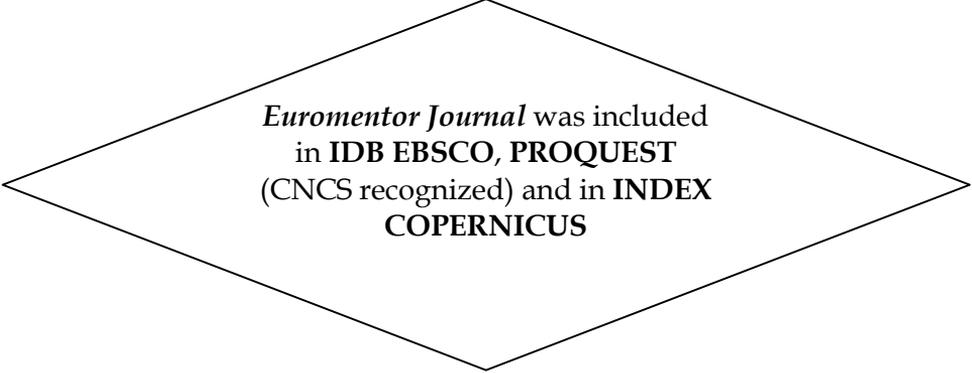


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CONTENTS

A PUBLIC EDUCATION SYSTEM CAN EXCEL	7
JUKKA KANGASLAHTI	
QUO VADIS ELEMENTARPÄDAGOGIK? BILDUNG ZWISCHEN „BILDUNGSOFFENSIVE“ UND „BILDUNGSWAHN“	14
ARMIN KRENZ	
POUR UNE PÉDAGOGIE DU DIALOGUE INTERCULTUREL DANS L'ENSEIGNEMENT DES LANGUES ÉTRANGÈRES	25
IULIANA PAȘTIN	
SOCIAL ECONOMY IN EUROPE.....	37
GEORGETA ILIE	
E-LEARNING SYSTEMS IN HIGHER EDUCATION -STANDARDS, FUNCTIONAL STRUCTURES, CASE STUDY-	49
VALENTIN INCEU, PETRU BALOGH, POMPILIU GOLEA	
FROM TASK-SUPPORTED TEACHING TO TASK-BASED LEARNING THE CASE OF JAPANESE LANGUAGE TEACHING IN ROMANIA -	56
MAGDALENA CIUBĂNCAN	
THE EVALUATION OF THE TEACHING STAFF'S INITIAL TRAINING PROGRAMS – ANALYTICAL BENCHMARKS.....	66
IULIANA TRĂȘCĂ	
DIMENSIONS OF GAME IN LITERARY TEXT FOR PRESCHOOL AND SCHOOL SMALLER.....	73
OCTAVIA COSTEA	

**EDUCATIONAL SPACE ARRANGEMENT THROUGH
STIMULATION AREAS.....81**
CONONA PETRESCU

**CHANGING THE PERCEPTION ON THE *WORLD* AND *LIFE*, ON
HAPPINESS AND *KNOWLEDGE* IN *NORMALITY* AND
PSYCHOPATHOLOGY.....89**
COSTEL CHITEȘ,
SIMONA TRIFU

**COMPETENCES BETWEEN CONCEPTUAL CLARIFICATIONS
AND DIDACTIC REALISM.....101**
TUDOR MARIN

A PUBLIC EDUCATION SYSTEM CAN EXCEL

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Abstract: *This article analyses the Finnish education system, which has received lots of attention around the world because of the excellent pupil achievements in the country. For international observers it has been surprising to find out that there is remarkably little variation in the assessment results around the country. The quality of learning in urban schools and in remote rural communities is the same, which means that parents may trust that the staffs of the closest schools from homes have all the expertise needed to educate their children well. It is even more important to notice is the fact that Finland is running a public school system based on equity where each individual child is seen equally important. Therefore, everyone has an equally good chance to learn.*

Keywords: *public education system, equity, PISA findings, teacher- student interaction, autonomy of schools, customized solutions.*

Education is a powerful tool in building a better future for both a nation and its children and youth. Today even many educators believe that a public education system will never have a chance to excel when it comes to learning achievements. There are numerous sad cases where the global community has witnessed how countries of totalitarian political systems have been able to apply a rigid authoritarian strategy of teaching resulting in situations where the only function of all educational institutions is to serve those who are in power. Management by authority, control and inspection have been amongst the key methods in implementing the will of any centralized administration. Awareness of the many flaws and risks of nation-wide approach in education has made numerous experts to believe that a healthy and effective public school system cannot be designed and realized at all. In short: excellence by equity in education is often regarded as a mission impossible. Regardless of that notion, almost everyone supports the specific articles of Human

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and Children's Rights where, for example, quality teaching and learning are regarded as basic rights of each and every individual of our global community. Admitting this, it follows that everywhere in the world the societies are responsible for arranging educational opportunities. It again means that schools free of charge should be available at least for those who cannot afford to pay for education. This premise, however, does not exclude the option of enrolling one's child into a private school in case tuition fees are not a problem.

In many countries there is constant struggle in attempts to improve public education. This is one of the main reasons why a lot of parents choose private schooling for their children. They regard the option more reliable and safe. With good reason it may be argued that money cannot always buy the best possible education. On the other hand, to invest wisely and sustainably in education is a good investment into the future. In case that is also taken as bedrock of a nation-wide strategy of education then the improvement of public schools should be in the core of governmental attention. In efforts to improve a nation's public education, one cannot rely just on system-level reforms. This is especially the case, if many political changes are taken place by, for example, a chain of different ministers of education or by different political parties. It should be realized that most system level reforms do not directly develop either student learning or the quality of teaching. In fact, it often happens that political decisions may not have any impact on the daily classroom work at all. It can be argued that one of the best ways to improve learning achievements is to develop the quality of teacher-student interaction. This means that students learn better when all stakeholders, including administrators, principals and teachers in collaboration are positively responding to the efforts of reforms by developing the daily activities and approaches in schools. In other words, positive changes should happen in the everyday lives of students before a reform is worthwhile. This is done by improving school administration, schools' cultures and creating new pedagogical methods for teaching-learning processes.

One of best test "laboratories" of a nation-wide public school system exists in Finland where systematic and sustainable development of the equity-based, free of charge education has been executed and "tested" during the past four decades. Admission and tuition fee free schools in Finland are not only for pupils of comprehensive schools but they also cover vocational and university studies. The philosophy behind the system is laid in the idea that each individual ought to have equal

opportunity in education and that one of the most important renewable natural resources in the country is in the potential of human mind; the better educated are the citizens of Finland, the higher is the standard of living in the country. Several of the current indicators show that the patiently executed Finnish strategy has been working well. For example, Newsweek recently published a special issue on “best countries in the world”. Its extensive study tried to come up with an answer to the following hard question:

“If you were born today, which country would provide you the very best opportunity to live a healthy, safe, reasonably prosperous, and upwardly mobile life?”

In the survey, which analyzed and compared one hundred (100) countries, Finland was ranked as the best overall place in the world to live in. Comparison was made in five categories: education, health, quality of life, economic competitiveness, and political environment. Finland’s education system was especially highly regarded in the survey. (Foroohar 2010.) In addition to this Lewis (2005, 210) has identified the following facts, which seem to be interlinked with and results of the Finnish notion of equity for its citizens: “Finland ranks among the top few countries for global competitiveness, economic creativity, environmental sustainability, network readiness, water resource management, minimal bureaucracy, and least corruption”.

The much cited OECD’s Programme for International Student Assessment (PISA) surveys have over the past decade highlighted also that Finnish students have been doing remarkably well. This assessment programme compares the education achievements of 15-year-olds in various countries. If we look closer at the PISA results, it is quite interesting to notice that countries like Finland that have rather a low level of socio-economic stratification seem to have better overall performance by the pupils. For Finnish parents and students this is important news because they know that equity, social cohesion and strong student performance exist in the entire school system all over the country (Sahlberg 2011). They are able to trust that the high quality education is available at the closest school from their home, which most of the time is a public school. This particular fact is not true in most of the PISA-participating countries. Also, the average socio-economic background of the student cohort in private schools tends to be much more advantaged than that of students who attend public schools, which also often is one of the important reasons to choose a privately managed institution. (OECD 2012.)

The Finnish experience - so far at least -proves that investments into public education can pay back at a rate of high interest. Variation in student performance is small and so is variation between schools. But what might be the main building blocks behind the public education system in Finland?

McKinsey (2007) report states that the quality of any education system cannot exceed the quality of its teachers. Becoming a teacher in Finland is a popular choice for young people. Furthermore, it is extremely difficult to gain a study place at the departments of teacher education at the universities. Only 10% of the applicants are accepted and they all are amongst the best of the best of the upper-secondary school graduates. The whole society in Finland has a great deal of trust on the expertise of teachers. This is one of the main reasons that the school staffs are practically speaking working without a formal control system. Inspectorate systems do not exist. Schools and communities are allowed to design much of the curriculum content. Teachers have full pedagogical freedom and also a freedom to choose the learning material they want use. National tests are very rare. All this freedom means that schools and teachers have been handed a great responsibility, which they have taken with great devotion. Much attention is paid both to pupil welfare and special needs education. The aim of the public comprehensive school system in Finland tries to provide for every child access to the best possible education. The free school services include, among other things, schoolbooks, all learning materials, a daily warm lunch, as well as health and dental care. It also is worth mentioning that for the past decades, the educational policy has been research and practice based, sustained and constant in terms of its development. Furthermore, neither the government, nor the minister of education alone has the power to make major changes in the educational system because educational development in Finland is planned in collaboration with all stakeholders. As a result vision and the long-term aims have stayed the same and there has been great consensus by the people of the country. Parents, teachers, politicians and sometimes even the students together in constructive collaboration have been involved in the development process of the country's educational system. (Kangaslahti 2012.) As it is today, the Finnish national educational strategy is very different from those of most other countries in the world. While it may not be "the best" in the world, it certainly cannot be copied into another context as it is. It may, however, serve as an important example for the rest of the world on how

sustainable development of public schooling and purposeful investments may pay off in creating equal opportunities to study and learn for each individual citizen.

Can we learn from the Finnish experience?

As mentioned in the beginning of this article, constant system level changes do not guarantee any positive impacts into the teaching-learning interaction. Attempts to improve learning achievements have to be sustainable, realistic, well informed, accepted and understood by teachers before they have any possibilities to make an impact in classrooms. Also enough resources ought to be allocated for any new approach. These are some of the preconditions, which have to be met when planning educational improvements. However, perhaps afar sighted and far-reaching strategic vision of the aims, purposes and goals for the reform process of a country's educational system is the most important building block to start with. With good reason it can be argued that all children can achieve success in some areas of learning. It is the job of adults in each society to ensure that every child has the opportunity to attend comprehensive schooling as close as possible to their home. Therefore, developing the quality of learning, teaching and learning environments of public schools should be high up in the priority list of duties of governments and municipalities in most, if not all countries in the world.

Putting parents aside, the ultimate power to make a real change in the lives of children and youth lies in the hands of principals and teachers. Under their leadership in schools and classrooms real societal development can be made, and sometimes even against all the odds. (Wigdortz 2012.) Their work is not only to teach academic subjects but also enable pupils to learn skills that are important for fulfilling and happy lives. Under their guidance in cooperation with parents the whole child development is taken into account. At their best public schools prepare student with important social skills, enable them to manage their emotions and behavior as well as their rights and responsibilities as citizens in their society. Summarizing the presented thoughts through the lens of the Finnish comprehensive school system some of the key themes in it are the following:

1. The approach of education in schools is holistic where wellbeing and healthy development of the pupil is at least as important as academic achievement.

2. Teaching is customized for the pupil and takes into consideration her/his level of current achievements. Different teaching methods are applied for those who learn quickly than for pupils who need extra support or special needs education. Also learning assessment is personalized. Standardized testing system does not exist.

3. Municipalities, schools and teachers have much freedom in organizing education, designing the curriculum and choosing pedagogical and assessment methods. This because each member of the teaching personnel is an expert with a Masters degree and everyone is ready and eligible to take the full responsibility for freedom of action.

4. Equity in education is seen as more important than investing early in special talents. Equal opportunity means education free of charge with, for example, a free warm lunch.

5. Collaboration between schools, teachers and pupils is seen more fruitful than competition.

6. Schools and teachers are not inspected.

7. Special-needs education is organized in every school, using a multi-method approach. Practically it is available for every pupil if at all needed.

8. Pupil welfare teams exist in every school with an aim trying to guarantee from day one a caring and fear free school atmosphere for each pupil.

In the long run none of the above listed themes is beyond the capacity of most countries in Europe, perhaps even the rest of the world. It has to be reminded that the comprehensive school reform in Finland started decades ago and its development process is regarded as never ending. In many ways, the steps taken by Finland have to be seen as being extremely successful. The good news is that many countries are currently undertaking some kind of school reforms. Sustainable reforms of educational systems, no matter where, often benefits its citizens but it is self evident that wise investments into teaching-learning situations in public schools will make the quality of lives of many children more meaningful and better. If positive development has been possible throughout in Finland it certainly can be done almost anywhere. To share this kind of a vision, good political will, quality leadership, hard work and countywide collaboration are needed and the goal of having an increasing number of quality public schools will be met.

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QUO VADIS ELEMENTARPÄDAGOGIK? BILDUNG ZWISCHEN „BILDUNGSOFFENSIVE“ UND „BILDUNGSWAHN“

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Abstract: *A responsible pedagogy and psychology must move towards the specific steps of the age of the child. One must give up to the representation of a child "as perfect as possible beginning with the early stages of childhood", because a childhood is built on the fact that a child may / must make mistakes in order to know his/her own strategies of action and from mistakes and from actions that are less appropriate to draw those consequences that would open new avenues for action. Children need active teaching models to help them orientate in the multitude of action possibilities.*

Keywords: *elementary pedagogy, training, practical training, child development.*

Ausgangsthese:

Bei dem derzeitig aktuellen und weit verbreiteten öffentlichen Bildungsverständnis sowie der damit verbundenen „Bildungspraxis in Kindertageseinrichtungen“ kommt

- eine **für das Kind** erfahrbare, tiefe Erlebnisqualität zu kurz,
- die Frage der erleb- und verwertbaren **Sinnhaftigkeit eines Bildungsangebotes** für die aktuelle Lebenssituation des Kindes kaum auf,
- ein **unmittelbares, tiefes Glücksempfinden** für das gegenwärtig erfahrene Leben kaum zum Tragen!

Gleichzeitig liegen Ergebnisse und Erkenntnisse aus dem Feld der Bildungs- und Hirnforschung vor, dass genau diese drei genannten Merkmale für eine „nachhaltige Bildung“ notwendig und damit unverzichtbar sind (Zimpel, A.F., 2010; Crain, W., 2005; König, A., 2010;

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Brandes, H., 2008/ Hüther, G., 2005; Astington, J.W., 2000; Markova, D., 2005; Gebauer, K., 2007).

Bildung wird „bedarfsgerecht“ zusammengestellt und so konzipiert, dass sie „effiziente Lernauswirkungen“ ermöglicht, mit der Folge, dass so genannte **Bildungsblüten in einer bildungsfernen Elementarpädagogik** entstehen (können):

- Aus **miteinander vernetzten Bildungsbereichen** werden „isolierte Fächer“ und „fachspezifische Unterrichtseinheiten“;
- **in Kindern vorhandenen Forschungsinteressen** werden immer weniger aufgegriffen und stattdessen durch erwachsenengesteuerte „Forschungsangebote“ ersetzt;
- statt **erlebte bzw. erlebbare Alltagssituationen** mit Kindern forschend und zeitunbegrenzt zu erkunden werden ganz spezielle „Forschungskoffer“ angeschafft, um damit gezielte und zeitbegrenzte Beschäftigungsangebote durchzuführen;
- statt im Leben der Kinder – sowohl im Innenbereich als auch im Außenbereich – **die ungezählten Alltagsphänomene** zu untersuchen, werden extra Forschungsorte/ Forscherinseln eingerichtet, Forschertische aufgestellt, Forscherecken abgegrenzt, Forschungszeiten festgesetzt und Forschungsregeln genau festgelegt, um nicht zuletzt auch „Lerntagebücher“ und „Portfolios“ als Beweisquellen für eine Forscheraktivität der Kinder erstellen zu können.

Aus diesem Bildungsverständnis heraus wird die Bildungsarbeit in vielen Kindertageseinrichtungen wie folgt verstanden und entsprechend konzipiert:

- Die Fachkraft holt alle Kinder zusammen, gibt entsprechende Informationen ein, stellt bestimmte Aufgabenstellungen und Fragen vor, so dass Kinder meist nur **reagieren** können/ dürfen;
- In den zu nutzenden Forschungskoffern stecken so genannte Forschungsgegenstände, die fein säuberlich strukturiert und fächerspezifisch geordnet sind. Getreu dem Motto: **„Bildung“ geschieht – wie im klassischen Schulunterricht – in einem Fächerkanon** (jedes „Fach“ ist ein „Fach für sich“ und wird in genau geplanten Teilschritten umgesetzt.)
- **Lebensbereiche und Alltagssituationen der Kinder werden im Tagesablauf in Arbeits-, Lern-, Spiel- und Freizeitfelder aufgeteilt:** von

dann bis dann wird gespielt, von dann bis dann geforscht, von dann bis dann sich bewegt und von dann bis dann gegessen, geschlafen, philosophiert...

Das Dilemma der aktuellen Bildungsarbeit in außergewöhnlich vielen Kindertageseinrichtungen muss daher leider wie folgt charakterisiert werden:

- Die Selbstbildung des Menschen wurde/ wird zu einer belehrenden (= entleerenden) Bildungspädagogik funktionalisiert.

- Nicht das Fühlen, Denken, Spielbedürfnis oder eigene Handlungsideen der Kinder stehen im Mittelpunkt des Tagesgeschehens, sondern eine **von Erwachsenen erdachte und konzipierte Bildungssystematik bestimmt** die so genannten Bildungsschwerpunkte und den Ablauf der „Bildungsarbeit“.

- Bildung wurde/ wird in den „Bildungsrichtlinien ...“ systematisiert und zu „Bildungsprogrammen“ zusammen getragen, die dazu verleiten, in ein **fächerkanonorientiertes Denken und Agieren** zu verfallen.

- Dies hat zur Folge, dass eine von außen gesetzte Systematik eine **Erwachsenensystematik** ist, die künstlich hergestellt wird und dazu dient, die Welt der Kinder logisch (!) - statt erlebnisnah und alltagsorientiert - zu ordnen. Kinder brauchen i h r e persönlich bedeutsamen Forschungsmöglichkeiten in i h r e n individuell erlebten Lebenswelten - und das ist stets und überall möglich.

- Dort, wo „**Bildung als Programm**“ verstanden und „angeboten“ wird, gerät eine >Bildung aus 1. Hand< (Prof. Schäfer) immer mehr in den Hintergrund!

- Damit bemächtigt sich die didaktisierte Schulpädagogik der Elementarpädagogik, die ihre Eigenständigkeit damit gleichsam (sicherlich ungewollt) unaufhaltsam aufgibt.

Grundsatzmerkmale heutiger Kindheiten in Deutschland

Alle Ergebnisse und Erkenntnisse der gegenwärtigen Kindheitsforschung machen deutlich, dass es aufgrund der aktuellen Gegebenheiten **nicht mehr möglich ist, von einer >unbelasteten Kindheit in Deutschland< zu sprechen**, weil es eine allgemein positiv geprägte und zeitlich gesonderte, altersgemäß mehr oder weniger abgeschlossene **>eigenständige Lebensphase Kindheit< nicht mehr gibt** (Aden-Grossmann, W., 2010/ Hurrelmann, K., 2009/ Konrad, F.-M. +

Schultheis, K., 2008, vgl.: Kullmann, K.,2009. / vgl. 13. Kinder- und Jugendbericht, 2009).

Insofern ist es zutreffend, von „**Kindheiten mit besonders typischen Einflüssen und häufigen Kindheitserfahrungen**“ zu sprechen. Zwar ist es vielen Kindern heute leichter und eher als in vergleichbar zurückliegenden Generationen möglich, **kognitive** Entwicklungsmöglichkeiten aufzunehmen und zu nutzen, allerdings ist es ihnen **schwerer möglich, sich emotional stabil und räumlich-körperlich zu entfalten!**

Stabile >Beziehungsverhältnisse< verändern sich in eher **punktuellen >Erziehungsverhältnissen<**, in denen Kinder starken Verhaltenserwartungen einer deutlich Erwachsenenwelt geprägten Umgebung ausgesetzt sind. Die den Kindern zur Verfügung stehenden Entfaltungschancen, die ungleich höher sind als Kindern und Jugendlichen vergangener Generationen, sind aber auch **stets mit neuen Belastungen verbunden**, weil sie die individuell möglichen Entwicklungsmöglichkeiten häufig strapazieren und die Bewältigungskapazitäten mancher Kinder und Jugendlichen überfordern (können). Darin ist auch der Hintergrund für **viele Verhaltensirritationen bei Kindern und Jugendlichen** vor allem in den Bereichen der persönlichkeitsbezogenen, sozialen und emotionalen Auffälligkeiten zu sehen und zu verstehen (Trapmann, H. + Rotthaus, W., 2003; Fröhlich-Gildhoff, K., 2007; Döpfner, M. + Petermann, F., 2008; Herbst, Th., 2010).

