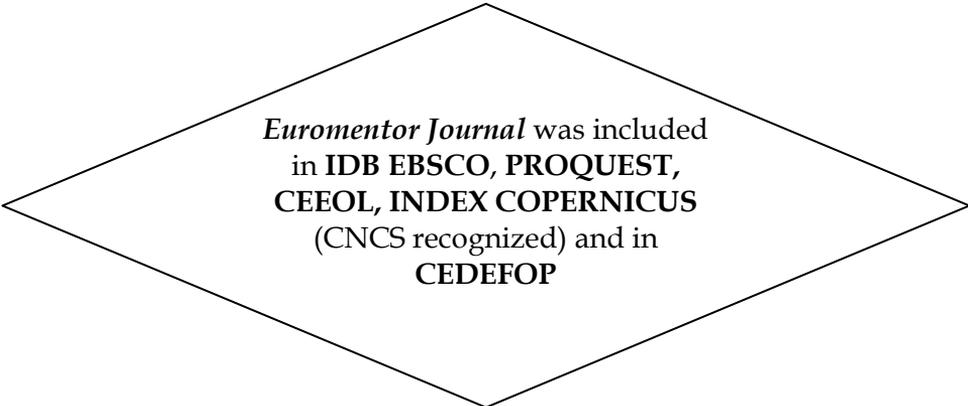


**EUROMENTOR JOURNAL
STUDIES ABOUT EDUCATION**

Volume V, No. 1/March 2014

“Euromentor Journal” is published by “Dimitrie Cantemir” Christian University, Faculty of Education.

Adress: Splaiul Unirii no. 176, Bucharest
Phone: (021) - 330.79.00, 330.79.11, 330.79.14
Fax: (021) - 330.87.74
E-mail: euromentor.ucdc@yahoo.com



Euromentor Journal was included
in **IDB EBSCO, PROQUEST,**
CEEOL, INDEX COPERNICUS
(CNCS recognized) and in
CEDEFOP

EUROMENTOR JOURNAL STUDIES ABOUT EDUCATION

Volume V, No. 1/March 2014



ISSN 2068-780X

Every author is responsible for the originality of the article and that the text was not published previously.

CONTENTS

ON THE VERY IDEA OF INNATENESS	7
NILOUFAR JAFARI, MAJID AMINI	
THE BEGINNING OF ENGLISH LANGUAGE TEACHING IN THE ROMANIAN SCHOOL.....	35
MIHAELA MOCANU	
BECOMING A GOOD TEACHER OF ENGLISH	40
DOINA IVANOV	
SWOT ANALYSIS AS THE FIRST STAGE OF THE PROCESS OF THE STRATEGIC MANAGEMENT OF THE EUROPEAN HIGHER EDUCATION INSTITUTIONS	47
MYROSLAVA HLADCHENKO	
THE INTERNATIONAL CONTEXT OF EXTRACURRICULAR ACTIVITIES - TRENDS	66
OVIDIU MĂNTĂLUȚĂ	
FAMILY, CHURCH AND SCHOOL - EDUCATIONAL SYNERGETIC CONNECTION IN A SECULARIZED AND GLOBALIZED WORLD	76
VALENTIN FOTESCU	
ASEAN - HOW ACQUAINTED OF A STAFFER FOR SOUTHEAST ASIAN EDUCATION?.....	83
IOANA-BIANCA BERNA	
THE SITUATION-BASED APPROACH - THE NEW TEACHING PARADIGM OF THE FUTURE	95
MARIN TUDOR	

THE PSYCHOANALYSIS OF PLAYING	106
CONONA PETRESCU	
METHODS OF INTERVENTION ON TEST ANXIETY REDUCTION.....	114
MIHAELA STERIAN, MIHAELA MOCANU	
THE CONCEPT OF NARCISSISM IN PSYCHOSIS AND IN SEVERE PERSONALITY DISORDERS.....	120
SIMONA TRIFU, RALUCA ZAMFIR	
PSYCHOANALYTIC FRAMEWORK. REALITIES AND MYTHS IN THE THERAPEUTIC CURE.	128
SIMONA TRIFU, RALUCA ZAMFIR	
VASILE ALECSANDRI OR THE EARLY ROMANIAN THEATRE ...	143
MIHAELA DANIELA CÎRSTEA	
A MISTERY OF THE ROMANIAN LITERARY HISTORY: TUDOR ARGHEZI DISEASE	149
MIREL ANGHEL	

ON THE VERY IDEA OF INNATENESS

NILOUFAR JAFARI,*

jafarin3@vcu.edu

MAJID AMINI**

mamini@vsu.edu

Abstract: *Over the past several decades, it has become increasingly apparent that much of our cognitive abilities rely on the existence of innate theories of some specific domain of knowledge. For example, it seems that children possess an innate basis of information about other minds whose disruption can ensue in pathological states like autism. Innate beliefs have also been invoked in the explanation of other domains of cognitive competence such as: our knowledge of basic properties of physical objects and of kinds of stuff; children's ability at exploiting limited information about numbers, sets, and basic algebraic operations; adults' conception of numbers; music perception; naïve conceptions of the physical world; certain facial expressions of emotions; deductive inferences and our reasoning concerning actions and their practical consequences. But, what does it mean for something to be innate? The purpose of this paper is primarily to explore what constitutes innateness and how something is determined to be innate in light of the wide spectrum of positions developed under the ubiquitous umbrella of innateness.*

Keywords: *Canalisation, Chomsky, Fodor, Innate, Invariantism, Linguistic Innateness, Nativism, Primitivism.*

It may not be amiss to start with the observation that nowadays *everybody* is a nativist in a sense. That is, contrary to popular perception, even most contemporary non-nativists do not think that nothing is innate.¹ *No one* thinks that the mind is really *tabula rasa* at birth simply because

* Professor PhD., Virginia Commonwealth University.

** Professor PhD., Virginia State University.

¹ Note, for example, the following statement by one of the arch-critics of nativism: 'No one really argues ... that organisms are devoid of structure, pristine pages on which anything at all may be written (and even a page has structure!).' (Oyama, 2000, p. 2)

there is *something* different between humans and rocks, for example, which accounts for the fact that humans, but not rocks, learn to speak natural language, do arithmetic, and so on. A truly *blank* slate could not learn *anything*. *Everyone* thinks that *something* is innate, and the substantive question in the nativism/non-nativism debate is about *what* is innate, not *whether* anything is.²

This leads to a second observation that there is not any such thing as *the* nativist/non-nativist debate. There are *lots* of debates about nativism. In fact, there are as many nativism debates as there are claims and counterclaims about what is innate. Accordingly, one is probably better off thinking of both “nativism” and “non-nativism” as doctrines which admit of degrees, and perhaps think of the various positions one can take about what is innate as forming a continuum, with some positions being more (or less) nativist/non-nativist than others.

There is also another sense in which there is not just one nativism debate. Obviously, there are many things one can be a nativist about or not, and for each of these one can raise the issue of nativism. One may pose the issue of nativism concerning various *cognitive capacities*: for example, speaking a natural language, seeing three-dimensions, playing chess, constructing scientific theories, etc. The question of nativism could also be raised concerning various types of *knowledge*: our knowledge, for instance, of the basic properties of objects, of arithmetic, of causality, etc. Moreover, one may ask whether our *concepts* or *ideas* are innate or not. Thus, there is a wide variety of different nativism debates, and clearly one could be a nativist in some debates and a non-nativist in others.

² The pervasive presence of the nativism/non-nativism dichotomy in all *folk cultures* might itself be an indication of an innate distinction! In *Cognitive Foundations of Natural History*, Scott Atran offers an interesting anthropological account of the emergence of scientific thinking in general, and the science of plants and animals in particular, in terms of folk cultural conceptions. He argues that ‘theories and analogies that allow us to speculate beyond common-sense domains must originally be formulated in terms of them, that is, with pointed reference to the cognitive “givens” of our species.’ (Atran, 1990, p. xi) The same line of thought was later extended in his co-edited work *Folkbiology*. (Medin & Atran, 1999) However, the folk-biological notion of innateness has recently come under attack for its close association with an allegedly discredited essentialism in the biological sciences. (Griffiths, 2002) But some recent psychological research has questioned the extent to which our folk theories (chemical, biological, etc.) are unambiguously essentialist in nature. (Malt, 1994; Strevens, 2000) In response, Atran and company have tried to defend the essentialism of folk notions by arguing why essences are essential in the psychology of concepts. (Ahn *et al.*, 2001)

Generally, all these various debates about nativism could be separated out in terms of three questions:

1. What *is* it for something to be innate?
2. How does one *determine* that something is innate?
3. What is *actually* innate?

What is it for something to be innate?

It is important to note that while the basic idea of what it is to be innate is reasonably clear, *i.e.* the innate is roughly the inborn and perhaps genetically determined, it turns out not to be so simple to answer this question more precisely. To see why these rough intuitive characterisations of innateness will not suffice,³ the explications need to be considered in some detail.

Now, why cannot one just take the innate to be inborn? *Some* things which are innately determined *are* simply there at birth. For example, it turns out that infants are remarkably sensitive to the particular sounds that are employed in language from the time that they are born. Infants tested as early as four days after birth are sensitive to the sorts of contrasts between “G” and “K” or “T”. And one month old infants appear to be sensitive to the full range of basic sound contrasts used in all natural languages. This is all the more remarkable given that adults are not sensitive to all these contrasts! For example, adults whose native language is Arabic are not sensitive to the contrast between “B” and “P” or adult speakers of Japanese fail to distinguish between “R” and “L”, often mispronouncing or misunderstanding English words which make use of this contrast. What is remarkable is that Japanese infants, for instance, are sensitive to this contrast, even though the speech they are exposed to makes no use of it! (Mehler & Dupoux, 1993)

However, even if this aspect of language is present at birth, not all aspects are. Newborn babies do not speak English, or any other natural

³ Explications of innateness, according to William Wimsatt, should be required ‘to fit some important intuitions about’ it. (Wimsatt, 1999 p. 156) In fact, he criticises one of the rival accounts for abandoning ‘one of the most firmly anchored intuitions that people have about innateness, and it would be nice to be able to capture it.’ (Wimsatt, 1999 p. 157) But, an insistence on folk psychological understanding of innateness is somewhat misplaced as such intuitions could be confused and, even if they are not, they bear little impact on the current debates about this issue in the cognitive sciences. Also, in their extensive survey of twenty-six different conceptions of innateness in the sciences, Matteo Mameli and Patrick Bateson conclude that there is ‘no simple correspondence between the folk concept and a scientifically useful definition’. (Mameli & Bateson, 2006, p. 156)

language for that matter, but does this mean that the ability to speak a natural language is not largely inborn or genetically determined? Patently not, since there are incontrovertible cases which are genetically determined or inborn but are not present at birth. Teeth are not present at birth, but humans are innately predisposed to develop teeth, and, as Noam Chomsky points out, similar points apply to puberty.

A child does not decide to undergo sexual maturation because it sees others doing so and thinks this would be a good idea, or because it is trained or reinforced. (Chomsky, 1990a, p. 635)

Yet, if these things are not innately determined, then nothing is.

In response, a number of different models or analogies have been suggested over the years in trying to get a more clear conception of what it means for something to be innate. One model is the “growth” or “maturation” schema where the analogy is to cases like growth of a limb or the maturation one undergoes in puberty. The idea is that cognitive capacities can undergo similar growth or maturation, and that the mature capacity is the result of just these processes. Thus, just as certain environmental stimuli are required for the proper growth of an arm or leg, certain environmental stimuli are also required for the proper growth of our capacity for visual perception or language.

Another framework is a sort of selectional model where various possibilities are present at birth, and the “acquisition” process involves selection from amongst these possibilities. An analogy with the case of immunology might be helpful here. Contemporary immunological theory holds that we “develop” antibodies to diseases by selecting from among those we are born with. Indeed, Niles Jerne, the Nobel laureate responsible for fashioning the selectional model of immunology, draws on the Chomskyan concepts of generative grammar to characterise his hypothesis thus:

It would seem ... that the immune response to a sentence presented by an invading protein molecule is merely to select, from among its enormous preformed antibody repertoire, a suitable mirror image of part of this antigenic sentence.⁴ (Jerne, 1985, p. 1059)

A third model of nativism involves the “triggering” of an innate mechanism where the underlying analogy is with the case of “imprinting”

⁴ Massimo Piattelli-Palmarini offers a detailed illustration and application of selective theories in immunology to cognitive nativism and, in particular, to the linguistic variety. (Piattelli-Palmarini, 1986)

in ethology. A classic example is that of baby ducks having an innate disposition to treat the first moving object they see as their “mother” and follow it around.⁵ But, it should also be noted that even the notion of triggering itself is open to other interpretations. For example, in contrast to Lorenz’s imprinting version, Chomsky’s variant on the triggering metaphor is couched in terms of an input/output process with sensory experience as input and cognitive performance as output. In the Chomskyan paradigm, the initial state of the language acquisition device ‘takes experience as “input” and gives the language as an “output” – an “output” that is internally represented in the mind/brain.’ (Chomsky, 2000, p. 4)

Now, although all these various models and analogies are highly suggestive, there remains the task of clarifying the concept of innateness in a precise way. It should be obvious that one’s understanding of innateness would inevitably develop in tandem with one’s understanding of the courses of development. A better understanding of the various steps in the development of language, or for that matter teeth, would affect one’s understanding of what it means for something to be innate. This would imply that there is always a possibility that, as one’s concept of innateness develops, it may well exclude some things that were thought to be innate or innately determined.

One may, therefore, round off the discussion thus far by noting that one is left with an intuitive understanding of the notion wherein a position is more (or less) nativist depending on the degree of contribution of the organism to development and more (or less) non-nativist depending on the degree of contribution of the environment. Nonetheless, it should be noted that even if the notion of development may turn out to be *necessary* for a proper formulation of innateness, it might not be *sufficient*.

How does one determine that something is innate?

This question is essentially about what counts as good evidence for something’s being innate. The contrast between the first and second question lies in the consideration that where the first question is broadly a

⁵ It was in this way that the famous ethologist Konrad Lorenz became the “mother” of a number of baby ducks! Incidentally, Lorenz is often credited with articulating one of the first fully-fledged formulations of innateness within a scientific discipline – in this case, ethology – in an article in the official journal of the German Society for Ornithology in 1935. (Lorenz, 1965)

(*meta*)*physical*⁶ one, *i.e.* what being innate *is*, the second one is *epistemological* in its orientation, *i.e.* how one comes to *know* or determine what is innate. The distinction may be brought to surface by the following example. It may be suggested that being *universal* is a good test for innateness, and any property which every member of a species has in common is most likely to be innate. This, however, does not mean that being innate is *just* being universal. It only entails that being universal might be a *good test* for determining whether or not something is innate.

But, even this cautionary concession may turn out to be too costly and problematic. Take, for example, the case of facial expressions of emotions. According to one of the longstanding and persistent proponents of innateness about certain facial expressions of emotions, Carroll Izard, any such nativist hypothesis has to have 'two distinct components: innateness and universality.' (Izard, 1994, p. 291) Izard insists that these two features should be kept separate since

It is conceivable that a facial expression could be innate but not displaying in adults of all cultures. This could be explained in terms of cultural differences in socialization and in genetically based individual differences in the neural substrates that serve expression encoding. Conversely, an expression might be universal not because it is innate, but because of culture-constant learning. (Izard, 1994, p. 291)

Interestingly enough, he further notes that a facial expression might be innate and universal but still show individual and cultural variability in the semantic meaning attributed to it in each community. Nonetheless, he goes on to argue, observations like the following demand more than an explanation in terms of social submission or common lore,

One can travel only a short distance in Europe and find quite striking differences in traditional costumes, gestures, manners, and folkways. These differences have withstood centuries of migration and cultural interchange and even military conquests and domination. Why should all of these cultures persist in maintaining these distinctions that contribute to their ethnic identity and yet conform in something so personal as facial expression? (Izard, 1994, p. 296)

⁶ The word (*meta*)*physical* is intended here in the sense of the *physical constitution or being* of the entity in question – hence the use of brackets around “meta” – not in any *non-physical* interpretation of the word which would be an anathema to the contemporary conceptions of innateness.

Reverting to the question heading this section, as it can be seen, one may not be in a position to proffer a comprehensive and precise answer in advance, since, as for any area of enquiry, one comes to find out what the best ways of determining facts are as one proceeds. One could not have known in advance that observing, for example, certain diffraction patterns would provide one of the best ways of determining the internal structure of molecules, but it does. Arriving at this as a good way to determine the internal structure of molecules depends on having already made a good deal of progress in this and related fields. The same applies to the case of determining what is innate.

For instance, one may ask whether universality is a good argument for innateness, quite independently of the facts about whether this or that capacity or trait is in fact universal. To labour the point, other markers of innateness like “creativity or innovation”, “selectivity” and “domain specificity” have been proposed, but the question is whether their presence is sufficient to underwrite the postulation and attribution of innateness. Domain specificity, for instance, has been the focus of much attention (Hirschfeld & Gelman, 1994), but a number of researchers have taken strong exception to the idea of domain specificity as a marker of innateness. (Bloom, 1984; Cartmill, 1984, Keil, 1984; Wang, 1984) Their sentiment is well echoed in Bates’ statement that ‘the specificity of a *cognitive product* does not logically require postulation of an equally specific *cognitive process*.’ (Bates, 1984, p. 189)

What is actually innate?

Obviously, this question cannot be answered in advance. Yet, one could usefully delineate what nativists and non-nativists *think* is innate. This may help determine which position is closer to the truth in some particular nativism controversy; and, as was noted earlier, there is not any single nativist or non-nativist position. In each case, there is something more like a family of positions which could perhaps be ensconced along a continuum.

What is characteristic of non-nativists is their attempt to minimize innate endowment. The basic non-nativist position proposes that our various senses are innate and when activated yield a certain raw experience. In addition, non-nativists hold that we have some sort of general purpose processor which takes the information that is the output of the various senses as input thereby producing all our knowledge and cognitive abilities. The general purpose processor is also typically taken to

be constituted by a small number of basic operations.⁷ Chomsky summarises the basic tenets of non-nativism as follows:⁸

... what is innate is (1) certain elementary mechanisms of peripheral processing (a receptor system), and (2) certain analytical mechanisms or inductive principles or mechanisms of association. What is assumed is that a preliminary analysis of experience is provided by the peripheral processing mechanisms and that one's concepts and knowledge, beyond this, are acquired by application of the innate inductive principles to this initially analyzed experience. (Chomsky, 1975a, p. 129)

⁷ David Hume, for example, thought that they were simply three principles of association, *viz.* resemblance, contiguity and cause and effect, whereas for B.F. Skinner they were simply principles of conditioning.

