})_i] / (\text{GDP})_i$$

$$\partial_{\text{RDI}} = [(\text{RDI})_f - (\text{RDI})_i] / (\text{RDI})_i$$

the indices have meaning:

and - at the beginning of the analysis;

f - the end of the analysis.

To calculate, using these relations and statistical data, changes in GDP and RDI during 1987-1997 for a group of ten countries, among which Romania.

Figure 1 shows the change in GDP, in line with changes in costs for RDI in those countries during a decade (1987-1997).

After a period of 10 years, when powerful group of industrialized countries (USA, France, England, Italy), shows that while the allocations for RDI (% of GDP) fell GDP increased its index variation having values below 0.3.

In Germany, although allocations for RDI decreased more pronounced, however, GDP has increased significantly, the index of variation of which is $\partial_{\text{GDP}} = 0.5$.

By contrast, expenditures for RDI Japan and Canada have increased, given that the increased GDP is ∂_{GDP} of 0.34 for Japan, respectively, 0.25 for Canada.

Phenomenon appears more pronounced in the case of New Zealand, which at one

$\partial_{\text{RDI}} = 0.38$ corresponds to a $\partial_{\text{GDP}} = 0.73$, so quite a pronounced increase in GDP.

South Korea has a $\partial_{\text{RDI}} = 1.2$, ie a large increase of expenditure RDI, which corresponds to a $\partial_{\text{GDP}} = 1.16$, which means a large increase in GDP.

As regards Romania, the index of variation of costs for RDI has a value

$\partial_{\text{RDI}} = - 0.54$, which corresponds to a $\partial_{\text{GDP}} = - 0.46$. These variations show that if RDI costs have dropped sharply, just as drastically decreased and Romanian GDP.

From these calculations and observations we estimate that there is an explicit dependency relationship between costs and changes in GDP, RDI, which means that the analysis should take other factors of influence.

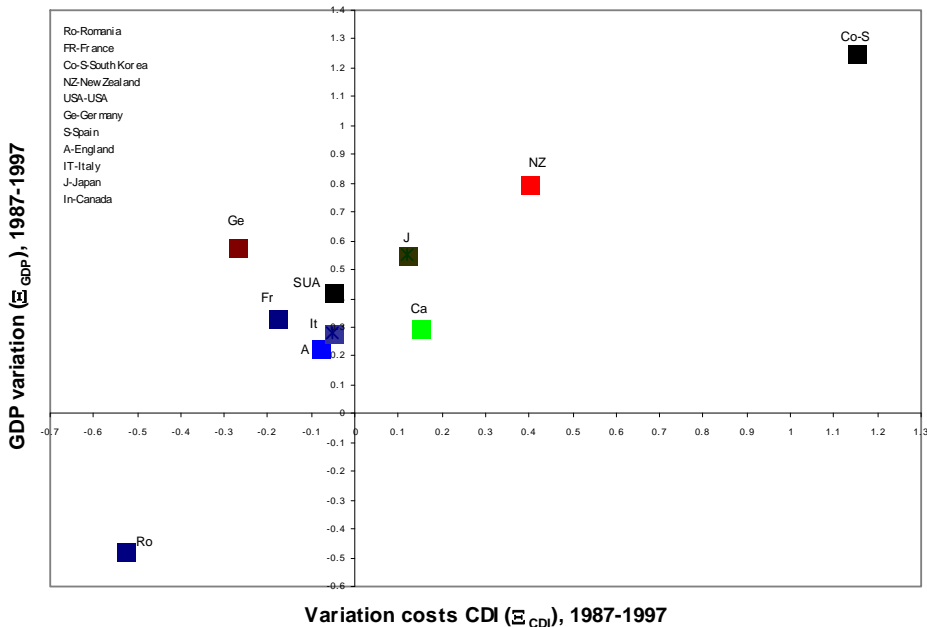


Fig. 2 - Change in GDP, in line with changes in expenditures for RDI

One such mitigating factor, as Fukuyama, could be capital. As a social factor influence suggest that property and effective exploitation depend much on the set of common values and sociability. Trust, for example, is what forms the basis of effective relationships between businesses and maintain innovative performance in the interests of business and GDP growth.

On such reasoning could be identified and other factors influence GDP, in order to find the relationship of dependency explicit relationship in which a significant share an investment in the RDI.

It requires thorough research, because innovation, the process is more than a means to redress the problems of transition and development through the balance of payments.

As a first approximation, one can assess that the mere investment in RDI not automatically solve the problem of GDP. This investment should be associated with capital, innovative capacity and other factors of influence.

In view of these interpretations, innovative company is operating with a complex network of cooperation and fair competition is with other companies and organizations that build a performance range of innovative combinations and links with suppliers and customers.

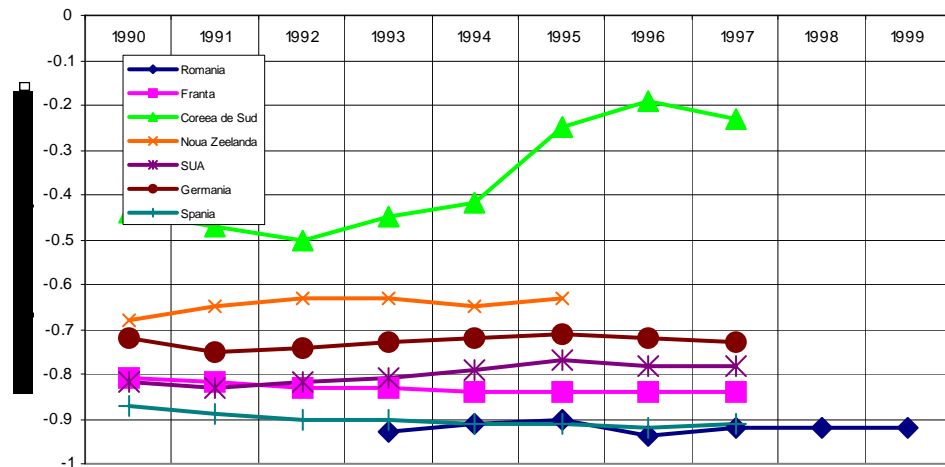
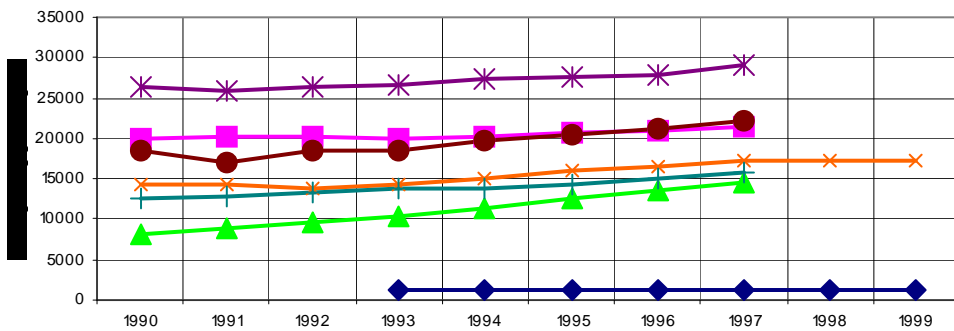
Innovative productivity is defined by the relationship:

$$\partial_i = (C_1 - C_0) / (C_1 + C_0)$$

where: C_1 - RDI costs incurred by a researcher, Euro / researcher;

C_0 - RDI costs incurred by a patent, Euro / certificate.

Innovative productivity index values were calculated for a group of seven countries, among which Romania. These calculated values are plotted in Figure 2.



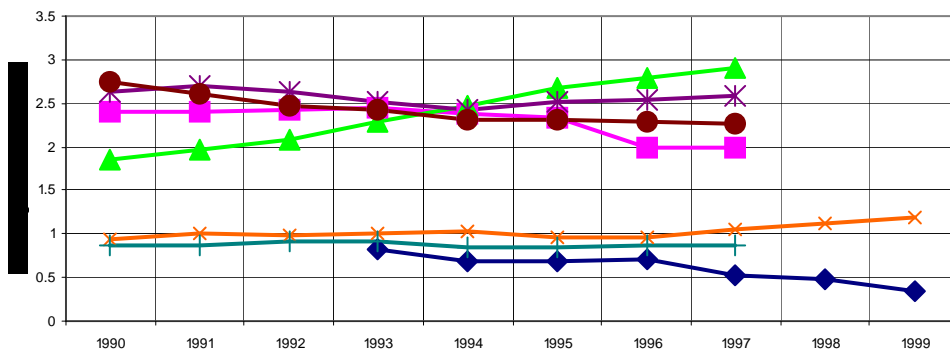


Fig. 3. Evolution of GDP per capita, in conjunction with innovative productivity change index

Figure 3 is presented developments in time, the following parameters for development through RDI:

- GDP / capita, considered as an indicator of welfare;
- expenditure on RDI;
- innovative productivity index.

It is noted that for countries with high levels of GDP per capita, and expenditure related RDI, corresponding values of ∂_i and closer to zero.

Typically, $C_0 \geq C_1$ and therefore ideal case is given by $C_0 = C_1$, in which $\partial_i = 0$.

Thus, the U.S., which has the highest GDP per capita and large expenditure as RDI, made an innovative productivity index with values from - 0.77 to - 0.83, while South Korea made $\partial_i = - 0.19 \dots \dots - 0.5$.

Romania is ∂_i and the closest value of "-1" ($C_1 = 0 \rightarrow \partial_i = - 1$), which means a very low productivity, innovation, as reflected in GDP per capita modest, with values between 1120-1346 USD per capita.

Observations of the same type can be made with the other countries examined.

What should be noted, that obviously is that present innovative productivity index values as close to zero, as the growing costs of RDI / researcher and as costs decline RDI / patent.

This means that stimulation of human, technical and scientific facilities associated with a corresponding increase of income per capita, so the GDP.

In these countries, but generally, even if it increased the number of analysis parameters (∂_i , RDI costs, population, number of researchers, the number of patents, GDP), the relationship of dependency with GDP remains below default. This means a remarkable presence and other factors behind these figures and curves.

These factors, which are more socio-cultural, must be studied deeply, and for countries in transition, this research represents a major scientific stake, but also a pragmatic.

To understand the functional relationship between parameters to be associated with the creation of a nation's welfare should be studied further influence innovative productivity and expenditure on the development of RDI GDP.

Without fail to reveal anything other than a default dependency, the results obtained in the study show that in the context in which it operates and some socio-cultural, innovative productivity and costs RDI influence a large percentage change in GDP site.

This shows that more research is needed, continue to have the original Romanian reality, psycho-sociology of the Romanian people, to define the transition not only a pragmatic project, but also as an innovative project-socio-cultural complex.

The results of this research could provide Romania's success in developing and transition process by making the company an innovative and adaptive culture, so this breakthrough technology to support emerging and a corresponding rapid increase in the competitiveness of Romanian.

Analysis of evolution, long periods, the Gross Domestic Product (GDP) show that investments made in IDUs, with 4-5 years previously, implicitly reflected in GDP growth.

Studying these two parameters on a group of four countries, among which Romania (Figure 3), there is a similarity between the previous shape of the curve RDI and posterior aspect of the curve GDP.

During 1981-1986, South Korea made RDI expenditure worth USD 12.9 billion, which led, in combination with other factors, an increase of 1.2 times GDP in 1990 to 1986. The same pattern is observed in other parts of the curve, the corresponding periods of 4-5 years.

France, in the same period, has allocated U.S. \$ 121.9 billion for RDI. In the next period, this show in 1990, a GDP of 1.14 times in 1986. Also, New Zealand, which has allocated 1.91 billion USD for IDUs in the period 1987-1991, obtained a GDP growth of 1.2 times in 1996 compared to 1991.

For Romania reverse phenomenon is observed. Thus, it has allocated 1.5 billion USD for RDI during 1989-1993, corresponding to a GDP in 1998 almost equal to that of 1993. The same phenomenon, much worse, is repeated in the period 1993-1997, with the result even more pronounced decrease in the rate of damage, GDP, the effect of a policy of continuous decrease inadequate investment in RDI.

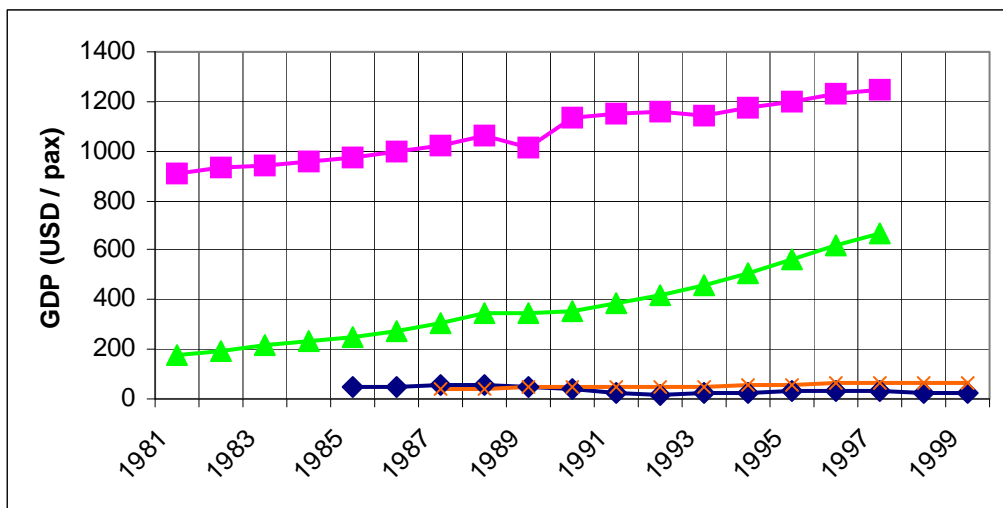
Regarding welfare in Romania, it has fallen sharply in the period under review, while it increased in countries that have consistently invested in RDI (Fig. 4).