Immer mehr Kinder laufen „neben der Erwachsenenwelt“ her und werden in der **Verarbeitung ihrer Lebenswelt** alleingelassen, ohne grundlegende Kompetenzen zu besitzen, ihr Leben selbstständig und autonom in den Griff zu bekommen. Kinder sind in eine **>Erwartungswelt<** der Kinderkrippe, des Kindergartens, ihrer Eltern, ihres Wohnbereiches und ihrer Freundesclique eingebunden, **ohne häufig einen selbsterfahrungsorientierten Freiraum zu erhalten**, um zu sich selbst zu finden und mit sich selbst (sowie in der Folge mit ihrem unmittelbaren Umfeld) kompetent umgehen zu können. Wurden Kinder früher als unfertige, un[ter]entwickelte Wesen eingeschätzt, so werden sie heute von „bildungsaktiven Erwachsenen“ als kindliche Persönlichkeiten betrachtet mit „förderungsnotwendigen Potenzialen“. Sie werden häufig wie ernstzunehmende Akteure eingestuft und befinden sich gleichzeitig in einer abhängigen, erwartungszentrierten Position. Insoweit tragen Erwachsene (Amateure und professionelle Fachkräfte) täglich dazu bei, **Kindheiten in einem Widerspruch einzuschätzen**. Entsprechend

widerspruchsvoll entwerfen sie in ihren Vorstellungen ein „Bild vom Kind“ und gestalten den Alltag von Kindern auch häufig uneinheitlich, was zur weiteren Irritation bei Kindern führt. Kinder brauchen mehr denn je Entwicklungssicherheiten, um eine stabile Identität aufzubauen.

An dieser Stelle sei auch noch einmal darauf hingewiesen, dass schon zu Beginn der 80er Jahre der amerikanische Soziologe Neil Postmann mit seinem Aufsehen erregenden und bis heute bedeutsamen Buch vor dem *Verschwinden der Kindheit* eindringlich gewarnt hat. Und auch schon 1990 sprach H. Zeiher von einer **>Kindheit, die organisiert und isoliert ist<** (1990, S. 20), Kindheit heute kein Kinderspiel mehr sei und dass der Alltag vieler Kinder ein **„Leben in Bedingungen“** abbildet (S.23). Kindheitsforscher sprechen gar von einem **Kinderalltag im Zeittakt industrieller Fertigung** (Hurrelmann) und beklagen eine **„Durchrationalisierung des Kinderlebens nach Schichtdienst und Stundenplan**. Gemeint ist eine ökonomische Zeitplanung bis in die Kinderkrippe hinein.

So scheint es selbst in der Vorstellung der Erwachsenenwelt kaum vorstellbar was passieren würde, wenn Kinder fein gekleidete Damen oder Herren mit Holunderbeeren bewerfen oder Mutproben unter Beweis stellen würden, indem sie Regenwürmer verspeisen. Kinder, die sich zusammenfinden und eine feste Gruppe bilden, geraten schnell in den Verdacht, einer „Bande“ anzugehören, von der eine Gefahr für andere ausgehen könnte und Kinder, die sich schließlich den hohen und ständigen Erwartungen von Erwachsenen entziehen würden bekämen schnell das Prädikat eines „bildungsunwilligen“ Kindes.

Die ehemalige Präsidentin des Deutschen Bundestages, Prof. Dr. Rita Süßmuth, hat schon vor über 20 Jahren in einem Zeitschriftenaufsatz drei Begriffe in die öffentliche Diskussion gebracht, die die bisherigen Ausführungen zusammenfassend bündeln. Ihre Betrachtungen von Kindheiten in einem so hoch industrialisierten Land wie Deutschland beschreiben das *Kinderleben* als eine weitestgehend **verplante und verpädagogisierte Zeit, die Kinderzeiten** als eine in viele Zeitsegmente **aufgeteilte** und aus ganzheitlichen Zusammenhängen **zerrissene Angelegenheit** sowie die *Kinderwelten* als eine **eingengegte und immer künstlicher gestaltete und eingegrenzte Erfahrungsvielfalt**. Kommt es nun zu einer zusätzlichen Berücksichtigung des weiteren Zeitverlaufs zwischen den wiedergegebenen Aussagen vom Jahreswechsel 1988/89 und dem heutigen Zeitpunkt, so muss und kann von einer deutlichen Verschärfung des Problems ausgegangen werden. Wenn Prof. Dr.

Süßmuth schon damals von einem zunehmendem „**Verlust an Erfahrungen**“ (S.7), „**arrangierten Erfahrungsräumen**“, einer „**Vereinzelung der Kinder**“ und „**Erfahrungsarmut**“ sowie „**kaum vorhandenen Spielräumen**“ (S.8) spricht und ihre Hauptaussage darin endet, dass sie die These vertritt, „eine Gesellschaft, die ihre Kinder nicht versteht und schätzt, wird sie in Zukunft verlieren“ (S.9), dann ist nachvollziehbar, wie schwierig es für Kinder und Jugendliche ist und in naher Zukunft immer schwieriger werden wird, eine weitestgehend unbeschwerte Kindheit zu erleben, Identität zu entwickeln und Selbst-, Sach- sowie Sozialkompetenzen auf- und auszubauen.

Richtig ist: Schon der Säugling besitzt bereits kurz nach der Geburt **Interaktions-, Kommunikations- und Lernbereitschaften, die durch Interesse und Neugierdeverhalten an seinem unmittelbaren Umfeld** gekennzeichnet sind. Er sucht mit all seinen Sinnen nach Anregungsimpulsen und möchte gleichzeitig einen Einfluss auf die ihn interessierenden Objekte/ Abläufe nehmen. Welche Objekte und Abläufe von Interesse sind, können nur durch **aufmerksame, sorgfältige Beobachtungen** ausgemacht werden. Darüber hinaus haben auch Forschungsergebnisse der Neurobiologie gezeigt, dass beispielsweise die Gehirnstrukturen des Menschen mit der Geburt *nicht* genetisch festgelegt sondern durch Umwelteinflüsse in Bau und Funktion veränderbar sind (Stichwort: *neuronale Plastizität*). Das heißt, dass das menschliche Gehirn nicht alle bedeutsamen Informationen aus dem unmittelbaren Umfeld wie mit einem Fotoapparat lediglich ablichtet, sondern dass es seine Vernetzungen nach den Aspekten (neu) konstruiert, die erkannt und bestätigt bzw. ergänzt oder neu verknüpft werden.

Dadurch, dass persönliche **Erfahrungen, Erlebnisse, Eindrücke und Gefühle wie beispielsweise Sorgen, Freude, Ängste, Hoffnung, Unsicherheit, Entlastung oder Glücksempfinden** ihre Spuren im Substrat des Gehirns hinterlassen, stehen solche psycho-sozialen Prozesse mit entsprechenden neurobiologischen Vorgängen stets in eine permanenten Austauschprozess.

Die Frage, wie es möglich sein wird, diesen vielfältigen Tendenzen von **zerstörten bzw. verstörten Kindheiten** professionell und kompetent entgegenzuwirken, ist nur durch einen konsequenten Perspektivwechsel zu beantworten, damit in Kenntnis dieser pädagogischen und sozialen Wirklichkeit neue Handlungsstrategien zum Tragen kommen (können).

**Konsequenzen für eine gegenwartsorientierte Pädagogik
Sichere Bindungserfahrungen machen Kinder stabil,
bildungsinteressiert und lernaktiv!**

Nur wenn Kinder

- ihre Bindungsperson als einen **>grundsätzlich sicheren Hafen<** erleben, den sie bei Verunsicherungen, Ängsten und Verlassenheitsgefühlen gerne, freiwillig und selbstmotiviert aufsuchen,
- durch die identischen Verhaltensweisen der Bindungspersonen **Sicherheit, Annahme und Hilfe** erleben dürfen,
- bei Sorgen, Kummer und Trennung die **Nähe zu ihrer Bindungsperson suchen und finden,**
- schon sehr früh durch intensive Bindungserfahrungen immer weniger auf Bindungserlebnisse angewiesen sind und sich mit einem **Gefühl der inneren Grundsicherheit** auf die „**Erkundung der großen, weiten Welt**“ einlassen und ihrem innewohnenden Forscherdrang nachgehen,
- motiviert und freiwillig **über ihre Gefühle berichten** und dabei emotionale Belastungen ebenso „ungehemmt und unkontrolliert“ zum Ausdruck bringen wie Augenblicke der Freude und des tiefen Glücksempfindens,

dann bauen Kinder ihre Lernmotivation, ihre Selbstbildungs- und Lernfreude sowie ihre Anstrengungsbereitschaft auf und aus!

Es ergeben sich daher **folgennotwendige Konsequenzen für eine bildungs- und zugleich kindorientierte Pädagogik**, in der sich die Selbstbildungskräfte der Kinder entwickeln können und für ein nachhaltiges Bildungspotenzial sorgen:

- Es ist notwendig, verstärkt dafür zu sorgen, dass **Kinder auch Kinder sein dürfen.**
- Eine verantwortungsvolle Pädagogik und Psychologie hat sich der **spezifischen Alterstufe der Kinder zuzuwenden** und darf nicht darauf ausgerichtet sein, die Gegenwart von Kindern einer Zukunft zu opfern.
- Die **Vorstellung von einem möglichst „frühzeitig perfekten Kind“ ist aufzugeben**, weil Kindheiten darauf aufbauen, dass Kinder Fehler machen dürfen/ müssen/ sollen, um eigene Handlungsstrategien kennen zu lernen und aus Fehlern bzw. handlungsorientierten Umwegen neue handlungsleitende Konsequenzen zu ziehen.

- **Kinder brauchen bildungsaktive Vorbilder**, die ihnen helfen, sich in ihren Handlungsmöglichkeiten orientieren zu können.

- **Kinder brauchen** statt einer verstärkten „kognitiven Förderung“ **Seelenproviand**, der ihnen hilft, ein stabiles Persönlichkeitsfundament im Sinne einer **nachhaltigen Persönlichkeitsbildung** auf- und auszubauen.

- Kinder sind auf Erwachsene angewiesen, die immer wieder die Aufgabe an sich selbst stellen, **Kinder in ihren aktuellen, vielfältigen Ausdrucksformen zu verstehen statt Kinder in defizitorientierten Bewertungsschemata zu klassifizieren.**

- Kinder brauchen vor allem das **Gefühl von Sicherheit**, um neue Handlungsschritte zu entdecken, Handlungsperspektiven zu entwickeln und alternative Handlungsmöglichkeiten zu internalisieren.

- Kinder brauchen **feste Bindungen und zuverlässige Beziehungen**, um sich auch bei persönlichkeitsverletzenden Rückschritten mit Zuversicht und Engagement den neuen, täglichen Herausforderungen und Notwendigkeiten zu stellen.

- Kinder **brauchen keine künstlich arrangierten (Bildungs)Lebenswelten** sondern umfassende und umfangreiche Handlungs(spiel)räume, in denen sie reale, fassbare, Erfahrungen machen und die sie ihrem aktuellen Leben zuordnen können;

- Kinder brauchen zur Wahrnehmung, Festigung und Verarbeitung ihrer Erfahrungen, Erlebnisse und Eindrücke **ausreichend Zeit und Ruhe, um Sinnzusammenhänge** zwischen ihren Handlungsschritten und deren Konsequenzen **zu entdecken, zu verstehen und zu wiederholen.**

- Kinder sind auf ein **stabiles Selbstbewusstsein** angewiesen, um mit zunehmendem Alter selbstständig, lernfreudig, handlungsaktiv und anstrengungsbereit alltägliche Aufgaben einer verantwortungsvollen Lebensgestaltung auf sich zu nehmen. **Dieses stabile Selbstbewusstsein ergibt sich aus einer emotional-sozialen Stabilität**, die Kinder durch eine wertschätzende Kommunikation in Sicherheit bietenden Alltagssituationen aufbauen und nicht durch „Bildungsprogramme aus zweiter Hand“ (Prof. Dr. Gerd Schäfer) entwickeln können.

- Kinder brauchen Erwachsene, die mit **Optimismus, Lebensfreude und Einsatzbereitschaft** an einer Welt mitarbeiten, die sich für eine Wiederherstellung bzw. Bewahrung des >eigenständigen Zeitraumes KINDHEITEN< **aktiv und engagiert, überzeugt und identisch** einsetzen.

Prüfen Sie gerne selbst einmal in einer selbstkritischen Betrachtung Ihres Alltags, mit wie viel **Engagement, Innovationsfreude, Mut,**

Anstrengungsbereitschaft, Lebensbejahung, innerer Zufriedenheit, Arbeitsfreude, Lebendigkeit und innerer Anteilnahme am Leben der Kinder Sie an der Wiederherstellung bzw. Aufrechterhaltung einer solchen lebenswerten **BILDUNGSWELT** aktiv beteiligt sind.

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POUR UNE PÉDAGOGIE DU DIALOGUE INTERCULTUREL DANS L'ENSEIGNEMENT DES LANGUES ÉTRANGÈRES

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Abstract: *This article attempts to analyze the concept of intercultural dialogue and its impact over the social life in the EU. We emphasize the importance of intercultural dialogue having as essential principle the respect for the cultural diversity, considering that the teaching of foreign languages is included in this dialogic space of language and culture.*

Keywords: *multiculturalism, intercultural dialogue, identity, alterity, human rights.*

Dans le contexte de la mondialisation il est difficile de donner une définition acceptée par tous du terme de dialogue interculturel. Le concept concerne une variété de termes, tous très actuels, tels que le multiculturalisme, la cohésion sociale et l'assimilation. La définition la plus actuelle est peut-être celle proposée par le Conseil de l'Europe dans son *Livre Blanc sur le dialogue interculturel*, qui stipule que: «*Le dialogue interculturel est défini comme un échange d'idées respectueux et ouvert entre les individus et les groupes aux patrimoines et expériences ethniques, culturels, religieux et linguistiques différents*».¹ La question du dialogue interculturel a

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¹ Nous citons les problèmes les plus importants discutés dans le Conseil de l'Europe et synthétisés dans *Le Livre blanc sur le dialogue interculturel*: „La gestion démocratique d'une diversité culturelle grandissante en Europe – ancrée dans l'histoire de notre continent et amplifiée par la mondialisation – est devenue, depuis quelques années, une priorité. Comment répondre à la diversité? Quelle est notre vision de la société de demain? S'agit-il d'une société où les individus vivront dans des communautés séparées, caractérisée au mieux par la coexistence de majorités et de minorités aux droits et responsabilités différenciés, vaguement reliées entre elles par l'ignorance mutuelle et les stéréotypes? Ou, au contraire, nous représentons-nous une société dynamique et ouverte, exempte de toute discrimination et profitable à tous, qui privilégiera l'intégration de tous les individus dans le plein respect de leurs droits fondamentaux? Le Conseil de l'Europe croit que le respect et la promotion de la diversité culturelle sur la base des valeurs qui

tellement d'importance dans l'agenda politique européen en raison de de la question de plus en plus actuelle de la «rencontre des cultures», conséquence de la mobilité des personnes et de la remise en question permanente de nos identités nationales. Nous vivons actuellement dans le mélange des cultures rendu possible par les voyages, la technologie et l'interconnexion de nos économies et cultures contemporaines. Dans le «*Livre blanc sur le dialogue interculturel*» du Conseil de l'Europe, on propose une terminologie comportant une définition du dialogue interculturel. «*Le dialogue interculturel est un échange de vues, ouvert, respectueux et basé sur la compréhension mutuelle, entre des individus et des groupes qui ont des origines et un patrimoine ethnique, culturel, religieux et linguistique différents. Il s'exerce à tous les niveaux – au sein des sociétés, entre les sociétés européennes et entre l'Europe et le reste du monde*»². La notion de dialogue interculturel implique la reconnaissance de la diversité culturelle. La «Déclaration sur la diversité culturelle» adoptée par le Comité des Ministres du Conseil de l'Europe du 7 décembre 2000 le souligne dans son article premier: «La diversité culturelle s'exprime dans la coexistence et les échanges de pratiques culturelles différentes et dans la fourniture et la consommation de services et de produits culturellement différents». En effet cette définition est argumentée et développée dans un chapitre special intitulé Cadre conceptuel.³

sont le fondement de l'Organisation sont des conditions essentielles du développement de sociétés fondées sur la solidarité, cf.

http://www.coe.int/t/dg4/intercultural/whitepaper_interculturaldialogue_2_FR.asp#P57_2906

2 Le «*Livre blanc sur le dialogue interculturel*» présenté ici, affirme avec force, au nom des gouvernements des 47 Etats membres du Conseil de l'Europe, que notre avenir commun dépend de notre capacité à protéger et développer les droits de l'homme, tels qu'entérinés dans la Convention européenne des Droits de l'Homme, la démocratie et la primauté du droit et à promouvoir la compréhension mutuelle. Il défend l'idée que la démarche interculturelle offre un modèle de gestion de la diversité culturelle ouvert sur l'avenir. Il propose une conception reposant sur la dignité humaine de chaque individu (ainsi que sur l'idée d'une humanité commune et d'un destin commun). S'il faut construire une identité européenne, celle-ci doit reposer sur des valeurs fondamentales partagées, le respect de notre patrimoine commun et la diversité culturelle ainsi que le respect de la dignité de chaque individu. La version en ligne du Livre blanc sur www.coe.int/dialogue.

² «Le dialogue interculturel est au coeur du projet européen», *Diasporiques* n° 6 (juin 2009), p. 30-36.

³ Le Livre blanc développe cette définition dans un chapitre spécifique intitulé «cadre conceptuel».

En effet la protection et la célébration des nombreuses cultures et traditions à travers toute l'Europe sont des outils essentiels de tolérance et de compréhension mutuelle. L'année 2008 a été consacrée par l'Union européenne «Année européenne du dialogue interculturel»⁴. Toutes les instances internationales se sont proposé de débattre et de s'approprier la notion de dialogue interculturel. Le but principal mentionné dans tous les documents est la reconnaissance de la diversité des langues et des cultures au sein de l'Union européenne „L'Union européenne a pour principe fondateur la diversité: diversité des cultures, des coutumes, des opinions, mais aussi des langues, ce qui est naturel sur un continent où tant de langues sont parlées”⁵. Les langues officielles des pays de l'UE appartiennent à trois familles de langues: indo-européenne, finno-ougrienne et sémitique, ce qui est relativement faible par rapport à d'autres continents. L'attention particulière que suscite aujourd'hui la diversité linguistique s'explique par la multiplication des contacts entre les peuples. Les citoyens sont de plus en plus en état de parler une autre langue, différente, parfois inconnue pour eux, qu'il s'agisse de la recherche de l'emploi ou dans le cadre d'un échange d'étudiants entre les Universités, ou qu'il s'agisse pour les autres citoyens d'une installation dans un autre pays à partir d'une intégration croissante sur le marché européen du travail dans un processus continu qui se manifeste à l'époque de la mondialisation. La Charte des droits fondamentaux de l'Union européenne, adoptée en 2000, proclame à l'article 22 que l'Union respecte la diversité linguistique et interdit, à l'article 21, toute discrimination fondée sur la langue. Le respect de la diversité linguistique est une valeur essentielle de l'Union, au même titre que le respect de la personne, l'ouverture aux autres cultures et la tolérance. Ce principe vaut non seulement pour les 23 langues officielles de l'Union, mais aussi pour les nombreuses langues régionales et minoritaires qui sont parlées dans les pays de l'Europe⁶. C'est cette

⁴ Par la décision n°1983/2006/CE en date du 18 décembre 2006 du Parlement européen et du Conseil, 2008 a été proclamée "année européenne du dialogue interculturel". Cette initiative vise à développer le dialogue interculturel au sein de l'Union et à inclure la problématique des différences culturelles dans une réflexion sur la citoyenneté européenne. Afin d'assurer une mise en œuvre effective de cette initiative sur l'ensemble du territoire de l'Union européenne, chaque Etat membre a été chargé de désigner un organe coordinateur.

⁵ Diasporiques | n°10 nouvelle série | juin 2010

⁶ La Charte des droits fondamentaux est une déclaration des droits adoptée le 7 décembre 2000 par l'Union européenne. La Charte des droits fondamentaux de l'Union européenne reprend en un texte unique, pour la première fois dans l'histoire de l'Union

diversité qui fait de l'Union ce qu'elle est: *non pas un creuset où se fondent les différences, mais un lieu où le mot diversité est synonyme de richesse*⁷. En vertu du traité de Lisbonne, signé en décembre 2007 par les chefs d'État et de gouvernement de tous les États membres de l'Union européenne, celle-ci respecte la richesse de sa diversité culturelle et linguistique, et veille à la sauvegarde et au développement du patrimoine culturel européen⁸.

Investir dans la diversité culturelle. Pour en savoir plus sur la politique de l'UE en matière de formation linguistique.

Dans le domaine de l'éducation, l'intégration de la diversité culturelle contribue à mettre en évidence la pertinence des méthodes et des contenus pédagogiques. Cette idée est aussi soulignée dans le livre: *Investir dans la diversité culturelle et le dialogue interculturel*⁹. L'enseignement de la diversité culturelle est un projet pleinement compatible avec l'engagement en faveur du droit à l'éducation, la diversification des formes d'apprentissage, y compris hors de l'école, garantissant que nul citoyen ne doit être ignoré, en particulier ceux appartenant aux minorités autochtones ou aux groupes vulnérables. Sans prendre en compte la diversité culturelle, l'éducation ne peut remplir son rôle fondamental celui d'apprendre aux citoyens à vivre ensemble à s'intégrer dans la société et à respecter les valeurs humanistes de l'UE. Le développement des compétences interculturelles propices au dialogue entre les cultures et les civilisations est donc une des priorités de l'éducation.