⁸ To be accurate, Chomsky talks in terms of *empiricism* versus *rationalism* rather than *nativism* versus *non-nativism*, and traces the credentials of his own nativist position to the rationalists like René Descartes – hence *Cartesian Linguistics*. However, strictly speaking, this is not correct. For one thing, Chomsky's nativism does not leave much room for the *a priori* unlike rationalists like Descartes; and, for another, his position is thoroughly embedded within an empiricist epistemology of scientific knowledge. Chomsky's undiluted *naturalism* puts him firmly in the camp of contemporary empiricists and out of the company of traditional rationalists. He shares his *internalism* with rationalists but unlike them places it in a *naturalistic* framework. The following passages from Chomsky himself should go some way in supporting this contention:

... talk about mind is simply talk about brain at some level of abstraction that we believe to be appropriate for understanding crucial and essential properties of neural systems, on a par with discussion in nineteenth-century chemistry of valence, benzene rings, elements, and the like, abstract entities of some sort that one hoped would be related, ultimately, to the then-un-known physical entities. ... Just as nineteenth-century chemistry provided a guide to subsequent investigations of more "fundamental" physical entities, so one can expect the same to be true of the brain sciences ... (Chomsky, 1990b, p. 510)

And

... I-languages are real entities, as real as chemical compounds. They are in the mind, ultimately the brain, in the same sense as chemical elements, organic molecules, neural nets, and other entities that we construct and discuss at some appropriate abstract level of discussion are in the brain. They are what they are, and it is a problem of science to discover the true account of what they are, the grammar for the speaker in question. (Chomsky, 1990b, p. 513)

More explicitly, Chomsky has recently described his approach as taking 'language to be part of the natural world.' (Chomsky, 1995, p. 167) That is why a distinction between nativism and non-nativism is more appropriate and accurate than empiricism and rationalism in the present context.

Nativists, on the other hand, are generally happy to suppose that there is a large variety of innate special-purpose cognitive mechanisms, and to suppose that the basic representational categories and the basic principles in a given body of knowledge are all innate. For example, regarding language, nativists will typically maintain that the basic principles governing natural languages are all given innately, and the sorts of acceptable variation, given these basic principles, are also given innately in the form of either options to select amongst or constraints on the possible variants a child will investigate. Chomsky summarises the basic nativist positions as follows:

... the general character of knowledge, the categories in which it is expressed or internally represented, and the basic principles that underlie it, are determined by the nature of the mind. ... The role of experience is only to cause the innate schematism to be activated, and then to be differentiated and specified in a particular manner. (Chomsky, 1975a, p. 129)

These characterisations of nativism and non-nativism are not meant to be definitional; they are only intended to help locate the doctrines. They are also very broad in application; whereas, in what follows, the focus would be only on linguistic nativism, *viz.* our knowledge of natural languages in contrast to other types of nativist hypotheses.⁹ However, before delving into that discussion, it is important to take up the slackness of the foregoing sketch by looking at how the notion of nativism has been conceptualised within the stricter scientific contexts in which it has been received.

Innateness in the Spectrum of Science

The difficulty with innateness, writes Fiona Cowie, 'is that the assertion of nativism often seems to be merely the denial of empiricism. And if that is so, then nativism is not a theory of the mind at all: it signifies merely our lack of such a theory.' (Cowie, 1999, p. 25) In response, Fodor fires back by noting that the polemical situation between rationalists and empiricists is really entirely symmetrical: nativism is merely the denial of empiricism insofar as we lack a way of saying what 'innate' comes to other

⁹ Amongst other nativist hypotheses, one may refer to the modularity of perception. (Fodor, 1983; Garfield, 1987; Pylyshyn, 1984) This modular conception maintains that perceptual systems are innate, hardwired, detectors with quite strict channels of communication.

than *not learned*. Likewise, empiricism is merely the denial of nativism insofar as we lack a way of saying what ‘learned’ comes to other than *not innate*. (Fodor, 2001, p. 101)

What, however, the Fodorian retort here offers is no more than treating the concept of innateness as a placeholder, thus shedding little light on the substantive task of how to cash the concept concretely. Particularly, if the concept is going to play any legitimate role in scientific contexts and establish its naturalistic credentials, it has to be able to show how the innate/non-innate dichotomy contributes usefully to science.

From a practical perspective, it should be noted that innateness has the ability of tracking useful macro-level regularities – which may be easily overlooked – that can efficaciously lead to appropriate *interventions* in the course of the development of an organism. To give a concrete sense to this abstract thought, if certain cognitive capacities turn out to be innate, then on that basis one may devise an effective method of intervention for early childhood development. Or, on the other hand, if skin colour is innate, then there is no salient environmental intervention that could alter it. It is somewhat against this general background about the role of innateness in science that Fodor rightly points out: ‘it seems unlikely that the notion of innateness ... will prove dispensable for the larger purposes of biology.’ (Fodor, 2001, p. 102)¹⁰ Consequently, a number of scientific sympathisers of innateness, especially with a view to certain concerns in the fields of biology and cognitive science, have been recently proposing substantive notions of innateness.¹¹ The remainder of the paper is, therefore, devoted to an examination of two of the more prominent accounts of innateness that have been prompted from the scientific standpoint: namely, *canalisation* and *primitivism*.¹² However, in order to set

¹⁰ In an interesting twist in his argumentation, Fodor then goes on to state that since biology is in need of innateness, we may thus ‘take for granted that there’s a substantive notion of innateness’. (Fodor, 2001, p. 102)

¹¹ Wimsatt, for example, remarks that even if one might have to retire ‘the old innate-acquired distinction’, in evolutionary biology ‘its conceptual niche is not dispensable’. (Wimsatt, 2003, p. 53)

¹² There is also a third contender, *viz. generative entrenchment*, espoused by Wimsatt. (Wimsatt, 1986, 1999 & 2003) However, in view of the facts that canalisation and generative entrenchment accounts are both biologically based and significantly overlap (Wimsatt, 1999, pp. 159-165), and thus whatever shortcomings one suffers so does the other, the discussion is limited only to the former. On the relationship between canalisation and generative entrenchment, Wimsatt states: ‘canalization breeds generative entrenchment’; they ‘have obviously been interleaved many times in

the scene for these two explanations of innateness, there is a need to canvass very briefly their precursor position whose basic formulation was soon found to be inadequate, *viz. invarianism*.

Before proceeding any further, an important caveat should be entered here. It was said earlier that the innate/non-innate distinction could play a legitimate role in science only on the condition that the bifurcation relates to a coherent body of evidence and is able to fulfil an important and positive function in the development of scientific theories. But, the task of evincing the scientific usefulness of the innate/non-innate dichotomy has not been a smooth sailing. In view of the difficulties of several accounts of innateness in, for instance, biology, Susan Oyama and a number of others have been arguing that the concept is not well defined and any ascription of innateness to biological traits should be discarded. (Oyama, 1985; Johnston, 1988; Griffiths, 1997) Oyama opines that the opposition of inherited or innate characters to acquired ones ... is based on a misapprehension of what it takes to be a properly scientific Darwinian. (Oyama, 2000, p. 5)

It is pointed out by her and her intellectual cohorts that often than not the notion of “innateness” in biology is equated with “genetic”, but, they argue, such an equation is ill founded since being genetic is neither necessary nor sufficient for being innate. It is claimed that there is a *causal parity* between genes and other factors of development, and as such any attempt to build any theory of development and evolution around a distinction between what genes do and what every other causal factor does is unjustifiable. Basically their argument is that identifying innateness with genetic commits a type of functional localisation fallacy: that is, assuming that the function of a larger system is realised completely in a part of that system. As Oyama *et al.* remark, despite the widespread talk of genetic blueprints and programs in contemporary biology, there is no scientifically defensible sense in which a subset of developmental resources contains a program or set of instructions for development. (Oyama *et al.*, 2001, p. 5)

In response, a couple of points should be noted. First, the charge of fallacy works only if one interprets the attribution of “genetic” to a trait in

constructing our layered architecture of kluded exaptations’; and, they ‘are almost inextricably interdigitated.’ (Wimsatt, 1999, pp. 164-5). In a later publication, Wimsatt avers that ‘canalization and generative entrenchment so often go hand in hand.’ (Wimsatt, 2003, p. 72)

terms of either the trait exhibiting “simple Mendelian patterns of inheritance” or the trait being “modifiable through Darwinian selection”. (Mayr, 1974) That is, under those two readings of the term genetic the accusation may stand. (Wimsatt, 1999, p. 158) But, are those two elucidations the only ones available? The point of the rhetorical question is to highlight the possibility of other conceptions of what it is for a trait to be genetic. Secondly, even if one grants that these two construals are exhaustive of the notion of genetic, it only excludes the option of cashing out the concept of innateness in terms of genetic renditions. In other words, the objection raised by Oyama and the company does not rule out other scientific accounts of innateness, either biologically based or otherwise, as shown by the following cases. The proceeding accounts may not be unproblematic for other reasons, but surely they are not guilty of committing functional localisation fallacy.

Invariantism

One of the first accounts of innateness to appear – simultaneously addressing biological and cognitive interests – was the idea of invariantism. (Stich, 1975) The most rudimentary rendition of invariantism maintains that a trait will be innate to the extent that it would robustly develop in the face of wide variation in the environment. Basically, the innateness of a trait is marked off in terms of its *stable development in diverse environments*. But, the simplicity of the account was accompanied with its disproportionate price of promiscuity in the sense of permitting traits to be innate that were to all intents and purposes *acquired*. Consider the following example:

Humans typically possess an abundant supply of a particular species of bacteria *clostridium difficile* (*c. diff.*) in our intestines. Humans are not born with *c. diff.*; we typically acquire it by ingesting food and water. ... so, intuitively, the possession of *c. diff.*, is not innate. However, in the normal course of events humans eat and drink water and hence acquire *c. diff.* (Ariew, 1999, p. 133)

Thus, on the basis of the basic form of invariantism, *c. diff.* is an innate disease of the intestines, whereas, generally, it is recognised that the ailment in question is acquired. Similarly, there are other cases where the trait is acquired, but on the invariantist account they turn out to be innate. Interestingly enough, Richard Samuels wryly observes that under the simple interpretation of invariantism ‘Piaget would appear to be a nativist!’ as he believed that cognitive development occurs in a series of

stable developmental stages that are highly invariant. (Samuels, 2002, p. 245)

What the above counterexample apparently shows is that simple invariantism is not sufficient to distinguish innate from non-innate traits. But, could it still be a necessary prerequisite for innateness? It seems as if brute invariantism may not be a necessary condition for innateness either. For, something could be innate without being invariant over a wide range of environments simply because it may require rare circumstances for its manifestation. To give a general example, a certain disease might be largely innate but may show itself only in comparatively exceptional environmental conditions. The fact that the ailment does not manifest itself in a broad range of settings does not render the disease non-innate. For a cognitive example, consider exceptional aptitude at, for instance, chess that may be partly or largely innate, but the very manifestation of the ability may require exposure to the game and very specific training.

It was, therefore, against these serious shortcomings of invariantism that the subsequent accounts of innateness were articulated.

Canalisation

The concept of canalisation was first introduced into the corpus of biology by the developmental biologist Conrad Waddington in 1942.¹³ (Waddington, 1942) In his biological studies, Waddington was struck by the observation that developing organisms tend to produce a number of distinct and well-defined body-types despite environmental variation. In an attempt to explain the observation, Waddington hypothesised development as a branching out of various developmental pathways each leading to the production of a distinct end state. On this construal, once development starts in the egg, a combination of genetic and environmental factors force the developing entity down one or another pathway. For the development of some traits, once a pathway is chosen, it is entrenched or bound to produce a particular end state. It is this entrenchment that Waddington called canalisation and is technically defined as the capacity to produce a particular definite-end-result in spite of a certain variability both in the initial situation from which

¹³ Independently of Waddington's work, Ivan Schmalhausen published similar ideas on canalization in 1949. (Schmalhausen, 1949; Stearns, 2002)

development starts and in the conditions met with during its course. (Waddington, 1975, p. 99)¹⁴

Thus, the developmental pathways that lead to the development of organs and tissues are canalised such that only the most severe of environmental fluctuations can force the development of these organs or tissues from their *normal* path.¹⁵

Recently André Ariew has proposed an account of innateness based on Waddington's conception of canalisation. (Ariew, 1996 & 1999) According to Ariew, for something to be innate, it has to conform to the following broad characteristics or diagnostic features:

- (i) Contribution to the ontogeny of a trait's development
- (ii) Innateness as an environmentally stable trait
- (iii) Innateness as a product of natural selection. (Ariew, 1996, p. S20)

Working with Waddington's conception of canalisation, Ariew then suggests that a biological character is innate when 'an individual's development tends to express the biological items as its end-state in a wide range of initial environmental conditions and persists regardless of environmental fluctuations during the course of development.' (Ariew, 1996, S25) In other words, something is innate when it is canalised.¹⁶ Ariew then proceeds to argue that Waddington's canalisation completely corresponds to the foregoing diagnostic conditions that he stipulates for innateness. To summarise Ariew's view, in somewhat technical terms, the degree to which a biological trait is innate for a genotype is the degree to which a developmental pathway for individuals possessing an instance of that genotype is canalised, and the degree to which a developmental pathway is canalised is the degree to which development of a particular end-state (phenotype) 'is insensitive to a range of environmental conditions under which the endstate emerges.' (Ariew, 1999, p. 128)

¹⁴ Nowadays, canalisation is separated into two types: *environmental* canalisation and *genetic* canalization. The former refers to developmental robustness in the face of environmental perturbations, whereas the latter refers to developmental robustness in the face of genetic mutation. (Flatt, 2005)

¹⁵ However, notwithstanding Foucauldian animadversions (Foucault, 1965, 1970 & 1972), scientifically the question of what normal is has turned out to be somewhat intractable and the concept is considered to be controvertible.

¹⁶ Ariew's account does not distinguish between environmental and genetic canalisations, and, although at one point he mentions the environmental variety explicitly (Ariew, 1999, p. 128), his reformulation seems to be dealing with canalisation *simpliciter*.

Although the primary purpose of this section of the paper is more exegetical than critical, it may not be amiss to conclude with a brief critique of Ariew's proposal. The first point is more in the spirit of a constructive criticism – by highlighting an explanatory lacuna in the account – than an unsympathetic challenge to the proposal's credibility. Undoubtedly many properties of organisms show great robustness against genetic and environmental perturbations, and the concepts of environmental and genetic canalisation correspondingly attempt to describe the ability of organisms to resist perturbations and to produce predictable target phenotypes regardless of random developmental disturbances. Yet, the extent to which environmental and genetic canalisations are controlled by the same set of genes and share underlying regulatory mechanisms is largely unresolved. (Santos *et al.*, 2005) This is particularly significant for proponents of linguistic innateness who appeal to accounts of nativism that, like canalisation, draw on genetic underpinnings.¹⁷

The second point concerns the relationship between canalisation and invariantism. Judging by the essential emphasis on “environmental stability” in the idea of canalisation and Ariew's second diagnostic feature of nativism in terms of “innateness as an environmentally stable trait”, Ariew's account is undeniably a species of invariantism, albeit a *sophisticated* version of the basic form that was discussed above.¹⁸ In that case, can Ariew's account overcome the *problem of promiscuity* that bedevilled the rudimentary reading of invariantism? Apparently not, since the very cases that scuttle basic invariantism are similarly ‘insensitive to a range of environmental conditions under which the endstate emerges.’ (Ariew, 1999, p. 128) That is, they satisfy the very condition that Ariew advocates for innateness.

To give a somewhat “outrageous” example, human limbs are sensitive to variation in the amount of thalidomide that is found in the maternal womb but – given the current epistemic evidence – insensitive to variation in how

¹⁷ Eminent among such accounts, one may refer to: Bickerton (1995), Chomsky (2000), Fodor (2001), and Pinker (1999). In this respect, Chomsky, for example, concedes that although he believes that the basic character of the “language organ” like other organs is ‘an expression of the genes’, how ‘that happens remains a distant prospect for inquiry’. (Chomsky, 2000, p. 4)

¹⁸ In virtue of this affinity with invariantism, Khalidi points out that Ariew's account similarly excludes cases of innate traits or features that are only triggered under very *rare* circumstances. (Khalidi, 2007)

much television the mother watches during pregnancy. Thus, on Ariew's view – *insensitivity* “to a range of environmental conditions under which the endstate emerges” – normal human limbs are innate with respect to the amount of television watched and non-innate with respect to the amount of thalidomide! However, in fairness, it should be noted that Ariew is well aware of such counterexamples to his account and attempts to avoid them by appealing to an “appropriate” range of environmental conditions under which the end-state emerges. But what counts as an “appropriate range of environmental conditions” for innateness? That is, how does one sift “appropriate” from “inappropriate” in determining innateness without either begging the question or introducing an *ad hoc* clause into the account just to circumvent the counterexamples? In response, Ariew admits the seriousness of the question to which he doubts ‘that there is a uniquely correct answer’. (Ariew, 1999, p. 129) The most he can offer are “pragmatic considerations”.¹⁹

Primitivism

The last account of innateness that is going to be dwelt on, unlike the canalisation concept that has its lineage in biology, has its ancestry in psychology and cognitive science. According to Samuels, as one of its more recent supporters, a psychological trait is innate just in case it is a *psychological primitive*: that is, just in case there is no psychological account of its development. (Samuels, 2002 & 2004) In contrast, a trait is acquired if there is a psychological explication for its acquisition.

Now, what is it for a psychological structure or trait to be a psychological primitive? In Samuels' delineation, a psychological structure S is a psychological primitive just in case:

- (i) S is a structure posited by some correct scientific psychological theory; and,

¹⁹ Mameli and Bateson suggest an improvement on Ariew's account by proposing a distinction between developmental canalisation and post-developmental canalisation, thus recommending the following explanation of innateness: ‘a phenotype P is *developmentally canalized* if an evolved mechanism M exists to ensure that P develops in the face of certain perturbations, and *post-developmentally canalized* if an evolved mechanism M exists to ensure that P is not modified by the occurrence of certain events after its development is complete.’ (Mameli & Bateson, 2006, p. 171) But, it seems that even this modified account is open to the *same* problem as Ariew's, since how is one supposed to understand the qualifier “certain” in ‘certain perturbations’ and ‘certain events’ as stipulated in Mameli and Bateson's modification, again without begging the question or resorting to an *ad hoc* restriction to save the proposal?

- (ii) there is no correct scientific psychological theory that explains the acquisition of S. (Samuels, 2002)

From his standpoint, the notion of psychological primitiveness is an *explanatory* notion in the sense that 'to say that a cognitive structure S is primitive is to claim that, *from the perspective of scientific psychology*, S needs to be treated as one whose acquisition has no *explanation*.' (Samuels, 2002, p. 246) Here Samuels' account involves a twofold subtle twist that needs to be highlighted. First, although Samuels stresses the failure of explanation within scientific psychology as the hallmark of psychological primitiveness and thereby of innateness, he does not wish to exclude the possibility of explaining the emergence of a psychological primitive structure or trait in terms of 'some other branch of science - e.g. neurobiology or molecular biology'; it is 'just that psychology cannot furnish us with such a theory.' (Samuels, 2002, pp. 246-7) Secondly, the latter proviso that 'psychology cannot furnish us with such a theory' is not intended to indicate that there is a lack of explanation within the *current* scientific psychology, but rather to claim that a structure or trait is innate for which '*there is no such theory to be discovered*.' (Samuels, 2002, p. 246, fn. 20) In other words, even a *completed* scientific psychology - a psychological theory that has discovered all the psychological developmental explanations there are to be discovered - will not explain the acquisition of the structure or trait under scrutiny.

From the traditional rationalist, or more accurately nativist, perspective, Samuels' account has the advantage of fleshing out the close association between being "innate" and being "unlearned". By doing this, it also draws attention to the possibility of psychological processes of acquisition other than those identified by traditional empiricist, or non-nativist, learning models. But, there is a price to pay for subscribing to Samuels' version of innateness. By bifurcating scientific explanations into two categories of *psychological* and *non-psychological*, the account effectively divorces psychological innateness from other types of innateness and thereby, unlike Ariew's canalisation conception, forsakes the prospect of a *unified* theory of innateness across biology and cognitive science. In fact, Samuels stresses that 'a satisfactory account of innateness needs to make use of the conceptual resources of cognitive science itself' and the notion of innateness used in cognitive science may not borrow 'from other scientific disciplines, such as genetics or developmental biology.' (Samuels, 2004, p. 136) In other words, the concept of innateness becomes

equivocal or ambiguous in the sense that its connotation in cognitive science is completely at variance with its import in other scientific domains. Samuels is, therefore, committing himself to a type of *discontinuity* in scientific theorisation.