In comparison with 1989, Romania's GDP per capita dropped by half in 1999, which explains the high rate of poverty today.

In a period of 10 years, between 1987-1997, France's GDP / capita increased by 17% in South Korea it has doubled, and in New Zealand increased by 1.5 times.

Returning to Romania's problems, we can specify that in accordance with our concepts and beliefs, scientific research is part of the culture of our country.

In addition to issues of originality and constructive contribution, one of the local research objectives is to provide access to understanding and using knowledge from other countries for integration into the international values.



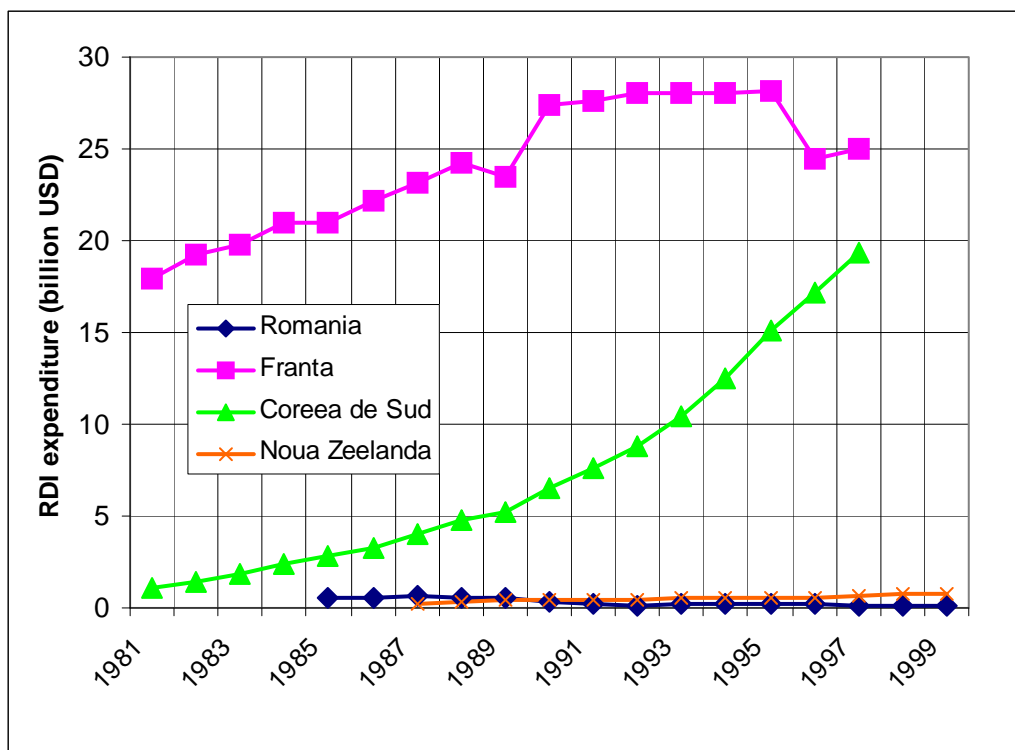


Fig. 4 - Development costs RDI, in conjunction with the evolution of GDP

Romanian researchers to become supplier of power in the national economy and improving the technology taken similar.

While ensuring high standards of education and innovation, research leading to the formation of those new researchers, which are needed in research system and the entire Romanian society.

Research we can provide concrete results and can give a boost Romanian development of new products.

Without research we can not have prosperity, so that research is essential for the spiritual and material condition of the nation in future.

Romanian research must be an independent and significant part of global research.

Meanwhile, the Romanian research is part of European culture and world, but Romania should contribute to ensuring continuity of this culture.

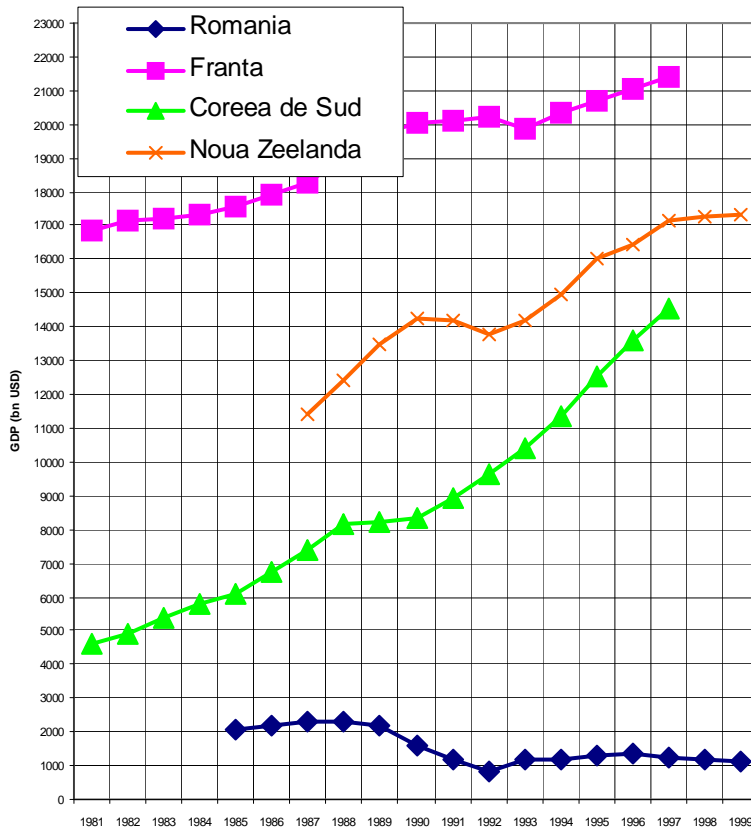


Fig. 5 - Evolution of GDP per capita

5. Deep recession, an uncertain future

Romania has experienced in the past 20 years a diminishing industry primarily determined by a deep crisis of the system. Factories were closed mono-industrial cities representative. They lost hundreds of thousands of jobs in industry. Some national brands in the industry have been saved through privatization, others not. Of course, they have created hundreds of thousands of jobs in services. Of course, services in developed economies have a higher share of GDP than industry - but where this phenomenon occurred more slowly and certainly not by lowering industry, but by relocating to other countries or industrial by faster growth of tertiary sector than the industry. Of course, the quality of local production has progressed especially but not exclusively, in companies with foreign capital. Foreign capital has come to realize over 80% of turnover in the industry, an agent that is not found itself in trade balance statistics, which remains deeply unbalanced. For 21 years, Romania runs for industrial policy. There is however nothing wrong in having an industrial policy. The European Union, including strategy and promote Europe in 2020. The United States had even a national effort to re-industrialization in the 80s, and are found today before a new re-industrialization, especially after the financial crisis demonstrated the fragility and volatility of an economy based too much on speculation. An industrial policy is needed especially in the context in which Romania has abandoned many of the levers of macroeconomic public policy: trade policy through EU membership, the flat tax policy (without feedback on it here), and is preparing to abandon the currency and monetary policy in euro area entry (maybe too early in terms of structural reforms still unfinished). And that industrial policy can not seek re-industrialization than Romania. This does not mean a new productive capacity or excess inventory, as was the case before 1989. This does not mean an attempt to nationalization - the state have the opportunity to intervene in the economy at the strategic level without affecting the structure and nature of ownership.

Re-industrialization of Romania is required to exploit the potential of production and entrepreneurship, and especially to radically change the model of economic development. Growth model based on consumption of certain goods from import duty has been denied the economic crisis. Productivity growth in industry was done on account of staff - but what is missing today Romania, perhaps more than any, is very labor employed in the formal economy. Four out of ten Romanian able to work illegally

working and the country's budget will not recover until a sustainable part of them do not find work.

Romania's re-industrialization can only state. However requires an integrated approach to public policy level. It requires investment in infrastructure is needed to link external funding with the objective of re-industrialization, we need consistency in the act of decision.

On the supply side, Romania has several competitive advantages as the cost of redundancies (which practically does not exist for individual dismissals), the protection of investors and linking payments to productivity - a chapter in which moral hazard, represented by the emergence of the crisis, returned things right track after wages had increased in the period 2004-2008 more than productivity. We have several drawbacks in the normal range, including access to loans for investments could be improved after the needs of state loans to finance the deficit will moderate. Instead, there are many competitive disadvantages with strong intensity, which affects competitiveness and public policy interventions need to be resolved. Protection of intellectual property and employment flexibility can be addressed through legislative levers. But the quality of infrastructure and educational system and requires more research - requiring massive investment, which Romania is struggling to afford higher under deficit limits imposed by the IMF and the Maastricht criteria (if required preparations the euro). Here comes the paradox actually Romanian economy, which has become an investment-based economy without having ensured normal operation of production factors.

Economic literature identifies four types of stages of development of economy: based-economy factors (inputs), investment-based economy, innovation-based economy (R & D expense- innovation), degree of sophistication market, welfare-based economy (where redistribution has become a priority, which reduces the overall competitiveness of the economy - when the Scandinavian countries). Romania was an economy based on factors, particularly natural resources and cheap labor. During communism, Romania, along with other eastern countries, tried to be what Janos Kornai called a "premature welfare state", meaning that excess accumulation of national wealth redistribution. In the first decade of XXI century, Romania has taken important steps towards an economy based on investment, if we consider the stock of FDI (which exceeded 50 billion euros) and very high growth rate of gross capital formation fixed (investment rate). Investment rate (Table 1) exceeded the savings rate

during the boom's and the trend began to reverse when the crisis started in late 2008.

Savings rate and investment rate, % GDP

Table 1

	2004	2005	2006	2007	2008
Saving rate	15,3%	14,7%	16,1%	17,6%	19,1%
Investment rate	23,7%	23,3%	26,5%	31,1%	31,4%

6. Policy options for achieving an economy based on innovation

What can we do continue to become an economy based on innovation?

The lack of vision and the wrong funding policy, promoted in the budget 2010, the accelerated development of Romania is pushed deep recession and to an uncertain future. It is imperative to restructure the relationship between society civil science and public administration. Current framework of these relationships is strong disrupted and adversely affect the scientific community and civil society, with high risk impact on the development of Romanian society as a whole. Solving this problem may be with the help of civil society, considering of its desires, namely strengthening democracy and circulation of ideas in developing long-term benefit of Romania. In the context of transition to democratic capitalism, Romanian society was not yet proposed a vision and integrative perspective involving development through science and technology, which object of a social agreement. This agreement could be a "social agreement science. Existing agreement suggests preferential treatment given community science by the government. Consumption as a public good, science is an investment in culture and development. But on account of ideology and government funding drastically diminished the science, we see that science is not considered a good production.

A major feature of the agreement would be the existing social science mechanisms special responsibility to ensure balance, between government and science.

This equilibrium values would be considered both government accountability, and the autonomy associated with an independent professional community. Significance Agreement describes the social relations within the scientific community. In this size, social science agreement could be charged and that an agreement within which

scientists agree to abide by rules implicit in the production knowledge, rules such as truth and accuracy of reports on results recognition of others ideas, etc. duty. Thus, membership in community Scientific leaves each free, but require the same time, devotion to ideals scientific work. The idea of social agreement for researchers would be justified rules on professional conduct and basic support of self-regulation.

Unresolved problem will lead to a lack of strategic vision. Overall necessary political fundament development through science, the disturbance democratic process, to develop science and corruption in public administration at further loss of competitiveness of scientific research, long-term effects the catastrophic economic and social development of Romania. Allocation of budget state for research in 2010 to only 0.26% of GDP will lead to dramatically lower the contribution of research to remove Romania the crisis and to ensure its continued development, to compromise commitments through international collaborations and contracts, the destruction the physical and moral wear modern equipped laboratories in recent years, availability of a large number of researchers, many of whom will be young. Initially, Romanian Government is committed to funding of 0.8% of GDP on research. In research conditions in which no reform will be realized, reducing financing for RDI is a policy mistake that will have serious consequences medium and long term. The general objectives of government industrial policy post-December were:

- Increased competitiveness
- Increase research and development role
- Promote sustainable resource management and environmental protection
- Improving training and employment.

Post-Revolution government failed to fulfill these objectives, the national economy there are still weaknesses, as follows:

- Industry still has a high degree of concentration in value-added sectors low;
- Low R & D and innovation and loosely coupled with the economy;
- Poorly developed entrepreneurial culture / the small underdeveloped;
- Thin capitalization of SMEs;
- Difficult access to finance and to information in business;
- Low degree of sophistication of the market;

- High energy intensity - outdated technology / high costs of production (more less labor costs);
- Degraded infrastructure and poor / low accessibility inside and outside the country;
- Inadequate environmental management (including in terms of infrastructure)- inefficient agriculture (over-intensive work), excessive agricultural area fragmented; - Underdeveloped tourism infrastructure and inadequate marketing;
- Low adaptability of workers and low level of lifelong life;
- Important segment of the population affected by poverty and social exclusion;
- Insufficiently developed administrative capacity.

In the years after the revolution, have accumulated more government failures, namely:

- Romania has adopted an industrial policy based on a development model by science and technology, through a genuine reform of research in order its connection to economic demands.

- The government made the mistake of making the policy applied research field education, when were logical and natural that it be part of industry.

- Hesitations of authorities to underpin the National Plan for Research, Development, Innovation and the Operational Programmes have led to an inability to subsidize developing research infrastructure and research results to obtain significant for the national economy.