„Les Etats-Unis ont souvent été décrits comme le melting pot du monde, mais les termes du débat en Europe sont quelque peu différents. Historiquement, l'expérience européenne s'est construite sur la richesse des cultures des citoyens qui apprennent (ou non) à vivre ensemble. En Europe, les différentes expériences politiques, religieuses, linguistiques et culturelles se confrontent les unes aux autres dans un espace

européenne, l'ensemble des droits civiques, politiques, économiques et sociaux des citoyens européens ainsi que de toutes personnes vivant sur le territoire de l'Union. Le texte comprend 54 articles précédés d'un bref préambule. Les droits sont regroupés en six grands chapitres: Dignité, Liberté, Égalité, Solidarité, Citoyenneté, Justice.

Le traité de Lisbonne de 2007 fait mention de la Charte dans l'article sur les droits fondamentaux et vise à lui conférer une valeur juridiquement contraignante...

⁷ www.lefigaro.fr, article Européennes: le «front de gauche» est lancé, 08/03/2009 | Mise à jour: 19:59 consulté le 19 février 2013

⁸ Version consolidée du traité sur l'Union européenne (Journal officiel de l'Union européenne n° C-115 du 9 mai 2008, p. 1 à 388).

⁹ Investir dans la diversité culturelle et le dialogue interculturel: Rapport mondial de l'UNESCO de Unesco le 17 février 2010.

géographique limité... moins dans un melting pot culturel que dans « un creuset culturel ».¹⁰[...] En effet, l'étonnante richesse de l'Europe provient de la rencontre de ces réalités culturelles, mais aussi, et malheureusement, de certains événements tragiques de son histoire"¹¹. L'Europe est dans le contexte actuel synonyme de paix, de réussite économique et d'intégration politique. Le défi lié à la relation avec l'autrui, à la recherche d'une citoyenneté européenne n'a cependant pas disparu. Il s'est même intensifié suite aux vagues successives d'élargissement de l'UE et à la prise de conscience continue de notre interdépendance dans le respect de la liberté et des droits de l'homme.

Le dialogue interculturel est de plus en plus considéré comme le moyen de promouvoir la compréhension mutuelle, une meilleure manière de vivre ensemble la citoyenneté européenne et l'appartenance à une société de plus en plus globalisée. L'approche communicative a mis en évidence l'indispensable communication et, par voie de conséquence, l'interlocution, la rencontre avec l'autre. La didactique des langues ne peut que s'inscrire dans cet espace dialogique des langues et des cultures. Par conséquent, la méthodologie d'enseignement et d'apprentissage de la situation de communication doit mettre en pratique ces principes de l'interlocution.

L'approche communicative: une approche de la civilisation dans les manuels de français FLE

Il faut constater que les manuels communicatifs n'intègrent pas toujours l'interculturel comme on aurait pu le croire. Les manuels que nous avons analysés dans d'autres articles montrent clairement que les contenus culturels sont négligés. „S'il est relativement aisé de définir dans un programme d'enseignement les contenus prioritaires de communication (en termes d'actes de parole ou de notions) et les contenus linguistiques qui en découlent, il n'en va pas de même pour les contenus socioculturels. Pour évoluer en langue étrangère, l'apprenant a besoin d'un savoir minimum sur la culture et sur le fonctionnement social du pays dont il apprend la langue".¹² Ce constat reste valable même pour les

¹⁰ Claude Springer, Université de Provence, France, *Vers une pédagogie du dialogue interculturel: agir ensemble à travers les nouveaux environnements numériques sociaux.*, p.516. www.frl.auth.gr/sites/congres/Interventions consulté le 20.02.2013

www.cultureactioneurope.org/lang-fr/.../intercultural-dialog.. consulté le 20 février

¹¹ www.cultureactioneurope.org/lang-fr/.../intercultural-dialog.. consulté le 20 février

¹² Claude Springer, Université de Provence, France, *Vers une pédagogie du dialogue interculturel : agir ensemble à*

manuels français récents (*Forum, Panorama, Tempo, Café Crème*, par exemple) malgré des progrès importants qui peuvent être observés dans le traitement du « culturel ».

Claude Springer dans son analyse des rapports entre les manuels français et l'interculturel manifeste une attitude plutôt critique „On trouve dans *Tempo* une approche classique de la “Civilisation” avec un traitement en fin d'unité. Une page comprend un document explicatif suivi d'exercices d'application, comme dans cet exemple qui va permettre aux apprenants de connaître le code du savoir-vivre et de rechercher les comportements “déviant”.(Springer, 517)¹³ On peut affirmer que l'approche communicative est restée dans une visée classique de la culture. L'étudiant apprend des savoirs spécifiques dans des situations elles aussi particulières. Les manuels proposent une présentation d'une culture française homogène, le terme « Civilisation » est caractéristique de la conception culturaliste. Il s'agit de montrer une France essentiellement parisienne, stéréotypée (les Grands personnages, la Haute couture, les bonnes manières, les monuments etc.). “L'approche pédagogique est comparatiste, on présente un phénomène dans deux cultures. L'évolution que l'on observe au sein de l'approche communicative est le passage du mono-culturel (présentation de la Civilisation et la Culture de la France) au bi-culturel, voire pluriculturel (mise en comparaison d'entités culturelles différentes)”¹⁴. L'«interculturel» est compris dans ce cas plutôt dans le sens d'un traitement séparé d'unités culturelles différentes que dans le sens de dialogues et rencontres issus d'un véritable contact culturel.

Le CECR¹⁵: vers une prise en compte de l'interculturel

travers les nouveaux environnements numériques sociaux, p.516.
www.frl.auth.gr/sites/congres/Interventions consulté le 20 .02. 2013

¹³ Claude Springer, op.Cit, p. 516

¹⁴ Claude Springer, op.Cit, p.517

¹⁵ *Le Cadre européen commun de référence pour les langues - Apprendre, Enseigner, Évaluer* (CECR) est un document publié par le Conseil de l'Europe en 2001, qui définit des niveaux de maîtrise d'une langue étrangère en fonction de savoir-faire dans différents domaines de compétence. Ces niveaux constituent désormais la référence dans le domaine de l'apprentissage et de l'enseignement des langues dans de nombreux pays. L'innovation principale du CECR consiste en une échelle d'évaluation de la maîtrise d'une langue, indépendante de l'organisme évaluateur, et transposable à n'importe quelle langue, contrairement aux autres systèmes d'évaluation qui sont souvent propres à un pays, voire à un organisme, et généralement applicables à une seule langue. Pour ces raisons de plus en plus d'organismes évaluateurs alignent leurs échelles d'évaluation sur les niveaux du CECR, ou pour le moins fournissent une grille de conversion.

dans l'enseignement du français

Le CECR (2001) a apporté une série de changements dans beaucoup de domaines et en particulier en ce qui concerne la question interculturelle. L'évolution qui se confirme n'a été possible que grâce au travail préparatoire précédent le CECR. Les nouveaux manuels (*Connexions, Rond Point, Alter Ego, Alors*, etc.) sont assez bien structurés pour montrer que l'on assiste au point de vue de la méthodologie du FLE, à un changement significatif. Le thème de la rencontre de l'autre, des échanges, des contacts est clairement marqué dans les titres des chapitres et même dans ceux des titres choisis.

Alors, c'est un manuel qui change de vision car on va connaître la société française, mais pas seulement les lieux touristiques ou les personnages célèbres». Le manuel se caractérise par une ouverture plurilingue et pluriculturelle notamment quand il fait place à d'autres langues et de cette façon il permet une ouverture à la diversité linguistique. L'aspect culturel devient ainsi plus dynamique. On va voir vivre les Français dans la vie quotidienne avec les problèmes de logement, de santé, d'emploi dans la diversité et mettant l'accent sur un certain art de vivre.

Vers une pédagogie du dialogue interculturel

Agir ensemble à travers les nouveaux environnements numériques sociaux est un défi important. Il faut souligner que la «compétence culturelle» est placée en tête avant la «compétence de communication». Dans les activités proposées, l'espace social plurilingue est largement présent, les élèves sont sollicités pour dire comment cela se passe chez eux. Dans les manuels récents, le culturel est cette fois bien intégré, même si l'approche reste comparatiste. D'autres manuels, qui ont adopté une pédagogie par tâches (*Rond Point, Scénario, Café Crème*) avec la simulation globale, offrent la possibilité de faire vivre l'interculturel, au sens de rencontres et d'échanges, grâce à la mise en place de projets de groupe. Le manuel pour le FLE *Café Crème* propose des textes de civilisation française et francophone réalisant ainsi des connexions interculturelles dans des textes tels que: *Les Flamands et les Wallons, Famille* de Jean Jacques Goldman, *Bien venue dans la belle province* (du Québec), Albert Cohen, *Belle du Seigneur*, Charles de Gaulle, *Mémoires de guerre, Le salut, Paroles de*

<http://fr.wikipedia.org/wiki/2001>, Cadre européen commun de référence pour l'apprentissage et l'enseignement des langues. Strasbourg, Conseil de l'Europe, 1^{er} éd. 1996; 2^e éd. corr. 1998. Paris, Didier.

Jacques Dutronc, *Le Grand Bleu*, *Océano nox* de V. Hugo et Ch. Baudelaire avec *L'homme et la mer*, *Les Etats-Unis, un pays neuf*, etc. On assiste alors à une culture en actes rendant possible la construction commune de l'interculturel. Ce n'est plus tant la découverte de la culture cible qui importe tels que -l'apprentissage des rites sociaux, la connaissance des objets culturels qui caractérisent une communauté, l'étude de la diversité culturelle avec des comparaisons explicites - que la mise en place de contacts, la rencontre de personnalités différentes individuelles, la mise en réseau d'individualités au sein d'une communauté apprenante. On se trouve dans une dynamique de la rencontre, une approche interculturelle basée sur le dialogue par l'action.

En Roumanie, Les manuels les plus importants pour enseigner le français L2 , seconde langue sont : *Crescendo*, *Le français L2*, *La Rose des vents* (3) Les textes et les thèmes abordés dans la *Rose des vents* présentent diverses régions de la France ou de l'Europe mais aussi des aspects liés à la civilisation française. Plus inspirée, la page *Styles de vie* (page 98) de *La Rose des vents* invite les élèves à la production orale à partir de petits textes (des documents authentiques) proposés en lecture supplémentaire, à l'option du groupe classe; Les questions *De la compréhension à l'imagination* de *La Rose des vents* sont des sujets de débat et de synthèse thématique et portent sur les valeurs communes européennes, l'atout de la connaissance des langues étrangères pour les jeunes dans l'Europe sans frontières intérieures, sur la dimension européenne de l'éducation y compris l'ouverture à l'autre, la compréhension de l'autre, l'acceptation et la valorisation de la différence. Ces textes qui présentent des institutions de l'Union Européenne: La Commission européenne, Le Parlement européen, Le Conseil des ministres, La Cour de justice, La Cour des comptes, Le Comité économique et social, Le Comité des régions suscitent des questions portant sur l'importance de la connaissance des langues étrangères sur la dimension européenne de l'éducation et sur le rôle de l'école dans la préparation de la jeune génération à construire la société européenne de demain. Toutes ces questions demandent des réponses argumentées et les manuels de FLE doivent être centrés sur l'interculturel et la diversité dont nous citons surtout *Crescendo*, *La rose des vents*, *Limba franceza L2*, etc.¹⁶

¹⁶ 1) Popa, Mariana, Popa, Monica Anca, *Limba franceza - L2*, manuel pour la 9e, Bucarest, Humanitas Educational, 112 pages, 2004.

La structure du manuel *La Rose des vents* est très semblable à celle de *Crescendo*; nous y reconnaissons également la page d'auteur dans la continuité et la cohérence des activités. Cela pourrait être d'une certaine aide dans la recherche de repères si, dans les écoles, il y avait une continuité dans le choix des manuels (par critères d'auteurs, maison d'édition, méthode, etc.). Le manuel *La Rose des vents* est fidèle au programme, il aborde tous les contenus recommandés pour l'année d'étude: le domaine personnel (la vie personnelle et le comportement dans la société; les relations entre les jeunes - la vie scolaire, les loisirs; l'univers affectif des jeunes; le rapport entre les générations); le domaine public (aspects significatifs de l'environnement urbain/rural; les télécommunications/les transports modernes; les espaces publics/les services dans la société contemporaine); le domaine occupationnel (les aspects significatifs, les préoccupations, les projets liés à l'avenir professionnel); le domaine éducationnel, culture et civilisation (les types d'habitat et les styles de vie; les régions, les fêtes et les traditions locales en France; les villes/les sites d'intérêt touristique et culturel; les pays/les régions francophones; les personnalités du monde artistique, scientifique ou sportif; les relations franco-roumaines).

De manière générale, les manuels actuels proposent généralement une meilleure intégration du culturel et de l'interculturel comme dans le cas du manuel français (*Café Crème*). Au lieu de réduire le culturel à une certaine image élitiste de la France et de Paris, ces manuels s'ouvrent sur des représentations d'un espace francophone pluriel. On présente des gens ordinaires, une culture du quotidien. Nous avons également souligné une volonté d'approche réflexive par des comparaisons et des contacts entre langues et cultures, afin de réaliser une prise de conscience interculturelle. Enfin, lorsqu'il y a ouverture vers des tâches sociales ou des miniprojets permettant de vivre ensemble une expérience réelle, on assiste à la mise en place de rencontres et de contacts entre des personnes différentes qui peuvent constituer un véritable dialogue interculturel. On comprend que cette optique pédagogique puisse mettre en cause de manière fondamentale les pratiques en classe de FLE. Ce qui nous intéresse

2) Nasta, Dan Ion (2005), *Crescendo - L2*, méthode de français, manuel de français pour la 10e, Bucarest, Edition Sigma, 125 pages.

3) Pastin, Iuliana Aron, Luminita, Nasta, Dan-Ion (2005), *La rose des vents - L2*, manuel pour la 11e, Bucarest, Ed. Sigma, 102 pages.

4) Grigore, Mihaela, Cosma, Mihaela (2004), *Limba franceza - L2*, manuel pour la 12e, Bucarest, Edition Niculescu, 144 pages.

dans l'élaboration des manuels FLE c'est l'idée de circulation dans les deux sens, d'enrichissement mutuel, d'interpénétration. Nous serions plus circonspects quant à la possibilité d'enseigner une ou la «compétence interculturelle». Celle-ci ne peut être qu'une construction collective qui se développe, ou pas, dans le cadre d'expériences interculturelles au sein d'une communauté plurielle.

L'obstacle principal de la classe de langue est l'obsession pédagogique de tout réduire en séquences simples pour mettre en œuvre des procédures communicationnelles et contrôler l'apprentissage. L'approche interculturelle impose de ne pas tout réduire à une "pensée pédagogique réductrice". La perspective actionnelle pose comme principe que l'action sociale est constituée d'interactions multiples, chaque élément réagissant avec d'autres éléments et avec le tout. Et comme le dit E. Morin, «l'action est stratégie»: un peu de pré-formaté beaucoup de hasard, d'aléatoire, d'inattendu, d'original¹⁷. Si l'on se situe dans cette optique théorique, on ne peut qu'encourager l'approche interculturelle à travers une pédagogie bien comprise des échanges.. Mais il ne faut pas comprendre par cela l'idée que la communication est avant tout un simple échange linguistique. Habermas (1995) définit l'action de communiquer une recherche d'une certaine entente, d'un certain consensus social, qui permet d'interpréter ensemble une situation et de s'accorder mutuellement sur une conduite à tenir. "Dans l'action sociale, l'agir communicationnel apparaît pour créer du consensus et du lien social. Il n'y a de ce fait pas d'évidences culturelles qui seraient partagées, mais une tentative de construire ensemble une conduite commune"¹⁸.

On pourrait donc admettre que la «compétence culturelle » soit placée en tête avant la «compétence de communication». Dans les activités proposées dans nos manuels, l'espace social plurilingue est largement présent, les élèves sont sollicités pour dire comment cela se passe chez eux. Dans la plupart des manuels, le culturel est bien intégré, même si l'approche reste comparatiste et c'est toujours perfectible.

¹⁷ E. Morin cité par Claude Springer, op. Cit, p. 516:

www.frl.auth.gr/sites/congres/Interventions consulté le 20.02.2013

¹⁸ Habermas cité par Claude Springer, op. Cit, p. 516, HABERMAS'S THEORY OF COMMUNICATIVE ACTION

AND THE THEORY OF SOCIAL CAPITAL

<http://web.williams.edu/Economics/papers/Habermas.pdf>

En conclusion

Nous avons pu voir que les manuels de français permettent de former des savoirs culturels et parfois, mais si c'est d'une façon plus difficile, des savoir-faire et des savoir être interculturels. Il est ainsi possible aujourd'hui de développer les deux directions respectivement: l'acquisition de la compétence de communication et l'expérience interculturelle. Une «pédagogie du dialogue interculturel» à l'aide des manuels les mieux adaptés aux exigences des valeurs fondamentales partagées dans l'UE: le respect de notre patrimoine commun et la diversité culturelle ainsi que le respect de la dignité de chaque individu.. Les élèves peuvent ainsi développer, grâce au dialogue interculturel, une compétence interculturelle variée et en permanent enrichissement et respect de la culture de chacun. Cela suppose bien entendu une formation des enseignants à la pédagogie du projet communicatif et à l'interculturel.

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SOCIAL ECONOMY IN EUROPE*

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Abstract: *Nowadays, the social economy knows a significant importance in Europe, from the point of view of economic, social and political implications. This paper tries to underline a few aspects related with the characteristics of social economy enterprises, forms of social economy enterprises, statistical dimensions of social economy in Europe. In the same time, social economy is a very significant sector taken into account into European Agenda, in adopted legislation on social economy and organized events on social economy. In the third part of this paper is treated social economy in a few European countries, including Romania.*

Keywords: *social enterprise, solidarity, cohesion, mutual, cooperatives, employment, benefits.*

1. Introduction

Social economy plays an essential role in the economic recovery and in the establishment of a sustainable growth model in European countries. This is not a marginal role, but rather a central and main role. These are so for two important reasons.

Firstly, it is about the remarkable importance of the social economy in European countries. This sector has a **turnover of millions of euro** in European countries, directly and indirectly **employing millions persons** and brings together hundred of thousands of large and small companies. This is a reality that is well recognized in Europe, represented by cooperatives, insertion companies, mutual benefit societies, fishermen's guilds, disability associations and special employment centres.

On the other hand, besides the figures that represent it, the

* This paper cumulates the results of a documentation stage within the most representatives Universities with degree programs in the social economy field, social economy Enterprises, training and regulating Institutions in the social economy field in France and Spain into the Strategic Project: "Social Economy - Innovative Model for Promoting Active Inclusion", whose partner is "Dimitrie Cantemir" Christian University from Bucharest, Romania.

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importance of this sector in the new sustainable development model derives from the values that drive its enterprises; these are **socially innovative** and **committed** and are ahead of circumstances, adopting a different advanced perspective on understanding the economy and the enterprises. Their business model, more participatory, supportive and socially responsible, is that of a sustainable and balanced economy. Considering all these aspects, it is believed that this is the model that European countries should follow.

Social economy entities are enterprises - in the majority micro, small and medium sized enterprises (SMEs) - and, as such, they are part of the European Commission's enterprise policy aiming at promoting enterprises, in general and more specifically SMEs, independently of their business form. The EU policy in this area aims at creating a encouraging regulatory environment for social economy enterprises so that they develop and flourish together with other enterprises.

The actions foreseen in the Small Business Act for Europe, adopted in June 2008 by the Commission, and designed to support all SMEs, also benefit social economy enterprises to face the challenges arising out of globalization, rapid technological change and global economic decline.

2. Characteristics of Social Economy Enterprises

In economics, *the private sector* and *the public sector* are the known terms used correspondingly to express privately owned, profit-driven enterprises and government-controlled ventures. The designation *social economy* has been given to a **third sector of the economy** that represents cooperative concerns like community associations, volunteer organizations and businesses whose objectives are primarily social.

Diversity on the concept of the social economy has been in currency throughout Europe for at least 150 years. In 1989 the European Union (EU) established a *Social Economy Unit* to explore the significance of the concept in contemporary Europe. Many of the EU's member nations have implemented the concepts behind the third sector to a greater or lesser extent, each in its typical way.

Market activities associated with the social economy is similar to market activities in the private and public sectors: people are employed, goods and services are often sold, and money is occasionally made - with one significant difference: monetary surpluses are typically reinvested in the business or community rather than left as profit.

A **social economy company** is a form of entrepreneurship which,

ensuring a balance between competition and competitiveness, considers the following **values**: dominance of individuals against capital, a particular focus on solidarity, a driver of social cohesion, democratic administration, and distribution of benefits/results on a cooperative basis.

In various parts of economic activity, groups of individuals have got together to configure their own structure to support their own or general public **interests**. They are, normally, parts of a stakeholder economy, whose enterprises are created by and for those with common needs, and accountable to those they are meant to serve. The basis of such structures is **membership** and **solidarity**.

Social economy enterprises are run commonly in accord with the principle of **solidarity** and **mutuality** and **managed by the members** on the basis of the rule of "**one man, one vote**". Members vote on the direction the enterprise takes, and it then acts in their common **interests**.

Their **most important purpose is not to obtain a return on capital**. Social enterprises look for to serve the **community's interest** (social, societal, environmental objectives) rather than profit maximization. They often have an **innovative nature**, through the goods or services they offer, and through the organization or production methods they resort to. Social economy enterprises are **flexible** and **innovative** (they meet changing social and economic circumstances).

They frequently use society's most weak members (socially excluded persons). They consequently help to **social cohesion, employment** and the **decrease of inequalities**.

Social economy enterprises give to a **more efficient market competition** and **support solidarity and cohesion**.