It should, however, be mentioned that Samuels is not singular in detaching cognitive nativism from other types of innateness, especially the biological variety, and there are others who similarly endorse the view that cashing out innateness as a substantial property of biological systems is, to say the least, confused. (Cowie, 1999; Prinz, 2002) The underlying thought here, as explained earlier in the case of Samuels' account, is that innateness does *not* directly characterise a state of an organism *qua* biological system, but is more indicative of how certain states are to be *explained* in the light of psychological theory in particular. Thus, the cognitive or psychological innate does not fall under the same category as that which applies to native traits in biology. But, as John Collins rightly points out, nativism is simply not a notion particular to psychology, or a feature restricted to cognitive traits more generally. Nativism is a notion that has a general application to phenotypes, and so is employed throughout many biological sciences. This is not to say that one should not seek to explicate what 'nativism' means in cognitive science in particular; rather, it means that we should apply a constraint on any such explication whose satisfaction would invest the account with a general significance across both cognitive and non-cognitive traits. (Collins, 2005, p. 170)

Nevertheless, whether the cost of explanatory discontinuity in science is affordable or not, the more important question is whether Samuels' account is prone to the *problem of promiscuity* that was raised in both cases of simple invariantism and canalisation. Specifically, in the case of primitivism, the question is whether the account incorrectly categorises psychological structures that are acquired as innate. Samuels readily admits that, as it stands, the account is clearly susceptible to the problem of labelling psychological traits or structures *innate* that are evidently *acquired* through *non-psychological* processes: that is, traits acquired through processes that do not have psychological explanations. A somewhat imaginative example is Fodor's *Latin Pill*: it is a pill that, when ingested, induces knowledge of the grammar of Latin. (Fodor, 1976, p. 34) By hypothesis, as Samuels notes, 'the causal cascade initiated by ingesting the pill does not have a psychological description, but works by reorganizing the underlying neurochemistry of the brain.' (Samuels, 2002, p. 257) In line with Samuels' primitivism, this entails that the knowledge

structure – in this case for Latin – is psychologically primitive and as such innate!

There are, however, more realistic counterexamples to Samuels' primitivism where psychological structures or traits are acquired via patently non-psychological processes. The examples could be collected into two broad categories:

- (i) cases involving diseases that have specific psychological effects like Ross River Fever, a tropical disease in northern Australia carried by mosquitoes, which causes its victims to hallucinate buildings crashing down on the road in front of them; and,
- (ii) cases involving accidents like falling or car crash that cause brain lesions which have psychological effects such as memory loss, inability to perform basic arithmetic tasks or the presence of a red image in the visual field.²⁰ (Samuels, 2002, pp. 257ff.)

Yet, in accordance with the foregoing two conditions of primitivism, the psychological traits or structures acquired through such processes would have to be classified as innate!

Cognisant of the problem, Samuels tries to tighten the account by adding a third clause, namely a *normalcy condition*, according to which a 'cognitive structure S possessed by an organism O is innate *only if* O would acquire S ... in the normal course of events.' (Samuels, 2002, p. 259) By appealing to the notion of *normal course of development*, cases like the above, as well as the *Latin Pill*, cannot be categorised as innate since such psychological acquisitions are not part of the normal course of events. But, we come back again to the same problem that was encountered in the case of Ariew's canalisation account: how is one supposed to understand the

²⁰ An interesting example of this class of cases is what Antonio Damasio calls *acquired sociopathy*. (Damasio, 1994) Acquired sociopathy is a particular set of cognitive/emotional dispositions that people acquire when damage to the ventromedial prefrontal cortex occurs as a result of accident, tumour, or brain surgery. In line with primitivism, this set of cognitive/emotional dispositions would turn out to be psychologically primitive, since its emergence is not explained in psychological terms such as learning but in terms of non-psychological factors such as brain lesion. Other similar counter-cases to primitivism are: electrical stimulation of the brain, for example, inducing panic or anxiety attacks by electrical stimulation of the dorsal half of the periaqueductal grey matter (Schenberg *et al.*, 2001), and some types of formative or traumatic experiences, for instance, physical changes to the hippocampus that result from post-traumatic stress disorder or sexual abuse in childhood (Bremner *et al.*, 1995; Stein *et al.*, 1997).

notion of “normalcy” without begging the issue? Somewhat nonchalantly, Samuels informs the reader that he is going to ‘leave such matters of detail to one side’, except for a cryptic remark later that the idea of the normal course of events should be construed along ‘species-typical patterns of development.’ (Samuels, 2002, pp. 259 & 262 respectively)²¹ Yet, without a principled and independent justification for the “normalcy condition”, the clause appears *ad hoc* and as such devised solely to circumvent counterexamples to primitivism. Indeed, in view of the difficulties in cashing out the concept of “normalcy” in a coherent and cogent manner, one advocate of nativism even goes to the extent of arguing that ‘the reference to normalcy should be eliminated altogether when it comes to cognitive capacities’ except for ‘the minimal conditions necessary for the proper functioning of the organism.’ (Khalidi, 2002, pp. 259 & 258 respectively)

Moreover, it may be recalled that Samuels’ primitivism was predicated on the dichotomy between psychological and non-psychological explanations. Aside from the explanatory discontinuity that the account implies for innateness in science, the very distinction is in need of concrete clarification, as it seems to be based heavily on arbitrary disciplinary boundaries than on matters of fact. Basically, the problem here is how to answer the question “What is it for something to be psychological?” As Samuels is intent on offering an account of innateness in the domain of cognitive science, he cannot avail himself of *folk* psychological ideas for fleshing the content of what it is for something to be psychological. Perforce he has to resort to the resources of contemporary disciplinary boundaries as institutionalised in academic and professional psychology to draw the relevant distinctions. To pursue such an option, one has to assume that there is some sort of unanimity about how those disciplinary boundaries should be drawn. But, the issue is even far from a modicum of consensus, let alone unanimity. For example, Fodor believes that the developmental triggering of cognitive structures is not a psychological process because it is not a rational-causal process but rather a brute-causal process; and, in fact, in virtue of these considerations he asserts that triggered cognitive traits are innate. (Fodor,

²¹ Even at one point, Samuels abashedly suggests that in clarifying what counts as a normal course of events one might invoke ‘the notions of developmental invariance or canalization’, that is, the very accounts of innateness that he finds wanting! (Samuels, 2004, p. 139)

1981, pp. 257-316) Whereas many behavioural biologists believe that triggering is one of the many processes involved in psychobiological development and as such it counts as a psychological process.

Generally, disciplinary and institutional boundaries are evolving and intellectually porous, and, thus, fail to furnish a non-arbitrary borderline between psychological and non-psychological that Samuels requires for sustaining his scheme. The openness of the category of the psychological is revealed by the rapid increase in the number of centres for cognitive science, representing a confederacy that comprises not just psychology but also linguistics, neurology, computer science, anthropology, and even philosophy. The recently developing field of cognitive neuroscience lies right on the vague border between psychology and biology. What can appear to be a chapter of purely biological neurology can become part and parcel of psychology provided that the structures involved prove of psychological – and, in particular for the purpose of delineating innateness, developmental psychological – interest. Bifurcating explanations into psychological and non-psychological appears to be a too weak branch upon which the stout stem of innateness can be grafted.

Finally, there seem to be some grounds for suspecting the presence of a conceptual confusion in the theoretical tenets of primitivism. In Samuels' system, a structure or trait is psychologically primitive when there is no psychological explanation for the structure or trait in question. That is, the notion of psychological primitiveness is an *explanatory* notion – as Samuels himself rightly affirms – and thereby it is regarded as an *epistemological* concept. But, innateness is supposed to be a feature of structures and traits out in the world: that is, it is presumed to be a *(meta)physical*²² property of certain entities and processes on a par with other scientific terms such as *force, charge, chromosome, cell, gravity* etc. The latter terms are not understood in terms of explanations as is suggested for innateness in Samuels' account. To put the matter in a highfalutin language, Samuels seems to conflate the epistemology of psychological theorising with the *(meta)physics* of mechanisms for acquisition.

Ascertaining Alliances

In this final section of the paper, we would like to give a synoptic survey of where certain luminaries of the contemporary nativism, in particular Chomsky and Fodor, stand *vis-à-vis* the canalisation and

²² See Footnote 6.

primitivism accounts of innateness. The expositions of these accounts are replete with references to these prominent nativists, but how far is their appeal to authority authoritative?

In contrast to Fodor, Chomsky's position on the nature of innateness has been more stable and consistent. Following Lyle Jenkins' *Biolinguistics*, Chomsky has been content to include himself in the group of nativists working within the biolinguistic framework. (Chomsky, 2003, p. 316; Jenkins, 2000) Chomsky has long argued that his notion of nativism is directly tied to a *biological* notion of fixed development – a process of *growth*. In *Reflections on Language*, for example, it is explicitly emphasised that there should be no differentiation in methodology between the enquiry into cognitive and non-cognitive structures: 'The study of language falls naturally within human biology.' (Chomsky, 1975b, p. 123) Later, in *Rules and Representations* under the chapter heading of 'On the Biological Basis of Language Capacities', he approvingly quotes Eric Lenneberg that biology 'does no more than to discover how various forms are innately constituted'. (Chomsky, 1980, p. 186)²³

Therefore, nothing could be further from Chomsky's approach than primitivism's separation of psychological from non-psychological innateness. The innate for Chomsky is not the psychologically primitive; it is simply biological structure under developmental constraints. The structure is indeed not learnt, but not because it is posited as primitive in, for instance, Samuels' account, but because no organism learns its biological nature. Under the Chomskyan conception, innateness marks out a type of state as ultimately a biological phenomenon rather than a narrowly psychological one. In fact, in one of the latest responses to his critics, Chomsky sympathetically refers to Waddington's canalisation and Ariew's tailoring of it in the explication of what it is for something to be innate. (Chomsky, 2003, p. 318)

Fodor, however, has not been univocal in his understanding of innateness, and his stance seems to have undergone revisits and revisions over the course of his major writings on nativism. (Fodor, 1976, 1981, 1998

²³ In the process of disabusing Cowie of one her misrepresentations of Chomsky's position in her *What's Within? Nativism Reconsidered*, Fodor highlights how Chomsky has been consistently adamant on 'the continuity of his nativism with standard biological methodology and theory.' (Fodor, 2001, p. 108) Fodor then tacks on the following remark which is poignant in dissociating Fodor's own understanding of innateness from its alleged primitivist proclivities: 'About that he is, of course, absolutely right.' (Fodor, 2001, p. 108)

& 2001) Yet, one may detect a permanent thread of thought in his theoretical canvas according to which innate concepts – or generally innate knowledge – *are not acquired by inferential processes*. In his *Language of Thought*, Fodor argues that most of our lexical concepts are simples, *i.e.* they lack definitions, and as such cannot be inferentially acquired. (Fodor, 1976) Thus, most of our lexical concepts are native to the mind. More specifically, in ‘The Present Status of the Innateness Controversy’, a *trigger* model is introduced, where, again, the innateness of concepts arises from their being acquired through brute causality rather than being inferentially obtained. (Fodor, 1981) According to the more recent works, a *hybrid* model of concepts is at work with a learnt and innate aspect, but it bears emphasis that although the learnt part is inferential, the innate aspect remains brute causal for him. (Fodor, 1998 & 2001)

Judging by the foregoing description of Fodor’s formulation of innateness, his account appears to be only a notational variation on Samuels’ primitivism. For, if what Fodor means by “inferential” is just “psychological”, then on his view something is innate just in case it is not acquired psychologically; yet this looks like the very characterisation that Samuels suggests for cognitive innateness. But, is this seeming similarity between Fodor and Samuels on nativism substantial or only skin-deep?

Despite appearances, their two accounts of innateness do not dovetail. For Fodor, the innate is the non-psychological that shows up in psychology: that is, the innate is the interface of biology with psychology. Whereas, for Samuels, the innate is the interface of psychology with biology. The *order* of interface is what sets them apart. To see the split in their schemes of things, consider how easy it is for Fodor to say that both the concept of “gyroscope” and the wings of a bird or skin pigmentation are innate. What they have in common is that they are all determined by *brute non-inferential* processes, either internally driven or in combination with the environment. Obviously “gyroscope” shows up in psychology, and the other two do not, yet the mere fact that one of them puts an appearance in psychology is hardly a necessary condition for innateness on Fodor’s understanding. On the other hand, in Samuels’ scheme, bird wings are not psychological primitives, and thereby outside the purview of his accounts’ jurisdiction. In other words, the separation that Samuels seeks between psychological and non-psychological in the determination of innateness is utterly beside the point and immaterial in Fodor’s method of apportioning innateness.

The paper opened the discussion on innateness with the observation that nowadays everyone is a nativist in some sense to the point that even most contemporary non-nativists do not think that nothing is innate. However, despite the incursion of innate ideas and theories into ever-growing accounts of diverse cognitive capacities, the question of what innateness exactly comprises has turned out to be not a so simple question to answer after all. As it is the wont of researchers and scientists and their methods of theorisation to rely on models, metaphors, and analogies especially where “hard facts” are hard to garner, a number of different models and analogies have been accordingly proposed for innateness. But, as the foregoing discussion tried to delineate, we are yet to see any consensus on how innateness is physically conceptualised and realised in natural phenomena.

REFERENCES

Ahn, W., C. Kalish, S.A. Gelman, D.L. Medin, C. Luhmann, S. Atran, J.D. Coley & P. Shafto, (2001), ‘Why Essences Are Essential in the Psychology of Concepts’, *Cognition*, 82: 59-69.

Ariew, A., (1996), ‘Innateness and Canalization’, *Philosophy of Science*, 63 (Supplementary Proceedings): S19-S27.

Ariew, A., (1999), ‘Innateness is Canalization: In Defense of a Developmental Account of Innateness’, in *Where Biology Meets Psychology*, ed. by V. Hardcastle, Cambridge (Massachusetts): MIT Press.

Atran, S., (1990), *Cognitive Foundations of Natural History: Towards an Anthropology of Science*, Cambridge: Cambridge University Press.

Bates, E. (1984) ‘Bioprograms and the Innateness Hypothesis’, *Behavioral and Brain Sciences*, 7: 188-190.

Bickerton, D., (1995), *Language and Human Behavior*, Seattle: University of Washington Press.

Bloom, L., (1984), ‘A Bioprogram for Language: Not Whether But How?’, *Behavioral and Brain Sciences*, 7: 190-191.

Bremner, J.D., R.R. Randall, T.M. Scott, R.A. Bronen, R.C. Delaney, J.P. Seibyl, S.M. Southwick, G. McCarthy, D.S. Charney & R.B. Innis, (1995), ‘MRI-Based Measurement of Hippocampal Volume in Posttraumatic Stress Disorder’, *American Journal of Psychiatry*, 152: 973-981.

Cartmill, M., (1984), ‘Innate Grammars and the Evolutionary Presumption’, *Behavioral and Brain Sciences*, 7: 191.

Chomsky, N., (1975a), 'Recent Contributions to the Theory of Innate Ideas', in *Innate Ideas*, ed. by S.P. Stich, Berkeley (California): University of California Press.

Chomsky, N., (1975b), *Reflections on Language*, London: Fontana.

Chomsky, N., (1980), *Rules and Representations*, New York: Columbia University Press.

Chomsky, N., (1990a), 'On the Nature, Use and Acquisition of Language', in *Mind and Cognition*, ed. by W. Lycan, Oxford: Basil Blackwell.

Chomsky, N., (1990b), 'Language and Problems of Knowledge', in *The Philosophy of Language*, ed. by A.P. Martinich, Oxford: Oxford University Press.

Chomsky, N., (1995), *The Minimalist Program*, Cambridge (Massachusetts): MIT Press.

Chomsky, N., (2000), *New Horizons in the Study of Language and Mind*, Cambridge: Cambridge University Press.

Chomsky, N., (2003), 'Replies', in *Chomsky and His Critics*, ed. by L.M. Antony and N. Hornstein, Oxford: Blackwell.

Collins, J., (2005), 'Nativism: In Defense of a Biological Understanding', *Philosophical Psychology*, 18: 157-177.

Cowie, F., (1999), *What's Within? Nativism Reconsidered*, Oxford: Oxford University Press.

Damasio, A., (1994), *Descartes' Error: Emotion, Reason, and the Human Brain*, New York: Putnam.

Flatt, Thomas, (2005), 'The Evolutionary Genetics of Canalization', *The Quarterly Review of Biology*, 80: 287-316.

Fodor, J.A., (1976), *The Language of Thought*, Sussex: Harvester Press.

Fodor, J.A., (1981), *Representations*, Sussex: Harvester Press.

Fodor, J.A., (1983), *The Modularity of Mind*, Cambridge (Massachusetts): MIT Press.

Fodor, J.A., (1998), *Concepts*, Oxford: Clarendon Press.

Fodor, J.A., (2001), 'Doing Without What's Within: Fiona Cowie's Critique of Nativism', *Mind*, 110: 99-148.

Foucault, M., (1965), *Madness and Civilization: A History of Insanity in the Age of Reason*, trans. by R. Howard, New York: Pantheon.

Foucault, M., (1970), *The Order of Things: An Archaeology of the Human Sciences*, trans. by John Johnston, New York: Pantheon.

Foucault, M., (1972), *The Archaeology of Knowledge and the Discourse on Language*, trans. by A.M. Sheridan Smith, New York: Pantheon.

Garfield, J.L., (1987), *Modularity in Knowledge Representation and Natural-Language Understanding*, Cambridge (Massachusetts): MIT Press.

Griffiths, P., (1997), *What Emotions Really Are*, Chicago: University of Chicago Press.

Griffiths, P., (2002), 'What Is Innateness?', *Monist*, 85: 70-85.

Hirschfeld, L.A. & S.A. Gelman, (1994), *Mapping the Mind: Domain Specificity in Cognition and Culture*, Cambridge: Cambridge University Press.

Izard, C.E., (1994), 'Innate and Universal Facial Expressions: Evidence from Developmental and Cross-Cultural Research', *Psychological Bulletin*, 115: 288-299.

Jenkins, L., (2000), *Biolinguistics*, Cambridge: Cambridge University Press.

Jerne, N. K., (1985), 'The Generative Grammar of the Immune System', *Science*, 229: 1057-1059.

Johnston, T.D., (1988), 'Developmental Explanations and the Ontogeny of Birdsong: Nature/Nurture Redux', *Behavioral and Brain Sciences*, 11: 617-629.

Khalidi, M.A., (2002), 'Nature and Nurture in Cognition', *British Journal for the Philosophy of Science*, 53: 251-272.

Khalidi, M.A., (2007), 'Innate Cognitive Capacities', *Mind and Language*, 22: 92-115.

Keil, F.C., (1984), 'Of Pidgins and Pigeons', *Behavioral and Brain Sciences*, 7: 197-198.

Lenneberg, E.H., (1967), *Biological Foundations of Language*, New York: Wiley.

Lorenz, K., (1965), *Evolution and Modification of Behavior*, Chicago: University of Chicago Press.