- The Research - Development - Innovation (RDI) from Romania, is not able to ensure the promotion of industrial development, due to weaknesses its most important among them are:

- RDI expenses extremely low, compared to industrialized countries;
- Total or near total absence of research - development sector enterprises, which is, in fact, the main driver of innovation;
- Fragmentation of public sector RDI orientation and its failure to industry needs;
- Weakness of publicly funded RDI institutes;
- Excessive priority given by some of these institutions, basic research, applied research at the expense of fragmentation of scientific research, the effect structure-specific means of financing the universities and sectors academic;
- Lack of adequate incentives in favor of RDI;

- Mismanagement of funds for research;
- Surface recovery results RDI;
- Poor fitting of RDI activities;
- Lack of regular analysis of actual correlation between the Romanian society needs and priority programs under the direction of research NPRDI so to ensure an increase in the share of priority projects, which will be awarded by auction public and particularly those of interest (eg drinking water, wastewater, waste management, air and soil pollution, energy, health);

- Discouraging innovation activities through the application of excessive charges in relation to Inventors income;

- Bid evaluation criteria of RDI projects and in discrepancy with goal with options for professional industry associations.

I believe that urgent measures are required following:

- Allocation of budget for research 0.8% GDP.

- Develop a national industrial policies that rely on these requirements:

- Eradication technology system coexistence of different ages;

- Technology transfer, granting the list of "approved products" of Union Europe;

- Redeployment of industrial activities;

- Increasing industrial efficiency and product quality;

- Stimulating foreign investment in activities that use leading technologies;

- Initiation and development of core-and-innovative entrepreneurial activity centers that financial and intellectual capital used Romanian or mixed;

- Providing strategic management of technology package that uses in Romania's industrial recovery, the purpose of diminishing and increasing import export;

- Establish national research system reform - development - innovation in to restructure the connections between science, technology, economy and society civil, so that the market be left to decide the primary distribution of resources and RDI to accelerate commercialization of scientific and technological results.

National RDI reform goals should be:

- Changing the organizational structure of national research system - development - Innovation.

• Switching topics from the traditional model of IDU (poorly) to model emerging, which calls for transdisciplinarity and strategic relevance.

- Duplication of resources to finance RDI system financing.
 - Change Management System RDI units.
 - Stimulate the formation and operation of new research organizations (public capital or private).
 - Change the evaluation system of research results.
 - Improving the communication and dissemination of research results.
 - Stopping the flow of migration / emigration of specialists from RDI.
- The fundamental aim of national industrial policy will be quick implementation new technological concepts, organizational initiatives for stimulating material production, operations and services.

National industrial policy objectives and tasks will be:

- Correction of the tax system and tax and credit policy and subsidies for innovative technological activities in the economy;
 - Optimizing the legal conditions for the establishment of new organizational forms (in research, production, services) to facilitate and increase responsiveness to new technologies;
 - Development of computer network systems for the acquisition, processing and accessing data in order amplification of decision support systems, including a system for technological and marketing enterprises benefit;
 - Increasing financial motivation of developers and applicator technologies;
 - Reform the national research - development - innovation;
- Supporting and developing independent organizations (NGOs) to technology transfer;
- Enhance technological research inventive performance by increasing systematic public funds for research and development;
 - Development of innovative technological research areas whose results without profits in the economy;
 - Developing industries that are significant activities innovative economy, particularly in the field of industrial development "high-tech;
 - Restructuring and privatization of economic entities correlated with inclusion technological research institutes specialized in the structure of the major undertakings production or technical universities;

- Developing positive attitudes in the community innovation process by use the educational system at every level. Educational programs will includes elements to ensure students to assimilate knowledge applicable in exact and technical sciences;

- Development of infrastructure and institutions that support technological activities innovative links between research and development sector and the economy;

- Development of trade with the results of scientific research and grant support for the establishment and development of technology transfer organizations;

- Developing relationships with foreign scientific and technological cooperation and creating optimal conditions (political, legal and economic) with favorable investment foreign capital and imports / exports of technology.

To achieve these objectives and tasks management tools will be used and fiscal and other tools to ensure efficiency of policy practice foreshadowed industrial. In terms of management tools is important to create mechanism to stimulate the formation of management structures and management group professional to take over state-owned units, to conclusion of the privatization of industry, research and agriculture.

In terms of fiscal instruments, they will be:

- Improving system performance to ensure that expenditure technology to be included in the cost benefits obtained;

- Total net of the benefit subject to taxation, expenditure for capital investments in new technology implementation in a period of more than one fiscal year;

- Tax exemption for individuals and companies creating new technologies and, especially the invention;

- Matching on technology areas, the system of taxes and tax exemptions to stimulate export of competitive products.

Other incentives will be:

- Providing loan guarantees economic entities that use the term medium or long, with local banks, with preferred conditions, unless such officer to be used to implementation new technologies, especially those arising from national research and development;

- Introduction of new legal and institutional rules to boost applications based production technologies, developing and venture

capital funds by empowering commercial banks for loans under a plan business or warranties not only on moral and collateral materials;

- Insurance against investment risks related to implementing new technology;
- Coordination of licensing policy with scientific and industrial policy in that restructuring the economy and technological development are supported budgetary means;
- Stimulate inventiveness and increase protection of inventors, inventions and legislation labor;
- Development of co-financing of budgetary funds to implement new technologies were selected and conducted with the participation of the national system Research – development
- Supporting development NGOs and innovation profile providing subsidies for innovative technology projects.

In agreement with such a national industrial policy, imposed emergency measures restructuring the national system of research - development - innovation, such as:

- Achievement in the National Authority for Scientific Research of a database data, open access, which will include all research on thematic approaches areas, conducted by research entities - development over the last 20 years;
- Analysis of periodic real correlation between the Romanian society and needs priority objectives of research programs within NPRDI;
- Increase the share of projects awarded by public auction in achieving targets of interest;
- Simplifying the methodology of participation in competition for projects, evaluation will be made on the supply of scientific and business plan;
- Multidisciplinary independent collective training for evaluating proposals projects;
- Elimination of corruption in public competition system projects;
- Restructuring and increasing the research budget, in order to optimize quality simplify funding and settlement operations;
- Thorough inventory of appliances and equipment purchased by entities of RDI to transform them into databases with multiple users;

- Improvement of the communication - dissemination of research results by subsidies enhance scientific publications and publishing a directory of results scientific research in Romania.

7. Need to promote a government program of reform and development of competitive national system of research, development, innovation

Motivation: The current economic crisis motivate increased investment in education and research in the context of their reform, investment in these areas representing a strategic way out of crisis. The current system is RDI Oversized and developed gradually after 1948, in the context of planned economies. This system is rigid, outdated and incompatible with economy market and economic globalization. No reform and underfunding education and research, activities of medium and long term impact will lead to widening economic crisis, and the narrow spectrum of solutions for solving it. Research must be coupled with reform of education reform, to strengthen research in universities.

Program Objectives:

The aim of the reform program and national research - development and innovation is to restructure the connections between science, technology, economy and civil society so as to be left to decide the distribution market RDI and primary resources to accelerate commercialization of scientific results and technology.

RDI national reform **objectives** are:

I. Changing the organizational structure of national research - development - innovation system.

II. Switching topics from the traditional model of RDI (poorly) to model emerging, which calls for transdisciplinarity and strategic relevance.

III. Multiplying resources and improve financing of RDI system financing.

IV. Change Management System RDI units.

V. Stimulation of formation and operation of new research organizations (capital public or private).

VI. Change the evaluation system of research results.

VII. Improvement of the communication and dissemination research.

VIII. Stopping the flow of migration / emigration of specialists from RDI.

Short-term measures (2010):

a) Formation of a team to design a government program on medium and long term reform and development of competitive system National R & D and innovation.

b) Review all existing legislation regulating the field of RDI know.

c) Request the Court of Accounts to conduct a performance audit National Programmes RDI.

d) Reorganization of the National Research scientific, to strengthen his position in the economy recovery of research results funded by the state budget, by expanding in powers technology transfer and creating the National Register of Results Research.

e) Decreasing the number of R & D funding agencies (now there are five Funding agencies: NASR, NURC, UEFISCU, CNMP, AMCSIT). After my opinion, based on experience that has AMCSIT could take RDI funding only programs. No option is ruled to be a new and unique finance agency has to be abolished and existing ones, thus making large savings in the budget.

f) Establishment of expert appraisers Corps RDI projects under the authority NASR, for eradication of corruption phenomena research.

g) Review of RDI projects in funding to finance further only those projects which are viable and economic opportunities and social others will be suspended from financing;

h) The reorganization of institutes and research centers, as these criteria:

- Scientific coordinator sector institutes to merge by absorption with university profile, in view of strengthening education and Scientific coordinator of the university Romanian, that this will turn into "universities and doctoral Research;

- Institutes of technology sector companies to merge by absorption with national and autonomous specialized in applied research to strengthen the their

- Strategic area or social institutions to remain as such, or be merged as appropriate, under/coordination of ministries in the field;

- Setting up a technological park and science national platform to Magurele;

- Liquidation of those institutions which have no economic or strategic relevance.

i) Protecting certified researchers from institutes, which will reorganize by:

- Taking scientists by universities or state-owned companies, based on "Finance director and project team follows";

- The assumption by researchers and regional development agents and by Programme Management Unit of the purpose of valuing competence them in preparing bids for projects and stimulating the absorption of funds EU.

8. Conclusions

The current economic crisis motivate increased investment in education and research in the context of their reform, investment in these strategic areas representing a way out of crisis. The current system is RDI Oversized and developed gradually after 1948, in the context of planned economies. This system is rigid, outdated and incompatible with economy market and economic globalization. No reform and underfunding of education and research, activities of medium and long term impact will lead to economic crisis, and the narrow spectrum of solutions for solving it.

Research must be coupled with reform of education reform, to strengthen research in universities. Analysis of existing legislation, it follows that these measures can be implemented through a package of decisions of Government, measure except for revising all existing legislation which RDI regulates field.

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THE COMMON LANGUAGE AND THE SPECIAL LANGUAGES

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Abstract: *As a means of communications in society the language generally represents a complex reality that may be conceptualized in various ways as it is differently approached. Besides all the other definitions it's worth mentioning the one that considers the language a system of variants typical to certain regions or social and professional groups of people, with interference and juxtaposition areas enabling the speakers to communicate.*

The term special language with different meanings tightly connected to the concept of language is used alternatively with style/ functional language specific to different activity fields, supporting the specialty communication.

Every functional language /style (artistic, scientific, publicist, administrative) has got many characteristic features such as: the words and special phrases and the specific linguistic organizing rules imposed by the particular communication needs.

Nowadays the very fast and wide spread phenomena need development and diversification of the scientific languages as a consequence of the spectacular progress of these activity fields.

Keywords: *idiom, lexical borrowing, approach, activity field.*

The language generally represents a means of communications in society, a complex reality that may be conceptualized in various ways as it is differently approached.

“The Dictionary of the sciences of languages” defines a language as “a group of systems connected to one another; the units of each of these systems (sounds, phonemes, morphemes, words) being identified according to the equivalence or opposition relations among these units”. (F. de Saussure, 1998, p.41)

From I. Coteanu’s point of view (1973, p.8-9), the language <<in concreto>> is any idiom understood as a whole, as a group or range of oral skills of a historically constituted linguistic community. The language

usage represents a continuous adjustment of the idiom structure to the speakers' socio-cultural needs."

The language also represents a means of comprehending things. In order to speak about them, to analyze and classify them in the process of communication, the things around us are associated with the meanings the language elements possess. "Every language lays out its own system of meanings and represents a certain world configuration through it". (E. Coseriu, 1993, p.15)

Taking into account its multiple ways of manifestation, the language is a system of variants typical to certain regions or social and professional groups of people, where there are interference and juxtaposition areas enabling the speakers to communicate. There are three major variants: the variants of place, the variants of social and cultural strata of a certain community and the variants of ways of speaking in different communication circumstances.

The language is a very complex phenomenon that continuously develops, its changing being a consequence of the internal evolution of the system as well as of the influences of other languages along the years.

A language witnesses many transformations of the society on historical, economical, political and cultural level as they always cause linguistic changes especially on the lexical level. These changes do not take place suddenly and entirely since the new forms of linguistic expression coexist with the old ones for a while, hence the communication between generations is possible. "The uninterrupted transformation of a language is the result of an intricate process of many areas (always others) simultaneous development with irregular rhythm and goal. Therefore the language performs a very slight yet uninterrupted and implacable change as its continuity and stability are well-known." (V.Gutu-Romalo, 2002, p.19)

The language development is increased by largely extending the international relations and also by strengthening the ideas circulation as a natural consequence of the rapid development of the means of spreading the information.

The languages can influence one another directly (orally) or in writing, but also through other languages (as intermediaries). A language is influenced by another (others) in a certain way, for a specific period of time, yet the differences between languages determine the number of changes in the phonological, morphological and lexical structure of the borrowing language.

The influence of certain languages over the others – on morphological, phonetic and semantic level – starts from the lexical influence. “The transformation of a language has its first impact on the vocabulary as it is the most sensitive and may be quite easily influenced” (I.Jordan, 1956, p.98-99).

The lexical dynamics of a language is accomplished on two levels: the internal level, using the existent resources of a language, and the external one, by direct contact with other languages, a lot of influences being recorded.

As for the Romanian language evolution, most of the changes took place on the vocabulary level: the speakers gradually gave up using some “inherited” words or borrowings considered obsolete therefore new lexical forms were created or borrowed from other languages in order to better support communication at that time.

When introducing new words resulted from foreign influences we should expect some consequences which go beyond the lexical level. The interaction between Romanian and other languages provided a wide range of lexical forms borrowed by us and the assimilation of the foreign words entailed certain changes (sometimes for a short while) in the phonetic, morphological and lexical structure of the Romanian language, each influence being strongly individualized.

Nowadays, due to a general “endeavour” to use English as a language of international communication, this is the language that strongly influences the Romanian language. This influence is performed in different ways depending on the cultural levels and the activity fields.

Although the English influence has become increasingly obvious for the last ten years where communication in Romanian is concerned, it is not a recent phenomenon. Its first manifestations were recorded more than a century ago and after 1989 they rapidly expanded. However, a century before, regardless the barriers of the communist system, a lot of English terms were borrowed by the Romanian language, especially in written form and by intermediary languages such as: French, German, Russian, Italian.