With its roots in the local environment and the objectives they follow, social businesses help **to strengthen the real economy**, while contributing to social cohesion, employability and the reduction of geographical imbalances.

Social economy enterprises are based on **active membership** and commitment and frequently on deliberate contribution.

3. Forms of Social Economy Enterprises

Social economy enterprises include a varied structure in which various sized organisations coexist together successfully. Some examples of this corporate form are: cooperatives, worker-owned companies, mutual benefit societies, special employment centres, insertion companies, fishermen's guilds, disability associations.

A **cooperative** is a corporate form based on a democratic configuration and function. Its activity is developed in conformity with cooperative principles accepted and regulated at regional, national and international levels: voluntary and open adhesion of the members, democratic management, economic participation, education, training and information, and an interest in the community.

Mutual benefit societies, made up of individuals, have a non-profit making character. With a democratic structure and management system, they provide voluntary insurance as a complement to the social security system.

Special employment centres companies combine economic feasibility and market participation with a social commitment to groups with an impaired access to the job market. Their staff includes people with disabilities (70% of the total employees, at least). Their productive and competitive capacity allows them to introduce their products into the market.

Worker-owned companies have a high potential to generate businesses. In this category of corporation, the shares are mainly held by the employees. The fact that the workers are also the shareholders encourages self-motivation in entrepreneurial projects. The minimum number of members is three, and incorporation procedures are similar to those of other companies.

The central aim of **disability associations'** group is to supply services where the profit-making sector is not succeeding to do so. This is frequently the case with sectors having to do with people's fundamental rights, particularly with regard to especially vulnerable groups, like disabled individuals. Other features are innovation in the way society's problems are dealt with, and the defence of social, legal and administrative changes aimed at protecting the rights and liberties of those with disabilities as the necessary basis for diversity, plurality and tolerance.

Insertion companies are defined as corporate learning structures that aim to ensure job market access to disadvantaged groups by developing a productive activity. To that end, an insertion process is designed but with a standard labour relationship. The staff must consist of a number of insertion employees, from 30 to 60% depending on the autonomous region. 80% of the profit is re-invested in the company.

Fishermen's associations are sector-based, public-law organizations of a non-profit making nature. They represent the economic interests of

fishing boat builders and fishing workers and activate as an advisory and collaborative body in the corresponding administrations in the area of sea fishing and fishery planning. Their purpose is to meet their members' needs and to contribute to local development, social cohesion and sustainability.

In conclusion, social economy companies are noticeable examples that illustrate that **rationality and social progress are compatible**, and that **corporate efficiency can coexist together with social responsibility**. They demonstrate that a different category of enterprise is feasible.

4. Statistical Dimension of Social Economy in Europe

According to the International Cooperative Alliance, there are almost one billion cooperative members and more than 100 million jobs in its 91 member countries.

A significant proportion of Europe's economy is structured in cooperatives, mutual societies, non-profit associations, foundations and social enterprises, which supply a **large variety of products and services and generate millions of jobs**.

From the village farmers who set up a co-operative to market their produce more effectively, to the group of savers who set up a mutual-fund to ensure they each receive a decent pension, by way of charities and organizations offering services of general interest, the social economy touches a huge range of individuals across Europe.

There are more than **11 million jobs in the social economy across Europe**, but membership of social economy enterprises is much wider, with estimates ranging as high as 160 million. Millions of members therefore depend on such enterprises in areas such as healthcare.

Social economy enterprises are characterized by a significant **personal involvement** of its members in the management of the company and the lack of seeking profits in order to reward shareholders capital.

As a result of their specific way of doing business which associates **economic performance, democratic operation and solidarity** amongst members, they also contribute to the execution of very important **Community objectives**, particularly in the fields of **employment, social security policies, social cohesion, environmental protection, consumer protection, and regional and rural development**.

In 2010, social economy enterprises represented 2 million enterprises (i.e. 10% of all European businesses) and employed over 11 million paid employees (the equivalent of 6% of the working population of the EU): out

of these, 70% were employed in non-profit associations, 26% in cooperatives and 3% in mutuals.

Social economy enterprises are present in almost every sector of the economy, such as **banking, insurance, agriculture, craft, various commercial services, and health and social services** etc.

5. Social Economy in the European Agenda

The importance to the European economy and society of cooperatives, mutual societies, associations, foundations and social enterprises (which together are sometimes referred to as the Social Economy) is now receiving **greater recognition at Member State and European levels**.

The economic and social implication and consequences of social economy enterprises are generally recognized.

Their significance is also increasing in the face of new emerging needs. The aim of the European Commission's policy towards *social economy enterprises* is to guarantee to them a level playing field in which they can **compete effectively in their markets and on equal terms** with other forms of enterprise, without any regulatory discrimination and respecting their particular principles, modus operandi, needs, particular goals, ethos and working style.

In December 1989 the European Commission adopted a Communication on *business in social economy sector*. For several years up to 1998 various projects and activities were financed to promote the sector.

In 2000, the autonomous *European Standing Conference (Conférence Européenne Permanente - CEP) of Co-operatives, Mutual societies, Associations and Foundations (CEP-CMAF)* was created. Two representatives of the sector also have a seat on the Enterprise Policy Group. In 2008, the CEP-CMAF changed its name to **Social Economy Europe**.

The European Parliament, the European Economic and Social Committee, and the Committee of Regions have on numerous occasions pointed to the need for European Community actions to account for the social economy's potential for economic growth and employment.

Social economy enterprises benefit from Community programmes aimed at helping SMEs, such as the Competitiveness and Innovation Programme.

As SMEs, they also benefit from specially targeted regional development funds and research programmes. In order to promote this special form of entrepreneurship, the European Commission finances a variety of projects in areas such as examining and reviewing legislation,

identifying and sharing good practices, and collecting statistical data.

6. European Legislation on Social Economy

The European Commission wants to contribute to the creation of a favourable environment for the development of social business in Europe, and of the social economy at large. For this purpose, a document is being adopted, which will set out a number of initiatives to be implemented.

With its roots in the local environment and the objectives they pursue, social businesses help to strengthen the real economy, while contributing to social cohesion, employability and the reduction of geographical imbalances.

As a follow-up to the *European Commission's Social Business Initiative (SBI)*, the objective of the *Social Economy and Social Business Conference* is to group the main EU policy makers and stakeholders of social business in the EU to take stock of the potential for development of social business, but also the barriers within the single market.

In 1992 the European Commission submitted three proposals to the European Council:

- proposal for a Council Regulation on the *Statute for a European Cooperative Society*;
- proposal for a Council Regulation on the *Statute for a European Mutual* (insurance society); and
- proposal for a Council Regulation on the *Statute for a European Association*.

These three Regulations were accompanied by three similar Directives imposing the employees involvement in the decision making process of their European businesses.

In 2003 the **Statute for a European Co-operative** was adopted. The other two draft Regulations (and annexed Directives) were withdrawn in 2006 by the European Commission due to lack of progress in the legislative process.

7. European Events on Social Economy

In recent years, it has held a series of conferences, events and projects at European level on the social economy.

In May 2010, in Toledo, Spain took place an European conference on social economy under the Spanish presidency: *Social Economy: doing business differently; challenges and opportunities in globalized world*.

The **objectives** of this conference are as follows:

- to present the contribution of social economy enterprises and entities to the development of the EU 2020;
- to propose new ideas for the promotion of social economy as a means of economic recovery; and
- to exchange various concepts and different realities of the Social Economy diversity at the European level.

The beneficiary of this conference was National Public Employment Service in Spain.

Other conferences held in Europe on social economy were: *CIRIEC¹ International Research Conference on the Social Economy*; *EMES² International Conference on Social Enterprise*; *European Conference on Social Economy and Entrepreneurship*; *European Conference on Social Enterprises*; *European Conference on Social Economy*.

In terms of projects, a call for proposals *Satellite Accounts for Cooperatives and Mutuals* was launched in 2009 under the Competitiveness and Innovation Programme.

The objective of this call is to develop reliable statistics on the cooperatives and mutuals at national and European levels by the establishment of satellite accounts, the updating, improving and/or adapting already existing satellite accounts and the development of transnational co-operation and exchange of experience and good practices.

Nine proposals were received before the closing date and five of them were approved for financing. All projects were completed by December 2010 and the results were published in 2011.

The projects are as follows:

- *Satellite Accounts for Cooperatives and Mutuals*; the beneficiary is Statistical Office of the Republic of Serbia;
- *Developing an information system of the Central Cooperative Union as a basis for the establishment of satellite accounts for cooperatives in Bulgaria*; the beneficiaries are Central Cooperative Union; National Union of Workers' Productive Cooperatives and National Statistical Institute;

¹ Centre International de Recherches et d'Information sur l'Economie Publique, Sociale et Coopérative

² EMES is a research network of established university research centres and individual researchers whose goal is to gradually build up a European corpus of theoretical and empirical knowledge, pluralistic in disciplines and methodology, around social economy issues.

- *Satellite Accounts for Cooperatives and Mutuals*; the beneficiary is CIRIEC Belge section;
- *Satellite Accounts for Cooperatives and Mutuals*; the beneficiary is State Statistical Office (FYROM);
- *Satellite Accounts for Cooperatives and Mutuals in Spain*; the beneficiaries are National Statistical Institute and CIRIEC Spain.

8. Social Economy in European countries

Because of their distinctive features and comparative advantages, among others their democratic governance and autonomous management, the social enterprises and organizations are supported, or are about to be supported, by an increasing number of States. Policy frameworks for the development of the social economy at the national and regional levels are being implemented across all regions of the world. This builds on partnerships between governments, social partners and civil society.

Économie sociale is a **major economic sector in France**, representing 12% of the gross national product and employing 12% of the workforce.

An example of the social economy at work in France is illustrated by the history of *Entreprise Nouvelle Vers l'Insertion Economique* (ENVIE) Strasbourg, which began in 1984 as a partnership between the homeless charity Emmaus, social workers and the appliance distributor DARTY. Initially ENVIE provided repair and maintenance training to the unemployed and sold second-hand goods with a one-year warranty; the city of Strasbourg provided support by redistributing temporary employment funds to pay workers and allowing municipal social workers to administer the project. In 1995, ENVIE branched out into the collection of hazardous household materials and municipal wastes, and today there are 30 similar municipal operations in the ENVIE network, employing 750 people. Nine more operations are in their planning stages.

Spain's *economía social* is responsible for 14% of the gross national product, and employs 18% of the workforce. *Confederación Empresarial Española de la Economía Social* (CEPES) is an association of social economy enterprises that includes worker-owned companies. In February, 2010, President José Luis Rodríguez Zapatero announced that the government plans to present a Social Economy Act to the Council of Ministers, which he sees as a significant measure to combat Spain's massive unemployment (which stands at 18%.)

Service-based organizations called social cooperatives have been an important factor in **Italy's** economic life since the 1970s. Today they

number over 7,000, with 223,000 paid employees, 31,000 volunteers and combined gross revenue of over five billion Euros.

In the **United Kingdom**, the *Office of the Third Sector*, created in 2006, is a Cabinet level post that facilitates government support of social economy enterprises. Many of the UK's most proactive social economy endeavours, however, have been funded through government grants.

9. Social Economy in Romania

Although social economy is a recent concept in Romania, **there is a long tradition of some forms of social economy**, from as early as the beginning of the past century.

In Romania, although forms of social economy existed for a very long time in society, we can not speak of an institutionally or juridical determined area, with actual outputs.

Even during the period of the communist regime, the cooperatives held a significant share of the economic activity. For some counties, particularly in southern Romania, the activity of the **craftsmen cooperatives** accounted for about 50% of the economic activity of that county before 1989.

The cooperative sector did not just provide a structure for the economic activity. The large cooperatives were functioning according to the pattern of the socialist's enterprises, providing services for their employees and their families (kindergartens, doctor's office etc.).

For this type of structure, the period 1990-2000 meant the significant decline of the activity, by the sale of assets or shutdown due to the new economic conditions.

Since 2001, the activity of the cooperatives has continued to shrink stronger in the areas where it used to be predominant before 1989.

The actual phase of social economy development in Romania is represented by **three forms: the cooperatives, the non-governmental organizations and the mutual aid organizations**.

In 2009, the statistics of the social economy in Romania, represented by different types of organizations, were according to data presented in table 1.

Table 1 - Financial indicators of different types of cooperative organizations in Romania, in 2009

Types of organizations in Romania	Number of active organizations	Total revenue (million RON)	Total staff employee
Associations and Foundations	23,100	4,319	109,982
Credit Unions	897	230.9	18,999
Handicraft Cooperatives	788	760.5	25,553
Consumer Cooperatives	894	591.5	7,401
Credit Cooperatives/ Cooperative Banks	65	132.7	1,419
Total	25,744	6,034.1	163,354

Source: Annual Report 2009, National Institute of Statistics in Romania, available on <http://www.insse.ro>

The three types of organisations have a reduced potential for social economy activities. There is **no specific legislative framework** which to encourage the development of social economy activities, while the availability of the public institutions to support the organizations addressing the vulnerable groups is very limited.

The situations in which the three forms of social economy address directly the higher employment of the disadvantaged groups are rather isolated. As a common feature, excluding for the NGOs, the other types of social economy organizations address indirectly the disadvantaged groups, not including any kind of consistent supply of services.

10. Conclusions

In the last time, the social economy has been gaining rising economic, social and political visibility.

This period of downturn could be an opportunity to establish the base of a better economic model. The social economy enterprises can contribute towards designing this new model as they represent another business format based on value like long-term benefit, the primacy of people over capital and respect for the environment.

The social economy promotes values and principles focusing on people's needs and their community. In the spirit of voluntary participation, self-help and autonomy, and through the means of enterprises and organizations, it tries to find to balance economic success with fairness and social justice, to local and European level.

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E-LEARNING SYSTEMS IN HIGHER EDUCATION -STANDARDS, FUNCTIONAL STRUCTURES, CASE STUDY-

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Abstract: *The more extensive application of the concepts and methods specific for "e-learning" in education is favoured by the development of information and communication technology combined with the educational process centred on its beneficiaries. The present paper is part of a series of articles dedicated to the presentation of this topic of academic interest. This second article of the cycle aims to present the main requirements for e-learning systems in higher education, the standards and the operational structures of these systems. Finally, as an example, a functional sketch of an e-learning system implemented within „Dimitrie Cantemir" Christian University is briefly presented.*

Keywords: *e-learning, part-time learning, distance education, e-learning standards.*

Introduction

In the academic environment, the spread of e-learning systems is eased by the adoption by many higher education institutions of part-time or distance study programmes.

The regular accreditation and academic assessment of part-time and

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distance study programmes is made according to the standards, performance indicators, and the methodology issued by the Romanian Agency for Quality Assurance in Higher Education (ARACIS), stipulated in guides of external assessment of part-time and distance study programmes.

In order to get the accreditation of part-time and distance study programmes, the higher education institution will have to prove that it owns, among others, the appropriate material resources to provide services to students, specific academic resources, and a tutorial network with staff specialized in distance education technology, which highlights the importance of e-learning technologies for this type of academic studies.

1. Standards and operational structures

According to A.2. Criterion/material resources/spaces and equipment for educational activities, ARACIS guides of external assessment of part-time and distance study programmes require that distance education Departments and Study Centres to fulfill the following minimal indicators of performance specific for e-learning:

- hardware and software equipment for editing didactic materials (computers, audio, video, and photo apparatus, Xerox machine);
- computer networks connected to the Internet;
- audio-video equipment for presenting the didactic materials in multimedia format (video projectors, video recorders, tape players);
- software products specialized for editing courses in electronic format and their publishing in the virtual library, supervising students' access to the virtual library and assessing students' knowledge;
- informatics systems to manage the admission process for distance education programme, students' assessment and financial duties.

Although there is no explicit provision for the implementation of an "electronic education" system within part-time/distance education Departments, the minimal requirements mentioned above are being incorporated in the e-learning concept, defined as that type of distance education, organized by an educational institution and supported by a tutorial system, which provides didactic materials in electronic format, assists students' learning and ensures the didactic assessment by means of information and communication technology.

Another important aspect related to the implementation and use of e-learning systems is the elaboration of some standards which allow the

transfer of the educational materials in multimedia format and students' administrative data between software platforms that operate within the same institution or in different ones.

For example, the SCORM (Sharable Content Object Reference Model) standard, developed by ADL (Advanced Distributed Learning), a government institution in USA, is made to facilitate the sharing of educational resources between e-learning systems that rely on the Internet use.

The concepts which are the bedrock of the SCORM model are made up of:

- Considering educational resources as sharable content objects, by defining some metadata (specific data formats which ensure their import/export);
- Defining a management system of LMS learning that ensures students' access to all teaching services, as well as their administrative management;
- Defining a management system of LCMS that allows the elaboration, storage, and delivery of educational resources in transferable format.

Such standards have been adopted especially by e-learning systems used by commercial suppliers of distance training services.

Because of the criteria that part-time/distance education study programmes have to meet, e-learning systems implemented within higher education institutions have a functional structure more complex that has to fulfill various requirements.

With that end in view, it all starts primarily from the individual users or groups of users which interact within an academic e-learning system:

- Director/study programme manager;
- Training teaching staff;
- Tutors;
- Students;
- Secretariat;
- System administrator.

Secondly, in order to meet ARACIS accreditation requirements and the administration necessities for part-time and distance study programmes, it is necessary that e-learning system consists of the following components:

- The setting up and managing component of the educational resources;

- The tutorial and access to educational resources component;
- The component for the assessment of the educational process quality and establishment of the access degree of the e-learning system according to users categories;
- The secretariat and financial-accounting component;
- The system administration component.

Thirdly, it has to be taken into account that the educational process sustained by the e-learning system refers to a complete study cycle (bachelor and master), organized according to bachelor degree fields, specializations, and years of study, the study year being structured on series and classes/study groups.

From this point of view, the logic structure of the e-learning system could be organized on the following levels:

- Faculties/ part time/distance education study centres;
- Part time/distance education departments;
- Specializations;
- Study years;
- Subjects/study years;
- Series;
- Classes/study groups.

By way of example, in the table below there are briefly presented the main procedures that have to be met by users of an e-learning system in the academic environment.

Table 1 *Specific procedures organized on groups of users of the e-learning system*

No.	Categories of users	Specific procedures
1	Director/study programme supervisor	<ul style="list-style-type: none"> - managing of data regarding the teaching staff - managing of curricula - distribution of tutors and teaching activities - the assessment of students' satisfaction regarding the quality of the didactic
2	Teaching staff	<ul style="list-style-type: none"> - ensuring the didactic resources - posting the assessment tests - virtual didactic activities

3	Tutors	<ul style="list-style-type: none"> - counselling and guiding activities - students' knowledge assessment activities - students' activity record
4	Students	<ul style="list-style-type: none"> - the study of the didactic materials - solving the self-assessment tests - assistance and guiding solicitation - accessing the timetable of didactic activities - filling in assessment forms and questionnaires
5	Secretariat	<ul style="list-style-type: none"> - the planning of the didactic activities - curricula - students' enrolment and exams - students' administrative problems
6	System administrator	<ul style="list-style-type: none"> - specific procedures of system administration - establishing the access degree of the e-learning system on users categories

The user is therefore a physical person recognized by the system on the basis of a name and a password, which ensures the activation of his personalized page, as well as the validation of the data inserted or transferred in/from the system at the end of the working session.

2. Case study - organizing part time/ distance education programmes within UCDC

Within "Dimitrie Cantemir" Christian University, part time/ distance education programmes are being organized, according to current legislation and stipulations, for most of the study programmes accredited for part time education.

Currently, communication systems with students from part time/ distance education programmes involve the use of the Internet, assigning an individual account for each student, ensuring the tutorial system, respectively of the individual tutoring, the use of other IT means.

At the beginning of each semester, the student receives the didactic activities planning, the curricula, the syllabi, activities timetable, the planning of exams and other assessment forms, the list with the tutor's coordinates (for distance education programmes) and teaching staff

coordinates, as well as the package with courses support he will use for individual training.

Because within UCDC part time/ distance education territorial centres are subordinated to the part time/ distance education Department through the logistic service and territorial centres, and the informatics service, also subordinated to the Department, serves all territorial centres, it results that there is already present the organizational structure necessary for the implementation of an e-learning system within the whole university.

Thus, the main prerogatives of the informatics service of the part time/ distance education Department are the following:

- Maintaining the integrated informatics system (software and hardware);
- Its development through the introduction of some new components within the existing informatics system (applications);
- The development of some components to use the informational resources needed for students' on-line training for the part time education programme;
- Using the videoconferencing system for video communication between Bucharest headquarters and faculties in the country;
- The analysis and design of some components for managing the teaching staff within UCDC;
- Updating information on-line;

Most of these prerogatives can be materialized efficiently once with the implementation of an integrated e-learning system within UCDC.

On the other hand, within the structure of the integrated informatics system of UCDC, a series of academic management components are already being used:

- The secretariat module (enrollment, students' record, exams, curricula, faculty statistics and reports, bachelor degree examination, on-line marks);
- The administrator module (manages the informatics system - data security, users authorization, etc.);
- Cashier module (manages school and exam taxes and integrates with the secretariat and cashier modules);
- Accounting module (financial-accounting records);
- Online data publishing module (publishes information in students' accounts for their online access);

- Bachelor degree exam module (automated managing of data for the written examination, marks record for the written and oral examination, final result publishing);

All these components can be adapted and integrated into the upcoming e-learning system of UCDC.

Finally, UCDC benefits from its own virtual private network (VPN), within the national educational network RoEduNet, which connects, through optical fibre, UCDC Bucharest headquarters with faculties in Timisoara, Sibiu, Cluj-Napoca, Brasov and Constanta, and which permits information transfer between these locations.