Malt, B., (1994), 'Water Is Not H₂O', *Cognitive Psychology*, 27: 41-70.

Mameli, M. & P. Bateson, (2006), 'Innateness and the Sciences', *Biology and Philosophy*, 21: 155-188.

Mayr, E., (1974), 'Behavior Programs and Evolutionary Strategies', *American Scientist*, 62: 650-659.

Medin, D.L. & S. Atran (eds.), (1999), *Folkbiology*, Cambridge (Massachusetts): MIT Press.

Mehler, J. & E. Dupoux, (1993), *What Infants Know: The New Cognitive Science of Early Development*, Oxford: Blackwell.

Oyama, S., (1985), *The Ontogeny of Information: Developmental Systems and Evolution*, Cambridge: Cambridge University Press.

Oyama, S., (2000), *The Ontogeny of Information: Developmental Systems and Evolution*, Second Edition, Durham: Duke University Press.

Oyama, S., P.E. Griffiths, & R.D. Gray, (2001), 'Introduction: What Is Developmental Systems Theory?', in *Cycles of Contingency: Developmental Systems and Evolution*, ed. by S. Oyama, P.E. Griffiths, and R.D. Gray, Cambridge (Massachusetts): MIT Press.

Piattelli-Palmarini, M., (1986), 'The Rise of Selective Theories: A Case Study and Some Lessons from Immunology', in *Language Learning and Concept Acquisition: Foundational Issues*, ed. by W. Demopolous and A. Marras, Norwood (New Jersey): Ablex.

Pinker, S., (1999), *How the Mind Works*, New York: W.W. Norton & Company.

Prinz, J.J., (2002), *Furnishing the Mind: Concepts and Their Perceptual Basis*, Cambridge (Massachusetts): MIT Press.

Pylshyn, Z.W., (1984), *Computation and Cognition*, Cambridge (Massachusetts): MIT Press.

Samuels, R., (2002), 'Nativism in Cognitive Science', *Mind and Language*, 17: 233-265.

Samuels, R. (2004) 'Innateness in Cognitive Science', *Trends in Cognitive Sciences*, 8: 136-141.

Santos, M., P.F. Iriarte, & W. Céspedes, (2005), 'Genetic and Geometry of Canalisation and Developmental Stability in *Drosophila Subobscura*', *BMC Evolutionary Biology*, 5:7.

Schenberg, L.C., A.S. Bittencourt, E.C. Murari Sudré & L. César Vargas, (2001), 'Modeling Panic Attacks', *Neuroscience and Biobehavioral Reviews*, 25: 647-659.

Schmalhuasen, I.I., (1949), *Factors of Evolution: The Theory of Stability Selection*, Chicago: University of Chicago Press.

Stearns, S.C., (2002), 'Progress on Canalization', *Proceedings of the National Academy of the United States of America*, 99: 10229-10230.

Stein, M.B., C. Koverola, C. Hanna, M.G. Torchia & B. McClarty, (1997), 'Hippocampal Volume in Women Victimized by Childhood Sexual Abuse', *Psychological Medicine*, 27: 951-959.

Stich, S., (1975), 'Introduction: The Idea of Innateness', in *Innate Ideas*, ed. by S. Stich, Berkeley (California): University of California Press.

Stevens, M., (2000), 'The Essentialist Aspect of Naïve Theories', *Cognition*, 74: 149-175.

Waddington, C.H., (1942), 'Canalisation of Development and the Inheritance of Acquired Characters', *Nature* (London), 150: 563-565.

Waddington, C.H., (1975), *The Evolution of an Evolutionist*, Ithaca: Cornell University Press.

Wang, W., (1984), 'Organum Ex Machina?', *Behavioral and Brain Sciences*, 7: 210-211.

Wimsatt, W.C., (1986), 'Developmental Constraints, Generative Entrenchment, and the Innate-Acquired Distinction', in *Integrating Scientific Disciplines*, ed. by W. Bechtel, Dordrecht: Martinus-Nijhoff.

Wimsatt, W.C., (1999), 'Generativity, Entrenchment, Evolution, Innateness: Philosophy, Evolutionary Biology, and Conceptual Foundations of Science', in *Where Biology Meets Psychology*, ed. by V. Hardcastle, Cambridge (Massachusetts): MIT Press.

Wimsatt, W.C., (2003), 'Evolution, Entrenchment, and Innateness', in *Reductionism and the Development of Knowledge*, ed. by T. Brown and L. Smith, Mahwah (New Jersey): Lawrence Erlbaum Associates.

THE BEGINNING OF ENGLISH LANGUAGE TEACHING IN THE ROMANIAN SCHOOL

MIHAELA MOCANU*

rmocanu100@yahoo.fr

Abstract: *If French, German and Italian represent a basic subject of the curriculum in a large number of schools ever since the first half of the 18th century, the teaching of English will start only in the 19th century, only sporadically, in a few private schools – as an optional subject or with a private teacher, at home. The first certifications as to English language teaching are to be found in private education, starting with secondary school, where the study of English is optional.*

Keywords: *English language teaching, private education, private institutions, curriculum, optional subject, high school.*

Introduction

The foreign language teaching was an important form of education in the Romanian school ever since the 17th century. However, it will be largely and systematically developed in the 18th century and especially in the first part of the 19th century, both in state and private schools, as well as individually, contributing to the improvement of the cultural level and facilitating the contact with other peoples.

The first certifications of English language teaching in the Romanian area: private institutions

We learn about the integration of foreign languages as a curriculum subject in high school from one of V.A. Urechia's reports presented in the "History of Schools"¹ concerning their teaching within Romanian education.

Thus, we find out that the foreign languages which were being taught were *French, German and Italian* during the upper high school grades,

* Lecturer PhD., Faculty of Educational Sciences, "Dimitrie Cantemir" Christian University, Bucharest.

¹ V.A. Urechea, *The History of Schools*, Bucharest, National Printing House, Entrepreneur C-N. Rădulescu, 1868.

leaving the students the choice of one of them but making the study of the chosen language compulsory.

The aim of learning a foreign language was, first of all, that of lending the students a helping hand with the study of sciences (the foreign language was studied only at the „scientific“ section, not at the “classical” or “modern” ones). V.A. Urechia explains the study of one foreign language only “so as not to overload the students’ minds with too many languages and transform a scientific teaching into a luxury one, which would not benefit most of the students”. We can infer from this statement that foreign language teaching, so far prevailing in private schools, is still an elitist one. **The first modern Romanian education law** of 1864 also refers to foreign language education. Thus, the Art. 116 mentions French, Italian and German as subjects included in the curriculum, besides Latin and Greek. The Art. 118 makes an additional statement on language teaching, namely that "all languages are optional, except for Greek, French and Latin." **The first unified curriculum** drawn up by the Ministry of Education and published in the Official Gazette of the same year shows that in our country there was a foreign language education comparable to that of countries with a much more advanced educational and cultural tradition. So, the gradual integration of foreign language teaching into the high school curriculum occurs in our country in a similar way to that of most European countries, and, just like in these countries, in the second half of the nineteenth century, one or two foreign languages were being taught in high schools.

In the eighteenth century and the early part of the nineteenth century, foreign language education in our country was to be found mostly in private schools, boarding schools and religious ones, and students were also taught private lessons at home, by Romanian and foreign teachers. Thus, around 1838, English lessons were taught in Iași by I. KRÜGER - who was a well-known teacher of German, and then, around 1848, by F. KLAUSEN, who was also a teacher of Russian. In Bucharest, English was taught privately by MARIA ROSETTI, who was an Englishwoman. The magazine "The Romanian child" stated that the revenue from these lessons was deposited on the "altar of the country"². Among the boarding schools, we mention that of Hmielovski, where Polish was also studied.

² A. Manolache, Gh. Pămuță, Art. *Foreign Language Teaching in the Romanian School* in the Pedagogical Journal no.4/1990, p.57-60.

Therefore, if French, German and Italian represent a basic subject of the curriculum in a large number of schools ever since the first half of the 18th century, the teaching of English will start only in the 19th century, only sporadically, in a few private schools – as an optional subject or with a private teacher, at home.

The first certifications as to English language teaching are to be found in private education, starting with secondary school, where the study of English is optional:

- "*St. Mary*" Institute of Bucharest (Pitar Moș), founded in 1852 by the Monsignor ANGELO DI PARISI, under the management of the Catholic nuns of Bucharest. The subjects are taught in Romanian, for the Romanian students, as well as in German for the foreign ones (division A and B). *German* (1st-7th grades) and *French* (1st-7th grades) are taught as compulsory foreign languages, whereas *English* and *Italian* are taught only in the four upper grades, being optional. It is also stated that *English* and *Italian* have the same subjects as French (reading, writing, grammar, spelling, composition, stylistics, literature). "Conversation" was carried out by a native English teacher.

- *The Institute for Girls' Education and Instruction* – headed by Mrs. Humpel - Maiorescu (1870) – is an eight-year establishment, with a boarding school and a curriculum including both theoretical and numerous artistic subjects.

- *Urechia Institute of Bucharest*, 1871 –with primary and secondary school. In one of the reports published in "*Urechia Institute's Annuary*" (1876 - 1877) it is mentioned that in "*divisia gramatica*" (lower high school classes) a great importance is attached to foreign language teaching as "*it is easier for students from lower high school classes to learn any foreign language at this earlier age*". It is also stated that the compulsory languages were Latin, Romanian, French and German. The latter two were compulsory, one starting in the lower high school grades (1st-4th grades) and the other in the upper high school grades (5th-8th grades). At the same time, English and Italian were optional.

- "*Bolintineanu*" Institute for Young Ladies, Bucharest, owned and managed by Mrs. Maria Anghelescu (founded in 1874) – has high school and primary school with boarding and day courses, providing English and Italian optional courses.

- *The "New" Institute for Young Ladies, Bucharest* (founded in 1874.) Although it is based on the state curriculum, it has an optional foreign

language course (4 lower divisions and 5 upper divisions). The school has a private boarding-school for students to improve their foreign language, piano și canto skills.

- *The Institute for Young Ladies, Bucharest*, founded in 1882, under the management of Mrs. Eufrosina C. Dobrescu has primary school, (4 classes), classical section high school (7 classes), secondary day courses (5 classes), following the official state curricula and providing additional optional courses of foreign languages, piano and dance.

- *The New Institute for Young Ladies* was founded in Craiova, in 1888, under the management of Mrs. Sevasta Ch. Baltaceanu.

- "*Bouche*" *Institute, Bucharest*, an institute for education and instruction for girls, was founded in 1890, under the management of Mrs. Julia Săulescu and, just like the above mentioned institutes for young ladies from Bucharest and Craiova, it has 4 primary classes, 5 secondary classes and 7 high school classes, the students benefiting from optional foreign language courses.

- *The New High School Institute for Young Ladies, Iași*, founded in 1900, under the management of Mrs. Ana Conta - Kernbach, has primary, high school and vocational courses following the official curriculum, as well as an adapted high school course for the students who do not want to attend universities and optional English courses.

- *Negri Institute of Galați*, founded in 1883, managed by an association of public teachers, will later merge with *The New Institute of Associated Teachers* forming the *Joint Institutes of Galați* with commercial high school. English and Italian, which are optional for the primary courses, will be studied in the secondary courses and taking exams will be compulsory for those who have chosen them. It is shown in a sort of report of the time that for the commercial courses English and Italian must be studied in depth as Galați is a commercial city and it is advisable to make the study of these languages compulsory.

Conclusions

The English language, which was an optional subject in private schools for most of the 19th century, will integrate into the state education, in high school curriculum, only at the end of this century. English will be first taught in state commercial schools of 2nd grade - starting with 1894 and, four years later, in 1899, it will be taught in high schools, in the upper grades - with a curriculum as modern as that of the foreign languages with a much longer teaching tradition in our country.

Unlike French, which spread all over Europe as a language of arts and literature, as a language of the cultural elite opening the access to the spiritual values of the time, English started to be learnt for commercial reasons and the necessity of using it was strongly felt in the commercial and economic field.

REFERENCES

Giurescu, C.G., (1971), *The History of Education in Romania*, compendium, coordinator, The Pedagogical and Didactic Publishing House, Bucharest.

Iorga, N., (1971), *The History of Romanian Education Romanian*, The Pedagogical and Didactic Publishing House, Bucharest.

Manolache, A., Pămuță Gh., (1990), *Foreign Language Teaching in the Romanian School* in the Pedagogical Journal no.4.

Popescu, Teiușan I., (1963), *Contributions to the Study of Romanian School Legislation. The Law of Public Instruction of 1864*, The Pedagogical and Didactic Publishing House, Bucharest.

Urechea, V.A., (1868), *The History of Schools*, Bucharest, National Printing House, Entrepreneur C-N. Rădulescu.

BECOMING A GOOD TEACHER OF ENGLISH

DOINA IVANOV*

doina.ivanov@gmail.com

Motto:

*“If the teacher is indeed wise,
he does not bid you enter the house of his wisdom,
but rather leads you to the threshold of your own mind”¹.*

Abstract: *“I have written this paper because I’d like to focus on one of the most important aspects for teachers in general, and particularly for those students who would like to enter the teacher’s profession, namely to keep learning throughout their lives, because the teacher is the person who carries on his education in front of his children. Many teachers have been influenced by the excellent teachers in their own schooldays, when they were pupils, sitting in classroom and observing the lessons. Teachers are also learners – they learn about foreign languages, methodology, people, life, and so on. They can’t stop learning because they are involved in education. The best teachers are honest with them and find ways to learn alongside their students.”*

Keywords: *reflective English teacher, confidence in self, intuition, natural authority, good organizer, feedback.*

Who is a good teacher?

Teachers are all performers in the classroom at some level, they are different persons in the classroom than they are out of the classroom, and they are more energetic, humorous and creative in class. They are like ‘actors’, they can ‘perform’ and still act as a resource. Teachers may either imitate teachers they once had or they have learnt from experience, or follow a course book, and so they follow a method similar to one used by many other teachers.

As a teacher of English I would like to confess that I was influenced by my first English teacher at school in the fifth grade, long time ago, and

* Senior Lecturer, PhD., Faculty of Foreign Languages and Literatures, “Dimitrie Cantemir” Christian University, Bucharest.

¹ Gibran, K., *The Prophet*, Pan Books, 1991, p. 76

from the very moment I listened to her I liked her, I learned English at ease and I wished to be like her one day. Whether I acknowledge it or not, much of my view of what a teacher is and what a teacher should do, can be traced back to those years of lesson observation from the pupil's seat at school. At present I teach English for students and in many written tests at class of practical course of English, I read that some of them would like to become teachers after graduation. They confess that they like my English classes and they understand the way I teach them.

Every year at the first English class I ask my students why they choose to study English and each of them has an argument for this question. When they are asked to describe the best teacher they had at school, they gave examples of teachers who were good, extraordinary, brilliant, or boring, unkind, incompetent, or sarcastic. As I am a reflective teacher I have always thought about improving my teaching lessons.

The developing, reflective teacher

In the last fifteen years there has been a constant search for new directions in English language teaching (ELT). There have been new developments which are considered as a turning point in language teaching methodology. The actual movement in language teaching is in continuous changing. For a profession this is the most important aspect: restlessness. Teachers keep abreast of new developments, read the articles and books that come out, attend local, national and international conferences. Teachers should think for themselves and never accept any idea on trust. They must make their own contributions by critically examining each new technique or method and by having the courage to improve it. They should experiment with the new techniques and develop some of their own technique. Teaching languages is regarded as a never-ending experiment for both teachers and students. Teachers must enhance professional and personal growth continually. Practice is of immense help in making their professional understanding more profound. One of the best ways of reflecting upon their teaching practice is to become learners themselves: learning by learning. In this way teachers will find out how difficult it is to speak in class, how important it is for the teacher to set students clear goals and guide them properly. It might be eye-opening for teachers to remember the period when they learnt a foreign language. This will offer significant insights into their professional activity.

We, as human beings, especially as teachers, should never be self-satisfied with ourselves, but seek to develop ourselves and our practice.

We should improve aspects of our teaching and evaluate the appropriateness of certain activities and procedures. Teachers should be engaged in knowing more about their students and what they find motivating and challenging. We should always want to learn more about ourselves as teachers – how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We should judge the effectiveness of certain activity types, to investigate whether reading is more effective with or without pre-teaching vocabulary. Teachers discuss with their colleagues about their experience and practice in order to sort things out and to progress. Listening to other colleagues in a respectful and empathetic way is crucial for teaching development, which may involve trying out new ideas, investigating something that they do not know about and learning more about teaching. Many teachers transform their professional lives by entering in-service training programmes, by studying for higher teaching qualifications, by attending conferences, meetings and workshops that allow them to hear about the latest developments in the field, take part in investigative workshops, and enter into debates about current issues in theory and practice. They can learn that other people from different countries share similar problems and are themselves searching for solutions. Submitting a paper or a workshop for a teachers' association meeting, whether national or international, is the best way for reflecting upon their practice. The challenge of a foreign, future audience sharpens the teachers' perceptions.

Pedagogical practice at school

While attending many classes of my students and watching the way they teach during the period of pedagogical practice at school, I noticed that they forgot the advice I had given them before teaching. I've noticed that many of the same comments and advice tend to come up again and again. I'd like to present some of the most frequent and useful thoughts for the "green"², new teachers in their future career. They can make use of any suggestions if they are appropriate and suitable for them. And always they should remember to ask themselves: 'How can I become the best teacher that I can be?' or 'How can I keep moving forward?' A trademark of a good teacher is "practice makes perfect"³. I'll give a few tips for the

² Jim, Scrivener, *Learning Teaching*, Oxford, Macmillan Publishers Limited, 2005, p.370.

³ Old proverb in German language: Übung macht den Meister (through practice one becomes a skilled man, a master).

new teachers, tips which I learnt during my years of teaching and which are enumerated by Jim Scrivener⁴ in his book. I hope readers will find useful the following recommendations in their future career, in order to become reflective teachers, who love their job and students.

20 suggestions for 'green' teachers:

1. *Teach vocabulary in context, in real-world phrases or in proverbs, so that students can better understand the different meanings of one word and use it in their own examples and sentences.*

2. *Don't teach and teach the whole English class. Teach and check. Check several times and especially the quiet learners, who don't raise their hands up. Teaching should represent 5% and checking 95%.*

3. *Don't over estimate your students; don't worry if some of them are too good, because this can lead you to rush and to feel embarrassed at the possibility of boring them.*

4. *Always divide the blackboard into columns for vocabulary, grammar, drawings, etc. and write legibly so that your students understand your writing and take notes correctly.*

5. *Speak loudly so that the students in the last row can hear you and always make eye-contact with the whole class, not only with the students who raise their hands up.*

6. *Learn the names of your students, and nominate them to answer your questions. Listen to them when they try to explain something to you, don't talk over them! Separate your talk from theirs!*

7. *First get students' attention and then start speaking in the classroom.*

8. *"A centimetre of input; a meter of practice"⁵.*

9. *Do a lot of oral practice during the seminars! Encourage your students to discuss as much as possible and not to be shy.*

10. *Don't interrupt your students while speaking or doing a task. Tell them your observation at the end of the task.*

11. *If you have some mumbling students in your class walk further away rather than closer, so they must speak louder and clearer.*

12. *During a listening lesson, you should sit still, and not fuss around, because it's distracting the students' attention.*

⁴ Jim, Scrivener, *English language teacher who taught in Georgia, Hungary, Kenya, Romania and Russia.*

⁵ Jim, Scrivener, *Learning Teaching*, Oxford, Macmillan Publishers Limited, 2005, p. 368.