A linguistic phenomenon as such, the English influence had no connections with the political structures, it was an international manifestation, in the European languages (French, Italian, German) being recorded a considerable number of terms borrowed from the English language.

In the current Romanian language the English words replace the borrowings from French. In certain situations they are used simultaneously with these or there are noticed some semantical changes of the French word copying the English pattern.

The socio-political and economic present conditions are more favorable than ever for the massive penetration of the English words in all the activity fields and in the colloquial language. Besides the trend of using more and more English words there is a strong need for new terms able to accurately represent particular notions in a specialty field.

Regarding the economic field (with a specific technical character), the English influence is more obviously present on the terminological level, often entailing changes of the general vocabulary. Some English words reach the economical language at the same time with the phenomenon/concept, others double the Romanian words; there also can be noticed the up-dating of some older Romanian words through English or the semantical specialization of the colloquial words according to the English pattern.

The term *special language* is used with different meanings tightly connected to the concept of *language*.

Defining the **special language**, E. Coseriu finds three particular ways of manifestation: firstly the special language considered as a general activity referring to something extralinguistic, secondly as a particular language, any determined language (English, French etc.) and thirdly as a concrete manifestation in speech as a text or discourse.

Taken as a human general possibility of communication *the special language* "is the world creation for a spiritual being, capable to think. The language you speak helps you to identify yourself as a person/human being." (E Coseriu, 1994, p.25). It is performed through a functional language, a *historical language*. "A historical language is a more or less complex collection of dialects, language levels and styles, which are partly superposed, they are identical and partly they are always different." (E. Coseriu, 1994, p.63)

Ion Coteanu uses the term special language with a restricted meaning, mainly considering the literary language variant: "a linguistic system more or less specialized in revealing the contents of ideas particular for a professional activity, for one or more socio-cultural fields, all of them aiming to have words, phrases and their own organizing rules, coming from different restrictions imposed to the language." (1973, p.45) Therefore, on various levels, the language is mainly used on a special purpose that provides it the quality of a language.

Most authors use the term *special language* at the same time with *style*.

Among the language variants, the styles/ functional languages are used in different activity fields, supporting the specialty communication, "being differentiated by their function as means of communication in well-determined activity fields." (DSL) The styles exist due to the interaction of extralinguistic factors, but their delimitation depends on the involved linguistic factors and on the relations among them.

From this point of view, The style is a variable/ a derivative of the chart showing the relations among all the elements of a natural language, as "through the games of a language internal and external determinations its general inventory combines with the particular expression units." (I.Coteanu, 1973, p.16)

According to Tudor Vianu, every activity field uses the literary language in a different way, in variants called speech styles. "A speech style is the way of expressing things in a certain field on well-determined communication purposes, the functional usage of the unitary linguistic means, available to everyone." (1968, p.45)

"Undoubtedly the style is also a quality of a special language, if a special language represents, as we consider, a limited and concrete aspect, a message or a text." As for the communication accuracy, especially the degree of accuracy, it is a valuable problem worth being approached." (I.Coteanu, 1973, p.79)

The special languages, regardless the professional field, develops from the colloquial language, uses its structure mainly through terminologies especially created (denotative and monosemantic ones) which properly denote the concepts. The interference area of the colloquial language and the special ones is currently extending, through bidirectional lexical transfer. Every special language/style represents a specific terminological "stuff" on the one hand and a range of grammatical particularities, on the other hand.

A wide stylistic diversity is determined by the various comprehension and activity fields. Every functional language /style (artistic, scientific, publicist, administrative) has got many characteristic features, meaning the words and special phrases as well as the specific linguistic organizing rules imposed by the particular communication needs. Every style prefers a certain lexical field (its own fundamental vocabulary), even though some of these may occur also in other styles.

The lexical units making up a language vocabulary are organised in two categories from a stylistic-functional point of view: the colloquial language category and the special languages one. There are constant

relations between them as the words from the common "fund" (non-technical) migrate to the special languages and backwards, hence some of the linguistic forms may be found in both categories with certain lexical distinctions.

The special language delimitation is possible only in comparison to the colloquial language since the specialized language possesses all the lexical units in a particular field, be it scientific or professional, within an area limited to a determined social group together with the lexical units in the common fund.

A large number of words used both by the specialists and all the speakers, the so-called "neutral words", are deprived of a meaning specific to a certain field so it does not represent a feature of that special language or style; they are widely spread whether they belong to the main fund or not. When referring to the connection between the special languages and the colloquial one, G.Klaus states that "the special languages can be introduced [...] only through the common language, the basic concepts may be defined only through this language and the subsequent formulas derive just from these basic concepts supported by the logical thinking." (1978, p.43)

E.Coseriu considers that any special language is "naturally, more or less obviously <<universal>>, namely separated from language by its essence and motivated objective. Hence the special language always exceeds the boundaries of a certain language, at least in the lexical field." (1993, p.18)

Whenever a speaker uses a special language, he aims at making his communication effective and he can freely select and combine the grammatical forms and the vocabulary necessary in his endeavor. The number of special languages and functional styles reflect the various concerns specific to every activity field. Every style/functional language possesses particular features which make it genuine, but also common characteristics which create an interference area.

The wide range of scientific fields determine a large spectrum of scientific languages (non-artistic), with a strictly referential, objective, impersonal and systematic character.

In our contemporary world, the very fast and wide spread phenomena are represented on the one hand by the technical and scientific revolution and on the other hand by the economic processes and the scientific languages development and diversification are a consequence of the spectacular progress of these activity fields.

LE MULTICULTURALISME ET L'ENSEIGNEMENT DE LA CULTURE HUMANISTE

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***Abstract:** If multiculturalism focuses on differences and led to the decline of identity, intercultural favours a system of exchange between equal partners based on trust. In this educational approach we propose that through the teaching of literature and art we will enable our students to build an one's own identity nourished from intercultural.*

***Keywords:** Identity, intercultural, education, student, art.*

Le **multiculturalisme** est défini comme la coexistence de plusieurs cultures dans une société, une région, un pays. Le multiculturalisme est un terme sujet à diverses interprétations. Il peut simplement désigner la coexistence de différentes cultures (ethniques, religieuses etc..) au sein d'un même ensemble (pays, par exemple). Il peut aussi désigner différentes politiques culturelles:

- anti- discriminatoires, visant à assurer un statut social égal aux membres des diverses cultures;
- identitaires, visant à favoriser l'expression des particularités des diverses cultures;
- communautaristes, permettant l'existence de statuts (légaux, administratifs...) spécifiques aux membres de telle ou telle communauté culturelle.

Il est aussi un courant de pensée américain qui remet en cause l'hégémonie culturelle des couches dirigeantes à l'égard des minorités et plaide en faveur d'une pleine reconnaissance de ces dernières. Mais il y a plusieurs nuances, ce qui nous oblige à préciser le vocabulaire utilisé ici. Sans doute faut-il analyser mieux le «multiculturel», communément employé pour désigner cette coexistence de plusieurs cultures dans un même pays, et lui substituer parfois le terme «**interculturel**», issu du domaine de la didactique et qui renvoie aux relations et échanges qui se

noient entre civilisations différentes. L'interculturel, pour Issa Asgarally¹, c'est la forme civilisée que devrait prendre la rencontre avec l'autre. Dans la préface du livre de cet auteur mauricien, J.M.G. Le Clézio, écrivain du Prix Nobel 2008 prévient²: *«au multiculturalisme, qui met l'accent sur les différences et ne peut conduire qu'au repli identitaire, il oppose l'interculturel, concept qui privilégie l'unité fondamentale des hommes et des femmes en tant qu'êtres humains, et base sur laquelle peut s'établir un système équilibré d'échange, en veillant à ce que celui-ci se déroule entre partenaires égaux, qui jouissent d'une égalité sur le plan de la confiance en soi, de l'accès à l'espace public ou encore du pouvoir économique et politique»*. C'est bien ce que nous cherchons à travers cet enseignement de la littérature et de l'art, à permettre aux étudiants de se construire une identité culturelle propre, nourrie d'interculturel. Notons enfin, que «l'identité chez Amin Maalouf, journaliste et écrivain d'origine libanaise se tourne en effet vers une vision de l'Humanité» à la fois une et respectueuse de toutes les différences. «L'identité n'est pas donnée une fois pour toutes, elle se construit et se transforme tout au long de l'existence. (...) l'homme n'est pas d'emblée lui-même, il ne se contente pas de «prendre conscience» de ce qu'il est, il devient ce qu'il est; il ne se contente pas de «prendre conscience» de son identité, il l'acquiert pas à pas³». pas de «prendre conscience» de ce qu'il est, il devient ce qu'il est ; il ne se contente pas de «prendre conscience» de son identité, il l'acquiert pas à pas⁴. «Quand on a vécu au Liban, la première religion que l'on a, c'est la religion de la coexistence» précise-t-il.

Une culture humaniste, pourquoi ?

«L'enseignement de la civilisation d'un peuple, surtout celui de l'art, est fait pour troubler, non pour rassurer», en parlant de la nécessité d'une action culturelle en milieu scolaire, pour une didactique de l'art contemporain.

Il y a là un paradoxe, cet art moderne qui trouble, qui est toujours en question, en perpétuelle mutation, est reconnu comme objet d'étude pour l'enseignement universitaire, alors que celle-ci s'appuie davantage soit par tradition soit par discipline sur un corpus de connaissances établies, qu'elle transmet le plus souvent avec certitude. Un nouvel espace s'est

¹ I. Asgarally, (2005), *L'interculturel ou la guerre*, Port-Louis (Maurice): Presses du M.S.M.

² J.M.G. Le Clézio, préface de *L'interculturel ou la guerre*, idem.

³ Amin Maalouf, (2001), *Les Identités meurtrières*, Edition LGF, (Edition poche), écrivain d'origine Libanaise.

⁴ Idem

ouvert alors, précisément celui où se situe l'enseignement des arts visuels. «*La rencontre avec ce qui trouble donc, avec ce qui est étrange et plus profondément avec ce qui est étranger, sous la forme plurielle que revêt l'art du XXème siècle, est le lieu de l'apprentissage de nouveaux comportements sociaux*». ¹

Aujourd'hui, l'obligation institutionnelle est claire quant à la culture enseignée à l'université. Les instructions officielles le précisent dans les programmes, il est bien question de comprendre que «la constitution d'une première culture artistique dans ce domaine s'opère au travers des rapprochements entre les travaux pratiques des étudiants et les œuvres d'art introduites sous différentes formes.» En effet on peut comprendre que les étudiants ont d'abord produit un travail, une recherche plastique en relation avec la problématique choisie dans l'art, puis les «réponses» des étudiants seront mises en parallèle avec ces œuvres d'artistes, ceci dans le but de sensibiliser par la proximité des approches, de dégager des notions et un vocabulaire spécifique, indispensable à la lecture de ces œuvres. *La mise en œuvre du socle commun de connaissances et de compétences, nous oblige à mesurer l'évolution de nos pratiques pédagogiques, mais l'objectif prioritaire reste clair: «Les arts visuels sont partie intégrante de la culture humaniste. Dans l'enseignement humaniste des langues étrangères, il s'agit de faire progressivement émerger une typologie des grands domaines de production (musique, architecture, peinture et compositions plastiques) ainsi que les constituants des œuvres, les procédés et les genres*». ²

Au-delà de l'art et de la civilisation d'ailleurs, il y a plus: dans un monde saturé d'images de toutes sortes, que nos étudiants ont bien du mal à différencier, à analyser, à comprendre, à éprouver émotionnellement, il nous apparaît plus qu'urgent de leur donner des outils pour une lecture éclairée, curieuse et ouverte des textes concernant les œuvres d'art, de ménager des moments de réactions, de lecture critique et surtout sensible, car les images résonnent en chacun différemment. L'étudiant doit trouver dans l'univers qui lui est offert des repères évocateurs, susceptibles de créer des émotions et des supports culturels qui stimulent sa propre expression. En miroir donc, sa créativité et son imaginaire vont se trouver nourris de ces apports culturels communs.

¹ G. Pellissier, *Arts plastiques et culture métisse*,

http://www2b.ac-lille.fr/arts-plastiques/textes_2005/theorik/metisse_pellissier.pdf

² *Idem*, p. 73.

L'incompréhension devant les œuvres ne doit donc pas se traduire en rejet, le rejet de l'autre, du différent. Il convient bien de multiplier les occasions de rencontre avec celles de toutes les époques au bénéfice d'une culture commune, c'est le projet inscrit au cœur de l'enseignement des arts visuels.

Nous devons tenir compte de plusieurs critères dans le choix de l'enseignement de la culture et de la civilisation française y compris les arts plastiques. Parmi ceux-ci nous mentionnons les plus importants: **L'éducation artistique et culturelle** concourt à la formation intellectuelle et sensible des étudiants en langues étrangères. Elle vise à l'acquisition de compétences spécifiques dans les domaines artistiques enseignés; elle joue un rôle essentiel en matière de valorisation de la diversité des cultures et des formes artistiques enseignées. Elle contribue à la formation de la personnalité de nos étudiants et de cette façon elle constitue un facteur déterminant de la construction de l'identité culturelle de chacun. L'éducation artistique et culturelle renforce la dimension culturelle dans l'ensemble des disciplines; elle permet l'acquisition de compétences transversales mobilisables dans d'autres domaines d'apprentissage.

Elle détermine la maîtrise des langages, notamment de la langue française, en développant les capacités d'analyse et d'expression. Elle prépare ainsi au choix et au jugement, participe à la formation d'un esprit lucide et éclairé, et contribue à l'apprentissage de la vie civique et sociale.