This virtual network, which allows the access to informational and Internet resources, and also data transfer, successfully ensures the communication infrastructure for the upcoming integrated e-learning system.

Conclusions

Because of the criteria that part-time/distance education programmes have to meet, the e-learning systems implemented in the academic environment have a more complex structure, which do not comply with the standards adapted by commercial suppliers of distance educational services, such as SCORM (Sharable Content Object Reference Model), set up in the USA.

Currently, within UCDC there is an organizational structure for part-time/distance education programmes, coordinated by the part-time/distance education Department, a communication structure supported by a virtual private network as well as components of administration and academic management used by the existing informatics system of UCDC, which greatly eases the implementation of an integrated e-learning system within the whole university.

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FROM TASK-SUPPORTED TEACHING TO TASK-BASED LEARNING THE CASE OF JAPANESE LANGUAGE TEACHING IN ROMANIA -

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Abstract: *Speaking a foreign language is a must in today's globalized world. Placing one of the most recent teaching approaches – task-based learning (TBL) – in the context of the development of teaching methods and approaches over the years, our paper presents and analyzes the difficulties encountered by teachers in understanding and employing this particular method. We briefly present the main teaching approaches from a conceptual perspective, with a special focus on the objectives and on the characteristics of TBL. Furthermore, we analyze the particular case of the Japanese language teaching and learning in Romania and the difficulties that the Romanian teachers of Japanese encounter when they attempt to use TBL in their classes.*

Keywords: *teaching method, teaching approach, Japanese language, task-based learning, task-supported teaching.*

Foreign languages are one of the most important assets that a person of today's globalized society owns. The world of the 21st century relies heavily on communication and knowledge of at least one foreign language has already become the usual standard in everyday life. Learning a foreign language is no longer a matter of being an erudite, which subsequently brings about changes in the process of foreign language teaching.

The issue regarding the necessity of understanding foreign languages goes back to the 18th century, when Greek and Latin started to be learned and taught through the famous Grammar-Translation method. Involving little or no spoken communication or listening comprehension, the Grammar-Translation method was not aimed at building communicative skills, but was focused on learning grammar rules and applying them in translation. Context was given little importance when teaching

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vocabulary, the *one-to-one* equivalents being the rule. The development of intellectual capacities and of logical thinking prevailed over the actual learning/teaching of a foreign language. The concept of communication was almost inexistent. The main goal was that the student became able to read literature in the target language – Greek or Latin. According to Prator and Celce-Murcia (Prator and Celce-Murcia, 1979: 3), the key features of the Grammar Translation Method are as follows:

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of lists of isolated words.
- Long elaborate explanations of the intricacies of grammar are given.
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- Reading of difficult classical texts is begun early.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- Little or no attention is given to pronunciation.

The Grammar Translation Method is still used today in a surprising number of institutions, the main reason being probably the reduced amount of effort for the teacher in preparing the lesson, providing the explanations and in testing the result.

While the Grammar-Translation method was originally used for preparing students to be able to read and translate literary texts, with almost no focus on speaking, the methods that developed afterwards gradually addressed the other skills as well, either separately or in various combinations. The Direct Method, for example, focuses mainly on speaking, with lessons being held in the target language only. Grammar rules are not presented by the teacher in an explicit manner, but in an inductive one. Needless to say, the amount of time dedicated to lesson planning increases considerably. Furthermore, the quantity of information that can be transmitted by using this method is greatly reduced if compared to a lesson taught in the Grammar-Translation tradition.

As a reaction to the Grammar-Translation Method there comes the Direct Method, which attempts to integrate more use of the target

language during the teaching process. Only the target language is supposed to be used for instruction and the student is forced to think directly in the target language and to use it as such. Written work is given little attention, the emphasis being laid on spoken production. J. Richards and Th. Rodgers (Richards and Rogers, 2001: 12) describe principles of procedures underlying the Direct Method in the following way:

- Classroom instruction was conducted exclusively in the target language.
- Only everyday vocabulary and sentences were taught.
- Oral communication skills were built up in carefully graded progression organized around question-answer exchanges between teachers and students in small, intensive classes.
- Grammar was taught inductively.
- New teaching points were introduced orally.
- Concrete vocabulary was taught through demonstrating, objects and pictures; abstract vocabulary was taught by association of ideas.
- Both speech and listening comprehension were taught.
- Correct pronunciation and grammar were emphasized.

The Audio-lingual method provides students with the necessary tools for communicating orally at a basic level. The development of the Audio-lingual method was motivated by various scientific and historical factors. Bloomfield¹'s emphasis on the importance of the observable linguistic phenomena, as well as the development of behaviorism² in the United States provided a fertile ground for the development of the Audio-lingual method. Furthermore, the outbreak of the Second World War brought about the necessity for the US soldiers to learn to speak the languages of the countries they were being sent to in a very short time. Based mainly on

¹ Leonard Bloomfield (1887-1949): American linguist who greatly influenced the development of comparative and structural linguistics in the USA. He believed that linguists should be trained in the methods of scientific enquiry, rejected categorically speculation of unobservable phenomena and based linguistic enquiry on samples of spoken language. Bloomfield favored the image of language as a building constructed of small blocks of sound and meaning, each block having a specific place and function and exhibiting specific characteristics (Siobhan Chapman and Christopher Routledge (eds.), 2005: 34-40).

² Movement in psychology and philosophy that emphasized the outward, observable aspects of thought

repetition and imitation, the Audio-lingual method was quite successful until the cognitive approaches started to develop.

The Silent Way³, Communicative Language Learning⁴, Suggestopedia⁵, Total Physical Response⁶ or the Communicative Approach⁷ - all place the student, together with his needs, at the center of the teaching-learning process. We witness a shift from the teacher-centered to the student-centered approaches, with an increased emphasis on the student as a whole person. The student's feelings and emotions, together with his cognitive and intellectual abilities, are all taken into account during the teaching-learning process. While the Grammar-Translation Method did not address communication at all, the new approaches focus on the development of all the communicative skills - reading, listening, writing and speaking. The Communicative Approach in particular has been extremely popular starting with the 1970s, especially because it introduced the idea of the meaningfulness of language study. With the traditional methods, the aim that the student had to achieve was the mastery of the target language; with the communicative approach, the student must become able to communicate in the target language, even if the grammatical correctness is not always 100% achieved. Real-life situations and authentic materials are used in class and the teaching process focuses on the use of language rather than on passive learning.

³ Developed by Caleb Gattegno, The Silent Way regards language learning as a process of solving problems and discovery of new things. The teacher stays silent and only guides the students in their problem-solving process. The silence is supposed to help the learners concentrate on solving the task (Ciubancan, 2012: 80)

⁴ Community Language Learning requires teachers to regard their students as whole persons. The teacher is a language counselor, helping the students overcome the fear and the insecurities that occur when confronted to a new (and threatening) experience such as learning a new language. (Ciubancan, 2012: 80)

⁵ Developed by Georgi Lozanov, Suggestopedia focuses on creating a relaxing environment, which will lead to a relaxed mental state in the learner. Music, décor and ritualized teaching behavior are used (Ciubancan, 2012: 80)

⁶ Total Physical Response was developed in the 1970's and focuses on the physical response to commands, teaching language through physical activity. The students' main role is to listen and perform. (Ciubancan, 2012:80)

⁷ The Communicative Approach focuses on achieving successful communication in the target language, going beyond the level of grammar and vocabulary. The notion of „communicative competence“ is introduced, referring to the ability of making oneself understood in an appropriate manner. Great emphasis is laid on the motivation that arises from the student's desire to communicate something that he/she feels as being relevant. (Ciubancan, 2012: 80)

The shift in the teaching paradigm can also be noticed if one analyzes the names of the strategies employed in the teaching process. The first strategies that were used in foreign language teaching are called *methods*: The Grammar-Translation Method, The Audio-Lingual Method or The Direct Method. The use of a *method* implies the existence of a rather strict, logical and systematic strategy of instruction. The use of a *method* presupposes that the teacher has the solution, that he/she is the puppet-master who applies a certain strategy that his/her students must learn and follow for best results. The Silent Way, Total Physical Response or Suggestopedia no longer impose a 'method', but rather appeal to either psychological or cognitive aspects of the student's personality. The student is no longer treated as a puppet following the master's model, but is asked to use his/her own mind and body to integrate the language learning experience. Community Language Learning shifts the focus from teaching onto learning. For the first time, it is clear from the very beginning that the focus is not on the teacher, but on the learner. The Communicative Approach brings the teacher and the student together in an *approach* - "the act of drawing near" (Webster's Encyclopedic Unabridged Dictionary of the English Language) - to real-life communication. The role of the teacher has thus changed quite dramatically over the years. From *organizer* and *controller* in the traditional methods of teaching, the teacher evolves into a *facilitator* in the so-called humanistic approaches to language learning.

The approach called Task-Based Learning (TBL) is closely associated with the Communicative Approach, logically following the real-life centeredness that the Communicative Approach presupposes. Both in Task-Based Learning and in the Communicative Approach three aspects are considered vital for efficient language learning:

- Regular exposure of the learner to the target language in meaningful contexts;
- Frequent opportunity for the active use of the target language in communicative situations;
- Strong motivation for language learning.

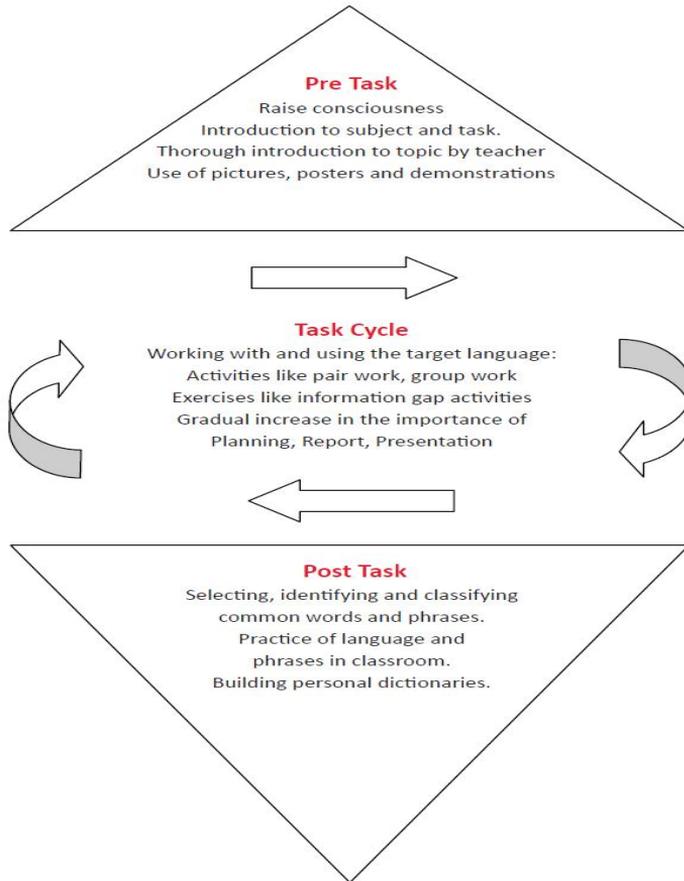
The so-called Task-Based Learning approach to language learning starts from the premise that learners of a foreign language would be more efficient in their learning process if placed into real-life situations, where they must solve real-life tasks. Solving tasks is a common activity in real life, hence its relevance for language learning. The most visible advantage

of using TBL is that the student uses the target language for achieving a realistic goal at his/her current level. One clear purpose of choosing TBL is to increase learner activity; TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. The consciousness raising part of the TBL method is a crucial for the success of TBL, it is here that the teacher must help learners to recognize differences and similarities, help them to “correct, clarify and deepen” their perceptions of the foreign language. All in all, TBL is language learning by doing(<http://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf>).

A communicative task has been defined by D. Nunan as a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (Nunan, 2004: 4). The typical structure of the TBL process consists of three main phases: the pre-task phase, the task-solving phase and the post-task phase. Together they form the so-called *task-cycle*.

During the pre-task phase, the teacher usually introduces the topic to the class and explores it together with the students through various methods (watching a recording of a similar task, reading or listening to a text that will lead in to the actual task etc.). It is during this phase that useful vocabulary is emphasized. The students then proceed to do the task, in pairs or in small groups. The teacher monitors them and offers assistance when needed, encouraging all attempts at communication. Mistakes of any nature do not matter at this point. Planning is the next step, during which the students prepare to report to the whole class, either orally or in writing, how they did the task and what they discovered. The teacher must be prepared to provide help with grammar or other language-related problems. The following stage is reporting to the class orally or exchanging written reports and comparing them. The teacher acts as a chairperson and comments on the content of the reports. The post-task phase focuses mainly on language.

The typical structure of a Task-Based lesson is summarized in the following scheme (Task Based Learning” – European Commission funded project:<http://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf>):



TBL is one of the latest teaching methods employed in foreign language teaching and, as presented above, it focuses mainly on task-solving and communication, the language aspects being dealt with indirectly. TBL basically opposes the traditional Presentation-Practice-Production (PPP) approach to teaching. The presentation phase usually consists of two steps: a warm-up and the introduction of the language items to be studied; during the practice phase, the focus is on form, the students doing various exercises in order to learn the forms correctly; the production phase focuses on fluency and gives the students the chance to apply what they have learned during the first two stages. While the practice stage is highly controlled, the production one tends to be less

controlled. The PPP approach is used to a very large extent, the reasons being rather easy to understand. The controlled environment makes it easy for the teacher to avoid unpleasant situations during the lesson. The students, on the other hand, feel secure, since they always have a model to refer to when in doubt. However, the PPP does not offer the authenticity that the student needs in real life situations. TBL, on the other hand, forces the student to use whatever knowledge he/she has got in order to 'survive' in the real world. Needless to say, a TBL lesson implies a more difficult task for the teacher, since he/she must always be prepared to provide the accurate information whenever the students need it. Previous planning may not always be enough, especially in the case of young, inexperienced teachers.

In the case of Japanese language teaching in Romania, the long tradition of employing the Grammar-Translation Method or the PPP approach seems to be hard to challenge. The preference given to these two approaches is understandable, since teaching Japanese as a non-native teacher is not an easy job, especially for the higher-intermediate and the advanced levels. The traditional teacher feels secure if he/she can prepare everything - including the answers to the possible questions from the students - in advance. Various trainings for Japanese language teachers in Europe or in Central and Eastern Europe have been held in the past years, many of them focusing on TBL as an alternative to traditional teaching⁸. And while everybody agrees that TBL might be an approach that addresses better the needs of the students nowadays, the number of teachers who actually use it is extremely limited.

There are, in our opinion, at least two major reasons for that reluctance of including TBL in one's teaching. One of them regards not only non-native teachers of Japanese, but also Japanese native teachers with insufficient socio linguistic and pragmatic knowledge and competences and consists in the difficulty of evaluating whether the task has been properly accomplished or not. Subjectivity may be highly present and, while that is acceptable in the real world, it becomes problematic

⁸ For example, in 2012 there were two such trainings organized by the Japan Foundation, the special legal entity established by the Japanese Diet to undertake the dissemination of Japanese language and culture throughout the world: Training for Japanese Language Teachers in Europe in Alsace, France and Training for Japanese Language Teachers in Central and Eastern Europe, in Budapest, Hungary. Aside from these, various other smaller-scale study meetings were organized in Romania, especially for Romanian teachers of Japanese.

when it occurs during an evaluation process in an educational institution. Therefore, we consider that training teachers on how to evaluate TBL is equally important. The Japan Foundation specialists created a very suggestive image of the competences and activities that a person must have and do in order to communicate efficiently. The image is that of a tree, where the linguistic, socio linguistic and pragmatic competences form the roots, the communicative language competences and activities form the trunk and the receptive, productive and interactive activities form the branches⁹. The problem is that, in the case of the Romanian teachers of Japanese, it is taken for granted that they possess the elements forming the roots of the tree, while in reality things appear to be different.

The other reason which influences Romanian teachers of Japanese in their not choosing TBL as a viable alternative to traditional methods is, in our opinion, that there still exists a misunderstanding of what a task is. When, during a study meeting¹⁰, after a presentation of PPP and TBL contrastively, teachers were asked which of the two approaches they use in class, some of them answered “TBL”, adding that after they teach a grammar structure, they usually ask their students to use that structure in sentences or texts of their own. Such answers demonstrate that the production stage of a PPP approach has been mistaken for a genuine TBL approach.

The situation of Japanese language teaching in Romania is characterized, in our opinion, not by ‘task-based learning’, but by what R. Ellis calls ‘task-supported language teaching’ (Ellis, 2003: 27). The difference between the two is that while task-based teaching/learning refers to a teaching approach based on meaning-focused tasks, with little attention given to grammar, in task-supported language teaching “tasks are seen not as a means by which learners acquire new knowledge or restructure their inter-languages, but simply as a means by which learners can activate their existing knowledge of the L2 by developing fluency” (Ellis, 2003: 30). The current situation in most of the institutions where Japanese is taught in Romania is that the Romanian teachers of Japanese employ a task-supported teaching approach, the real task-based teaching/learning approach being used, where possible, by the native Japanese teachers.

⁹ http://jfstandard.jp/pdf/jfs2010_tree.pdf

¹⁰ Study meeting organized by the Association of Japanese Language Teachers in Romania (February 2nd, 2013)

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THE EVALUATION OF THE TEACHING STAFF'S INITIAL TRAINING PROGRAMS - ANALYTICAL BENCHMARKS

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Abstract: *Until now, in the context of the reorganization of the study programs according to the principles of Bologna, in Romania the teaching staff's initial training has not been the focus of any national strategy, or perhaps only tangentially and implicitly; the evaluation of these programs has not involved any integrative approach: related to process, projects, decisions or results. One can mention only reports and studies elaborated either by governmental institutions or by research institutions; these studies were deliverable components within national or European projects. That is why, although observations and proposals on the quality of the teaching staff initial training were made, their implementation was not compulsory, they were only recommendations. In this context, the legislative inconsistency in the educational domain in general, and in the case of teaching staff's initial programs in particular, had a negative influence.*

Keywords: *competences, qualifications, professionalization, the evaluation of the teaching staff's initial training programs.*

The facilitation of socio-professional mobility led to the most important changes related to qualifications, changes pertaining to concepts, methodology and evaluation. Moreover, although it was initially a priority of the labor market, as there was the need to endow the workforce with a high professional qualification, the preoccupation for *professionalization* became a major concern of the educational and training system. This context justifies the double interest that the educational system, the school, unlike other domains of social life, manifested for the challenges of the society: on the one hand, it has to prove its performance by means of the students' performance, which has no immediate visibility at the societal level; on the other hand, it has to

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provide the human resources able to achieve this aim. In a society which is more and more complex and exigent, the training of the teaching staff represents an essential component of the strategy of any economy; the teacher is no longer just somebody who passes knowledge, s/he has become instead a facilitator who helps others discover and even create new knowledge. To this aim, the teacher has to make proof of multiple professional and transversal competences, and, in particular, of an increased ability to adapt to whatever is new. That is why there is the need to re-think the teaching staff's training programs related to both life-long learning and initial training; the first step was taken with the adherence to **the principles of Bologna** and with the initial training which was ensured by higher education, by the university graduation level, but, once **Law nr.1/2011** was adopted, the educational system had to deal with a series of modifications, which, short of some precise norms and methodology of application, generated confusion and reluctance regarding the viability and the timeliness of this law.

Thus, the teaching staff's initial training tends to go beyond the university graduation level, as the graduation of a *teaching master program* has become compulsory. But its implementation goes against some already existing norms and methodologies; this is the case of the DPPD program, which will be carried out simultaneously with the teaching master program until the end of the university year 2014-2015.

The SWOT analysis of the stage of the research on the teaching staff's initial training program evaluation

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> • The organization and the functioning of DPPD as a main provider of the teaching staff's initial programs for other domains than Educational Sciences; • The setting up of some institutions with a role in the teaching staff's initial and continuous training; • The implementation of CNCIS and the elaboration and the publication in RNCIS of the 	<ul style="list-style-type: none"> • The absence of a national strategy for the teaching staff training; • The legislative inconsistency in the training domain, in general, and in the teaching staff's training domain, in particular; • Inconsistency in the application of the provisions of Law no.1/2011 • A poor inter-institutional communication;

<p>description of the qualifications of the study domain of Educational Sciences;</p> <ul style="list-style-type: none"> • The existence of occupational standards and of continuous training standards for teaching jobs; • The nationwide use of the ARACIS/ARACIP methodology and of the adjacent instruments for the evaluation of the quality of study programs; 	<ul style="list-style-type: none"> • A poor inter-institutional communication regarding the approach of the teaching staff's training process; • The existence and the use of various instruments regarding the teaching staff's training; • The weak reaction and the lack of implication of the professional associations and of trade unions in the process of the teaching staff's training; • The reduced decisional capacity of specialists and universities regarding the evaluation of the teaching staff's initial training; • The reduction of the degree of institutional implication of CNFP, due to its transformation into a direction of MECTS; • The lack of interest of MECTS and of other decision-making factors for the integrative approach of the evaluation of the teaching staff's initial training (projects, processes, results, decisions) and the elaboration of an evaluation program to this purpose; • The reduced consistency of research studies regarding the evaluation of the teaching staff initial formation (articles, lecture notes, book chapters, doctoral thesis); • The tendency to reduce the evaluation of the teaching staff's training to the evaluation of the
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	teaching staff's activities and of the students' results, as well as to the ARACIS/ARACIP criteria.
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • The Sectorial Operational Program The Development of Human Resources (POS DRU) 2007-2013, which facilitated the development of projects that dealt with the teaching staff development as well, both in the context of continuous training and that of initial training; • The publication of studies and reports elaborated by governmental institutions on the state of the educational system; • The publications of studies and reports by specialists/ specialized institutions in the domain of education and training (ISE, ICCV, ARACIS, ARACIP, ANC etc.); • The facilitation of information and document exchange regarding the teaching staff's training in accordance with the process of Bologna, as well as according to CEC/EQF, by representing Romania in transnational projects, working committees, conferences, etc. • The decision to implement the teaching master as a first level of teaching staff's initial 	<ul style="list-style-type: none"> • Unrealistic data, with no scientific support, about the complex evaluation of the teaching staff's initial training; unrealistic objectives and forecasts made by MECTS; • Confusion in the use of concepts and instruments specific to teaching staff's training programs; • Fostering uncertainty related to the quality of the teaching staff's training programs; • The reduction of the degree of professionalization of the teaching jobs, short of certain, positive data resulted from the evaluation of the training programs; • The decrease of the graduates' motivation to work in the teaching domain, as a result of the latter's impossibility to evaluate themselves with reference to the results of a training program evaluation.

training (the inclusion in Law no.1/2011 of the provisions concerning the teaching master as well as the publication of the conditions related to its organization-OMECTS no.3841/26.04.2012);	
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It is obvious that there is little concern for the analysis/ the evaluation of the teaching staff's training programs, and of the initial training programs, in particular.