13. Don't over-help your students in doing their task. Let your students try to do the task alone. Let them struggle and finish their task.

14. Check out different individual students, and be sure that everyone got the right answer. "Repetitio matter studiorum est"⁶.

15. Be smiling, nodding and look around with a friendly face when your students did the task on their own successfully.

16. Don't put embarrassed individuals in the spotlight to admit their failures during your lesson. It's better to have a private discussion during the break to set things clear.

17. Plan your timing for a lesson so that students have time to do their task.

18. Listen to your students, work with them, and let them speak more than you do. Student's speaking time must be longer than teacher's speaking time (SST > TST).

19. Use also mime activity to make students understand the meaning of some words.

20. Ask students to come to the blackboard and encourage them to write more legibly so that the whole class can read their handwriting.⁷

Practical suggestions on lesson planning

It is acknowledged that the planning of a lesson is a personal undertaking of the teacher who knows what he can do and what his students are like. The teacher decides the form of the lesson. The students during the period of pedagogical practice at school are helped and guided by the mentor teachers in lesson planning. There are some suggestions based on experience gained by watching many lessons taught by my students, and by discussing the lessons with the mentors afterwards.

Aim: What do you teach?

1. Decide on the main teaching point. It can be a new structure. You isolate the use to be focused on. If there are more forms you should list them. Then you should decide which the main skill of your lesson is (reading, writing, listening or speaking). The lesson must have a main aim and the teacher should balance the different types of activity included in the lesson.

2. Which stage of practice is to be attempted with the patterns isolated above? This will determine the types of activity to be included.

⁶ A Latin proverb: if you keep on repeating you learn for sure.

⁷ Jim, Scrivener, *Learning Teaching*, Oxford, Macmillan Publishers Limited, 2005, pp. 366-370.

3. Choose a suitable situation for the activities you have planned. If the situation is presented in the textbook, think of ways of introducing this situation.

4. What new lexical items fit in with this situation?

5. What phonological problems or teaching points should be included?

Activities: What are you going to do in the lesson?

1. Plan the stages to be followed in introducing and practising your main teaching point, bearing in mind what you have decided in 'Aim'.

2. Calculate the timing of these stages. Is there too much for your lesson? Is there time left over?

3. If the former, simplify your aim – make it less ambitious. If the latter, what extra activity could be fitted in? (You need a warm-up activity at the beginning. You could add a brief activity at the end – a song or a game).

4. You should balance the activities of your lesson. Different skills (reading, writing, listening, speaking) should be in the right proportion. The pace should be varied to suit the students' levels of concentration, tiredness at each stage of the lesson.

5. Finalize your plan and the timing of each stage. Write this out.

Aids: What aids are you going to use?

1. Which are likely to be most effective?

2. Are they varied or attractive enough?

3. Are you making full use of them?

4. Plan your blackboard work in detail.

5. List the aids beside each stage planned so far.

Anticipated difficulties: What could go wrong?

1. Try to guess which errors are mostly likely to occur. Why will these occur? Work out alternative strategies to sort these out.

2. If there are phonological difficulties, work out some strategies for dealing with these briefly or include a suitable phonological practice activity.

3. Bear in mind that no lesson, however carefully prepared, works out exactly as planned. Flexibility in carrying out a plan is one of the signs of a good teacher. Don't over plan your lesson. You must always rely on your practice and instincts to do the right thing when the unexpected occurs.

4. You should write your plan clear and easy to follow while you are teaching.

General view: Is the lesson going to be a success?

Before teaching take into consideration some questions:

1. What are the students going to learn in this lesson?
2. Does the lesson connect up with the previous learning?
3. Does the lesson have a sense of coherence and purpose?
4. Is it likely to be fun, varied and satisfying?
5. Does the lesson open up new areas of knowledge and practice?
6. Is the atmosphere in class appropriate for happy and productive language learning?

Conclusion

I tried to describe some of the qualities which good teachers possess: an ability to give interesting classes, using the full range of their personality, treating students equally and politely, knowing all their names. The kind of language teachers use with students should at all times be comprehensible and clear. Student Talking Time should be maximised and Teacher Talking Time should be minimised. A good teacher loves his job, has the ability to control and inspire a class, he always makes eye contact with all his students, motivates them, and encourages them to work by involving them in activities. So what's a teacher for? Short answer: to radiate knowledge to the class and to help learning to happen in a positive and charming way. That's the key to success.

REFERENCES

Crystal, D., (1997), *English as a Global Language*. Cambridge: Cambridge University Press.

Ellis, R., (1994), *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Gibran, K., (1991), *The Prophet*. Pan Books.

Harmer, J., (2001), *How to Teach English*, London: Longman.

Harmer, J., (2002), *The Practice of English Language Teaching*, London: Longman.

McKay, S.L., (2009), *Teaching English as an International Language*, Oxford: Oxford University Press.

Scrivener, J., (2005), *Learning Teaching*, Macmillan Publishers Limited.

Ur, P., (1996), *A Course in Language Teaching*. Cambridge: Cambridge University Press.

White, L., (2003), *Second Language Acquisition and Universal Grammar*, Cambridge: Cambridge University Press.

SWOT ANALYSIS AS THE FIRST STAGE OF THE PROCESS OF THE STRATEGIC MANAGEMENT OF THE EUROPEAN HIGHER EDUCATION INSTITUTIONS

MYROSLAVA HLADCHENKO*

hladchenkom@gmail.com

Abstract: *SWOT analysis is the first stage in the process of strategic management it involves the assessment of the Strengths and Weaknesses of the organization in light of the Opportunities and Treats in its environment that seeks to attain a match, or fit, between internal capabilities and external possibilities. This paper focuses on the comparative review of the SWOT analyses of the European higher education institutions and aimed to define the general framework of the SWOT analysis for the higher education institution. SWOT analysis is the basis for the further successful strategy of the higher education institution. Higher education institutions can't outline its further strategic directions without defining clearly organizational and environmental factors which have a crucial influence on its development, performance and prosperity. University should analyze its previous failures and successes, its current situation and despite the fact that according to the strategic management, the future is regarded to be unpredictable, to make a forecast about environmental and organizational factors that will have an impact on higher education institution in future.*

Besides regarding as a basis for the development of the strategy SWOT analysis can be considered as a controlling method because it involves analysis of the past successes and failures of the higher education institution. It is developed as the summarizing of the previous strategy and as the initial stage for the development of the following ones.

Keywords: *SWOT analysis, environmental and organizational analysis, strengths, weaknesses, opportunities, threats.*

Introduction

Since 1990s European higher education institutions have applied the concept of the strategic management. Strategic management of higher

* Associate professor PhD., University of Educational Management, Kyiv, Ukraine.

education institutions is aimed for finding a niche, which is considered as a position in the higher educational field in which the university is able to acquire the necessary resources to survive by developing and maintaining different types of relations with other actors¹. In order to find a niche university develops strategy in such areas as: governance, education, research, human resources policy, finance.

That is why these areas must be considered in SWOT analysis of higher education institutions which is regarded as an initial stage of the process of the strategic management of higher education institutions.

The approach of SWOT-analysis was developed in 1960s by the representatives of the Harvard Business School². SWOT-analysis is a model of strategy making that seeks to attain a match, or fit, between the internal capabilities and external possibilities³. SWOT-analysis is the first stage in the process of strategic management. *"The SWOT analysis facilitates the integrative capture of internal and external factors as well as current and predicted future trends relevant for strategic development"*⁴. SWOT analysis is used not only in business but also by higher education institutions in the process of the strategic management. SWOT analysis provides a device to structure the awkward mixture of quantitative and qualitative information, of familiar and unfamiliar facts, of known and half-known understandings that marks strategic marketing planning.

*"This method is connected with the Design-School of the strategic management, which proposes a model that places primary emphasis on the appraisals of the external and internal situation, the former uncovering threats and opportunities in the environment, the latter revealing strengths and weaknesses of organization"*⁵

"SWOT-analysis is the assessment of the Strengths and Weaknesses of the organization in light of the Opportunities and Treats in its environment that seeks to attain a match, or fit, between internal capabilities and external

¹ Fumasoli T., *Strategy as evolutionary path. Five higher education institutions on the move*. PhD. dissertation. Università della Svizzera italiana, 2011, p. 39.

² Behm B., Berthold Ch., *Developing Strategies for a Higher Education Institution and its Faculties/Departments/Leadership and Governance in Higher Education*, Volume №1, 2011, p.2-24.

³ Chermack T.J., Kasshanna B.K., *The use and misuse of SWOT analysis and implications for HRD professionals // Human Resource Development International*. – 2007. – № 10 (4), 2007, p. 383 – 399.

⁴ Behm, *op.cit.*, p.17.

⁵ Mintzberg, H., Ahlstrand, B., Lampel J., *Strategy Safari. A guided tourthrough the wilds of strategic management*, 1998, p. 25.

possibilities”⁶. “A strength is a resource that the organization can use effectively to achieve its objectives. A weakness is a limitation, fault, or defect in the organization that will keep it from achieving its objectives. An opportunity is any favorable situation in the organization’s environment. A threat is any unfavorable situation in the organization’s environment that is potentially damaging to its strategy”⁷.

Among the environmental variables distinguish:

- Societal changes (changing customer preferences, population trends);
- Governmental changes (new legislation);
- Economic changes (real person income changes);
- Competitive changes (new competitors, adoption of new technologies, new products);
- Supplier changes;
- Market changes.

The strengths and weaknesses of the organization are defined in such activities as:

- Marketing;
- Research and development;
- Management information system;
- Management team (skills, team spirit);
- Operations (quality control);
- Finance ;
- Human resources (employee development⁸).

A SWOT analysis is only one of many tools that can be used in an organization’s strategic planning process for environmental scanning⁹. There is a number of other tools aimed at the environmental analysis. STEP model distinguishes such segments of the environment of higher education institutions:

⁶ Ibidem, p.23.

⁷ Guo Chen, *Regional Development Scheme in china Using the Functions of University and its Adaptability to Other Developing Countries*. Dissertation, 2006, p. 61.

⁸ See: Power, D.J., Gannon, M.J., McGinnis, M.A., and Schweiger, D.M., *Strategic management ShUs* (Reading, MA: Addison-Wesley), 1986.

⁹ See: Callan, P.M. (eds.), *Environmental Scanning for Strategic Leadership*, New Directions for Institutional Research, №52, San Francisco, Jossey-Bass, 1986.

- Socio-cultural;
- Technological;
- Economic;
- Political environment¹⁰.

Demographic, legislative/regulatory and organizational environment segments can be taken into consideration in STEP analysis. Environment also can be partitioned according to the following factors which provide a broader analysis than STEP model¹¹:

- Demographic and social variables (growth rate of college population, age distribution, regional shift in population, career expectations, value and attitudes towards institutions of higher education);
- Economic conditions (GNP growth rate, employment levels, resources availability (land, labour, capital);
- Market/competitive factors (competing institutions, alumni support and co-operation, co-operative agreements among educational institutions, target objectives for enrolments, competitors' recruitment strategies and advertizing approaches);
 - Technological development;
 - Governmental changes (state support for education);
 - Stakeholders demands (student concerns, community requests, societal expectations, governmental concerns).

“Higher education institution functions in an environment among other organizations and individual players who, as stakeholders, have certain requirements vis-à-vis the institution and therefore form important general frameworks for strategy”:

- *“City/region (schools, political parties, local government, local economy, local associations);*
 - *Government (ministry, government departments and offices, EU);*
 - *Public (media, alumni, parents, potential and current employers of students, potential students, foundations);*
 - *Buffer institutions (quality assurance agencies, research funding organizations, institutes for ranking);*

¹⁰ See: Easterby-Smith, M., *Change and Innovation in higher Education: A role for corporate Strategy?* Higher education, No 16, 1987.

¹¹ See: Reichel, A., Preble, J.F., 'Planning for Institutions of Higher Education - How to Analyse their Environment', Higher Education Management, Vol.1, No3, 1989.

- Customers (students, employers, consumers of further education, scientific community, industry);
- Competitors (public and private higher education institutions, public and private research institutes, suppliers of advanced education)"¹².

"The environmental analysis has to be connected with an organization analysis. The aim is to scrutinize whether external demands and internal capacities are compatible and what kind of changes might be necessary. The strengths and weaknesses must be analyzed in core competences and potential of the organization, organizational working structures and processes. In internal working structures and processes are defined three organizational areas: research, teaching and administration".

The main functions of the SWOT-analysis:

- Provision of the informational basis for the strategic decisions;
- Structuring function for the first stage of the strategic process;
- Legitimation for participation¹³.

*"Besides SWOT analysis enhances the amount of the information accessible to the decision makers, offers the rationale for a set of decisions or a strategy and thirdly SWOT legitimizes the procedure in a strategic process. However, there are systematic limits for the function 'rationale for a decision'. Decisions cannot be won by analyzing, there has to be an act of volition in each decision, or to put it another way: a decision is a decision and no calculation"*¹⁴.

In the context of higher education SWOT analysis contributes to the strategic positioning.

The drawback of the SWOT analysis is that it usually reflects a person's existing position and viewpoint, which can be misused to justify a previously decided course of action rather than used a means to open new possibilities. It is important to note that sometimes threats can also be viewed as opportunities, depending on the people or groups involved.

Having identified such factors as strengths, weaknesses, opportunities and threats strategies are developed which may build on the strength, eliminate the weaknesses, exploit the opportunities or counter the threats¹⁵.

¹² Scheidegger, U.M., *Management des Strategieprozesses an Universitäten. St.Gallen Beiträge zum unternehmerischen Wandel*. Band 10. Bern, Stuttgart, Wien, 19, 2001.

¹³ Behm, *op.cit.*, p.20.

¹⁴ Berthold Ch. SWOT-Analyse. *Hilft die SWOT-Analyse bei der Entwicklung einer Hochschulstrategie?*// *Wissenschaftsmanagement*. – 2009. No. 4, p. 25.

¹⁵ See: Dyson, R., *Strategic development and SWOT analysis at the University of Warwick*. *European Journal of operational research*, 2002, p.631-640.

This paper focuses on the comparative review of the SWOT analyses of the European higher education institutions and aimed to define the general framework of the SWOT analysis for the higher education institution which concerns:

- the areas which are the most crucial for the definition of the strengths, weaknesses, opportunities and threats of the higher education institution;
- development of the SWOT analysis on the different levels of the management system of the higher education institution;
- determination of the main functions of the SWOT analysis which it performs in the process of the strategic management of the European higher education institutions.

Purpose of the development of the SWOT analysis

The SWOT analysis is a research method aimed to determine the strengths and weaknesses of the organization, especially in comparison with important competitors, *“it also serves for recognition of existing or future opportunities or threats and for preparation of appropriate strategy, in order to use existing strengths and weaknesses to remove”*¹⁶

Higher education institutions state in their strategic plans that SWOT matrix can be considered as an illustration of:

- the internal data-supported analyses and strategic papers¹⁷;
- external evaluations and rankings¹⁸;
- questionnaires, results of televoting, and discussion protocols from the meeting¹⁹;

SWOT analysis provides:

- a profound analysis of the environment, basis for the strategic directions²⁰;
- basis for the university's ambitions and the resulting lines of action described in the strategic plan²¹;
- basis for the vision, mission strategic goals, operative goals, measures²².

¹⁶ Hochschulentwicklungsplan der Nordakademie 2011-2016, p. 19.

¹⁷ See: University Freiburg Dialog Werkstatt (2011).

¹⁸ Idem.

¹⁹ Idem.

²⁰ Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016.

²¹ Utrecht University Strategic Plan for 2012-2016.

Higher education institutions regard SWOT analysis as the first stage of the process of the strategic management which ensures the successful development of strategic directions. Higher education institution should found answers to such questions as “What are we?”, “What are major factors of the environment which had and will have an influence on our development?”, “What does the environment in person of our stakeholders expects from higher education institution?”, “What are the main requirements of the environment?”, “How can we satisfy the requirements of the stakeholders which represent the environment?”. Organizational analysis is like self-analysis or self-understanding of the higher education institutions which concerns studying the past and present situation of the organization in order to define the future priorities of development.

Process of the development of the SWOT analysis

Planning in a participative environment is the best way to ensure that a wider spectrum of the campus community will accept the strategic plan. Participation means that everyone affected by a process is involved in the decision making that leads to a final decision as well as with implementation. People almost always support changes they themselves have proposed²³. SWOT analysis as a part of the strategic planning also should be conducted in a participative process.

SWOT analysis can be conducted in the form of discussion forums where participate members of the university, for example discussion of the SWOT analysis of the University Freiburg took 10 days. The groups of participants included newly appointed professors, deans and faculty directors, academic deans, representatives from mid-level faculty, directors of research centers, decision-makers from the central university administration, members of the staff council, doctoral candidates from all faculties, students from General Student Committee and the conference of departmental student committees, and the entire external university advisory council, as well as the mayor of the city and numerous members of the federal and state parliaments. All meeting were moderated by a member of the Rectorate. The SWOT process is thus already an expression of the successful governance structure and the special university culture of the university and of itself²⁴.

²² Fachhochschule Köln Forschungsstrategie 2015.

²³ Rowley, D.J., Sherman, H., *Implementing the strategic plan*. Planning for Higher Education, 30, 2002, p.5-14.

²⁴ University Freiburg Dialog Werkstatt, 2011.

“SWOT analysis also can be organized as meetings and discussions with members of the Presidium, decanates and directors of the central structural units”.²⁵

SWOT analysis conducted in participative way provides planners of higher education institution an opportunity to take into account different points of view on the environment and organization and define the most crucial factors which have impact on the development of the higher education institution.

The areas presented in the SWOT analysis of the higher education institutions.

Higher education institutions should define the organizational areas of activities and external factors which can be crucial for their further development and performance.

University also can do separate SWOT analyses of different areas:

- research and education (Universität für Bodenkultur Wien Entwicklungsplan 2012);
- research, education, valorization, support (Utrecht University Strategic Plan for 2012-2016, 2012), determines only strengths and weaknesses.

SWOT analysis can be done for whole university including all areas of its activities, in such case as *strengths* universities define:

- *education*:
- international Master programs (Technische Universität Dresden. Die Synergetische Universität, 2012);
- unique combination of the disciplines (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);
- broad educational portfolio (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
- international cooperation (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
- extensive experience in the area of student selection (Utrecht University Strategic Plan for 2012-2016, 2012);
- the largest Summer School in Europe, serving as a centre for internationalization (Utrecht University Strategic Plan for 2012-2016, 2012);

²⁵ Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, p. 28.