Ce projet vise autant ces objectifs individuels que la réduction des inégalités sociales, ces dernières étant génératrices de violence bien plus que les différences culturelles. Le sociologue Bernard Lahire confirme: «Les matières artistiques sont situées au bas de la hiérarchie scolaire, loin derrière le français, les mathématiques, etc. Tout se passe comme si l'institution scolaire faisait l'hypothèse selon laquelle le fait d'être bien éduqué dans les autres domaines: littérature, sciences... conduisait naturellement vers d'autres formes de la culture:

théâtre, peinture, musique... En fait, il faut une formation spécifique pour aller vers des pratiques et des formes de consommation culturelles. L'école ne l'offrant pas assez, si la famille n'y pourvoit pas, la rencontre ne se fait pas¹».

C'est ici que les inégalités sont encore nombreuses.

¹ *Libération* du 14 février 2006: «La responsabilité écrasante de l'école dans l'expérience artistique.»

Cette rencontre avec l'étrangeté, «l'étranger», avec l'art, et l'apprentissage de comportements sociaux est aussi indispensable à tous. Parmi ces comportements, le respect, l'attention portée à l'autre), la capacité à entrer en interaction avec autrui et à coopérer, la citoyenneté, sont primordiaux....

Ils donnent aussi à réfléchir sur la prise en compte et la place qui sera donnée aux contextes culturels singuliers des étudiants. L'enseignant comprend que son rôle sera de sentir et de faire sentir à ses étudiants que l'incompréhension ne doit pas se traduire en rejet (le rejet de l'autre), mais bien plutôt par l'accueil, la curiosité, l'intérêt porté aux différences.

L'enseignant ne peut pas faire l'économie de cette attitude dans sa pratique pédagogique s'il veut que ses étudiants l'intègrent dans leur comportement à l'école, puis dans toute vie sociale.

Quel que soit son lieu d'exercice, il donnera une place à la culture locale. Face à un public qui fréquente rarement l'événement culturel, qui est parfois réticent à ce qui lui semble imposé, qui montre parfois une attitude régionaliste, il est véritablement nécessaire de prendre en compte les œuvres contemporaines locales, même si un certain nombre d'entre elles n'ont que peu de choses à voir avec la contemporanéité muséale. Ces occasions permettent à la fois l'observation d'œuvres réelles et non plus seulement de reproductions, et la rencontre avec des artistes issus des différentes communautés. Pour argumenter ces rendez-vous, il est indispensable d'éduquer peu à peu le regard et de trouver des moyens pour que l'étudiant affine son «jugement critique».

Ainsi, il est possible d'amener progressivement l'étudiant à apprécier une culture internationale et aussi à prendre conscience que « tout ne se vaut pas». La réticence à la culture «lointaine» doit être déplacée dans un contexte particulier, au profit d'une culture artistique contemporaine partagée, dépassant les frontières et les rancunes historiques, mais restant souvent l'apanage de nos sociétés industrialisées, comme l'est d'ailleurs la volonté de réduction des inégalités sociales par l'éducation.

Un regard sur la spécificité de l'enseignement d'une langue étrangère et de la formation en arts plastiques serait intéressant et c'est ce que nous proposons. La curiosité et le questionnement sur les nouvelles formes d'art, de communication, de création, doivent exister, le sens critique aussi. Par leurs recherches et œuvres polymorphes, les artistes d'aujourd'hui nous préservent de la sclérose et de la nostalgie d'un art prétendument perdu. Reste donc que l'art ne se laisse pas définir facilement.

Nombre de philosophes qui s’y sont essayés semblent aujourd’hui dépassés. Walter Benjamin nous a donné des pistes utilisables¹ et d’autres le tentent encore: Yves Michaud avec *L’Art à l’état gazeux*² ou Michel Onfray avec *Archéologie du présent*³, pour ne citer qu’eux, nous apportent des indices précieux pour notre réflexion qui demanderait un débat à part entière.

L’art du XXI^{ème} siècle sera sans doute un objet métis, hybride, virtuel, «gazeux»⁴, cynique, collectif, capillaire selon Paul Ardenne qui définit l’art contextuel comme «une mise en valeur de la réalité brute, la matérialisation

d’une intention d’artiste dans un contexte particulier⁵», ou art «contactuel» selon Richard Conte comme «art qui s’accomplit par la coalition des talents d’autrui, non pour les diriger, mais pour les fédérer dans une œuvre à plusieurs⁶» dont lui revient, en tant qu’artiste, l’initiative.

L’un des traits caractéristiques de l’art contemporain est de faire voler en éclat les catégories artistiques traditionnelles. Un autre est l’exploration d’un champ toujours plus ouvert dans lequel des productions métissées, justement, et radicalement nouvelles se côtoient.

D’ailleurs, la prétendue frontière entre les arts, souvent maintenue par des spécialistes de chaque domaine, tend à devenir de moins en moins nette depuis quelques années, ce qui ouvre encore le champ de référence.

L’écriture, le son et le cinéma ont envahi les expositions d’art contemporain, le théâtre ou la danse aussi, notamment sous la forme de performances. Les sculptures se font parfois architectures et inversement ; au même moment, le *design* produit des objets visant une esthétique singulière au même titre que les œuvres, tandis que les publicités ou les clips musicaux peuvent parfois être comparés à des vidéos d’artistes. Le

¹ *Sur l’art et la photographie* (1972), nouv. trad. C. Jouanlanne, Paris, Carré, 1997, coll. «Arts & esthétique.»

² Op.cit.

³ Op.cit.

⁴ Au sens de Y. Michaud., in *L’Art à l’état gazeux*, op. cit.: «Mais ce triomphe de l’esthétique s’accomplit dans un monde vide d’œuvres d’art, au sens de ces objets rares qu’on accrochait naguère dans les musées et qu’on venait contempler religieusement. Ce qui remplace l’œuvre? "des installations", "des performances" – des expériences esthétiques où il ne reste qu’un gaz, un éther, une buée artistique» (4^e de couverture).

⁵ P. Ardenne, *Un art contextuel*. Paris: Flammarion, 2004, coll. «Champs»

⁶ L’art 21, conférence à la 9^{ème} UCOA (Université de la Communication de l’Océan Indien) La Réunion, 2005.

théâtre et le cirque eux-mêmes se renouvellent dans le sens de cette contagion entre les arts et de l'effacement des dites frontières. La qualité esthétique des créations humaines actuelles, quelle que soit leur fonction, pourrait laisser croire que l'art est partout sans qu'il se laisse fixer dans une catégorie ou une autre.

Cet abandon de la norme classique a eu pour effet que nous sommes passés depuis les années soixante-dix, comme chacun sait, à une pratique des arts plastiques à caractère exploratoire, à la mesure même des démarches d'artistes. Cette pratique individuelle de création prend donc totalement en compte les contextes culturels des étudiants et leur imaginaire. Nous assistons au passage de l'apprentissage d'une technique normative, à une pratique où des manières de faire se renouvellent dans l'action des étudiants et dans lesquelles, toutes proportions gardées, eux et artistes paraissent se trouver dans une posture analogue.

Assemblages, arrangements, collages, récupérations, détournements, clin d'œil aux œuvres, citations, travaux sur les images.

«Tous les coups sont permis, le métissage est la règle du jeu pour des productions à chaque fois souveraines car elles livrent ce qu'est l'étudiant dans sa totalité indivisible¹».

Cette pratique d'exploration qui ouvre à la diversité est favorisée par les caractéristiques culturelles de chacun, puisqu'elle vise la divergence. La mise en commun et la confrontation avec les autres productions, avec les œuvres d'art, favorisent l'interrogation personnelle sur l'autre et la conscience de soi: «L'éducation artistique ne doit pas être considérée comme une discipline de plus mais comme une méthode d'enseignement, un mode de transmission.

Du multiculturel à l'interculturel: prise en compte du contexte

Ce type de pédagogie en milieu multiculturel constitue une chance supplémentaire pour le gérer positivement, pour travailler la relation interculturelle. Ainsi il permet davantage d'ouverture à l'autre, une interrogation personnelle de chacun sur autrui: «antidote des déterminations qui pèsent sur la vie sociale et moyen de lutte contre les *a priori* qui gouvernent le plus souvent la vie de l'esprit» en reprenant notre manière de valoriser les singularités.

¹ G. Pélissier, Séminaire interacadémique et international - Nîmes, 23, 24 et 25 janvier 1991, lire à ce sujet: http://artsplastiques.ac-bordeaux.fr/bibliographie_pelissier-metisse.htm

Dans ce contexte, la formation des futurs enseignants devrait se pratiquer, elle aussi, dans «l'éprouvé.» Le vécu actif d'un problème plastique qui vise à produire la divergence, les renvoie à une pédagogie spécifique et questionnante, qu'il leur faudra analyser, dont il sera fructueux de découvrir les mécanismes et les enjeux plus généraux. Hors des problèmes spécifiques à une classe multiculturelle, tout enseignant doit se poser la question de son public, nous le savons: qui sont les élèves, quelles sont leurs motivations, leurs attentes, leurs âges, leurs milieux socioculturels?

Ceci, afin de pouvoir fonder ses enseignements sur les besoins individuels que révélera le diagnostic sur le plan psychologique, affectif, social et culturel de la classe. L'expérience de cette pédagogie amène à une estimation des «lieux de résistance» qui risquent d'entraver le questionnement s'ils ne sont pas observés et travaillés. «Lieux de résistance qui constituent des obstacles dont l'enseignant a tout intérêt à se saisir précisément comme point d'appui sur lequel il fera reposer son dispositif» affirment Martine Terville-Colbac et Sylvie Bouché¹. Sachant que les *obstacles épistémologiques* décrits par Gaston Bachelard peuvent être d'un autre ordre, il faut les identifier dans la pratique par l'ouverture et l'intérêt qu'on leur porte. «Il s'agit de conceptions très résistantes qui ont leur domaine de validité et qui s'opposent à la mise en place de modèles corrects pour une validité plus large²» Ces connaissances empiriques déjà constituées par la culture d'origine, peuvent être les causes négatives de stagnation et même de régression ou d'inertie, mais elles peuvent aussi être un apport positif, à condition de les déplacer pour les mesurer et s'enrichir des écarts.

Comme pour les sciences, il sera indispensable que l'enseignant prenne en compte les connaissances empiriques déjà constituées, non pas forcément pour les changer, mais pour les questionner, les enrichir de celles des autres et de celles du champ référentiel. «Ainsi toute culture scientifique doit commencer par la *catharsis* intellectuelle et affective³» au sens de la *Poétique* d'Aristote, d'une libération des tensions psychiques qui s'extériorisent sur le mode de l'émotion et de la sympathie avec l'action représentée. En arts plastiques, la production de l'étudiant, issue de ses

¹ Agrégation interne Arts plastiques, Première épreuve écrite et leçon orale, CNED, 2001, p. 185.

² G. Bachelard, *La formation de l'esprit scientifique*, 1938, édition 1989, pp. 13-18.

³ Idem.

représentations personnelles, est le point de départ de sa progression et aussi de la progression de tous les élèves.

L'accueil et l'exploitation verbale des éléments plastiques et sémantiques issus de la divergence obtenue, la découverte des inventions et la justification des démarches, la rencontre avec l'autre, avec sa culture manifestée par des formes, des couleurs, des matières, des images singulières (croyance, territoire, histoire...), place l'élève en situation «d'apprenant», associant action et réflexion, et constituent un enrichissement pour tous, tant sur le plan notionnel que pédagogique.

L'enseignant ayant établi une situation d'apprentissage de forme interrogative, dépassera cette construction de savoir par l'étudiant lui-même, en organisant la rencontre avec une culture commune en relation avec les démarches et les préoccupations de ses apprentis.

Les effets sur les changements de posture de l'enseignant vis-à-vis de l'étudiant sont nombreux. Partout, les variétés culturelles sont donc un atout qui produit des objets spécifiques d'autant plus divergents que chacun se justifie selon «qui il est». Ceci produit un questionnement sur la pédagogie. Dans la formation des enseignants, cette émergence est à l'image de ce qu'ils rencontrent dans les classes, et elle est aussi une condition importante à la prise de conscience d'une nécessaire pédagogie différenciée qui se doit de prendre en compte le contexte culturel spécifique. La divergence dans les productions est donc soulignée, analysée, discutée, évaluée, acceptée et exploitée sur le plan pédagogique, par la recherche de nouvelles propositions et références culturelles qui viennent la confirmer.

C'est seulement dans un second temps que l'analyse des pratiques pédagogiques vient questionner les modèles théoriques, les contenus, les objectifs, les œuvres d'art, lesquelles renvoient aux problématiques traitées et aux trouvailles plastiques. Ce retour réflexif sur la démarche pédagogique peut d'ailleurs être comparé à une auto-poïétique, dans l'après coup, réalisée par l'artiste.

La didactique des arts plastiques ainsi pensée offre la possibilité d'une posture de recherche constante pour l'enseignant, de questionnements assidus, d'un accueil de l'autre, de l'inconnu, et contribue à une curiosité indispensable à tout enseignant. Elle lui apprend à poser un regard individuel sur l'étudiant comme «autre», mais aussi sur le monde, la culture, l'enseignement en général, et met en évidence la diversité des besoins et des actions à mener dans sa propre pratique pédagogique en mouvement.

Cette pédagogie peut, et doit sans doute, déboucher sur des expériences interdisciplinaires et transdisciplinaires avec l'histoire, la géographie et les langues dont nous pourrions rendre compte et questionner plus tard.

Il y a donc bien permanence et changements dans un même mouvement de la recherche pédagogique qui s'impose pour prendre en compte les différences culturelles. Cette recherche engendre des résistances et des tensions. Ces dernières portent sur la nécessité d'inventaire des besoins, sur le retrait temporaire de l'enseignant argumenté par la logique du dispositif, sur l'incertitude de l'objet «attendu» qui remet en question la place du «maître», l'oblige à une observation-critique de laquelle il puise de l'enseignable, enfin, sur la mise en place d'un autre type de progression, adaptée à chaque élève en situation de projet personnel. «Il est bien connu que pour acquérir une connaissance nouvelle, il est nécessaire de la mettre en relation avec des acquis antérieurs¹» rappellent Ducros et Finkelstein.