In addition, from the level of the factors that make decisions about the teaching staff's training, we suggest that the following measures should be necessary:

- the implication of the decisional factors in the elaboration of a diagnosis-study, whose aim should be a realistic analysis of the teaching staff's professional training system, at all levels and for all types of trainings with forecasts from the perspective of the evolution of the Romanian society in the following 20 years.

- the elaboration of a national strategy for the teaching staff's training;
- the official dissemination of data, conclusions, proposals put down in elaborated studies and reports, in the public space;

- the proposal in real time of a plan of ameliorative measures for the problems identified at the level of the teaching staff's training system;

- the elaboration of a complex and unitary model/program for the evaluation of the teaching staff's initial training programs;

- the harmonization of the instruments used in the description of the competences specific to the teaching activities/ positions and to elaborate a usage guide;

- the creation of a general framework of the training system for the teaching activities/positions, to the purpose of monitoring the evolution in the teaching career;

- the elaboration of a unitary set of instruments used in the evaluation of the teaching staff's program evaluation;

- the reconsideration of the criteria which ensure the compatibility and the comparability of professional qualifications in Romania with the European Framework of Qualifications.

Conclusions

In Romania, the evaluation of social and/or educational programs, in general, and the evaluation of the teaching staff's programs, in particular, has not led to special results, that should be elaborated professionally enough to become models to be followed. The fact that the importance of evaluation of the teaching staff's training programs is treated superficially, in the context of the professionalization of the teaching activities/positions, can generate unwanted and uncontrollable effects in time. One of the first effects of this situation is the absence of an objective and globalizing feedback at the level of all stages/ phases and on all the components of a training program; this leads to a distorted image of the teaching staff's initial training system and it impinges upon the rapid, punctual identification of problematic situations, so that, most of the time, the intervention is late and without impact. Moreover, the absence of a national strategy for the teaching staff's training that should unitarily and coherently bring together concepts, methodologies and work instruments common to all types of trainings, whose evolution in the teaching career should be monitored according to principles and criteria of professionalization, determines the adoption of short-term solutions, which is not always efficient.

And last but not least, the legislative modifications in the training domain and, most frequently, at the level of initial training leads to instability, confusion and sometimes to the lack of motivation of the involved actors (both those with a decisional role, and those who apply some pre-established norms and rules). All these determine, directly or indirectly, the degree of interest and the motivation that graduates show for teaching activities/ positions, the latter's preoccupation for a teaching career and for a personal and professional development in this direction.

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DIMENSIONS OF GAME IN LITERARY TEXT FOR PRESCHOOL AND SCHOOL SMALLER

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Abstract: *The possibility that human being could be taught through game - based literary text compensates hereditary minuses, compensates and corrects the of effects physical and social environment effects on personality development of preschoolers and toddlers. In the field literature, we talk about game dimensions of the game: existential dimensions, evolutionary formative dimensions and conjectural dimensions. Family and organization of kindergartens and schools have an important role in educational games. We add to this, the location of game in literary text on educational axis well-beautiful-truth, as well in aesthetic terms of thumbnail, graceful and sentimentality.*

Keywords: *game types, existential dimensions, evolutionary formative dimensions and conjectural dimensions, ethics axis, personality development.*

1. Premises of literary text exploration through play

Preschool age is specific for game and is a time of mental development in which the game takes unusual features: approaches children from other forms of activity, is space of exploration and life world (Șchiopu U. et al, 1995)¹. During this period, diversification and evolution of the game leads to deepening and improving the forms and kinds of outlined games. It is recorded the passing from the games of manipulation or handling of objects, characteristic of earlier age, to the creative game with the topic and roles, as well with construction topics.

On the other hand, any educator integrates literary text by addressing educational teaching sequences based on perception, understanding, interpretation, application (Hans-Robert Jauss, 1982)², and also based on synthetic reconstitution in and for real life. Hermeneutical process unit is configured such as:

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¹ Șchiopu. U., și Verza, E., *Psihologia vârstelor*, EDP. RA, București, 1995.

² Jauss, Hans-Robert, *Pour une hermeneutique littéraire*, Paris, Ed. Gallimard, 1982.

- **progressive horizon** of perception (hermeneutic reconstruction of the first reception);
- **retrospective horizon** of interpretative understanding (creation of meaning in the second reception);
- **realisation of text** by changing horizon of its reception (understanding and aesthetic judgment default). Involved receptor is based on the acquisition of reading and transfers them in reverse order, in terms of writing or drawing, based on aesthetic judgments, using interpretation data for access to its own reconstruction of the text, in which is included initially perceived meaning. Working stake from which we leave is that any process of perception is based on a reversible transition between theory and practice, in which is faced critical experiences and continuous readjustments of literary text lectures proposed by the intended objectives.

Creative game becomes the effect of the whole mental development of the child, in particular, the ability to reflect, in its own form, the impressions gained from the surrounding world that has many unknown aspects for child. This capability makes possible to bring the world near to child without generating irreducible tension. Through play, children participate actively in all that surrounds him, he transposes in initial game the external actions made by people with different objects (transposition begins even before preschool period), and then, he play the significance of these external actions, as well the disclosure of various social relationships. Early school age is characterized by relatively high frequency of creation games with issues of life and of surrounding concrete world.

Details of the miniature world, graceful and sentimental capture the attention of children at this age. For educators, the quality and consistency of transposition of real in musical game, for example, how quickly impressions are exploited in the creation of games, as well captured tones can be analysis parameters of the development level of children: *Over-the fairy night / Proud moon arises, / Everything is dream and harmony -/ Good night!* (*Sleepy birds* of Mihai Eminescu).

The role-game develops gradually: 3-4 years, the topics are fragmentation reflections of a series of episodes, often disparate, of everyday life; after 4 years, the game theme enriches and emerges; to 6 years, the game reflects a coherent narrative. When children are in groups, e.g. kindergarten group, creative play, with defined roles, may develop on different themes, with shared tasks, showing a tendency to unify around a

common group theme. Inside the game with role-playing, the central game and collateral games reflect the complex structure and synthetic of real life. This involves major changes in the development of children's sociability. The place of individual game is taken by collective play, with above outlined rules which should rebuild the unity and cohesion of real life through play. Child acquires the ability to identify himself with the interpreted character, he is capable of imaginary experiences growing deeper. Rapid transition from the real to imaginary plan and reverse is an advanced phase for child and play evolution, the child becomes aware of his own person and that of the model he mimics.

At preschool, **play and schemes symbolic** gains in complexity. The main structural elements of the game are symbolic: **goal, subject, roles and rules:**

What child care while his mother and father are thinking about the shortcomings of life, what can bring them tomorrow, and they are covered by other thoughts full of care. Child, rode on his stick, is thinking that he is riding a horse most awe, that runs, with good cheer, and beat him with whips and harness it by all means, and roaring heartily at him, to take your hearing; and if he falls down, he thinks the horse slammed him, and to stick his anger download full-fledged... So happy I was at that age, and so I think they were all children, since is this world and earth, who even say what he said (Ion Creangă, Childhood memories).

The goal comes from preschool age: the child does not express a specific intent; but from 5-6 years, children act on an intent more clearly - which increases the quality of mental creation. The existence of purpose allows the sketching a game project, within are set its subject, roles and rules. Preschool phase coincides with the first child integration in the context of formal education, therefore, didactically speaking, the teacher takes the nature of this goal in the game in each age group (junior. middle, high) and stimulates intent installation and reduces fluctuation issues.

The subject of game is a main component, is not just specific to the creation game, but also to other types of games - of movement, educational games (in which the subject is constructed by an educator adult).

The nature of the subject is given by the strongest or most constant impressions which are collected by child in this relationship with the environment, because, in this context, the subject is chosen by children. There is some development of selected topics during preschool age: for 3-4 years (junior group), are highlighted the pertinent impressions of

everyday life, especially, coming from family and kindergarten, for 6 years (high and preparatory group) child may translate into play and in situations in which he did not personally participate, about which he has heard and been told, and have read. Characters coexist: real and imaginary, traditional and updated. Range action of children can be determined by the range of children's story or film set as a source of knowledge and nature of perception material, but children can also occur in the subject. On these elements, is based viability of common coexistence of real and imaginary elements: *Blue and cold night. / Children go out the window, / To look coming down, / From snowy huge hill / Santa Claus with a bunny / Harnessed to small snow sledge (Here comes Santa Claus!, Otilia Casimir).*

The role is a structural element of the game and may reflect interesting aspects of human behaviours. The roles of professional, that give the name of some games, are roles that offer meanings for preschool children and can be linked to specific professional tools, Children of juniors' group choose their active roles, denying to be spectator. In middle age and higher groups, children choose their roles from favourite stories or movies as networking opportunities increase and connections between roles are varied. At higher ages, are welcomed multiple roles, assumed by a certain stability. From the evolution perspective of roles to preschool age, it is obviously tendency of transition from active roles to a greater number of roles and secondary passive, shading action in role and shaping unusual subjects. These are the favourable moments to transferring the literary texts in role plays and theatre plays.

The rules emerge and develop into specific game dynamics, are domestic or foreign regulations such that children actions are coherent and organised. If to 3-4 years rules are derived from imitated role or are imposed by organiser, to 6 years, children can create their own rules, for example, symmetric or complex combinatorial one:

A lad and a girl, red and chubby cheeked, kiss the hands of "father-Santa".

Word of mouth, children made masters' cheeks of grandfather.

- This part is mine.

- And that part, mine!

- This is my moustache.

- And that, mine!

Grand-father reconcile them, splitting them in half beard. Then, the praise began:

(Grandfather, Barbu Ștefănescu Delavrancea)

2. Types of game

Variety of specific games to this age can be grouped into several basic categories: chosen topics game and roles in everyday life, creative games, but, in the early period, are, rather, imitation games.

Games with topics and roles of fairy tales and stories have free symbols. Children can reconstruct the subject, emphasizing what impress them more or what they like.

The construction game switches from the handling and overlapping construction material to achieve sophisticated construction. They can be illustrative and complementary to the narrative structures of tales and stories, for example, building castles, bridges, dragons' realm, etc. These activities provide manual, digital, tangible and complementary codes of learning and teaching. The topics of these constructions can be proposed by adults or are chosen by children according to interests and issues that have impressed in previous moments of the game or may be suggested by the nature of the materials used.

The movement game is related to the specific of age but the movements can be framed in a certain context that reflects fragments of real life, especially, the miniature life, for example, *Ballad of cricket* by George Topîrceanu. Movement of game can be inspired more by justice axis good-bad of stories or fairy tales.

Particularly, popular are games without a specific theme, games with rules aimed at practicing motor skills: the game atmosphere is achieved by competitive spirit. In this category, are included hopscotch, elastic, string, etc.. This type of games is, generally, taken from previous generations, although each generation sometimes makes processes and specific adaptations.

The funny games are like teaching games in that they bring into the equation to solve a problem. They have rules, and their dominant function is recreational, are formative in psychological plan as they develop attention, insight, sense of observation, team spirit, etc. Game atmosphere is created by the need to guess something, for example, names of characters from fairy tales, travel itinerary of hero or competition. In the first part of preschool age, the initiative of gambling belongs to adults or older children; once learned rules and practiced pleasure of playing, is born also their own initiative to 5-6 years.

The educational games are explicitly integrated to the educational approaches to motivating and active learning, are proposed by the teacher, have objectives and learning sequences: solved problems, personal

development, motivation. Besides teaching load, the teaching game has specific rules and game elements, for example, filling in the missing words in a heard literary text - *Winter on the street* by George Coşbuc, *Sleepy birds* by Mihai Eminescu etc.

Literary text story, dramatized or read may be predicted or reconstructed by alternative cultural codes for preschoolers and toddlers by which are increased motivation and interest and grown tangibility.

The game takes the ontological nature of man, attend personality and socio-cultural child development; both the forms and contents, as well rules become complicated according as the child's personality evolves.

3. Young children' games

Natural development of the child by learning, as fundamental activity, creates a happy complementary way expressed in the fact that the game is compensatory learning activity, creating the condition of rest. Structure of the game undergoes changes, its content becomes more complex, more cultivated, more socialized due on dominants' influence of learning and rationality activities. It is the time when young schoolboy goes to construction toys (assembly and installation), to games in which intertwine real imaginative. Alone, but, especially in small groups children meet each other (girls or boys) to initiate role play ("the school", "the family") or movement games ("the catch-up", "the hide-and-seek"). It is not neglected social games in which children socialise, communicate, cooperate. Need to move (the child still needs to jump, scream, run) is satisfied with outdoor games for biking, rollerblading or sports (swimming, gymnastics, football and so on). Learning and rules' compliance, team life, strengthening of self-image, all with beneficial effects on personality development of young pupils develop by practicing a sport in organized form.

4. Dimensions of the game

In the field literature, we talk about game dimensions - classification achieved in terms of importance in the development of preschoolers and young pupils. We talk about **existential dimensions, evolutionary formative dimensions and conjectural dimensions of the game.**

4.1. Among the **existential dimensions** of the game, the most important is **gnosiological** one, is expressed in practical and mental assimilation of characteristics of the world and life, ensuring the subtle dosing of cognitive characteristics of the game, their deepening during its

consumption. Differential action of this function determines individual accessions, specific as hue and intensity to certain games. Curiosity and attention required for some games, at some point, determine the development and creative and complex reconstruction of their, tailored to the appearance of life.

The **dimension of stimulating practice** of movements actively contributes to the growth and complex development of the child in the vision of Karl Gross and Carr (cited in Curtis, Audrey, O'Hagan, Maureen, 2003)³. It is manifested as a main function in childhood, and in adolescence, is gradually becoming a peripheral function.

4.2. Formative-educational dimension starts from the premise that games are well-dosed energy source, civic behaviours, decent gestures, creative imagination, etc. Friedrich Froebel believes that the family plays an important role in educational games.⁴ To this, we add the location of game on the educational axis well-beautiful-truth (John Goodlad, 1994).⁵

Among the formative and educational dimensions of the game are also included balancing and toning function, offset function, therapeutic function. Psychological perspective is necessary for grounding the understanding the mode of action of teaching principles in the education context of preschool and young pupils.

Society, physical environment exert its educational diffuse influence in the educational informality having subsidiary effects (not always positive) on personality development. At the ages of pre-school, education has features and functions with specific shades. First, the child is subjected to the first educational influences in family. The concepts of good, beautiful, truth education come from the socio-cultural and professional fields, and even affective field, through the children parents give diverse shades. Parents' level of culture, level of education, level of job satisfaction, economic level of the family influence the child (positive or negative, their quality is largely dictated by ethics' focus of family environment).

4.3. Among spontaneous and conjectural educational efforts, and at some of ontogeny, correlations of organized educational approaches of educational institutions and offered "behavioural model" (part of informal

³ Curtis, De Audrey; O'Hagan, Maureen, *Care and Education in Early Childhood: A Student's Guide to Theory and Practice*, Routledge and Francis Group, 2003.

⁴ Apud Bruce, T., Findlay, A., Read, J. and Scarborough, M. (eds.), *Recurring Themes in Education*, London, Paul Chapman Publishing, 1995.

⁵ Goodlad, John I., *Educational Renewal: Better Teachers. Better Schools*, Jossey-Bass Publishers, 1994.

education) may occur any dysfunctions. For example, parents may ask to the child expressly do not lie, but the family is providing different examples of moralizing discourse. Radio, television, museums, theaters, press, although not explicitly for education, may have action sequences with willed educational value. Through informal education are collected the educational effects of social human, cultural or other kind of actions or activities on the individual in training process: street, play group, programs (not specifically for education) of radio or TV, press, films, theater, exhibitions, museums and so on provide educational influences circumscribed to the informality area.

Economic level of the family, normally, should facilitate educational activities with beneficial effects on children. Quality of verbal, para-verbal, non verbal communication in the family leaves their fingerprints on human evolution. The quality and depth nuances of affective communication in family influence the design of human psyche, emotional relationship within the family as a source of their own emotional development, and thus, energizing the whole mental life. Education process in kindergarten, quality, its consistency are coming to add to the educational influences of family, to fill any gaps in its educational plan or even to correct any errors in it.

In conclusion, the possibility that human being could be taught through game -based literary text compensates hereditary minuses, compensates and corrects the of effects physical and social environment effects on personality development of preschooler and school smaller.

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EDUCATIONAL SPACE ARRANGEMENT THROUGH STIMULATION AREAS.

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Abstract: *An important problem in an educational programme for early ages is paying special attention to space arrangement.*

The space represents the material context education takes place in. It constantly sends messages to the child. Most of these messages are essential for the students' development and represent basic elements for his/her life experience.

Keywords: *space, education, child, environment, communication.*

The child up to a year is very much influenced by his/her material life environment. The room must be aired, clean, brightly painted and objects around him should be pleasant and safe as he grows up and starts being aware of them. Material environment has an important role in the little child's development. When he discovers the upright position, then walking, his universe enlarges and the child has the possibility to see and experience the new objects, around him.

If these objects are pleasant and useful to his sensorial and movement experiences, his development will have a positive source and will be faster. Children who are brought up in apartment flats need daily walking in the open air, in a park or garden. Widening their living space corresponds to their different experiences as well and to expanding knowledge about their physical environment. Mothers know that each child needs fresh air, but they have little knowledge about what toys they should buy for them. For instance, they buy many nice toys for their babies and they prefer only the worn-out ringing toy which they are searching all the time. Better said, many parents consider that the toys their children need are the expensive ones and they don't know that each child has his desires and pleasures in choosing a toy, even at very early ages. Some parents' problems start when children play with pots and spoons and make noise, although they could play quietly with

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a Teddy bear.

Almost all little children prefer soft toys when they go to bed and it is a great discovery for parents that, this way, the little ones sleep alone.

The room space- the entire house “feels” when a child is born and grows there.

For instance, after the child has turned one year old, shelves and windows must be looked in front of the little hands that experience new places and china and vases must be put away, out of reach for the little ones. Children need a certain place where they should play and where their toys (a lot or few) should be stored. Even when we are not able to offer them a separate room children feel the need to have a space of their own.

Thus they will learn the first rules about keeping order and using space and objects.

At the kindergarten, space is arranged especially for children.

It is important that the teacher should be familiar with the space and arrange it so that this one could send to the child educational messages to support his development.

Children learn by playing and effective learning is related to the environment learning occurs in.

An effective environment for learning at early ages is an environment which favors freely - chosen playing, oriented to global development of child's personality.

The game that the child chooses by himself, of all the options the environment offers to him in the group room is a creative and free game. In this game, the maximum of solving problems possibilities will be trained, an intrinsic motivation will be accomplished and creative solutions will be practiced.

A well -chosen environment having multiple playing alternatives, offers to children support in individual activities and it is a base for language development.

Children ask questions, they communicate with each other and with the teacher and build up activities in which they involve the basic functions of language. If they identify those games within the room space and they can find there toy's they enjoy and offer them the chance to practice individual abilities, children will learn by playing almost effortlessly.

This way, the child sees activities in their individuality and, at the same time, he provides various solutions for activities.

The space “speaks” to the little child by what it offers to him as a possibility of action and experience. Therefore, not only the general conditions (light, warmth, aesthetics etc.) but also the particular ones referring to the formative educational measures (amenities, arrangements, delimitations, materials etc.) are equally important. Organizing the sectors in the group room in different activity fields, space can be effectively used so that individual development demands of all the children should be achieved and, at the same time, real educational individuality should be accomplished.

The space, organized for educational purposes helps the child choose and make decisions. Facing various possibilities children learn to choose what is suitable for them: they learn by their own experience and assume responsibility for their decisions. The fact that they choose their game by themselves and owing to this choice only they can explain what they do and how they do, brings joy to their independence and at the same time, determines assumptions of results.

The accountability can also emerge from conflict situations. For example, if a child took a little jar of paint and spilt it just on the opposite carpet, although he should not have stayed there, our reaction must be an educational one: to have the child clean up.

The environment is comfortable, welcoming, secure and stimulating if the preschools find in it the materials which stimulate them to actions that interest them. The educational space offers the emotional and affective safety when the kindergarten teacher knows her group children well organizes and arranges the environment so that they could find in it the opportunity for activities appropriate to self-development. Therefore a positive and proper support is necessary.