- attractive programs, international contacts and exchange programs (Hochschulentwicklungsplan der Nordakademie 2011-2016, 2011);
- internationality and international contacts (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
- quality assurance system (Hochschulentwicklungsplan der Nordakademie 2011-2016, 2011);
- *research*:
 - research performance, collaborative and interdisciplinary research, unity of education and research (University Freiburg Dialog Werkstatt, 2011);
 - clear research profile (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);
 - research potential, diverse research activities (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
 - cooperation with economy, universities and research institutes (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
 - research profile, for example Life Science Engineering (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
- *funding*:
 - strengthening of the third party funding (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
 - third party funding in terms of NOW grants (Utrecht University Strategic Plan for 2012-2016, 2012);
- *human resources policy*;
 - (motivation of students and employees, promotion of junior researchers (Freiburg);
 - research profile, cooperation with other research institutions (Technische Universität Dresden. Die Synergetische Universität, 2012);
 - innovative policy for professors based around core chairs (Utrecht University Strategic Plan for 2012-2016, 2012);
 - a broad range of instruments for the professionalization and assessment of teaching staff (Utrecht University Strategic Plan for 2012-2016, 2012);
- *governance*:
 - openness for reforms (Technische Universität Dresden. Die Synergetische Universität, 2012);
 - openness for reforms, proactive change management, strategic active faculties and faculties with broad autonomy (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);

- new structure and organization (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
- qualification and performance of the managers of the university (Uni Dusseldorf),
 - efficient process management (Hochschulentwicklungsplan der Nordakademie 2011-2016, 2011);
 - efficient management (Hochschulentwicklungsplan der Nordakademie 2011-2016, 2011);
 - Internal processes, organization (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
 - structural and conceptual innovations (Technische Universität Dresden. Die Synergetische Universität, 2012);
 - continuing dynamic development (Technische Universität Dresden. Die Synergetische Universität, 2012);
 - *valorization or knowledge and technology transfer* (Technische Universität Dresden. Die Synergetische Universität, 2012; Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);
 - effective cooperation with Utrecht-based knowledge institutions and local government at the Utrecht Scientific Park (Utrecht University Strategic Plan for 2012-2016, 2012);
 - ensurance of the continued involvement of alumni, targeted postgraduate education and varied student communities (Utrecht University Strategic Plan for 2012-2016, 2012)
 - successful business incubator (Utrecht University Strategic Plan for 2012-2016, 2012);
 - launch of the platform for collaboration with business and institutions (Utrecht University Strategic Plan for 2012-2016, 2012);
 - extensive experience in contract research and consultancy (Utrecht University Strategic Plan for 2012-2016, 2012);
 - *support*:
 - successful improvement of the enrolment procedure for students through the chain of University and faculty departments (Utrecht University Strategic Plan for 2012-2016, 2012);
 - a structured relocation programme and cost decentralization, resulting in a considerable saving on expenditure (Utrecht University Strategic Plan for 2012-2016, 2012);
 - *location*:
 - attractiveness of university and region for students and employees (University Freiburg Dialog Werkstatt, 2011);

- attractive location (Technische Universität Dresden. Die Synergetische Universität, 2012; Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);

- *position in the rankings* (Technische Universität Dresden. Die Synergetische Universität, 2012), high position in rankings based on research achievement (Utrecht University Strategic Plan for 2012-2016, 2012), high position in national rankings (Hochschulentwicklungsplan der Nordakademie 2011-2016, 2011);

- *infrastructure:*

- central position in one of the strongest research (Technische Universität Dresden. Die Synergetische Universität, 2012);

- campus (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012; Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011).

European higher education institutions define *weaknesses* in the following areas:

- *education:*

- unfavorable ratio of students to academic teachers (Technische Universität Dresden. Die Synergetische Universität, 2012);

- continuing scientific education (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011),

- quality of education, low level of expression of internationality in curriculum (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);

- students have criticized the manner in which the University prepares them for the labour market, and feel there is a certain disconnect between the education they receive and the actual labour market education (Utrecht University Strategic Plan for 2012-2016, 2012);

- low intake on some Master's programmes (Utrecht University Strategic Plan for 2012-2016, 2012);

- limited, small amount of programs (Hochschulentwicklungsplan der Nordakademie 2011-2016, 2011);

- *research* (strategic development of research, postdoctoral programs (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);

- *funding:*

- basic funding from state, funding for materials and personnel, possibilities to offer scholarships for junior researchers (University Freiburg Dialog Werkstatt, 2011);

- decline in the funding (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
- the strategy for acquiring the funding (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);
- external funds, the university's focus remains overly national rather than extending to the EU (Utrecht University Strategic Plan for 2012-2016, 2012);
- growing scarcity of funds which has influence on education, implementation of the UU teaching model which is hampered (Utrecht University Strategic Plan for 2012-2016, 2012);
- *human resources policy*:
- recruitment of the personnel, promotion of the personnel (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);
- big part of temporary personnel (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
- gender policy, small amount of female nominees for professor appointments (Utrecht University Strategic Plan for 2012-2016, 2012);
- support offered to researchers by the faculty research support offices during grant application procedures is not optimal (Utrecht University Strategic Plan for 2012-2016, 2012);
- *governance*:
- professionalism of governance structures, esp. at the faculty level (University Freiburg Dialog Werkstatt, 2011);
- fragmented faculty structure, unsatisfactory administrative support process (Technische Universität Dresden. Die Synergetische Universität, 2012);
- IT and resources management, marketing policy (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);
- lack of strategy alignment (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
- traditional University marketing (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
- lack of internationality strategy (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
- alumni management (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
- communication according to the top-down principle, increase of the bureaucracy in governance and delegation of the tasks to the faculties (Leipzig);

- weak communication (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
- *ranking* (unsatisfied position in rankings (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
 - *gender policy* - low proportion of female full professors, low proportion of female graduates in MINT disciplines (Technische Universität Dresden. Die Synergetische Universität, 2012)
 - *valorization*:
 - current valorization activities are still too fragmented (Utrecht University Strategic Plan for 2012-2016, 2012);
 - valorization is not yet regarded as a genuine core task throughout the organization (Utrecht University Strategic Plan for 2012-2016, 2012);
 - limited number of postgraduate programmes (Utrecht University Strategic Plan for 2012-2016, 2012);
 - cooperation with the corporate sector is not yet fully embedded throughout the entire organization (Utrecht University Strategic Plan for 2012-2016, 2012);
 - *infrastructure*:
 - historical laboratory buildings on main campus in need of major refurbishment to comply with modern requirements (Technische Universität Dresden. Die Synergetische Universität, 2012);
 - outdated technical equipment (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
 - campus culture, small attention to the students life (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
 - student service (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
 - *support* - there is insufficient monitoring of the extent to which the services provided by the service centres reflect the wishes/demands of users at primary process level (Utrecht University Strategic Plan for 2012-2016, 2012)

Higher education institutions define the *opportunities* in the following areas:

- *governance*:
 - optimization of the governance processes and structures (University Freiburg Dialog Werkstatt, 2011);

- autonomy of the higher education institution (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
 - new communication technology (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
 - self-confidence and self-criticism (University Freiburg Dialog Werkstatt, 2011);
 - ability to take purposeful action (University Freiburg Dialog Werkstatt, 2011);
 - diversification and internationalization (University Freiburg Dialog Werkstatt, 2011);
 - tradition and innovation (University Freiburg Dialog Werkstatt, 2011);
 - identity and culture of the university (University Freiburg Dialog Werkstatt, 2011);
 - *education*:
 - Bologna-Process (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012)
 - network with other higher education institutions in the region (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012; Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
 - Quality management (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
 - professional continuing education (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011).
 - *human resources policy* (develop novel model of recruitment (Technische Universität Dresden. Die Synergetische Universität, 2012);
 - *gender policy* (improve gender balance (Technische Universität Dresden. Die Synergetische Universität, 2012)
 - *infrastructure* - exploiting the strengths of the Dresden research campus with regard to spectrum of research and teaching, developing a highly attractive city campus (Technische Universität Dresden. Die Synergetische Universität, 2012);
 - *research* - expansion of research (Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012);
 - *valorization*:
 - cooperation with private business (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);

- partnership relationship with economy sector (Hochschulentwicklungsplan der Nordakademie 2011-2016, 2011)
- *demographic changes*: short-term increase in the number of the students (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);

Higher education institutions admit the following *threats*:

- *funding*:
 - state funding for the university; loss of revenue from tuition (University Freiburg Dialog Werkstatt, 2011);
 - potential cuts in state funding in case of unsatisfactory outcome in the Excellence Initiative (Technische Universität Dresden. Die Synergetische Universität, 2012);
 - decrease of the budget for the following years (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);
 - increasing discrepancy between basic funding and third-party funding (University Freiburg Dialog Werkstatt, 2011);
 - declining attractiveness for employees due to uncertain future (financial resources) (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
- *governance*:
 - increasing complexity of organizational structure and decision-making processes (University Freiburg Dialog Werkstatt, 2011);
 - *human resources* (recruitment and retention problems due to non-competitive salaries (Technische Universität Dresden. Die Synergetische Universität, 2012);
- *demographic changes*:
 - decrease in the number of students because of demographic reasons (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);
 - competition is intensified by demographic changes (Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011);
 - demographic changes, decrease in the number of eligible students (Hochschulentwicklungsplan der Nordakademie 2011-2016, 2011);
 - *education* (absence of the professionals in the area of Fachdidaktiken (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);
 - *research* (small amount of the research universities in the region (Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011);

- increase in the number of competitive organizations (private and state universities (Hochschulentwicklungsplan der Nordakademie 2011-2016, 2011));
- increasing demands for the service provided by higher education institution, which contradicts the basic idea of independently organized study (Hochschulentwicklungsplan der Nordakademie 2011-2016, 2011).

SWOT analysis of faculties

Higher education institutions conduct SWOT analysis not only on the level of the whole organization for the development of the strategic plan of the university but also on the level of faculties in order to create the strategy of the faculty. Higher education institutions can apply SWOT analysis for the development of the strategic plan of the faculties, defining only strengths and weaknesses of the faculty.

For example the 'Struktur- und Entwicklungsplan der Universität Hohenheim' contains SWOT analysis of the faculties which are focused only on strengths and weaknesses. The strengths are defined in the following areas:

- education (faculty profile which ensures competitiveness on national and international level taking into consideration the quality of education);
- research.

As a weakness of their activity faculties define funding. In general the strengths and weaknesses are defined only in education and research (Faculty of Agriculture, Hochschule Hohenheim). But it is also possible to combine strengths with opportunities and weaknesses with threats (Faculty of Economy and Social Sciences). Defining strengths and opportunities in education and research, the faculty takes into consideration the position of the university in different rankings (Struktur- und Entwicklungsplan der Universität Hohenheim). Weaknesses and threads besides funding can also be defined in the area of human resources policy as it concerns inadequate staffing on the level of research personnel because their performance has a direct influence on the third party acquisition (Struktur- und Entwicklungsplan der Universität Hohenheim).

Conclusions

SWOT analysis is used not only for development of the strategy of the whole university but also on the level of faculties in the process of the strategic management.

Defining organizational areas of activities and external factors which can be crucial for their further development European universities admit that they have strengths in education, research, human resources policy, governance and location. Most of them connect their weakness with funding – ‘decline of the state funding’. Universities regard as weaknesses their low position in rankings, problems with governance (professionalism of governance structures, esp. at the faculty level; fragmented faculty structure, unsatisfactory administrative support process, human resources policy as it concerns recruitment and promotion of the personnel.

SWOT analysis is the basis for the further successful strategy of the higher education institution. Higher education institutions can’t outline its further strategic directions without defining clearly organizational and environmental factors which have a crucial influence on its development, performance and prosperity. University should analyze its previous failures and successes, its current situation and despite the fact that according to the strategic management, the future is regarded to be unpredictable, to make a forecast about environmental and organizational factors that will have an impact on higher education institution in future.

Besides regarding as a basis for the development of the strategy SWOT analysis can be considered as a controlling method because it involves analysis of the past successes and failures of the higher education institution. It is developed as the summarizing of the previous strategy and as the initial stage for the development of the following ones.

In order to eliminate the misuse of the SWOT analysis and justification of the decision of the people who do it, SWOT analysis, the same as the whole process of the strategic planning must be done in participative process with involvement of the external and internal stakeholders of the university. Planners and senior managers of the higher education institution should take into consideration opinions of different groups of the stakeholders in order to have a realistic picture about performance of the university and on the basis of this information to make rational decisions aimed at the development of the strategy of the university.

REFERENCES

Balamuralikrishna, R., Dugger, J., *SWOT analysis: a management tool for initiating new programs in vocational schools.*

http://www.paec.org/aboutpaec/departments/risk/safetymanual/5._hazard_identification/hazard_analysis

Behm B., Berthold Ch. (2011). *Developing Strategies for a Higher Education Institution and its Faculties/Departments//Leadership and Governance in Higher Education*, Volume №1, S.2-24

Berthold, Ch., (2009), *SWOT-Analyse. Hilft die SWOT-Analyse bei der Entwicklung einer Hochschulstrategie?* // *Wissenschaftsmanagement*, № 4, S. 23-26.

Berthold Ch., *SWOT-Analyse. Hilft die SWOT-Analyse bei der Entwicklung einer Hochschulstrategie?* // *Wissenschaftsmanagement*. – 2009. –№ 4. – S. 23-26.

Callan, P.M., (eds.) (1986), *Environmental Scanning for Strategic Leadership, New Directions for Institutional Research*, №52, San Francisco, Jossey-Bass.

Chermack T.J., Kasshanna B.K., (2007), *The use and misuse of SWOT analysis and implications for HRD professionals* // *Human Resource Development International*. – 2007. – № 10 (4). – pp. 383 – 399

Fachhochschule Köln Forschungsstrategie 2015

[http://www.verwaltung.fh-](http://www.verwaltung.fh-koeln.de/imperia/md/content/verwaltung/dezernat5/sg52/forschung/forschungsstrategie_201)

[koeln.de/imperia/md/content/verwaltung/dezernat5/sg52/forschung/forschungsstrategie_201](http://www.verwaltung.fh-koeln.de/imperia/md/content/verwaltung/dezernat5/sg52/forschung/forschungsstrategie_201)

Dyson, R., (2002), *Strategic development and SWOT analysis at the University of Warwick*. *European Journal of operational research*, pp.631-640.

Easterby-Smith, M., (1987), *Change and Innovation in higher Education: A role for corporate Strategy?* *Higher education*, №16.

Entwicklungsplan der Justus-Liebig-Universität Gießen 2020, 2011,

[http://geb.uni-](http://geb.uni-giessen.de/geb/volltexte/2012/9003/pdf/JLU_2020_Entwicklungsplan.pdf)

[giessen.de/geb/volltexte/2012/9003/pdf/JLU_2020_Entwicklungsplan.pdf](http://geb.uni-giessen.de/geb/volltexte/2012/9003/pdf/JLU_2020_Entwicklungsplan.pdf)

Fachhochschule Düsseldorf Hochschulentwicklungsplan 2012-2016, 2012

[http://www.fh-](http://www.fh-duesseldorf.de/b_presse/publikationen/hep2012_2016.pdf)

[duesseldorf.de/b_presse/publikationen/hep2012_2016.pdf](http://www.fh-duesseldorf.de/b_presse/publikationen/hep2012_2016.pdf)

Fumasoli, T., (2011), *Strategy as evolutionary path. Five higher education institutions on the move*. PhD. dissertation. Università della Svizzera italiana.

Guo, Chen, (2006), *Regional Development Scheme in china Using the Functions of University and its Adaptability to Other Developing Countries*. Dissertation.

<http://www.kochi-tech.ac.jp/library/ron/2005/g11/D/1076007.pdf>

Hochschulentwicklungsplan der HTWK Leipzig 2012 bis 2020, 2011

http://www.htwk-leipzig.de/fileadmin/rektorat/download_rektorat/HEP-Konzept_V13_2.pdf

Hochschulentwicklungsplan der Nordakademie 2011-2016,
<http://www.yumpu.com/de/document/view/6147605/hochschule-ntwicklungsplan-der-nordakademie-2011-2016>

Mintzberg, H., Ahlstrand, B., Lampel J., (1998), *Strategy Safari. A guided tourthrough the wilds of strategic management.*

Power, D.J., Gannon, M.J., McGinnis, M.A., and Schweiger, D.M., (1986), *Strategic management ShUs* (Reading, MA: Addison-Wesley)

Reichel, A., Preble, J.F., (1989), 'Planning for Institutions of Higher Education - How to Analyse their Environment', *Higher Education Management*, Vol.1, №3.

Rowley D.J., H.D. Lujan, and M.G. Dolence, (1997), *Strategic Change in Colleges and Universities: Planning to Survive and prosper.* San Francisco: Jossey-Bass.

Rowley, D.J., Sherman, H., (2002), *Implementing the strategic plan.* *Planning for Higher Education*, 30, p.5-14.

Scheidegger, U.M., (2001), *Management des Strategieprozesses an Universitäten. St. Gallen Beitrage zum unternehmerischen Wandel.* Band 10. Bern, Stuttgart, Wien.

Struktur- und Entwicklungsplan der Universität Hohenheim 2007-2011, 2007

<https://www.uni-hohenheim.de/fileadmin/einrichtungen/gleichstellung/SEP07.pdf>

Technische Universität Dresden. Die Synergetische Universität, 2012

<http://tu-dresden.de/aktuelles/news/Downloads/zuk>

University Freiburg Dialog Werkstatt (2011)

<http://www.dialogwerkstatt.uni-freiburg.de/projekte-en/swot-en>

Universität für Bodenkultur Wien Entwicklungsplan 2012

http://www.boku.ac.at/fileadmin/_/unileitung/bdr/Rektorat/Entwicklungsplan/2012_Entwicklungsplan.pdf

Utrecht University Strategic Plan for 2012-2016, 2012

http://www.uu.nl/university/utrecht/EN/profile/profileandmissionstatement/Documents/SP_EN_def.pdf?refer=/university/utrecht/E

Valkanos, E., Anastasiou, A., Androutsou, D., (2006), *The importance of SWOT Analysis for educational units that belong to the field of Vocational Education and Training.* *Decowe Conference: Ljubljana, Slovenia, 24-25 September 2009.*

http://www.decowe.org/static/uploaded/htmlarea/files/Adamos_Anastasiou.pdf

THE INTERNATIONAL CONTEXT OF EXTRACURRICULAR ACTIVITIES - TRENDS

OVIDIU MĂNTĂLUȚĂ*

ovidiu@ise.ro

Abstract: *“Extracurricular activities developed on a large scale in many educational systems. The need to diversify, improve positive reception by students to meet their needs is accompanied by the concern that these extracurricular activities provide contexts that promote positive development. For this reason, decision makers in matters of education and educational policy makers have resorted to normative approaches to identify those activities and contexts that permit a beneficial development of the students. This article identifies the organizing principles and characteristics of contexts that promote positive development, summarizing several research works that are focused on main aspects of participation and involvement of various categories of education stakeholders.”*

Keywords: *Extracurricular activities, decision making, education context, student motivation.*

1. Promoting a positive development

Extracurricular activities are the subject of many research works, focusing on main aspects of participation and involvement of various categories of education stakeholders, as well, the effects of these activities on students and, more broadly, on schools and on the educational communities.

This article focuses on the analysis of the framework in which is developing the program "A different school" (school year 2011-2012), continued by the program "Know more, to be better" (school year 2012-2013); the effects of this program, as well, the proposals made by the educational actors involved: students, parents, teachers, school principals, institutions and partner organizations, are subsuming to an enlarged mission of the Romanian school, beyond the curricular objectives.

National Education Act, in line with global trends, promotes a "values-oriented education, creativity, cognitive capacities, volitional and

* Senior researcher, *The Institute of Education Sciences, Bucharest.*

actionable capacities and capabilities, fundamental knowledge, skills and abilities of direct utility in the profession and in society. "(Art. 2 - (1) Education Law). Also, "the educational ideal of Romanian school consist in the free, full and harmonious development of human individuality, autonomous personality formation and in taking a system of values that are necessary for personal fulfillment and development, for entrepreneurship development, for active civic participation in the society, and for social inclusion and employability. "(Art. 2 - (3), Law of National Education).