Conclusion en forme d'hypothèse

Cette posture de l'enseignant est comparable à la posture de l'artiste. L'art d'enseigner serait peut-être là. Il nous semble que tout artiste, comme tout enseignant, doit être habité par un esprit de recherche et travailler de façon comparable et indissociable dans le sensible et le cognitif. Le chercheur en arts plastiques tente de questionner la dissociation du faire et de l'analyse du faire, à des fins extérieures à son œuvre propre, à des fins de généralisation scientifique cumulative. Il lui faut prendre conscience des rapports qui s'accomplissent dans les œuvres, quand on en éprouve l'existence.

En témoignant de ces rapports, en étudiant la dynamique ou l'inertie de leurs effets, en laissant la création façonner un savoir en dehors de l'œuvre, il est certainement possible de rassembler sur la création, un certain nombre de connaissances stables. Entre le généralisable et le singulier, la recherche en pédagogie, comme en arts plastiques, peut se situer là :

● Dans l'hétérogénéité des classes et le multiculturel qui ressemble à la diversité riche du champ de référence des arts plastiques, à l'art lui-même, à la multitude des démarches artistiques, surtout au vingtième siècle et début de vingt-et-unième, ferment de ce type de pédagogie.

¹ In *L'école face au changement*, CNDP Grenoble, p. 54.

● Dans une recherche sans relâche des moyens de répondre aux besoins différents de chaque élève par une pédagogie adaptée, différenciée, comparable à la tâche de l'artiste qui invente inlassablement des formes chaque fois nouvelles et répondant à des contraintes toujours spécifiques.

● Dans une recherche sans relâche des moyens de répondre aux besoins différents de chaque étudiant par une pédagogie adaptée, différenciée, comparable à la tâche de l'artiste qui invente inlassablement des formes chaque fois nouvelles et répondant à des contraintes toujours spécifiques.

● Dans la capacité de l'enseignant à donner du sens à ce qu'il réalise par son imaginaire, fondamental en pédagogie, et qui se trouve aussi au cœur de la démarche de l'artiste. Cette interrogation sur le sens est un des enjeux de la pédagogie des arts plastiques, ainsi que de l'art contemporain, mais aussi de la pédagogie en général.

Le public multiculturel permet de mettre en évidence et d'accentuer «la démarche pédagogique»: intuition restant à théoriser de la nécessité d'un mouvement permanent qui fait de l'enseignant un chercheur et un créateur, une recherche autour des liens qui unissent pédagogie générale, didactique des arts plastiques et création artistique. Pour l'enseignant, il se manifeste dans une dynamique d'accueil du différent, un saisissement de la surprise qui l'oblige à rebondir, à reconstruire du savoir.

Cette posture d'écoute, d'adaptabilité, de superposition du savoir-savant au savoir suggéré par l'étudiant, favorise une recherche permanente et conjointe, entre enseignant et élèves, induite par les démarches singulières. C'est alors seulement que le champ artistique prendra tout son sens, celui fourni par l'enseignant, occasion de questionnement et d'ouverture pour l'élève, mais aussi celui que la culture singulière de l'élève aura mis en évidence et dont l'enseignant aura su se saisir, pour la reconnaître.

Dans le doute fondateur qui est au centre des démarches pédagogique et artistique, qui rend l'acteur mobile, curieux et soucieux de communication, ce *bougé* de l'enseignant part toujours du différent de l'élève. L'hétérogénéité devient un apport non négligeable, il est une des matières de l'enseignement comme de la création artistique. La question de la progression est alors déplacée.

«La pratique n'est pas ici, au service d'un savoir préétabli, elle n'est pas répétition, application, illustration, entraînement, elle est construction

réflexive et singulière des notions, des concepts, des procédures et des comportements spécifiques au champ artistique¹» dit Claude Roux.

Ainsi, les élèves pourront progresser, chacun à son propre rythme, se sentant valorisés dans leurs origines et dans leurs histoires personnelles, n'ayant plus besoin de la violence pour se faire entendre. Et il ajoute: «Ceci induit la compréhension d'un savoir en construction plutôt qu'accumulant et juxtaposant les connaissances²»

Objectif renvoie d'ailleurs à un but à atteindre par le biais d'une programmation contradictoire avec la situation de proposition et peu conciliable avec la démarche artistique que nous cherchons à faire émerger et à analyser, nous préférons parler d'attentes multiples ou interculturelles. Il faudra donc garder à l'esprit qu'il existe des incompatibilités entre la pédagogie dite «par objectifs» et l'idée de démarche créative que nous soutenons.

Il semble que par le refus de la modélisation d'une part, qui empêche l'émancipation, retarde le développement de l'esprit critique et ne produit pas de divergence, et d'autre part par la valorisation du choix personnel induit par des situations questionnantes, le champ soit ouvert à une progression des élèves, qui s'accorde à l'évolution d'une démarche artistique.

Une certaine conception du savoir scolaire débouche sur une visée plus globale de l'enseignement. Les finalités de l'éducation en général, communes à toutes les disciplines sont, entre autres, la citoyenneté ou l'autonomie de l'individu. Ces objectifs généraux ont une dimension éthique, ceux des enseignements artistiques prennent en charge la réhabilitation de la notion de plaisir, d'invention, de satisfaction qui naît souvent de la rencontre avec l'art et avec l'autre. L'ensemble de cette réflexion débouche sur la modification de l'image du métier d'enseignant: il serait souhaitable d'être *l'artiste* de son enseignement par un questionnement permanent sur l'autre.

La circularité démontée par les réponses singulières des élèves selon le contexte, oblige sans cesse l'enseignant à réajuster sa pratique, ses objectifs, à infléchir son projet, à chercher, à produire une recherche active et dynamique, artistique.

Cette recherche vis-à-vis de l'élève pourrait bien se traduire par un sentiment de reconnaissance positive et rendant caduque toute manifestation de violence identitaire.

¹ C. Roux, (1999), *L'enseignement de l'art: la formation d'une discipline*, Nîmes, Chambon, p. 126.

² Il Selon l'observatoire des inégalités:

http://www.inegalites.fr/spip.php?page=article&id_article=309

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BOURDIEU – HABITUS, SYMBOLIC VIOLENCE, THE GIFT: “YOU GIVE ME / I GIVE YOU” PRINCIPLE

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Abstract: *In this paper, my aim is to give an outline of Bourdieu’s sociological theories, of his unitary representation of social science, annihilating the disciplinary borderlines between sociology and anthropology. It is not only about the proposal of a new epistemological basis to the Durkheimian tradition, but also the conceptual and methodological apparatus necessary to such an approach. The critique of the perspectives (he inspired from originally) represented by the structuralist objectivism (Claude Levi-Strauss) and existential subjectivism (Jean-Paul Sartre) constitutes the “strategic” movement of analysis or overcoming of the dominant positions in the French space. Further I point out the implications of applying the idea of gift exchange mechanism, in class-differentiated societies, their affective effects (gratitude, love, admiration). In the hypothesis centred on the gift exchange, an agent sacrifices its profit for a long-term binding relationship. The idea is to aim at a larger profit through alliances that are formed as an effect of gift exchange. All this are shown briefly by explaining the key concepts that Bourdieu uses in the sources cited.*

The concept of symbolic capital is constructed starting from the analysis of the “sense of honour” in the Kabyle society. Hereupon, Bourdieu resumes a central theme of anthropology: the gift exchange (gift/counter gift) addressed to the famous study by Marcel Mauss. He highlighted the strategic dimension, dissimulation of price calculation and time frame between giving and receiving. The concept of habitus has had a long tradition in the philosophical thinking. This Latin term is used as different from the word habitude. It represents the “system of dispositions”, “structuring structure”, namely a predisposition, tendency, propensity, inclination.

Keywords: *habitus, symbolic violence, gift, I give you-you give me, symbolic capital, symbolic domination, field.*

Felix Pierre Bourdieu was a French sociologist whose work used methods from a wide range of disciplines, from philosophy and literary theory to sociology and anthropology. The most important aspects of

Bourdieu's theory concern the development of methodologies, combining theory and empirical data that attempt to solve some of the most difficult problems of theory and research in an attempt to reconcile the difficulties, such as how to understand the subject within objective structures. His work stressed the role of practice and its incorporation into social dynamic. Bourdieu was a passionate political activist and a strong opponent to modern forms of globalization. He saw sociology as a weapon against social oppression and injustice, to the extent to which it is used to protect against symbolic domination and the imposition of thought distortion categories. In this way, Bourdieu used the intellect weapon to discover unknown mechanisms, which remain separate and unequal various social groups in their struggle for a better world for all.

His work emphasized the role of practice and incorporation or forms, and social dynamics in shaping the vision of the world, often in opposition to universalized Western philosophical traditions. He used the theories of philosophers Ludwig Wittgenstein Ludwig and Maurice Merleau-Ponty. From Marcel Mauss and Claude Levi-Strauss, Bourdieu inherited a particular structuralist interpretation of the social structures' tendency to replicate, based on the symbolic structures analysis and classification forms. However, Bourdieu separated critically from durkheimian analyss, highlighting the role of *social agents* in the application of symbolic order, by incorporating social structures. He stressed that, in addition, the reproduction of social structures not operating according to a functionalist logic.

The debate on the primacy of structure and agency on human thought and behaviour is one of the central issues in sociology and other social sciences. In this context, "Agency" refers to a person's ability to act independently and make their own free choices. Bourdieu's work is built on trying to transcend a series of oppositions that characterized the social sciences (subjectivism / objectivism, micro / macro, freedom / determinism). In particular, he made that through conceptual innovations. The concepts of habitus, capital, and field have been created, indeed, to eliminate such oppositions.

Bourdieu, in general, tried to connect his theoretical ideas to empirical research activity, based on everyday life, and his work can be considered sociology of culture or, as he himself labelled it, "a theory of practice." For Bourdieu, each individual occupies a position in a multidimensional social space; he or she is defined not only by social class, but by any kind of capital that can be articulated through social relations. This capital

includes the value of social networks, which Bourdieu showed they could be used to produce or reproduce inequality. The social field can become more complex and autonomous, while the individual develops a typical habitus for his/her position within the social space. In doing so, social agents will often confirm, legitimate and reproduce the social forms of domination (including prejudices), and the common views of each field as taken for granted - at the level of consciousness and practice - even the confirmation of other possible inputs (including, of course, symbolic production) and power relations. Although it is not deterministic, the inculcation of subjective structures of habitus can be observed by evidence, for example, while its selective affinity with objective structures of social world justify the continuity of social order over time. Since individual habitus is always a mixture of several commitments in a person's social life, and the social field is put into practice by individuals' action, no social order or field may be completely stable. In other words, if the relationship between individual predisposition and social structure is much stronger than the one usually considered, it means that there is an no perfect match

What Bourdieu called *symbolic violence* is the self-interested ability to ensure that social order arbitrariness is either ignored or considered natural, thus justifying the legitimacy of existing social structures. This concept plays an essential role in the sociological analysis. Bourdieu developed a theory of action around the concept of habitus, which has exerted a considerable influence in social sciences. This theory seeks to demonstrate that social agents create strategies tailored to the needs of the social world in which they live. The basic concepts of this theory are shown hereafter.

The concept of habitus

Trying to recover the intellectual parentage of the habitus idea led to the conclusion that it has its roots in the structural anthropology of Claude Levi-Strauss and in the development psychology of Jean Piaget, particularly the latter's generalization of the operations concept in mathematics to the study of practical knowledge, bodily intermediated. Habitus is a complex concept, but in its simplest use it would be understood as a structure characterized as a mind structure characterized by acquired schemes, sensitivities, dispositions and taste. The particular contents of habitus is the result of objectifying social structure at individual subjectivity level. He introduced the concept of symbolic

violence, to explain the silent modes, almost unconscious, of cultural / social domination occurring in the daily social habits, maintained over the conscious subjects in order to reveal the dynamics of power relations in social life.

Firstly, the habitus appears to be a useful way to conceptualize action and capacity to transform social structure. Thus, one of Bourdieu's major contributions to social theory is the fact that he developed a new radical form of cognitive sociology, along with an innovative variety of multilevel sociological explanation, which is evidenced by the interaction of different structural orders.

Secondly, habitus is an important theoretical object that protects extent Bourdieu's theory from becoming a purely rationalist formalism positional strategies employed by agents of various types of capital accumulation and allows analysis of the social agent as a player under constraints developmental, cognitive and emotional, affected by actual configurations, physical and institutional field.

Thirdly, a return of habitus to the intellectual origins allows us to appreciate Bourdieu's development of a new sociological analysis style, one deemed to be a cognitive creative sociology that takes seriously the historic development of the perception, classification and action schemes that are responsible for social reproduction at macrostructure level and for change. The use of this cognitive approach to sociological analysis can be demonstrated with examples from his work on aesthetic perception and appreciation and anthropology with application to the Kabyle society. The constituent structures of a particular type of environment produce habitus, systems of sustainable, transposable dispositions, structures predisposed to function as structuring structures, as principles of generation and structuring of practices and representations. The practices produced by habitus represent a principle that is generator of strategies, enabling agents to cope with contingencies and ever changing situations.