When kids make mistakes, they should neither be interrupted from the game and nor verbally sanctioned. On the contrary, with tact and patience, the kindergarten teacher, who sees and notices what is happening, guides them to resume the activity and succeed. For example, Mihaita builds a tower from big cubes and puts on top the biggest cube. The building collapses and the boy looks scared at the teacher. How would the teacher answer the boy’s look? She should not scold or apostrophize him, but she will ask him smiling: “Was not the cube on top perhaps too big? What if you try with a smaller one?” She must not reach out her hand and make the gesture of repairing the construction, but let the child experience, guiding the action indirectly, She should not scold him or laugh at him. She should react positively and encourage the resume of

learning through the child's self-experience.

The educational environment of the group room must be a suitable environment appropriate for learning experiences and situations.

One of the teacher's responsibilities is supporting children to learn from their own experiences.

Using learning situations occurring in the context of children's games (spontaneous and organized), the teacher should always provide opportunities for action and assuming responsibilities.

Secure and simulative environment that supports and encourages the child's personality development both globally and in its components, facilitates awareness of their own abilities thrust, and creativity. The child acquires abilities to make decisions and assume responsibilities. This working manner allows opportunities for independence and freedom of expression. This assumes teaching methods, because the teacher can teach the child flexibilities starting from his choices and from the activities which he proposes.

If the environment is appropriately structured having enough materials and well-defined educational purpose, the child will be permitted to choose the most appropriate learning game and its development. He will develop knowledge, skills and effective necessary social individual adjustment attitudes and will handle the environment.

Adaptation is realized through learning and this represents the base of competences and necessary abilities at the preschool child experience with objects and the regarding.

The adequate arranging of the space offers opportunities for solving their own problems. In case the children have some learning programs, rhythm and even learning particularities, they will find opportunities for improvement and adequate practice in a stimulating environment. The teacher is the one that uses this didactic resource as a support of his educational schedule and in favor of child's individuality.

It refers to independence of decision, management of the game, making choices action and establishment of social relationship with the other children and the teacher. In such an arrangement of space, children have the opportunity of coming in touch with others in the activity, and these relationships become free and are indirectly oriented by the teacher towards communication, cooperation, co-working, respect, negotiation, acceptance, tolerance, friendship etc. For example, if two children start playing together and communicate between them, the teacher becomes interested in what they talk about but she does not interfere to interrupt

their discussion.

If things get complicated and the kids start fighting over an object or another (resources conflict), the adequate tone, gesture and conversation must be found for solving the problem. Sometimes it is good to interfere other times it is better to let things flow, in case conflict solves by itself.

Anyway there is not only the solution of interfering and verbal sanction. Each case has its solution, at some point. It is good to allow the variety of solutions: indifference, acceptance, sanction, discussion etc. We must also take into consideration the importance of founding solution from children.

We could raise the rhetorical question: what is better – to irremediably separate two friends or to teach them to tolerate each other? Regarding this kind of problems nobody possesses a limited number of recipes. Every time the variables of the problem change: other children, other objects, other relationships or other teachers.

No one has full inventory of solution, but it is desirable to be flexible and to always find that way of fixing the problem which is appropriate to the situation, to the persons involved and the resources in use. Generally, there are three ways of action: indifference, positive and encouragement or sanction. Reality is much more complex

The effective environment offers the children opportunities of experiencing new solutions of acting/activity.

This thing is possible only if they feel free and are sure that their mistakes are not severely punished.

Playing with sand and water a child discovers how beautifully a color cap float on water, a cap that he brought from home in his pocket. Or he notices how interestingly some drops fall from a spoon. Then he brings a doll and wants to wash it. It is a delicate doll which can get damaged. The role of the kindergarten teacher is not to quickly take the doll for not being broken but to explain with patience that not everything must be soaked in water. She can show the child that only a little water can ruin the doll's makeup and at the same time she offers him alternatives: other things and dolls that can be soaked in water. It is best for a delicate doll not to be around the sand and water area. But if a child brings it there we must handle the situation. In fact, how would he learn that it must not be put in water if he has not experienced it? If we solved the problem through observations and scolding, we are risking the gesture to be stealthily repeated. There comes another problem: how and why the children get dirty when playing. If we think of the space efficiently, we will

understand that in places where they use paint or the ones where they use water, colors, flour or other liquids or solids that can cause dirt the floor must be covered with plastic or linoleum. During the game the children will have oilcloth or plastic aprons that will protect their clothes. If they paint while standing on a Persian carpet, do not scold the kids who spill the water bowl. The one at fault is the teacher who leads the activity. Or if you stick sheets of paper on the walls and let the children draw on them, don't be surprised when you see drawings in other spaces on the clean wall. Our role is to get them used to the rules, where they are allowed and there they are not but in the same time to avoid confusing occasions.

If we arrange the space in educational spirit, we offer proper support to the individual level of development. From her observations, the teacher knows what and how much each child needs. She can offer individual support through planning elements that reflect both personal needs and group needs.

Each child must be stimulated a little more to improve and to reach his real performances. Directly realized, this stimulation is often refused by the child, for it calls for effort. But if the stimulation is indirect, through the messages of the environment (what the child finds as objects and challenges of the activity within the educational space), these invites him to act. If in addition, he is not supervised with strictness and he is allowed to make mistakes, the child will surpass himself.

Another rhetorical question: "What is most valuable in the work of a child?". The drawing of a tree facsimile after the teacher's example or an awkward and simple twig made by a child that has not been drawing at all until today? As a child is learning how to draw and how to express himself through drawing, at each new drawing he adds a new detail for perfection. So you can see his evolution. The beauty and precision must be judge in relation to the child's possibilities and his effort.

It is best for young ages to appreciate the effort, the process of fruition of a product and not the product itself, which is not eloquent because of the very different paces of development. At the kindergarten on the panel, all the works must be exposed, completed or not. They represent the children's efforts. The judgment of the kids and the appreciation is good to be made with themselves, not in competition. The idea of the best will come with time.

Now it is important to give each child the chance of capitalization. We must keep in mind that every child has something good and at young ages, when the self-image is created and the process of character building

and the self-esteem begins, the teacher must capitalize them all, stimulating them individually.

Through the arrangement of proper space we can also offer him the opportunity of feeling good with himself in the group. Through support, interest and understanding of the children's efforts the teacher contributes to the building of each individual's self-image. The process of self-knowledge and identification, so important in the becoming of the personality is related to the factors from the socio-cultural surrounding environment and to the answers the child gets for what he is doing.

The child has time to develop his own ideas and images if he is allowed to play as much as he wants where and with who he likes. Hereby, a construction made by a child must not be destroyed only because we decide to collect the toys. He will also find the next day the thing already started and will have the pleasure of finishing it. Keeping the order in the group room is very important, but also flexible. If we notice that a child has a slower pace in what he does or shows a great pleasure in continuing the game, the role of the teacher is to analyze these situations and not interrupt the activity.

Of course, there are various situations. It is good that all children should feel valued and be offered all the possibilities of collecting toys and keeping order. It is recommended that there should be a special moment for this: a bell or a song to remind children that it is time for them to clean up and start another activity.

If the educational space from the kindergarten fulfills these requests, it becomes an effective space for the children's learning and development.

Do not forget that the entire kindergarten is arranged for children and so all spaces fulfill the roles mentioned. In all this organization, the adult's role, either teacher staff or any other intervenes from the unit, is very important. The space decorated with the works made by the children with practical and useful objects means thoughtfulness to its influence on kids.

Jean Piaget (1970) considered that learning with young children is the result of the interaction between thinking, ideas and the people who they get in contact with. Both the parents and the teacher have the duty of stimulating these interactions through proper arrangement of the life space and children's education.

What are the stimulating areas?

The arrangement of the space of the group in a new style, that does not imitate the school model anymore, but offers opportunities for free and creative games, corresponds in fact to the organization of the areas of

stimulation. There are corners, workshops, sectors, centers, fields, places where the didactic materials are put at children's reach in a manner that gives the opportunity of deployment of some activities meant to be in favor of their physical and mental development.

It is important that the areas should be designed so that they should express order and safety for children. The order of the toys, the games as a basic element but not as an excessive tax. The children will keep the order and at the same time it is important that they should have access to all the objects used. Also the game started is not to be interrupted and an unfinished construction is not to be decompose because the value of the product itself (the game and the construction) is much more important for children than order.

Pedagogically speaking areas are educational spaces that stimulate child development through the game proposals that are offered to them.

The explanation of such spatial group arrangement binds to the considerations on the importance and their role for the child.

The areas are another arrangement of space, by dividing it, in different and various spaces with purposes of experiential knowledge and development of the child, a different placement of the games and toys in the room a different training in the game and activity of the children following rules that stimulate the internal motivation and self-esteem.

Fundamental human activities which we familiarize the child with.

The areas of stimulation are corresponding, in fact, to the general activities of human type. They refer to knowledge and communication activities, handling and manipulating of larger or smaller objects identification with social roles, creative and artistic expression, movement more or less in different spaces, acquiring the sings and symbols of communications.

CHANGING THE PERCEPTION ON THE WORLD AND LIFE, ON HAPPINESS AND KNOWLEDGE IN NORMALITY AND PSYCHOPATHOLOGY

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Abstract: *The mental disorder works as a grid that changes the perception of reality, metaphorically this being expressed through an angle of refraction under which time and space, happiness, joy and knowledge, life and death, capability and incapability are seen. Through this article we aim to reveal several clinical situations, the main focus being that of the way in which the fundamental points of reference of our existence change.*

Later, the article is a perspective, a review of several books considered pillars of this literature, the thread that unites them being the view on modern defense mechanisms (in the behavioral and behaviorist way) to cope with life through maturity, humor, suitability, motivational and flattering techniques.

The transition from normality to the pathological and back is sinuous and confusing, life prevailing now and for future.

Keywords: *normality, mental distress, happiness, knowledge, motivational techniques, humor, flattery.*

Schizophrenia. Thought and affectivity, the two axes of the mental life, which punctuates our work and behavior, are mutually fingerprinted. Formal disorders and the ones with content from the cognitive sphere impoverish the individual, later resulting the difficult bearing of the emotional cooling and indifference in expressing feelings and emotions.

Schizophrenic patients lose access to knowing the real world. When the delusional pathology prevails, the expansive ideation or micro mania open the door to a pseudo-knowledge, in which the source of joy is the

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imaginative world, full of confabulations or delusions and dream amnesia. When the formal pathology prevails, the tangency or circumstantiality are disguised aspects through which the patient does not respond directly to external requirements, but indirectly, in an implied symbolic manner.¹

Manic pathology. Here the disturbances of the thymic function prevail, the expansiveness, joy and happiness in excess disturbing thoughts and actions of the said person. Time expands, everything becomes possible, death is canceled in its fundamental dimension by deification of the moment. Knowledge gets expanded by increasing the imagination, accelerating the rhythm and ideated flow, generating logical associations quickly. Metaphorically, everything connects with everything, knowledge becomes all-inclusive and potentially true, the said person striving to convince the interlocutors of the credibility, reality and authenticity of the experiences.

Major depressive episode. The patient is fallen in time, lost between the dimensions of knowledge, which gradually become challenging, once with the bleak perception on the world and life. Acquisition of new information becomes cumbersome and unnecessary in its own design, losing accessibility to the previously built internal world, to the forms of organization and planning of time and space. Time becomes deified in his gloomy and negative version. Happiness becomes impossible and unthinkable, knowledge narrows its own field. The sluggishness of the logical associations becomes omnipotent, the said person contemplating the futility of the legic and logic.

The anxious - phobic pathology. The access to happiness is being limited, the internal space being restricted by the inaccessibility to external space. The panic attack is a metaphorical representation of non - happiness, with an acute exacerbation of the body knowledge. All emotions are put to a maximal apotheosis, every cell of his own body evoking the fear memory. This pathology project in itself is expelled on the outside world into angst and anxiety (in the Generalized Anxiety Disorder, especially when it is complicated with agoraphobia) or projected

¹ Sadock, B., J., *Kaplan and Sadock Comprehensive Textbook of Psychiatry*. Lippincott Williams Wilkins, 2009.

in a particular object (in Phobic Disorders)². It's about knowledge of the physical Self taken to an extreme, with neglecting the knowledge in its higher abstract dimension. All that remains is a concrete, acute, painful knowledge, a mega perception of the body, to the detriment of the noesis findings that become impossible, regardless of their level of knowledge, training, premorbid functioning of the subject.

Pathology of cognitive deterioration. Anterograde or retrograde amnesia, confabulations, pseudo-reminiscents, ecmnesia or anecforia disrupt the knowledge in its fundamental meaning and attack the happiness by destroying the intellect³. Mild regression may be accompanied by a return to the happiness of the childhood, that in which everything is possible and nothing necessary, beyond primitive needs' satisfaction. Knowledge is rediscovering itself in its primitive sense, that of the accession with verbal support or object based to an immediate reality, with visual support. Organizing, planning, analysis, synthesis, as higher cognitive functions, no longer have meaning, happiness coming from immediate satisfaction through the senses, not through accession to representation of the intellectual knowledge.

Addiction pathology. It illustrates similarly a way of pseudo-knowledge, of achieving a higher form of enlightenment, discovery, flashbacks through investing sites through imaginative and investive reconstruction of happiness. The corrupt Self pathology, of happiness poured through narcissistic twinning and identification with dreaming and reverie gradually destroys authentic understanding by organic impregnating the brain with impossibility of acquiring new information.⁴ Momentary happiness and sensory knowledge extrapolates the size of a specific *here and now*, marching towards the ineffable. Happiness is obtained by any means, it is "grabbed" from reality, as is knowledge, performed in a shamanic way. Individual personality is affected deeply, in the nucleus built more or less eloquently, until the onset of symptoms.

² Montreuil, M., & Doran, J., *Tratat de psihologie clinică și psihopatologie*. București, Trei, 2009.

³ *Marele dicționar al psihologiei*. București, Trei, 2006.

⁴ Gabbard, G., O., *Tratat de psihiatrie psihodinamică*. București, Ed. Trei, 2007.

The phenomenon of suicide - a non - psychiatric perspective

Behaviors falling within this area: sacrifice, blackmail, attempted suicide, self-destruction. There are special people who have presented a suicide attempt, but failed to achieve the act, which helped them to know, to understand themselves better, to be able to overcome difficult situations, momentary situations, of their existence. The idea of suicide can be connected to blackmail as well.

There are two main "*points of view*" related to the dynamics of suicide:

- * the unconscious act, in which deliberation and anticipation are at instinctual level *and*
- * the fullness of the conscious act with self-destructive desire.

Other self-destructive behaviors are: accidents, self-mutilations, exposure to dangerous acts, which are made possible by reducing the preservation instinct and entering the large area of para-suicidal phenomena.⁵

There are different levels of adjustment and balancing of a person to the conditions and requirements of the internal and external world. The suicidal act is, in most cases, a consequence of the lack of adaptation of the individual to these conditions and requirements.

"Instinct and Intelligence"

Developing behaviors that in the past would have been called "instinctive" may be due to varying conditions of life periods.⁶ For half a century, the researchers' attitude in matters of human behavior development was greatly influenced by psychoanalysis (*Freud and his followers*). These theories hold a special place in the evolution and in the human behavior. They deal with motivation or internal springs of behaviors, trying to explain why a man is arguing systematically with his superiors, why another one regularly humiliates his subordinates, why another one repeatedly steals objects that obviously he has no need of and does not want them.

There is a high probability that among individuals deprived for a long time of maternal care they tend to develop disharmonic personalities or

⁵ Rudica, T., *Psihologie umană și paradoxuri ale existenței*. Iași, Polirom, 2006.

⁶ Barnett, S., A., *Instinct and Intelligence*. New Jersey, Prentice - Hall, 1968.

personality disorders. In families where the father is a tyrant, while the mother has an insignificant influence, the percentage of male children with antisocial tendencies is superior to those from families where mothers play an important role. The children of unskilled workers respond less adequately to formal education than those of specialists; they also have poorer results on tests of intelligence. But we must not forget that the two groups of children grow up in different environments. Genetic differences exist between individuals in any human population, but their importance in establishing differences between groups are economic issues also that can only be determined taking into account the environment being influenced.

People do not have an immutable fate that was destined to them at their conception or birth. Obviously, each individual has its own genetic constitution, usually unique. However, what a social being does under the intellectual aspect is determined to a significant degree by his own efforts, combined with those of parents, teachers and others.

Motivation of human behavior

Human change can be done in two ways: one brutal other slower, which requires changing the environment and values⁷. Humor is a tool of communication, useful in guiding the other's reactions. The third language is represented by gestures and attitude, encouragement, the new art or flattering, developing insight, transformation of the mental structures, motivation, predicting the future, as a way of reinforcing socially accepted behaviors, demonstrating the absurd (for fun).

We cannot change the human nature without knowing or imagining the starting position and the goal we want to achieve. The man tends to learn certain attitudes and maintain them. These rules allow him to live life with a minimum of complications and difficulties. All attempts aimed at changing human nature, even with the obvious aim to achieve better adaptation, are generally constrained by a resistance. Changing human behavior seems therefore necessarily related to the ethical aspects of the purposes to which human beings are pushed, in a democratic form of government, the people being forced to learn to decide, to think, to call into question the issue of truth and ask questions. Most structured religions will change human behavior, so that the said person is

⁷ Fishbein, M., Ajzen, I., *Belief, attitude, intention, and behavior: An introduction to theory and research*. Reading: Addison-Wesley, 1975.

determined to accept dogmas and fundamental data without rethinking them and questioning them. This is the fact thought to cause behavioral changes.

Another realistic technique that allows changes into the human nature is to attack the environment and provide the human being the means to dominate it. *Jesse Taft*⁸ expresses an interesting notion, namely that of fear of death. She says that "the substance" which we call "fear of death" is, in fact, a feeling of guilt of which we feel defeated. During his life, the individual is constantly torn between *the desire to progress* and *desire to stagnate*, i.e. to remain where he is. This is somewhat similar to the statement that the interaction between the *desire to unite* and *the desire to separate* is permanent.

The most logical way to get people to change is that they demand it themselves. In fact, this is the purpose of the 10 Commandments, which were not fully achieved. Resistance cannot be suppressed, except by accepting the facts as such.

Nowadays, communication and advertising techniques are appealing more and more to humor. Humor is a creative translation, nuanced, of almost everything that happens around us⁹. The most important advice that might be given to the way of using humor as a means of communication is to not take into account the desire, activity or human hope and to see if things can be reconsidered, returned. There is virtually no aspect of life that cannot become a nuance for joke. Jokes about death are a way to accommodate us with the idea of death, this being an example of intelligent social behavior. Humor must create a relaxed atmosphere, while the humorous expression must comprise one easy element of repetition.

The humorous message is a play with actors and protagonists, for ease of identification. Humor has to distract from daily problems and provoke a state of laughter. It must be universal and involve a degree of exaggeration, a condensation, but also an expansion of the presented ideas¹⁰. It should appear at the right time and be greeted with caution by those to whom it is addressed. *For example*, we go to the theater to see a play and we are tempted to ask the person next to us, what he thinks

⁸ Taft, J., *The Dynamics of Therapy in a Controlled Relationship*. Macmillan, 1933.

⁹ Billig, M., *Laughter and Ridicule: toward a social critique of humour*. London. Sage, 2005.

¹⁰ Martin, R., A., *The Psychology Of Humour: An Integrative Approach*. London: Elsevier Academic Press, 2007.

about it. This, in a minimal way, will change our perception of the play. The question plays a catalytic role of opinions, which is related to suggestibility.

To make certain people formulate an opinion, a very important rule is that you do not rely totally on the personal opinion. Therefore, explaining a number of factors should be considered firstly, such as:

- * to quote a clear and net reaction expressed by a person exercising authority;

- * to give a frame of reference to the queried people, but to which they would be able to relate by developing their own reasoning.

After all these precautions, the public is being informed what is *liked* and *not liked* in the product of the play, after which the opinions of others are presented and further explanations are provided. Related to gestures and attitudes, there are special classes of Social Psychology, which debate the means of communicating the intellectual - emotional concepts. Many religious groups and political parties successfully resorted to the non-verbal and symbolic language. In this area, the current trends are: contrast, multiple language, instant attitudes. The utilization technique of the things outlined above correlate with the manner of using in time the fundamental gestures, concepts, emotions, sensory stimulation.

When we ask ourselves who would dare to appeal to willpower to change the usual behavior, it seems only that a mere recommendation would be sufficient. Or is this about a difficult undertaking? One of the difficulties we face is connected, for most of us, to a concept well known, our personality traits. We are, *for example*: introverts, extroverts, lazy, intelligent or inventive. The errors believing in the static and permanent nature of our character gives us an excellent excuse to not make any major effort, likely to maintain a transformation of our fundamental features.

Current studies indicate, however, that we are dynamic through our nature and in us there is a very wide range of potentials. As individuals, we can be at *the upper* or *lower limit* of what we might be. How we evaluate our life and skills depends largely on ourselves. In rare moments we perceive *extreme limits of what we might be*, as a huge discovery: in a state of drunkenness or after LSD absorption or - what is the most important - after being congratulated and encouraged for achieving something that we thought we were incapable of. In time of war, encouraging has a special role, increasing body stamina. It can come from a person who was encouraged by a particular technique and who invites us to imitate. It's about behavioral examples of groups we belong to and that go on the

principle that *if all the others are capable of acting according to a specific conduct, we have to become just like them*. As witnesses to the efforts of others, we are thus encouraged. In a way, encouraging is a form of "psychological vitamin", which we can infuse in our own minds. The most important area in which the individual should be encouraged is the *civic domain*.