The enlarged mission of the school involves so development of the pupils' initiative, leadership, organizational skills, social problem solving skills. In this vision, extracurricular activities are necessary and useful for students as long as they promote the acquisition of skills and abilities in important areas of social behavior and lifestyle, including:

- a) acquiring skills on physical and psychological health,
- b) forming a positive orientation toward school and learning,
- c) collective action, along with others, including peers and adults,
- d) the acquisition of appropriate value systems of norms and behavior in different contexts.

Extracurricular activities usually involve activities that are carried out in collaboration with the school or the school is organizing , providing the guidance, supervision and quality of the activities; the activities that have a clear relationship with the curricular objectives, such as math circles, science clubs, sports, etc.. we call co-curricular . Curricular objectives are a clear priority for education at all levels and types, and the measure of the usefulness and value of the programs and extracurricular or co-curricular activities is given by the ways how they support and correlate with improved student achievement. Not every extracurricular activity has positive educational valences - is necessary that these activities provide an environment that promotes student development, collegiality and cooperation relations between them, pupils' positive relationships with adults , and to allow expression of personality, to develop their interests, their skills and talents. For this reason, decision levels in matters of education and educational policy makers have resorted to normative approaches to identify those activities and contexts that permit a beneficial development of the students. Exemplify these efforts through an extract of

the recommendations of the Committee on Programs for Youth in the U.S. Communities¹:

Features of the contexts that promote positive development

1. *Physical and mental security.* The context offers facilities and safe practices of health promotion, allows safe and suitable peer interactions, discourages unsafe health practices and negative social exchanges or confrontation.

2. *Appropriate structure.* The context provides clear rules and expectations, appropriate and consistent, includes supervision by an adult, is providing guidance and monitoring procedures that are appropriate for pupils' age, provides a predictable social atmosphere where boundaries are clear, known and respected.

3. *Supportive relationships.* The context provides opportunities to form stable relationships with peers and adults, the social exchanges are characterized by understanding, friendship, care and respect for each other, and where guidance and support from adults are available, adequate and predictable.

4. *Membership opportunities.* The context emphasizes the inclusion of all members and maintain a social environment that recognizes, appreciates and encourages individual differences on cultural, gender, race / ethnicity and social class.

5. *Positive social norms.* The context is maintaining appropriate behavior expectations and requirements and is encouraging the social and moral values desired and accepted.

6. *Support for efficacy and creating meaning.* The context enables and supports self expression of values and individual opinions, is focusing on growth and improvement rather than absolute performance, encourages and allows individuals to take responsibilities that represent a challenge, and to perform meaningful actions

7. *Opportunities to build skills and competencies.* The context offers opportunities to learn skills and build physical, intellectual, psychological, emotional and social welfare facilitating and preparing students for a healthy and active future.

¹ Eccles, J.S., & Gootman, J.A. (Eds.), *Community programs to promote youth development*. Committee on Community-Level Programs for Youth. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education, National Research Council and Institute of Medicine. Washington, DC: National Academy Press, 2002.

8. *Integration of efforts of the family, school and community.* The context provides opportunities for synergistic experiences integrating family contributions, school and community.

2. The program "A different school" - overview

The program of extracurricular activities "To know more, to be better!", provided in Annex to the Order MECTS no. 5635/31.08.2012 on the structure of the school year 2012-2013 was held in the period of 1-5 April. During this period, schools had special schedules and in the program were included all pre-school children / students and all teachers who did not participated in national stage of the school Olympiads and competitions.

The official document on the program is divided into five chapters: General Provisions, Planning and program approval, Program content and organization, Monitoring and evaluation, Capitalizing on good practice. It is an administrative document that has several characteristics of educational policy: purpose, target group, content and organization, monitoring and evaluation, building on best practices. For a policy document on extracurricular activities that we consider necessary, would be needed for more accurate resource identification, for selection criteria for activities, possibly principles that guide the program, and, necessarily, the expected results in terms of educational goals; at school or even community level is still possible drafting documents that meet these requirements, the program putting a beneficial pressure in structuring efforts of several institutions, organizations or providers in extracurricular activities.

3. Sensitive issues of the policies on extracurricular activities

The relationship between school activities focused on curriculum and co-curricular or extracurricular activities may take various forms²:

1. Extracurricular activities directly support the curriculum. So, are formed skills and abilities that are transferable to the classroom activities, or are created the practical applications of things learned in the classroom.

2. Extracurricular activities are compensation and indirect support of the curriculum, they serve other aspects of students' development that regular classroom activity can not address only partly because of

² Holland, A., & Andre, T., Participation in extracurricular activities in the secondary school: What is known, what needs to be known? *Review of Educational Research*, 57, 1987, 437-466. <http://rer.sagepub.com/content/by/year>

curricular priorities. We mention here relaxing activities, play and socialization, social problem solving, strategic planning and organizational leadership training.

3. Extracurricular activities are disturbing, it interferes and takes time that would otherwise be devoted to learning tasks.

4. Extra-curricular activities have a neutral aspect, with little influence on the lives of students, either positive or negative.

The management of extracurricular activities by adults (teachers, parents, specialized organizations) is advisable to better delineate the various types listed above and focus on those that have a positive impact on students and fall in categories 1 or 2. The authorities that have input into the design and implementation of extracurricular activities are increasingly aware of the link between structure and content of programs and educational outcomes.

Proper relationship between leisure and education has a great potential to reduce the risks faced by the students and the overall contribution to their development³. Predictable results can be grouped into the following categories:

1. decrease of the antisocial behavior and practice pro-social behaviors;

2. creating opportunities for skills development and for the realization of personal desires and expectations of students;

3. achieving good results in co-curricular activities with a direct contribution to the work in the classroom.

Increase of the social capital of the youth. A goal that is increasingly often set by providers of extracurricular activities consists in acquiring social skills by the students and in creating opportunities for social relationships between them. Such skills will contribute to the ability of future adults who are looking for a job or are at work to relate appropriately and achieve the social network necessary to perform duties. Necessary balance between the intervention of the adults and self-organization of the young people, generating social capital, especially

³ Reno, J., & Riley, R.W., *Working for children and families: Safe and smart after-school programs*. Washington, DC: U.S. Department of Education, 2000.
www.ed.gov/offices/OESE/archives/pubs/.../SafeSmart/green-1.doc

requires the adult placement in a consultant role - and this requires specific skills and competencies of adults⁴.

The relationship between extracurricular activities and student motivation

Extracurricular activities should be interesting, exciting, to make the students to participate with pleasure and remain attached to the activities in which they participate. For this, programs and activities must present a number of characteristics:

1. *Extracurricular activities address students' interests*⁵. The authors found a positive correlation between school attendance and participation in extracurricular activities of students at risk of dropping out. These students, if they have a wide range of extracurricular activities to suit their needs and interests, have improved school attendance.

2. *The offer of extracurricular activities is open* also to students from families with low incomes. Students from poor families orient their aspirations for activities and occupations that are specific for the middle class, if they have after-school programs, dance lessons, music, arts, sports, homework support; social differences between students from different backgrounds fade in this educational environment⁶.

3. *Encourages interaction between students*. Participation in extracurricular activities provide social opportunities for students sidelined for various reasons (social deprivation, poor performance in school, shyness), contributing to increased self-esteem and improved attitudes towards school⁷.

Promotes cooperation. Extracurricular activities provide a less competitive environment than the classroom activities, encourage

⁴ Halpern, R., (2002), A different kind of child development institution: The history of after-school programs for low-income children. *Teachers College Record*, 104, 178-211. <http://www.tcrecord.org/Articles.asp>

⁵ Mahoney, J., & Cairns, R., (1997), Do extracurricular activities protect against early school dropout? *Developmental Psychology*, 33(2), 241-253.

<http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=dev>

⁶ Posner, J., & Vandell, D., (1999), After-school activities and the development of low-income urban children: A longitudinal study. *Developmental Psychology*, 35(3), 868-879. <http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=dev>

⁷ McNeal, R., (1995, January), Extracurricular activities and high school dropouts. *Sociology of Education*, 68, 62-81. <http://soe.sagepub.com/content/by/year>

cooperation, encourage students to stay in the team and to attend school. (McNeal, R. (1995, January)⁸.

4. *Promotes student-adult relationships* (teacher, counselor, instructor, etc.). Quality extracurricular activities build relationships between students and competent and cooperative adults who oversee the activities⁹.

5. *Provides structure and targets to be achieved*. After-school activities provide the frame for the manifestation, and encourages the formation of complex learning skills¹⁰.

6. *Connects students to the mission and values of the school*. Students who participate in structured activities, supervised by adults with positive role, find with greater likelihood a role model among them and will invest more effort and time in school activities, effort materialized in good educational outcomes¹¹.

7. *Directs students to study science*. Extracurricular activities, if well designed and providing new knowledge experiences, improve positive attitudes of students to study sciences, making sensitive some abstract information¹².

Sports

Studies show no immediate causal link between sports and school outcomes (classroom marks, test scores, aspirations regarding schooling and higher education levels enrollment)¹³. However, through sports

⁸ McNeal, R., (1995, January), Extracurricular activities and high school dropouts. *Sociology of Education*, 68, 62-81. <http://soe.sagepub.com/content/by/year>

⁹ Mahoney, J., (2000, March/April), School extracurricular activity participation as a moderator in the development of antisocial patterns. *Child Development*, 71(2), 502-516. <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-8624/issues>

¹⁰ Mahoney, J. (2000, March/April). School extracurricular activity participation as a moderator in the development of antisocial patterns. *Child Development*, 71(2), 502-516. <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-8624/issues>

¹¹ Jordan, W., & Nettles, S., (1999), *How students invest their time out of school: Effects on school engagement, perceptions of life chances, and achievement*. (Report No. 29). Baltimore: Center for Research on the Education of Students Placed At Risk. (ERIC Document Reproduction Service No. ED 428 174

<http://www.csos.jhu.edu/crespar/techReports/Report29.pdf>

¹² McLure, G., & McLure, J., (2000), *Science course taking, out-of-class science accomplishments, and achievement in the high school graduating class of 1998*. (ACT Research Report Series No. 2000-5): www.act.org/research/abstract/0000D.html

¹³ Melnick, Merrill J., Beth E. Van Fossen, and Donald F. Sabo, 1988, "Developmental Effects of Athletic Participation Among High School Girls." *Sociology of Sport Journal* 5:22-36. <http://journals.humankinetics.com/ssj>

activities are created social networks that support social capital formation and teamwork skills, useful in the future. Students involved in sports activities discussed above classes with their teachers more frequently than those who are not involved in such activities, the result is beneficial for students – they can thus acquire useful information to improve their educational outcomes.

4. Curricular diversity The organisation by the school of optional activities out of line with the usual subjects of study, but facilitating the practice of citizenship and leadership, the artistic activities and the affirmation of talent, is a trend of education in many countries in the European Union¹⁴.

- In Austria there are basic optional subjects, which include artistic activities: choir, instrument, creating music, art, theater, optional subjects linked to physical education, grammar of the mother tongue, foreign languages. There is also time spent to promote the interests and special talents: ICT, musical instrument, chess, foreign languages. For the ages 6 to 10 years, for these optional subjects is allocated one hour per week.

- In Denmark, for the 10-year compulsory education (6-16 years) is provided in the weekly curriculum one hour for each subject oriented to a healthy lifestyle and social integration: road education, health education, sexual education, family education, vocational and labor market guidance. However, for the compulsory subjects, there are 600 hours flexibly allocated per year for innovative aspects and for study support.

- In France, the adaptation cycles (beginning of lower secondary and upper secondary) comprise 2 hours per week for individual study assisted by the teacher. The range of optional activities is wide, especially in secondary education, including the discovery of the profession (professional orientation), modern languages, arts (fine arts, cinema, audiovisual, dance, art history, music, theater), physical education and sport, riding, socio-cultural practices, professional practices and artistic workshops.

- In the Netherlands, the offer of subjects grouped under social sciences and the environment includes, among others, social and life skills (road education) and health education. The creative activities (480 hours

¹⁴ IES study “The number of learning hours allocated on subjects and grades in 15 countries of the European Union (database for comparative study)” Study carried out by: Oana Gheorghe, Speranta Farca, Dan Badea, Gabriela Alecu, Adrian Mircea

http://www.ise.ro/wp-content/uploads/2012/08/Numar_de_ore_alocate_pe_discipline_si_clase_Final.pdf

per year) include music, drawing and practical skills. There are provided 80 hours per year for projects that can be carried out individually or in groups of students.

REFERENCES

Eccles, J.S., & Gootman, J.A. (Eds.), (2002), *Community programs to promote youth development*. Committee on Community-Level Programs for Youth. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education, National Research Council and Institute of Medicine. Washington, DC: National Academy Press.

Halpern, R., (2002), A different kind of child development institution: The history of after-school programs for low-income children. *Teachers College Record*, 104, 178-211. <http://www.tcrecord.org/Articles.asp>

Holland, A., & Andre, T., (1987), Participation in extracurricular activities in the secondary school: What is known, what needs to be known? *Review of Educational Research*, 57, 437-466.

<http://rer.sagepub.com/content/by/year>

IES study “*The number of learning hours allocated on subjects and grades in 15 countries of the European Union (database for comparative study)*” Study carried out by: Oana Gheorghe, Speranta Farca, Dan Badea, Gabriela Alecu, Adrian Mircea

http://www.ise.ro/wp-content/uploads/2012/08/Numar_de_ore_alocate_pe_discipline_si_clase_Final.pdf

Jordan, W., & Nettles, S., (1999), *How students invest their time out of school: Effects on school engagement, perceptions of life chances, and achievement*. (Report No. 29). Baltimore: Center for Research on the Education of Students Placed At Risk. (ERIC Document Reproduction Service No. ED 428 174 <http://www.csos.jhu.edu/crespar/techReports/Report29.pdf>

Mahoney, J., & Cairns, R., (1997), Do extracurricular activities protect against early school dropout? *Developmental Psychology*, 33(2), 241-253. <http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=dev>

Mahoney, J., (2000, March/April), School extracurricular activity participation as a moderator in the development of antisocial patterns. *Child Development*, 71(2), 502-516.

<http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-8624/issues>

Mahoney, J., (2000, March/April). School extracurricular activity participation as a moderator in the development of antisocial patterns. *Child Development*, 71(2), 502-516.

<http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-8624/issues>

McLure, G., & McLure, J., (2000), *Science course taking, out-of-class science accomplishments, and achievement in the high school graduating class of 1998*. (ACT Research Report Series No. 2000-5):

www.act.org/research/abstract/0000D.html

McNeal, R., (1995, January), Extracurricular activities and high school dropouts. *Sociology of Education*, 68, 62-81.

<http://soe.sagepub.com/content/by/year>

McNeal, R., (1995, January), Extracurricular activities and high school dropouts. *Sociology of Education*, 68, 62-81.

<http://soe.sagepub.com/content/by/year>

Melnick, Merrill J., Beth E. VanFossen, and Donald F. Sabo., (1988), "Developmental Effects of Athletic Participation Among High School Girls." *Sociology of Sport Journal* 5:22-36.

<http://journals.humankinetics.com/ssj>

Posner, J., & Vandell, D., (1999), After-school activities and the development of low-income urban children: A longitudinal study. *Developmental Psychology*, 35(3), 868-879.

<http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=dev>

Reno, J., & Riley, R.W., (2000), *Working for children and families: Safe and smart after-school programs*. Washington, DC: U.S. Department of Education. www.ed.gov/offices/OESE/archives/pubs/.../SafeSmart/green-1.doc

FAMILY, CHURCH AND SCHOOL - EDUCATIONAL SYNERGETIC CONNECTION IN A SECULARIZED AND GLOBALIZED WORLD

VALENTIN FOTESCU*

valentin.fotescu @ yahoo.com

Abstract: *"The value of a nation is proportional to the number of normal families, ie those with many children. Work is self-evident. Many children can only have healthy parents to soul and body. There, where the elan vital is greater, where the decision to work is more vigorous and constant family is stronger, and her strength in that concretely manifests the blanket young society is bigger than the mature or aging."* (Simion Mehedinți Soveja, Another increase - school work).

Keywords: *Family, church, school, society, morality, unity, education, love, moral values and educational.*

In our postmodern world things flowing and turns into a dizzying pace and apart. Perception, values, institutions and establishments have established very well in their womb for hundreds of years, are turned upside down. They questioned traditional spiritual values and perennials, which until recently were considered elements of identity and eternal. In the interest of this dizzying, at some point you feel that no one knows exactly what is normal and what to do.

Among other facts which are not given the attention that it deserves value are: family, church and school.

Looking back in the history of Romanian culture we see clearly that the three institutions: family, church and school are the first institutional forms that have appeared in the world as a whole as an inseparable brotherhood that kept our cultural identity, spiritual and educational Romanian. From Romanian traditional family, and the modern to say, it would be appropriate to open a stable bridge, through the knowledge of fundamental values, "... if the nation is made time and time she needs

* Lecturer PhD., Faculty of Educational Sciences, "Dimitrie Cantemir" Christian University, Bucharest.

space that event. Nation, however, needs spiritual space. This space soul is where God planted the seed."¹

Historians and ethnologists, such as Nicolae Iorga and Mehedinti Soveja teachers of the nation, poets and thinkers as Octavian Goga and Mircea Vulcănescu inspired by the same love of country, bishops and visionaries, such as Nicolae Balan Andrei Saguna "the signs weather prophets" have put all the light one and the same truth which is none other than the truth itself Romanian village where he was born inextricable link between the three basic institutions: family, church and school, where they work to appear inseparable philosophical systems, Nazi and Communist.

We know from research sociological, psychological, literary and theological that the three sacred institutions: family, church and school there was a very strong synergistic relation hostile communist times and nihilistic but placed them on a breakaway position.

Family as institution holy founded by God in Eden is considered anachronistic. The fact that Jesus Christ, by attending the wedding at Cana wedding raised to the dignity of mystery no longer emotionally moved many Christians. Monogamy as the only way of communion between man and woman is overcome. Marriages are more and more evidence. Young people are advised unfortunately and the institutions would think serious to begin sexual life before marriage.

The consumer society everything is sold and bought as anticipated apocalyptic times "merchandise of gold and silver, precious stones and pearls, mink and purple, silk and cloth... and bodies and souls of men" (Revelation ch.18, verse 12-13)².

No wonder that in this atmosphere that the anticipated St John the Evangelist, the author of Revelation, you see things that amaze.

For example, the Western European TV channel, a show called "Big Brother" nights in a row transmitting life of a clan of young boys and girls living in a fleshly collectivism that it exceeded that of the dumb creatures.

Faced with this grim reality, the church can not come up with any solution other than what the Savior left because "Jesus Christ yesterday and today and forever the same" (Hebrew, Chapter 13, Verse 8)³. And the

¹ Dan Puric, *Who we*, Platytera Publishing House, Bucharest, 2008, p.163.

² Bible or Holy Scripture, *Bible Institute and Mission of the Orthodox Church*, Bucharest, 1990, p 1408.

³ Bible or Holy Scripture, *Bible Institute and Mission of the Orthodox Church*, Bucharest, 1990, p 1370.

solution is monogamous Christian family that there's no individualism or collectivism but communion in love.

The family is the marriage willingly and that the bond for life between a man and a woman. In the spirit of Christian teaching, the essential characteristics of marriage are unity, permanence, sacredness and equality between spouses. Under order of Christian marriage is perpetuate the human race, help each other, to avoid fornication and especially communion in love the two that provide each individual specific gifts.