Habitus was inspired by the idea of "body techniques" and Marcel Mauss's *hexis*. The word itself can be found in the works of Aristotle, Norbert Elias, Max Weber, Edmund Husserl and Erwin Panofsky. For Bourdieu, habitus was essential to address prominent antinomies of the human sciences: *objectivism and subjectivism*. Habitus, defined as a system of dispositions (with duration, acquired schemes of perception, thought and action), the individual agents develop these dispositions in response to objective conditions they encounter. In this way, Bourdieu argued that objective social structure absorption into a set of dispositions of a

personal, cognitive and somatic nature, and that subjective structures of action of the agents are then proportioned to existing objective structures and requirements of the social field, create a doxic relationship. Habitus is somewhat reminiscent of earlier sociological concepts, such as socialization, but different from more classic concepts in several important ways. First of all, a central aspect of habitus is its incorporation: it does not work only at the explicit discursive level of consciousness. According to Bourdieu, it represents "assessment and action arising from the institution of the social in the body" (Bourdieu and Wacquant 1992, p. 87). This connection between objective and subjective is based on the physical body.

The body structure scheme is the centre of habitus concept – the structure and capacities of our body, from which we learn through assimilation or change of habits and dispositions. Through these corporal skills and guidelines, agents are able, in their turn, to engage themselves in the world of others. This is a matter of body, because what is embodied are acquired motion abilities, postural sets and social acts that create distinct forms of motility and perception. Hysteresis is an effect involved in the establishment of habitus, to the extent to which it internalizes the negative sanctions in a field away from its component dispositions (being at the origin of oppositional systems generation).

Therefore, understanding and perception that constitute a habitus, being congruent with the objective of field organization, tend to reproduce its very structures. Hence, Bourdieu regarded habitus as the key to social reproduction, because it is the generation and regulation centre of practices that constitute social life.

How an individual lives creates dispositions consistent with the objective conditions (including tastes in art, literature, food, and music) and in a sense, pre-adapted to their requirements.

In Bourdieu's theory, the action is not directly observable in practices or in habitus, but only in the experience of subjectivity. His references to habitus, it seems that so much of the individual's habitus is predetermined by social habitus, that these dispositions can neither be changed nor ignored.

In conclusion, habitus is a set of dispositions that generate practices and perceptions, and within the original meaning: a normal or typical condition, state or appearance of the body. In Bourdieu, it represents a combination of a) disposition, 2) generating and classifying schemes (Jenkins p. 74).

As a mediator between the influences of the past and present stimuli, habitus is at the same time structured by social model forces that have produced it, while structuring gives shape and consistency to the various activities of an individual in the distinct spheres of life. That is why Bourdieu defines it as "a product of history, habitus produces practices, individual and collective, hence history, according to the schemes generated by history; it ensures the active presence of past experiences that, deposited in any organism in the form of perception, thought and action schemes, tend more certain than all formal rules and explicit rules, to guarantee the conformity of practices and their consistency over time." (Pierre Bourdieu, *The Practical sense*, p.85).

Habitus is also a principle of both social continuity and the discontinuity: continuity because it stores social forces in the individual and carries them in time and space; discontinuity because it can be changed through the acquisition of new dispositions and because it can trigger innovation whenever encountering a social situation discordant to the established one.

Bourdieu regards *symbolic capital* (e.g. prestige, honour, care), as an essential source of power. When a symbolic capital holder uses his/her power against an agent who has less, and thus seeks to change his/her actions, thereby he/she exercises a symbolic violence.

Symbolic violence

Symbolic violence is, fundamentally, the imposition of categories of thought and perception on the prevailing social agents. This is the incorporation of unconscious structures that tend to perpetuate the action structures of dominators. Symbolic violence is in some ways, more powerful than physical violence, since it is incorporated even in modes of action and knowledge structures of individuals, and imposes the legitimacy spectrum of social order.

Bourdieu's philosophical anthropology is not based on the concept of interest, but that of recognition. Contrary to a common reading of his work, his theory is not a utilitarian one, of social action, one by which the individuals make a conscious strategy to accumulate wealth, high status or power. But social existence means difference and difference implies hierarchy, which, in its turn, implies the infinite dialectic between distinction and claim, recognition and non-recognition, arbitrariness and necessity. The analysis of masculine domination, the form par excellence of symbolic violence, is based on the ethnological research of Kabylia

(North Africa). Symbolic violence is an act of non-recognition which is outside the control of consciousness and will, in the practical schemes of habitus. Men and women acquire different dispositions toward social games that are considered the most important. In the societies differentiated by class, the most appreciated games are those of politics, art, science, etc. This explains the lower status of women and it presupposes considering inequality of women's and men's statuses in the economy of symbolic exchanges.

Next we analyze how the exchange of gifts operates and what effects it has, starting from the concept of *symbolic capital* and the obligation to give something to the person from which you have received something.

The Gift: "You give me / I give you" principle

Capital is of three main types: economic (material and financial assets), cultural (symbolic goods, skills and titles) and social (resources gained by virtue of affiliation to a group). A fourth type, symbolic capital, designates the effects of any form of capital, when people do not perceive them as such (as when we ascribe noble moral qualities to upper class members as a result of their charitable money donations). Therefore, the position of an individual, group or institution in the social space can be established according to two coordinates, the total volume and composition of the capital it holds. A third coordinate, the variation of the volume and composition over time, marks their trajectory through social space and provides important clues about their habitus, revealing how and in which way they have reached the position they currently occupy.

While the idea of *gift* is very old, it appears to be an important sociological concept even today, especially in the business world. As Bourdieu points out, the mechanism of gifts exchange also structures practice in modern societies and, moreover, even practice in the economic field of the highly differentiated contemporary society (Practical sense, Bourdieu 2000, Chapter: Structures, habitus, practice). Reciprocity essence itself and accompanying feeling of gratitude are crucial in almost all societies. In the theory *Habitus - Field*, Bourdieu explained the sociological basis of gifts exchange, in the real world, where individuals and organizations exchange presents; the practical purposes is to build reliable partnerships in order to survive and to accumulate capital in the market where competitions are fierce (Bourdieu and Wacquant 1992). The practice of gifts exchange allows agents to bear small losses in order to build a stable and long relationship with another one. One more practical

reason behind giving gifts, also explained by Bourdieu, is to achieve supremacy over other persons or organizations, keeping them indebted by the favour granted in the form a gift.

The sociological analysis is the most powerful tool of human knowledge as social science and the freedom it may gain in spite of social determinisms. The general principles of symbolic assets economy start from the understanding of Kabylia's economy. I give you, you give me (*donnant-donnant*) expresses a conditioned exchange. For Mauss, gifts exchange is a discontinuous succession of generous acts, for Levi-Strauss, a transcendental reciprocity structure of exchange acts, where a gift presupposes a counter-gift. The determinant role of the time that passes from a gift to a counter-gift is underlined. In all the societies it is tacitly admitted that people should not respond immediately to what they have received, which would be equal to a refusal. Also this time interval's function is analyzed: why counter-gift should be deferred and different? It is explained that the time interval has a covering function between the gift and counter-gift, so that the two symbolic acts can look as a single acts, without any connection. The gift is a free, generous act, which is not intended to be returned (as there is always the risk not to be returned). Uncertainty in the time interval between the gift and counter-gift is therefore necessary. Exchanging gifts, which is seen as a paradigm of symbolic assets economy, is opposite to the "I give you, you give me" principle by the fact that it requires an agent to enter in the exchange game with no calculation. From the usual exchange acts to *potlatch* there is a level difference. The one that offers and the one that receives should have identical categories of perception and appreciation for the symbolic exchange to function properly. This finds the same applications to the symbolic domination that occurs with the complicity of the dominated ones. The most important and relevant aspect of symbolic violence is, no doubt, the transformation of domination relations, respectively submission in affective relationships, so that recognition becomes gratitude.

Symbolic alchemy produces a gratitude capital which symbolic effects are exercised, which Bourdieu called: *symbolic capital*. Since the structures of perception and appreciation are the result of objective structures incorporation, symbolic capital distribution of enjoys stability. "When we forget that the one who offers and the one who receives are prepared and inclined, through a long process of socialization, to enter with no intention and no profit calculation in the generous exchange whose logic is imposed

on them objectively, we can conclude there is not “free gift” or it is impossible, because, we can only think of the two agents as some computers offering as subjective project to do what they are objectively meant to do, according to Levi-Strauss's model, that is an exchange following the logic of reciprocity. "(Pierre Bourdieu, Practical reasons - A Theory of Action, p. 131)

Conclusions:

In order to achieve the synthesis between objectivism and subjectivism, Bourdieu creates an original conceptual basis anchored in the terms of habitus, capital, field and doxa. Habitus designates the durable and transposable dispositions system by which we perceive, judge in act in the society. These schemes which are not normally aware of are acquired by the durable exposure to particular conditions and social conditioning, by internalizing the constraints and external circumstances. This means that they are shared by the persons who undergo similar experiences, even if each of them has an individual way of manifestation in that common matrix.

Symbolic capital refers to the effects of any capital forms, as a resource and means of exercising power through symbolic domination.

By creating feelings of affection and gratitude, the exchange of gifts is a form of domination itself, especially in case of disparity between the one who gives and the one who receives the gift. Bourdieu's vision of the society is a tough and infinite competition, where the specific differences of social, collective life appear. He showed it to us in a logical and clear manner, typical of his entire work.

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AN ESSAY-REVIEW OF WILLIAM PINAR, UNDERSTANDING CURRICULUM*

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Abstract: *Professor P Klohr, the author of this analysis, was an outstanding representative of Philosophy and Theory of Education in America. Descending from the progressive movement, and a disciple of Boy Bode, P. Klohr has had the chance to know the American school, and its problems, better than many of his colleagues. In this article, as the author says, Pinar and his associates give the message that when educators begin to work to solve some of the issues of progress/difference, universality/particularity, regularity/irregularity, there will begin to be genuine curriculum reform. And This volume serves as bridge between the dominant modern theory base and the exciting postmodern world of theory and practice.*

Keywords: *verstehen, balkanization, currere, Tyler rationale, particularity.*

Without question, this comprehensive view of the curriculum field is the most significant publication since the last widely used volume William Schubert wrote in 1986¹. Both are synoptic texts in that they give in historical, philosophical background to curriculum studies as well as surveying the major contemporary efforts underway.

But more than the Schubert volume, Pinar's new work assays the field from a postmodern perspective. It presents, therefore, nothing short of a major historic breakthrough. It moves an analysis of the field from the dominant, modern technological rationale to a postmodern perspective. At last, Thomas Kuhn's 1962/70 thesis² of a major paradigm shift is clearly a critics! factor in curriculum theorizing.

The so-called Reconceptualists in curriculum field have been largely responsible for this shift. Pinar has been a significant leader in this movement. In the 1970's and 1980's, such individuals were often

¹ William Schubert, (1986), *Curriculum: Perspective, Paradigm and Possibility*. New York: Macmillan Publishing Company.

² Thomas Kuhn, *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press, 1962." (1970 revision)

characterized as the young “romantic critics”, not unlike the radicals of the 1960’s proposing basic changes in American education – John Holt, Paul Goodman, Edgard Friedenberg. These individuals were then viewed as a fringe group- whose influence, at best, would be quite marginal. This clearly proved not to be the case with the Reconceptualists. They were first recognized as emerging influence in curriculum theorizing in Schubert’s 1986 publication. Since then, their influence has grown. Pinar’s volume is a clear demonstration of this fact.

First of all, it is a comprehensive treatment of the field, in paperback, a book of 1143 pages. But its scope does not detract from its readability. In effect, it is not a handbook or only a reference source. It is best seen as a “story” to be told, and the style and format supports this intent.

In 1981, Pinar began the effort that led to the book. In the preface, he calls the book “a cacophony of voices” (p. xiii) rather than a “master” narrative. Further in this explanation of the writing, Pinar states: “What you will read is what the field is saying, or has been saying during its more or less one hundred year history, emphasizing the last twenty years.” (p. xiv). It is important to note this historical control to the reporting of the contemporary scenes for it is one of the major strengths of the book. The writing makes the individuals involved “come alive.” We see where they are coming from, what has influenced them, what they are thinking now, and where this thinking might take them in the future. Readers will sense how different this is from the conventional reporting of historical events and the actors involved. In effect, such professional reporting takes on a literary quality not often found in professional literature. This kind, of reporting, Pinar is convinced, leads more fully to an “understanding” of the field --- hence, the title. It is the “*verstehen*” that some German social scientists seek.

The book consists of fourteen chapters and a concluding chapter titled “A Postscript for the Next Generation” After an introductory chapter, there follow three chapters that narrate the historical discourses of the field 1828-1979. Chapter 4 in this section ends with an account of the work of individuals like Dwayne Huebner and James Macdonald who were the forerunners of the Reconceptualists who first emerged on the national scene in 1973 at the Rochester Curriculum conference convened by Pinar. The papers from this conference are compiled in a volume titled

Heightened Consciousness, Cultural Revolution, and Curriculum Theory¹. It became the first in a series of publications that constitute the historical archives of the movement.

The following year in 1975, Pinar edited a significant collection of papers titled Curriculum Theorizing: The Reconceptualists² which served to extend further the theoretical base for this major paradigm shift in the field. The chapters following the first section of the book under review here report the background of these events and the ferment they triggered in the curriculum field dominated by the so-called Tyler rationale and the technological, approaches to curriculum this rationale nourished. This kind of reporting contributes to the rich contextual understanding of historical background of these decades of change.

Pinar then turns to a contemporary curriculum discourse (or multiple discourses) that characterize the period 1980-1994 in the next eight chapters in which the book illustrates the “balkanization” of the contemporary field.

The field as a “political text” is narrated. Then follow chapters on the field as a “racial text,” a “gender text”, a “phenomenological text”, a “deconstructed text,” an “aesthetic text,” and a “theological text.” In each of these discourses, Pinar lets the authors speak for themselves from the special contexts that share their views. This approach gives authenticity to the discourse not often found in synoptic texts. It provides a panorama of key scholars “at work” -- almost as if the reader were following them around as they talked about their efforts and projected what might take place next in the curriculum field.