Flattery is a very important motivation technique in behavioral changes. In the majority of the life situations, we deserve to be flattered and we would like to rise at the height of the eulogies we receive. In this manner, we would modify our behaviors with much more pleasure than when receiving an avalanche of attacks and insults. It can be a means to access the mutual acceptance of differences. *One example* is to flatter someone, even when they do not fully deserve it, to determine them to achieve the height of what we want them to be.

Ways to do so:

1. This technique is related to *learning good manners*. You must observe the person, see what is individual, genuine about him, to discover the distinct features. If the observed detail is specified, that flattered person feels as a subject full of attributes and worthy of analyze / value.

2. You must *discover someone's dreams*, aspirations and encourage them. A sure way to achieve the desired effect is to show respect to the person in question, as well as the fact that you have been observing his efforts and results. Our whole wardrobe and that fact that we change our attire daily is a way to flatter ourselves and the desire to be flattered. In the near future we will equally have at our disposal a battery of intellectual and psychological *ornaments* and accessories of "flattery", from which we can extract something for everyone.

3. Another technique is *to flatter ourselves* with the idea that each one, for the other, represents a psychological mirror. Flattery technique has been known since the pharaohs, but today it can be enrich with many meanings.

4. *Developing insight*. We want to determine a change in ourselves or in people whose change might be profitable to us. We are looking for the secret button that could be pressed, in other words, the trigger. Insight can be a parlor game, but can also be a human quality. It becomes important in difficult situations, such as bankruptcy of marriage, children misunderstood by their parents. There are three main forms of

development of insight:

- * *Enrichment of consciousness*
- * *Innate skills*
- * *Learning capacity.*

The only true form of human knowledge is based on sudden insight or understanding of the meaning of a particular gesture or reaction of a person. Insight (or flare) is dependent on human brain function as we have, in our mind, the provision of a whole "library" of structures, of graphical models and shapes with two, three or four dimensions.

When we, individually, have means that give us a description of **progress**, the progress is generally thought of on a straight and upward line. But it would be much easier to compare the progress of man with a spiral in which we return to the same starting point, but at a higher stage of evolution. Human progress follows a scheme: the thesis, the analysis, the synthesis. Transforming our sensibility is part of the same problems. Science is full of examples proving that progress is not possible, except in the case where there are pre-existing models to converge to.

Specifically to young people's motivation is the research (search) for truth, fear of sentimentality, dismantling barriers, desire to be different, possible to study alone and refusing materialism. Contemporary, the emphasis should be on observation and feeling. At the same time, there should be a dose of honesty. Humor is, likewise, very important. Messages that tell a story have to preserve an air of detachment. Color is gaining importance; our world today is very colorful, this becoming a reaction to what young people consider to be a world that lacks effectiveness.

The instant notice of antagonisms and unpredictability counts very much. Today's young people find a sense of non - sense. For them, life is a continuum in which there is no beginning, no middle, and no end. Predicting the future is necessary for the *motivation function*¹¹. If we would remember more often that we are mortals, we would not waste our time with useless and trivial things. If other people around them, at similar age, die, young individuals can change the image of the future. Psychologists have studied the lives of geniuses who died young, but who still managed to get through all the stages of existence. The most striking of human faculties is *the anticipation of future actions and consequences*, a skill that is

¹¹ Cofer, C., N., Appley, M., H., *Motivation: Theory and Research*. New York: John Wiley & Sons, 1967.

neglected in attempts to change human nature.

Another motivation technique that can successfully be used to determine individuals in changing after the desired behavior and personality is the one where he is encouraged to foster his own ideas, but making them clear to him, detailing his wishes in the smallest detail. Attitude is designed to facilitate decision-making.

If you would give someone, on a TV show, the topic of demonstrating the absurdity of a war, a way could be to appeal to absurd science-fiction scenes. *Demonstrating absurdity* is an effective form of awareness of the cruelties of reality. There are no oral arguments that could convince the audience of an absurdity as well as experience.

Joy may be an important factor, likely to help us get rid of our puritanical views on life and to do a better job. Work is more enjoyable if seen as entertainment rather than as punishment. We could thus create an enjoyable life and commit to a serious struggle against death, considered to be an inevitable biological phenomenon.

Leading to the progress of society: improving communication between people, fighting against national and racial prejudices, reducing the gap between generations of people, doing what is good and right for them, observing recommendations, motivating the community, helping people make the decision to change their habits, stimulating creativity and innovation, combating fear of directing others to change their beliefs, promoting mobility, communicating the meaning of a commitment, mastering your emotions, overcoming psychological obstacles and political attitudes, moving towards standardization of the world and for peace. At another level, these are ways in which **pragmatic intelligence** can be put into practice. It is important to take into account the previous experience.

Generally man is afraid of change. He needs, in particular, a certain technique of encouragement. It is therefore necessary that the problems should be addressed in a way that would raise awareness over the fact that human behavior cannot be changed, unless corollary corrections are made.

The purpose of education is to open, spiritually, to invite and encourage individual to study and try new ways to have a pleasant life on a physical, as well as aesthetical, level. For this, it is necessary to apply an arsenal of ideas.

Poverty and Charity

Improving communication between people involves: sudden understanding of a cunning attitude, of subtlety, of ingenuity, of the role style has in people's lives, participation, arguing the use of symbols, the discovery of individuality. Anti - fatalism is a new need, people have a fear of compromise. It is fashionable to give a touch of sex - appeal, in the area of health, for everything that could be associated with fear: agglomeration, old age, lack of will, loss of freedom, fear of people dressed in white.

Other goals might be:

- * Use of a dynamic language;
- * invoking a sense of humor to show that fears are learned;
- * associate youth with the word "action";
- * giving courage to patients;
- * The value to the idea that, if you take care of yourself, it does not mean that you are being selfish or detained, on the contrary, it means keeping your destiny in control.

The decision means choosing one at the expense of another, while *being undecided* is a different term from *neutral*.

Conduct and civilization

The first condition for a smart social behavior / conduct is networking and integration¹². The problem of civilized contemporary education involves the conscious act of realizing what the options are for a type of value over another. *For example*: the behavioral model based on the cult of fulfillment (available in Japan and China), the models based on participation, actions, and moral model of the "fair - play" civilization, and morality and honor.

Personality, within the civilizing context, is a result of actions, communication, intelligence and imagination, learning and human self-education based on **the axis of human being - behavior - civilization**. The core is the respect and care for man, in a climate of free choice, knowingly and with an axiological potentiating, with human construction in action. Education of human behavior from a civilization point of view is one of the factors that ensure favorable conditions of freedom and full human development.

Education, through its nature, valuably influences the human aspect,

¹² Neacsu, I., *Civilizație și conduită*, București, Ed. Științifică și Enciclopedică, 1987.

guiding the behavior to what is socially desirable: activism, commitment, primary attitude towards self and others, ardent patriotism and love of men and people in general. Empathy is a code of civilizing communication, "the human existence being a quality."

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COMPETENCES BETWEEN CONCEPTUAL CLARIFICATIONS AND DIDACTIC REALISM

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Abstract: *The term competence has multiple meanings; its meanings refer to the area and context in which they are used. It is necessary to view competence from a multitude of perspectives: the judicial perspective, the professional development perspective, but also from the psycho-socio-pedagogical perspective.*

The meaning and significance of the concept of competence, from the contemporary problematic perspective of education, originated from N. Chomsky.

From the psycho-pedagogical perspective, competences can be:

A. general competences and specific/ specialized competences

B. cross competences and disciplinary/professional competences

C. individual competences and collective competences

D. key competences

Keywords: *competence/ competences, knowledge, abilities, attitudes, general competences, specific competences, cross competences, professional competences, individual competences, and collective competences.*

I. Conceptual clarifications

Over time, the concept of competence has suffered a range of changes of meaning and significance. From this point of view we consider it necessary to bring about some conceptual restrictions.

G. Boutin (2004)¹ says that the approach by competences has its origins in Taylorism and it is in direct agreement with the principles that pertain to the organizational reasoning of industrial work. Subsequently, towards the end of the 60s, the approach by competences was introduced in the American school system, and then it branched out into Canada and Australia, and other European countries starting with Switzerland, England and Belgium.

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¹ Boutin G., *L'approche par competences en education: un amalgame paradigmaticque*, in Connexions (REVUE, nr. 81-2004/1), Psychologisation dans la societe, editions Eres, 2004.

The paradigm of the approach by competences broadened into Europe, greatly and evenly, due to the process of European integration of the EU, through the European Qualifications Framework (EQF) and also of the opportunities offered by the National Framework of Qualifications in Higher Education (CNCIS). In Romania, the approach by competences appears unsubstantially in specialist literature after the year 1990, and as a practical approach starting with the year 2000 through the National Curriculum for Further Education; Higher Education takes over the approach by competences officially (in an official capacity), judicially with the law 288/2004.

The term of competence has multiple meanings, which are in line with the area and context in which they are used. It is necessary to view competence from different perspectives: judicially, from the point of view of the professional development of an individual but also from a psycho-socio-pedagogical perspective.

- Judicially, from a formally social view, competence is defined as “an individual or organization’s right to make decisions in certain areas, and at certain levels of the organization’s configuration/structure”; as a result, competence tends to become responsibility, because it involves decision-making.

- Professionally, as far as the individual goes, competence belongs to the knowledge and abilities needed to fulfill assignments/work commitments; as such, competence must be seen to be on the same par as qualifications.

- From a psycho-socio-pedagogical viewpoint, competence can be identified with: habits, knowledge, skills, abilities and performances.

The approach/interpretation of the term competence, whether as responsibility, or as qualification, or through psycho-socio-pedagogical terms (habits, knowledge, skills, abilities, performances) underlines and confirms the range of meanings of the term competence, but also the harshness of the conceptual clarification, with the utmost scientific rigour of the term competence.

Contemporarily and educationally speaking, it was Chomsky who first introduced the meaning and significance of the concept of competence. He differentiated between linguistic competence (the internal ability relating to the mental structures and mechanisms) and linguistic performance (the actual usage of the competence in concrete, diverse contexts). Consequently, we consider it necessary to apprehend competence as an ability/ range of abilities that are demonstrated through

performance, this performance being dependent on contextual factors (subjective or/and objective). When directly speaking about cognitive psychology, competence involves the ability to operate on all levels of knowledge (declarative, procedural, conditional, metacognition). Pedagogically speaking, competence has been linked to the practical side of learning which targets the social and professional integration of an individual /or group of individuals. Also, it is necessary to analyze the concept of competence in close connection with social values. Going back to G.Boutin we note that he sees the approach by competences in an educational set-up as a “paradigmatically amalgam” which desires to be an “alternative paradigm to other major pedagogical paradigms mainly, as an alternative to pedagogy through its objectives and even to pupil/student-centred pedagogy”.

Just as educational discussions/debates inevitably raise the issue of a lack of education, so must competence be viewed through negative statements of what is not classed as competence! We are putting forward Voiculescu’s reasons (2010)²:

a. Competency is not restricted to an range of knowledge; mastering some varied domain-specific knowledge and the ability to reproduce it on demand are not indicative of competence (G. Scallon, 2004)³; competence as a result, means to mobilise and use this range of knowledge in real and diverse life situations.

b. Competence is not restricted/narrowed down to habits or skills, that is „knowing to do”; it is not the same as „knowing to act”; and as a result, competence must be seen through the „knowing to act” (Le Boterf G., 2006)⁴.

c. Competence does not equal performance. The distinction must be made between the noticeable effects of competence, that is performances, and competence itself as a generating and explanatory factor of performances.

d. Competence is not an abstract ability, context free. Scallon (2004, op.cit.) thinks that competence cannot be either observed or taken out of a „vacuum”, but only in a specific situation and a given context.

² Voiculescu F., *Paradigma abordării prin competențe în Ghid metodologic de pedagogie universitară*, Ed. Aeternitas, Alba Iulia, 2010.

³ Scallon G., *L'évaluation des apprentissages dans un approche par competences, series, Pedagogies end developpement*, De Boeck, Bruxelles, 2004.

⁴ Le Boterf, G. Conseil, www.guyleboterf_conseil.com, *Comment le formateur, peut-il aider l'apprenti a mobiliser ses competences en situation de travail?*, CRERA, Toulouse, 2006.

e.Competence is not the attribute of the isolated individual. It is required in this context to show that even if competence is an internal ability of an individual, it is not the product of the individual isolated from the interactions that occur in a certain situation and context.

Perrenoud Ph. (2005)⁵ shows that a competence makes one act , being therefore an ability of acting in a range of comparable situations, a set of means of obtaining intelligent, efficient and effective actions.

C. Delory (2002)⁶ defines competence as an in-built set of knowledge, habits and attitudes, which permits/allows the subject confronted with different situations to adapt, solve problems and complete projects.

Synthetically speaking, competence must be seen as an „ individual/collective characteristic attached to the possibility to mobilise and put into action efficiently in a given context, a range of knowledge, abilities and behavioural attitudes” (Voiculescu F. op.cit.).

II.The structural analysis of a competence

Aubret J. și Gilbert P., (2003)⁷ explain synthetically and pertinently the common features of the notion of competence, namely:

- a.Reference to the assignment/human activities/ problems to solve in an identifiable circumstance;
- b.The expected effectiveness of an individual/group of individuals when solving assignments/problems;
- c.The structural nature of the processes of mobilisation of the knowledge/ habits/behavioural attitudes that ensure efficiency;
- d.The possibility of making predictions about efficiency.

From the perspective of these four common features comes off **the structure of a competence**, namely: the internal and external or contextual structure.

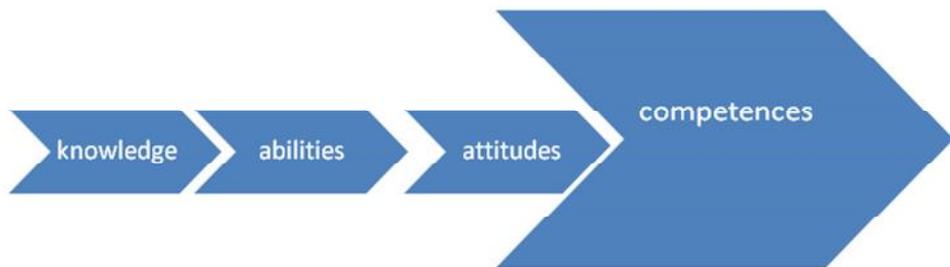
1.*Internal structure*: knowledge, abilities, attitudes (after D. Potolea, S.

⁵ Perrenoud Ph., *Developper des competences, mission centrale ou marginale de l'universite?*, texte d'une Conference au Congres Internationale de Pedagogie Universitaire 12-14 septembre, Universite De Geneve, 2005.

⁶ Delory C., *L'evaluation des competences dans l'enseignement fondamental...* Presses Universitaires de Louvain, Belgique, 2002.

⁷ Aubret J., Gilbert P, *L'evaluation des competences*, Pierre Mardaga Editeur, Sprimont, Belgique.

Toma, 2010) . Synthetically, this structure is represented as:



Knowledge is based on reality or about the real life event. (Ph. Perrenoud, 1995)⁸. From the cognitive psychological perspective, there are more types of knowledge: declarative, procedural, conditional and metacognition.

-Declarative knowledge (“to know that”) refers to facts, concepts and even theories; even if it is organized in semantic networks or cognitive schemes, it has no direct connection to a particular use. It does, in fact, represent a mere cognition. In higher education, it is found in receptive learning and also excessive verbalism. In the university set-up, it appears when university teachers pass down (teach) to their students their declarative knowledge (that is to say that the action itself is missing/ context use).

-Procedural knowledge (“know how”) is pre-requisite to the way contexts work. In higher or further education set-ups, the existence of procedural knowledge shows that pupils/students took part directly in their own development, as partners of the lecturers (the learning took part actively-interactively).

-Conditional/contextual/strategic knowledge is the knowledge that allows the pupil/student to decide by himself the moment or context in which he may utilise the declarative or procedural knowledge. Through this strategic knowledge there are new, efficient and effective solutions to the range of problematic situations/ real life situations.

Metacognition, as I. Radu (2000)⁹ mentions, allows individuals a two-fold cognitive awareness:

⁸ Perrenoud Ph., *Des savoirs aux competences. De quoi part -t-on en parlant des competences?* In *Revue Pedagogie Collegiale*, Vol. 9, nr. 1, AQPC Montreal, 1995.

⁹ Radu I., *Strategii metacognitive în procesul învățării la elevi, în vol. Studii de pedagogie aplicată*, Ed. Presa Universitară Clujeană, Cluj-Napoca, 2000.

-the individual comes to realize his own intellectual potential;
-the individual becomes aware of the requirements of the assignment, of the strategies required to accomplish this adequately, activating his basis of knowledge.

Abilities must not be mistaken with habits or knowledge because they are superior to these. Abilities, in fact, refer to knowledge or habits, underlining their degree of assimilation, usage, integration of these in complex activities that a pupil/student/teacher takes part in. However, ability is occasionally defined as “synonym with competence, skillfulness, dexterity, subtleness, ingenuity, underlining the easiness, swiftness, the superior quality and precision with which one takes part in particular activities, implicating the appropriate self-organization of a concrete assignment, a subtle, efficient adaptation”. (P. Popescu-Neveanu, 1978)¹⁰.

Attitudes refer to “an individual’s internal predisposition to an element of their social world/environment (social group, problems of a society) directing the adopted conduct either in the actual or symbolic presence of this element” (Doron R, Parot F. 1999)¹¹. Synthetically speaking, „attitude can be defined as a way of relating the subject to his environment, to the others and to his own self, involving cognitive, affective, motivational, willing and behavioural components” (Voiculescu Fl. op. cit.).

2. *External/Contextual structure (assignment, situation, context)* must be perceived through the components and relations that make up the real situation in which competence is shown and in which the competent action takes place; synthetically speaking we are referring to assignment, situation, context.

We must make a point here that from the perspective of a systemic analysis, competence wise, internal and external substructures are conditioned by one another, as such their approach has to be integral. The two substructures represent in fact external and internal factors. The integral paradigm of competence shows us that the internal factors (knowledge, abilities, attitudes) are placed in a specific context in agreement with the assignment and situation.

¹⁰ Popescu – Neveanu P., *Dicționar de psihologie*, Ed. Albatros, București, 1978.

¹¹ Doron R. , Parot F., *Dicționar de psihologie*, Ed. Humanitas, București, 1999.

III. Types of competence

From the psycho-pedagogical perspective, competences can be:

- a. General competences and specific/ specialised competences;
- b. Cross competences and disciplinary/ professional competences;
- c. Individual competences and collective competences;
- d. Key competences.

It is necessary to make the connection in the case of the binomial of competences in order to have a better didactic understanding.

General competences and specialist/specific competences. General competences must be viewed as those components that condition the efficient and effective outcome of a wide range of activities from a variety of areas. Specific competences are those competences that condition the successful outcome of a smaller number of activities from a specialist, finely defined area. A brief analysis between general competences and those specific is allowing an adjacent type for both competences (the successful/efficient completion of some activities) but also a specific differentiation (the register of activities is on a wider spectrum and from different areas in the case of the general competences). Also, it is necessary to look at the relationship of complementarity between the two types of competences. In education, general competences are closely related with subject competences having, however, a qualitative significance given by transdisciplinarity and meta-disciplinarity. From an integral learning curriculum perspective, general competences may be the object of some dedicated and delicate curricular contents, similar to the cross-curricular homework (Ciolan L., 2008)¹²; in conclusion, these two types of competences are not required successively or separately, but altogether in a hierarchical fashion. From this perspective, Aubret și Gilbert (2003, op. cit.) distinguish three levels of formation of competences starting from the most abstract level in relation to the action filled situations, to the level nearest to the peculiarities of each situation:

-The level of general competences, which represents the essence of any integration of an individual;

-The level of operational competences, pertains to certain situations for which a person may be seen susceptible to adapt;

-The level of situational competences, indicates the applicability level

¹² Ciolan L., *Învățarea integrată. Fundamente pentru un curriculum transdisciplinar*, Ed. Polirom, Iași, 2008.

of general and operational competences to specific peculiarities of certain situations.

Cross competences and subject/professional competences. Cross competences must be perceived as life competences as they allow an individual to adapt to the dynamics and complexity of real life. Therefore, they are context based. They are called cross competences as they surf across different professional or subject areas. It is necessary to show that this transversality of the competences must be seen as transferrable and as an extension. From this context, cross competence is cross-disciplinary, and as such allows the transfer in contexts/different areas and ensures the extension of the contexts covered. Professional competences must be seen in the context of a specified professional field, as they are perceived as some common competences of different qualifications, or becoming specialized in a certain area.

Individual and collective competences. As competences are attributes of a certain individual, they appear to be personalized/individualised. Therefore, each individual in a given context will act accordingly. However, we must mention here that more often than not/for the most part an individual will act in groups, in teams, in organizations, based on co-operative, competitive, hierarchical relations, etc. We may say that individual competences interact with those of the other individuals in a group, leading to collective competences, as a rule. As far as team work is concerned, in different organizations collective competences start to shape up, in a team, group or within the organization.

Key Competences. Key competences behave as a basic competence and are transferable and multifunctional. Also, they make the most of individual competences, and through interaction it configures the distinct profile of a group, team, organization. Key competences for education and life development – European reference framework, have been adapted by Romania, with the law number 1, LEN/2011. The European Reference Framework is made up of eight key competences, each one being described through knowledge, abilities and attitudes. A detailed discussion can also be found in **Marin, T. (2012) „The Status of Key Competences in Strategic Directions. The Objectives of Educational Politics”, in Methodological Aspects of Teaching and Learning, coordinated/led by G. Pohoată.**

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