Pinar's own scholarship is presented in one of the chapters titled “Autobiographical/biographical text”. This approach has its roots in Pinar's use of the term “currere”, the Latin for “running the course”. He elaborates a method by means of which curricularists can sketch the relations among school knowledge, life history, and intellectual development. The intent is to strive toward self-transformation. Also an advocate of this approach to understanding curriculum is the work of William Ayers whose use of biography and autobiography gives an understanding of how curriculum is experienced by those who live it day

¹ William Pinar, (1974), *Heightened Consciousness, Cultural Revolution and Curriculum Theory*. Berkeley, California: McCutchan Publishing.

² William Pinar, editor, (1975), *Curriculum Theorizing: The Reconceptualists*. Berkeley, California: McCutchan Publishing.

by day. Janet Miller and Madeleine Grumet, two scholars recognized for their work in feminist and gender theory, also contribute to this narrative. Although the field has been balkanized by various specialized theoretical approaches, there is also clearly overlap among these subfields. The boundaries are not hard and fast. This fact gives promise to new constellations or networks that can build on the strengths of several.

Like most postmodern theorists, Pinar is reluctant to project where the many highly individual perspectives might go in the next decade. The modern perspective built on concepts like "progress," "universality", and "regularity" are clearly not adequate. These were the under-pinnings of basically a technological rationale for educational research and practice. The widely used "Tyler rationale" is a good example of this approach. It dominated (and still does to a great degree) curriculum development efforts. The current example in U.S.A. is the establishment of national standards. However broad and general they may be, this rationale suggests that education should be geared toward having all children within the society progress toward common goals. The modern idea is based on the assumption of uniform standards that should hold for all children across the nation.

Underlying the modern conception of education is the assumption that tests to assess and grades to report academic progress is the most desirable evaluation procedure. These efforts suppose a regularity in student achievement and comprehension that all students will interpret and answer questions with a common perspective. This basic concept of regularity operates for teachers as well as for students. In effect, teachers are expected to run their classrooms "by the book."

Post modernism underlying such curricular approaches as those advanced by Pinar and recognizes that there is much in the old that is of value when fused with the new. Philosophically, such a fusion embodies many of John Dewey's progressive education concepts as well as those of in emerging group of neopragmatists led by "contemporary thinkers such as Richard Rorty, Cornel West, Charles Taylor and John Rawls. These philosophers extend the thinking of Dewey into the postmodern world. Their work is basic to an understanding of the future of education both in U.S. A. and the wider world.

A common theme of the postmodern curriculum theorists is that of an integrated curriculum – one that recognizes the artificiality of the barriers that are assumed to exist between the academic disciplines. This approach requires cooperation, planning and preparation among teachers to

eliminate the barriers between fields and permit students thereby to understand the interdisciplinary character of knowledge.

A second characteristic theme of the postmodern curriculum development involves a thesis that reform will most effectively take place when each school is finally shaped by its own people and by involvement of those in the community it serves. This is a principle of “particularity”. In effect, good schools may well be quite different from each other rather than the same.

This brief overview gives something of the picture that Pinar and associates give in the concluding chapter of the book. Their message is that when educators begin to work to resolve some of the issues of progress/difference, universality/particularity, regularity/irregularity, there will begin to be genuine curriculum reform. This volume serves as a bridge between the dominant modern theory base and the exciting postmodern world of theory and practice.

ENGLISH FOR SPECIFIC PURPOSES (ESP): CURRICULUM DEVELOPMENT

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Abstract: *The intent of this article is to provide the ESP course designer and materials provider with theoretical support. The paper refers first to origins and some key notions about ESP.*

Its premise is based on David Nunan's observations about the ESP teacher who needs the time, the skills and the support to develop ESP curriculum. (Nunan, 1987, p. 75). The personal experience is valued for helping teachers to face the task of developing ESP curricula.

Keywords: *ESP origins, ESP Characteristics, ESP curriculum, ESP material development.*

The Origins of ESP

Hutchinson and Waters (1987) note that two key historical moments breathed life into the evolution of ESP domain of teaching: the Second World War which brought with it an “... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale” and made the United States the most important economic and political power. (p. 6). The Oil Crisis of the early 1970s resulted in Western money and know-how policy flowing into the oil-rich countries. The language of these two knowledge times became English.

The effect of all this development exerted a high pressure on the language teaching profession as English became subject to the wishes, needs and demands of people. (Hutchinson & Waters, 1987, p.7).

The second key reason having a tremendous impact on the emergence of ESP was a revolution in linguistics. Revolutionary pioneers in linguistics switched the focus of the science of linguistics from the description of the language features to the ways in which language is used in real communication. Hutchinson and Waters (1987) make reference to the discovery of the ways English vary in its spoken and written form. In other words, given the particular context in which English is used, the

variant of English will change. This discovery of the language variation in different context led to the idea of making the language instruction meet the needs of learners in specific contexts. Hence, in the late 1960s and the early 1970s English for Science and Technology (EST) was first described by pioneers as Ewer and Latorre, Swales, and Selinker. Hutchinson and Waters (1987) make reference to their contribution.

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP was the focus on the learners' needs and the ways the specific language is acquired. Learners employ different learning strategies, use different skills, and learning schemata, and are motivated differently by needs and interests. Hence, the natural extension was the development of specific courses to better meet individual needs giving birth to the catchword of *learner-centered* or *learning-centered* approach.

Absolute and Variable Characteristics of ESP

Theorists like Dudley-Evans and St John (1998) brought in their own definition of ESP. Strevens (1988) identified its absolute and variable characteristics making distinction between four absolute and two variable characteristics:

I. Absolute characteristics:

- meets specified needs of the learner;
- content centred on particular subjects, professions and social activities;
 - centred on that language which is appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
 - contrasting with General English

II. Variable characteristics:

ESP may be

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology (pp.1-2).

There has been considerable recent debate about the meaning of ESP despite the fact that it is an approach which has been widely used over the last three decades. In 1997 Dudley-Evans postulates his own definition with the following different.

I. Absolute Characteristics

- ESP is tailored to meet specific needs of the learner;
 - ESP makes use of the underlying methodology and activities of the discipline it serves;
 - ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities
- He also developed some more

II. Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
 - ESP is generally designed for intermediate or advanced students;
 - Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

Dudley-Evans and St. John have removed the absolute characteristic that 'ESP is in contrast with General English' and assert that ESP is not necessarily related to a specific discipline. According to them, ESP is likely to be used with adult learners although it could be used in a secondary school setting.

Hutchinson and Waters (1987) promote a broader definition of ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19). Ten years later, Anthony notes that it is not clear where ESP courses end and general English courses begin: general language instruction makes use of the ESP approach in that its syllabus is based on learner needs analysis for real communication.

Types of ESP

David Carver (1983) identifies three types of ESP:

1. English as a restricted language
2. English for Academic and Occupational Purposes
3. English with specific topics

Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language in the following statement:

... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. The ability of using a restricted 'language' would not allow its speaker to communicate effectively in a novel situation, or in contexts outside the vocational environment (pp. 4-5).

English for Academic and Occupational Purposes is the second type of ESP identified by Carter (1983). In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches:

- a) English for Science and Technology (EST),
- b) English for Business and Economics (EBE), and
- c) English for Social Studies (ESS).

Each of these subject areas is further divided into two branches:

- English for Academic Purposes (EAP) and
- English for Occupational Purposes (EOP)

Hutchinson and Waters (1987) note that there is not a clear-cut distinction between EAP and EOP: "people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16).

The third and final type of ESP identified by Carver (1983) is English with specific topics emphasizing the shift from purpose to topic for the first time. This type of ESP is uniquely concerned with professionals requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. In my opinion, this is not a separate type of ESP, but a component of which focuses on situational language.

Characteristics of ESP Courses

The three characteristics of ESP course identified by Carver (1983) are

- a) the authenticity of the course contents,
- b) the purpose-related orientation, and
- c) self-direction

Dudley-Evans' (1997) claims that ESP should be associated with the intermediate or advanced level of the learners, which makes the use of the authentic learning materials feasible. This is indeed a feature of ESP, particularly in self-directed study and research tasks.

The experience that I had at the Christian university Dimitrie Cantemir as a curriculum developer was based on an independent study assignment in which I was required to investigate and manage a specific English course for the professional area of public relations. The students themselves were also encouraged to conduct research for the development of their own course using a variety of resources, including the Internet. The self-direction characteristic of ESP courses is that the "ESP is concerned with turning learners into users" (Carver, 1983, p. 134). In order for self-direction to occur, the students in public relations were encouraged to a certain degree of freedom to decide when, what, and how they would study. Carter (1983) also adds that a systematic attempt by teachers should occur when teaching the learners how to learn. In my opinion it is still necessary for the Romanian high-ability students to be taught about learning strategies and about how to access information when they need.

Key Issues in ESP Curriculum Design

In this section, key issues in ESP curriculum design are examined. The issues explored here are a product of my professional experience of developing the curriculum for English for Public relation Job. This experience has been supported by the literature on ESP.

Abilities Required for Successful Communication in Occupational Settings

Cummins (1979) theorized the dichotomy between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). The former refers to the language skills used in the everyday informal language used with friends, family and co-workers. The latter refers to a language proficiency required to make sense of and use academic language. Situations in which individuals use BICS are characterized by contexts that provide relatively easy access to meaning. However, CALP use occurs in contexts that offer fewer contextual clues.

After having developed and taught the curriculum for English for Public relation Job, I have reached the conclusion that there are three abilities necessary for successful communication in a professional target setting and I have added a third skill or ability to Cummins' theory in order to complete the ESP picture.

The first ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic

of that specific occupational context. The second is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. With the public relation job this was largely related to understanding a new culture. The third is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context. Examples of this include chatting over coffee with a colleague or responding to an informal email message. The task for the ESP developer is to ensure that all three of these abilities are integrated in the curriculum.

In the case of English for Public relation Job there were many possible potential occupational settings to research and I opted to identify academic skills that were transferable to most public relation jobs. This required an inventory of possible public relation jobs and the identification of the academic specific language skills needed. All of this information was then cross-referenced with the general language objectives for the identified group of learners.

It is my opinion, the developer of an ESP curriculum requires the instructional experience to perform a comprehensive research on needs analysis to identify the perfect balance of the abilities noted above for any particular group of learners.

Content Language Acquisition versus General Language Acquisition

The needs analysis and the management needs of the curriculum made the balance shift on the content-knowledge lectures to be delivered weekly. The English course syllabus was broken down into 28 classical content lectures and 14 seminars which were distributed on two semesters of the first academic year. It was determined that more time need be allotted for pure content lectures and extra-curriculum time needed to be for team-taught activities.

The first thing that is apparent from this breakdown, is that time devoted to content-based lectures far outweighed the time devoted to the acquisition of general and specific language and academic skills. However, the need for the development of content knowledge, academic proficiency and general language was interwoven with team activities.

The learners indicated that they desired the opportunity to interact with their instructor in the seminar in addition to attending the old-style lecture format. The students were highly motivated to attend the content lectures and yet additional support from the English for Special Purposes instructor was required in the seminar because, in order to meet the

learners' needs, we could not teach the restricted professional repertoire in isolation.

Most of the students could recognize specific meaning, but not produce it. It was determined that more time should be allotted for seminar work on communication science terminology. Moreover, much more time would be also spent on communication for the workplace; in this way, they students would be afforded ample opportunity to integrate and practice the restricted repertoire acquired in content lectures.

Structure of the students groups

There are a number of variables which characterize a heterogeneous learner group. I argue that variations in language level, prior education and work experience can be accommodated only to a certain extent. Minimum entrance standards must be established in the areas of language level, motivation, and prior education and experience. Most importantly, these standards must be strictly enforced at the time of placement.

Due to the limited time frame for the development of the public relation science English syllabus the minimum general language entrance requirement was dropped from high to low intermediate in order to generate a large enough pool of suitable students to make the programme effective. 20 of them were high intermediate and 60 of them were low intermediate. Based on observations of a four-week English for Business course, Yogman and Kaylani (1996) conclude that there appears to be a minimum proficiency level that is required for students to participate in predominately content-related activities. This supports my finding that the rest of 40 students who were struggling to catch up with general language proficiency simply found the content activities to be overwhelming. They were separated into two different groups to make their language acquisition easier. The advanced students were encouraged to record as much detail as possible, carry out supplemental reading that pertained to the lecture topics and to assist their peers whenever possible.

In the seminar activity the students were called for conference debate simulations, involving the preparation of papers, reading, note taking, and writing. They were also involved in the design and presentation of a unique business venture, including market research, pamphlets and logo creation. The students had their oral presentation in a poster presentation session. They also handed in their written business plan as a result of their research in public relation domain.

Materials Development

Johns comments that no ESP text can live up to its name. "ESP teachers find themselves in a situation where they are expected to produce a course that matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990, p. 91).

Many ESP developers are not provided with time for needs analysis, materials research and development although there are many texts which claim to meet the standards of ESP courses. He suggests that the only real solution is that a resource bank of pooled materials be made available to all ESP instructors (Johns, 1990). This is not available for our educational setting yet. As a newly appointed dean of the faculty of foreign languages, this one is among my major targets for the near future. This will include cross-indexed doable, workable content-based resources, as familiarizing oneself with useful instructional materials is part of growing as a teacher, regardless of the nature of purpose for learning.

As for my own experience with the English for Public relations course the curricular materials were unavoidably pieced together, some were borrowed and others were designed specially. Resources included authentic materials, ESL materials, ESP materials, and teacher-generated materials.

Conclusion

This paper has discussed the origins of ESP, addressed key notions about ESP and examined issues in ESP curriculum design. The content of the paper was determined by a need identified based on my professional experience as an ESL instructor designing and delivering the content-based language program - Language Preparation for Employment in the Public relations jobs. These issues, where possible, have been supported by current and pertinent academic literature. I hope that these observations will lend insight into the challenges facing the ESL instructor acting as ESP curriculum developer.

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