If the society, the community, in their various regimes have always managed to be pillars set in raising and educating young generations, the family - instead, was and remains an important point of support: "words speak mind. Parents talk more intimately, speak a language of the heart when you take care of affectionate, sensitive to the needs and feelings of the child. This language is not limited to help children develop an image dominated confidence and assertiveness, they also learn to treat their parents with respect and consideration".⁴

On the other hand, "the conversation with children is an art unparalleled own rules and meanings. Children are rarely innocent when communicating. The message is often encrypted, and requires deciphering".⁵

Orthodox Church granted and attaches great importance to marriage and the Christian family because they depend not only pairs but also the welfare of the human community in general. Family is founded not only on the inner need to live in the community but also the communion that exists between God and humanity he loves.

Also the school that has the same educational purpose as family and church is not the moral indifference of the family, because of her bosom harvested their pupils and students to educate and form a structure Romanian identity. Therefore, the Romanian education scholars and the vast majority of civil society should consider the true religion as mandatory teaching in Romanian schools.

It is true that these things are taught by the church and the school that they have limited means at hand, while millions of people are drawn to TV shows that are exciting and cultivate bodily pleasure, violence and greed for money.

Family presented by these programs is often a caricature of what it should be. "Models" proposed can be enticing, exciting, even loved, but it

⁴ Dr. Haim G .Ginott, *Between parent and child*, Humanitas, Bucharest, 2006, p.181.

⁵ *Ibid*, p. 15.

cer and happiness? Does it convey the message that really helps us manage our life? Between Christian family, church and school are inextricably linked mutually reinforcing. Christ's grace makes man and woman able to love as Christ has loved us.

Become parents, spouses receive from God the gift of a new responsibility. Their parental love is called to become their children sign of love of God. Within the normal family is born a set of interpersonal relationships: paternity, maternity, parentage, fraternity, in which each person is introduced into the human family and the family of God which is the church. Marriage and family Christian church build and reinforce school. In the family the human person is not only born and phased through education taking into account its own identity in the human community, but by birth to the life of Christ through baptism and education in the faith, while it is included in the family of God, ie church.

„... the family should not be neglected by the school in terms of preparing them to build civic and moral education of children. Sometimes parents have the best intentions but lack pedagogical skills in the absence of such skills, the results of the influences of her children may be the most harmful.”⁶

The church builds family and the school and the family and the school build the church. School and church family are born by the sacrament of matrimony and enhanced by sound education, their cradle, place and the environment in preparing new generations of members of the church and school, and the family supported and strengthened by the grace of God finds its fulfillment in the church and school, and all three in the common identity in European society and culminating ultimately in God's kingdom.

Today, family, church and school and all social structures are affected by secularization and globalization of the contemporary world. Diminishing the role of the church in everyday life and decreasing confidence in God that result degradation of human relationships, failure of moral principles, increasing crime and corruption.

More young people under the negative influence of Western secular living alone, deal coincidental and not married. The most common motivation for this is the material. I do not want to assume obligations and what for centuries was among sin, transgression, shame, for many now a virtue and a new fashion of life.

⁶ Ioan Jinga, *Education and daily life*, Didactic and Pedagogic, Bucharest, 2005, p. 244.

Today the most affected function of fundamental institutions (family, church and school) is educative. Referring only to moral religious aspect, it is observed that current parents and children lived were formed during the school education does not teach religion. Official achieve atheistic education aimed at people away from faith. It is true that many have remained faithful, the years have said the word atheism. Parents have little religious information are inauthentic, mixed with various forms of popular religion (superstition, secular traditions, magic, ideas pseudo), and they are taught to children as Christian teaching.

If a family organized and integral contributes to increasing religiosity and forming good citizens, their absence often has negative aspects. Decline in parental authority, family disputes make children to lose trust in their parents, in the proper functioning of the organization of social institutions. Children away from tradition, religion, become skeptical life looking for solutions elsewhere. Orphans or abandoned children are less faithful. They are reluctant and confused. Even in homes and orphanages institutionalization provides warmth and ambience spiritual family. Family model based on affection and emotion is replaced in the state organized model, streamlined binding. Motivation changing religious experience love in explanations and memory constraint.

The family is facing many problems, one of the reasons being the neglect or non- religious education and moral spirit. Religious education in the family and then the school is based on the belief that religion provides fundamental principles and value to the structure of personality around a unifying foothold. A proper religious education oriented development of a balanced inner vision maturing adolescent.

Today traditional natural family is in crisis, the mutation to a confused and uncertain future throughout Europe, so the family crisis is seen as a symptom of the crisis of Western civilization, a crisis of contemporary society itself. Family crisis has repercussions sooner or later and the church and school and society at large. That of a spiritual crisis in Western Europe are added in Central and Eastern Europe, the former communist countries and other negative factors hitting family poverty, unemployment, roselytizing sects, violence, uncertainty of tomorrow, and emigration to richer countries.

In Romania, the crisis manifested family and child abandonment and parental abandonment, the high number of abortions and even an increase in the number of divorces, increased violence and increased delinquency.

At this crisis the church believes that the expectations are exceeded as follows:

a) God's blessings on the family. Family crisis today can still be stronger than the blessing of God the Creator, who said: "Be fruitful and multiply and have dominion earth" (Genesis, Chapter 1, Verse 28).⁷

b) Another source of hope is the effort churches and schools to defend the natural family, traditional, universal, and resist in the face of "models" new family, the normal male-female relationship is considered as something beyond.

c) to the Cooperation State - Church is a major source of hope.

In such a situation, the school must meet the... by identifying problems and solving them as soon as possible. Together with other institutions, the Church's role as a mediator and not only can receive special meanings in such situations - "Allow children and forbid them not, to come unto me" (Matthew Chapter 19, Verse 14)⁸ teaches us this Savior Christ.

Already reintroduction of religion in schools, integrating undergraduate and graduate theological education in the state network specializing in theology, social work presence of priests in various charitable institutions - the army, hospitals, prisons, represents a potential for fruitful cooperation in solving problems of a spiritual, moral, pastoral and social facing families today.

Important is that the Church (that we Christians) in an increasingly secularized world to know what to do. The solution is not an attitude of "bulldozer", but leaning towards the needs of spiritual, intellectual, social people, selecting the positive and uplifting for the human person, that is, ultimately, to look at everything and everyone through the perennial values of God and so we will keep the people well-known Romanian - Christian identity.

REFERENCES

Andreicut, † Andrew family between individualism, collectivism and communion, art. the "Orthodox Faith" VI (2001), no. 2.

⁷ Bible or Holy Scripture, *Bible Institute and Mission of the Orthodox Church*, Bucharest, 1990, p. 12.

⁸ Bible or Holy Scripture, *Bible Institute and Mission of the Orthodox Church*, Bucharest, 1990, p. 1121.

Bible or Holy Scripture, (1990), *Bible Institute and mission of the Orthodox Church*, Bucharest.

Dr. Haim, G. Ginott, (2006), *Between parent and child*, Humanitas, Bucharest.

Epiphany, (2001), *Blessed Abbot, Family Orthodox - in humble love*, trans. Ieroschim Stephen Lacoschitiotul Hermitage Lake.

Jinga, John, (2005), *Education and everyday life*, Didactic and Pedagogic Publishing, Bucharest.

LEB, Pr. Prof. Ioan Vasile, (2007), *Family and the Church in the third millennium. An Orthodox viewpoint*, art. in "Studia Universitatis Babeș-Bolyai - Theologia Orthodoxy" no. 1.

Mehedinți, Soveja Simion, (2009), *Another increase - school work*, Ed. Rotonda.

Mihoc, Pr. Dr. Constantin, (2002), *The sacrament of marriage and the Christian family in the teachings of the great Fathers of the Church in sec. IV*, Ed Theophany, Sibiu.

Puric, Dan, (2008), *Who we*, Platytera Publishing House, Bucharest.

Remete, Pr. Lect. George, (1996), *In a Christian family*, art. the "Orthodox Faith" I.

ASEAN – HOW ACQUAINTED OF A STAFFER FOR SOUTHEAST ASIAN EDUCATION?

IOANA-BIANCA BERNA*

bianca.berna@yahoo.it

Abstract: *Scoring the keepers of creating a knowledge societies has become the utmost ideal of emerging parts of the world, without dislocating it from the panorama of economic growth. This paper is intended to speck and localize those trends in Southeast Asia. The nook through which we will argument our views will be through the deeds and doings of ASEAN, in this respect. We will identify how the stroke of quality of the underlying principles of the ASEAN Socio-Cultural Community affect the regional education system and, then, bestow a serving transmission to ASEAN`s actual quagmire in the education domain.*

Keywords: *ASEAN Socio-Cultural Community, Knowledge Society, ASEAN Charter, Regional Education Disparities, Regional Connectivity.*

A. ASEAN Socio-Cultural Community and Knowledge Society

As ripped open by the geo-strategic conditions of the Cold War, in 1967, the intention of the heads of government of Malaysia, Indonesia, Philippines, Singapore and Thailand was follow up the loose, yet continued, barely achieved domestic stabilization, with the forging of further integration. By the reduction of reliance and fidelity on external powers, the *Association of Southeast Asian Nations (ASEAN)* was established. Even if its outset structures and inlaid institutions were thought of as uncomfortably archaic in the beginning, *ASEAN* was used as a basis for securing public recognition for the regional states¹. The regional states were not even similar items!

* Associate Assistant, Department of International Relations and European Integration, National School of Political and Administrative Studies, Bucharest.

¹ Especially for their inherent aptitudes for transgressing instability, for making their territorial borders safe and for imparting the feeling of sureness, among their citizens, through the appointing of domestic regimes most serving to the popular needs and intricacies; The founding of *ASEAN* was monumental!; It was, initially, a splurge, from the part of the regional governments, that they could place themselves advantageously into the fixed conditions of a neutral position within the mounting and spilling spheres of

Narrowing the affirmation to the founding members of *ASEAN*, we can honestly say that the regional states did not represent likewise hinges, through whose deciding, a regional order could be implaced. *ASEAN* could not be used as a security parasol for the founding members, as all military empowering for such an objective was cancelled, from the beginning from its occupancy. Later on, *ASEAN* gradually expanded and gained many new members². Surprisingly, over time, *ASEAN* advised an alternative translation of security concern and made possible an angle change of these issues. As time passed by, *ASEAN* did not destroy the feeling of authenticity that it first embodied in 1967. In 2003, the *ASEAN* members pledged to concert their efforts in erecting new pillars of collective decision, in different rinks of action. At the Bali Summit of 2003, the *ASEAN Community* became an operational insinuation, meant to be enacted until 2020.

The *ASEAN Community* was meant to employ the content of **collective thought, within three main pillars: a political and security one, one related to economic progress and adaptor to the economic change that the global pressures adumbrated, and the ultimate concerning socio-cultural convergence. The creation of the ASEAN Socio-Cultural Community runs many appositions with the purpose of the winding of people-to-people communication. This is made fluent by the concepts of regional resilience and people-to-people solidarity. These ideas are of Asian extraction.** The

influence of the Cold War; *ASEAN* was meant to institute the value and skills mandated for security insurance, without actually encompassing, within the collapsible canopy of its tasks military duties that would make the quest for security intrusive into the national operating ground-work of decision-making;

² In 1984, Brunei joined the *Association of Southeast Asian Nations*, after gaining a disinclined independence from Great Britain; Like any other small state, Brunei felt that it could always be liable to injury from the part of its regional counterparts; The regional security environment was, nonetheless, established on rather vulnerable plaques and Brunei followed on these native breeds and tried to protect itself from the use of force against it and through the means of the British suit of armor; The discontent with regional politics was not as high in the case of Brunei, as it was in the case of the its trusting the other regional states; Brunei always accessed a safe-conduct mode in regional politics; In the end, in 1984, for Brunei, the train of regional integration appeared to be exercising plenty of regional pressures; Moreover, the staying preservation of *ASEAN* made it possible to convince Brunei that it was better to be inside than outside; Waves of expansion followed; In 1995, Vietnam replaced Brunei as *ASEAN* newest member; In 1997, the door for integration opened favorably for Laos and for Myanmar and, finally, in 1999, after some rain check moves, Cambodia was the ultimate member that acceded to *ASEAN*;

purports of collectiveness and the storyboards that address community-living, rather than an individual existence are connected to the conceptual fertilization that Asia has communicated so vividly as a function of its cultural distinction. *Regional resilience* refers to the survival of the transfer of the regional pervading meanings of culture and civilization. By inter-communicating them between governments, and especially, between nations and people, compound cultural and civilizational concepts can result into outliving commonalities. Bringing together various national traditions and approaches, as to be taken out as an epistemic process of knowledge cannot be accomplished with an overriding belief in the possibility of succeeding. This is not prevented by the obstinacy of conservatism only! There is so much diversity in Southeast Asia, viewed from any possible cusp, that reaching the reduction of individuation can be pretty far out and more than ambitious. The pursuit of common modes of action and interaction receives a widespread support from the prevailing sought for models of the *knowledge society*. The point of introducing tenets of *the knowledge society* in Southeast Asia has tended to be particularly pronounced with points of all-embracing acceptability. *Knowledge society* is a term that indicated the major shifts that are occurring within a specific environment, in our case, within a regional environment. Creating and inter-changing knowledge is a competitive advantage that a society, under attempts of universal progress, should be able to sustain and encourage. *Knowledge society* is mostly correlated with the rapid exploitation of intelligence and of information handling within the academia environment.

The university environment is the most contributory to the advance of knowledge and to its displace and replace within the members of a particular society: “Epistemic shifts in knowledge and in cognitive structures have tended to be particularly pronounced in the institution of the university whose social practices have expressed not just the mode of knowledge but also the dominant and emergent cultural models of society”³. Beyond any shadow of the doubt, *the knowledge society* is representative of a paradigm of positive change that needs to be reciprocated within a certain level of care and of barter within the regional environment. As a primary focus of *the ASEAN Socio-Cultural Community*, knowledge is not only declarative to the sense of achieving patterns of

³ Delanty Gerard, *Challenging Knowledge: The University in the Knowledge Society*, Open University Press, Philadelphia, 2001, page 26;

good neighborliness between the regional states and to the edge of upgrading the customary ways of good neighborliness in creating a regional spatial distribution of standards regarding high education skills, connected to the broad socio-economic picture of Southeast Asia. As Cristopher Hemingway and Tom Gough argue: "The increase in demand for 'knowledge skills' has created, and been influenced by, marked changes in educational requirements. Over the past few decades, this has led to the massification of higher education, which is providing a broader base of intellectual skills in most advanced economies. This not only affects higher education teaching but also has major implications for university research, in general, and IS research, in particular. As society becomes a mass of competent and discerning knowledge users, the user base for academic research broadens and its demands change"⁴.

Human development is a primary solicitude for the creation of a *knowledge society*⁵, amiable to its functional equations and to the abstraction of building bridges among the regional nations. This is mostly naturalized through the beliefs and dogmas of educational and to its trans-national authoritative acceptances. In the following section of this article, we will try to deprive of concealment the measures taken in order to advance and cement the rafter essays of knowledge society and of education regional columns.

B. The Evocative Logical Manner of ASEAN Education Quagmire

The regionalization of education, as an excessive considerateness for the creation of a *knowledge society*, is used by *ASEAN*, within the solicitousness of the scope of *ASEAN Socio-Cultural Community*, within an organized pattern of influence. *ASEAN* was determined to not only maintain the gradual pace of global advances, but actually spur them, regionally, with one country influencing the other and inspiring headways

⁴ Hemingway Cristopher J., Gough Tom G., *The Value of Information Systems Teaching and Research in the Knowledge Society*, Informing Science: The International Journal of an Emerging Transdiscipline, Vol.3, Annual 2000;

⁵ The concept is also colligated with the interposition of the usage of the technologies and ploys of procedure of the new age of information; The employment of more apposite for this insurrection of new technological rages and styles, within the different societal milieus, has established a more joined rapport with the intra-regional communication lines of education and education planning; This brings *ASEAN* strategy in a closer relation to the individual as the golden denomination of the societal overture and betterment;

of elevation and supercharge standards in education and in the circulating use of information technologies, as the former *ASEAN* Secretary, Rodolfo Severino once confessed: “[...] the sweep of the information age through Southeast Asia presents us also with severe challenges, even threats. The new technology demands new skills, new mindsets, changes in economic and social policies, and shifts in cultural norms. The information revolution poses the danger that those who are already well advanced in these essential conditions - in science and technology, in education, in economic reforms, in modern organization and ways of thinking - will go faster and even further ahead”⁶. *ASEAN* engaging work in the field education standards and requirements, imposed region-wide, gave a look into all the complexities of such an undertaking, by the promotion of the awareness of quality and professional development, starting from lower levels of education and going up to the higher levels of education. All levels of education, in *ASEAN*’s view, need to have a regular, unhurried, popular representation, within the mindset of the cadence proposed⁷. Which kind of bid will decrease the dependency ratio on failure? *ASEAN* started of with a great full of excitement. We will overview if the same is kept for the education plans that *ASEAN* wants to implement.

Yes, there is a prose of excitement concerning *ASEAN*! There is compact doubt about its future and the possible molding of an *ASEAN* identity also! The big headlights of suspicion refer to the fact that *ASEAN* clings to strive in non-interference! Nonetheless, there are less contentious fields of interfering, where the regional states should begin to increase the golden⁸ rules of the cooperative opportunities. The education field in the domestic agendas of the regional countries lies in a conflict of evidence. Some of the regional states have achieved economic success! Indonesia has

⁶ Severino H.E. Rodolfo, *Building Knowledge Societies: ASEAN in the Information Age*, Journal of Southeast Asian Economies, April 2000, Vol.17, No.1;

⁷ It is important for the orderliness of the approach used for the inference of the knowledge society, within the region, to systematically include all levels of education, in order to harvest the best outcomes; *Human development opportunities* and human resources training are built on the compulsory cooperation of the levels of education and on the circular connection; The clustering of methods and strategies for one level or for few levels, on the expense of others, will not give the workplans that *ASEAN* introduced the essential weight needed for them to officiate;

⁸ We construe that a long-term future for the opinions expressive of great disdain regarding *ASEAN* will not exist if plans regarding education are delineated, according to the needs of each regional state; Certainly, this accomplishment has to be supported by sustained investment;

produced enough convincing vehicles for the attachment of great promise outlooks for its future. According to the prognostications made by the Standard Chartered, Indonesia will be situated as the 10th biggest economy by 2030⁹. No unsure faltering enthusiasm can be inspired regarding the huge connection between *human capital development*, economic growth and economic sustainability of a country. The regional disparity that is present in Southeast Asia is one of the main circumstances that needs to be imperatively alleviated. The dubiousness of social mobility is one incumbency that hinders the affirmative claims outlined for regional integration. This is a product of major disparities within Southeast Asia. One of the main reasons for which *ASEAN* efforts are scrupled is the disorderly queue for job application in the region. Countries that underwent economic growth are more targeted by applicants than others. The notion of hindrance is furthered conveyed by the actual level that higher education has consummated, by the level of enhancement of educational public policies and, most especially, by the way that education and education reform are effectuated within the procurement of measures. The private sector has enabled growth in some of the regional countries, with Indonesia, Malaysia, Philippines, or even Vietnam taking the upper-hand. Absorbing positive rates in the private sector is linked intrinsically with having highly-trained, skilled and educated human resources¹⁰.

The underachievement of education investment is one of the sore points throughout Southeast Asia and more of a visible gradient in countries that have not yet received encouragement for their economic path of evolution. Myanmar is a noteworthy example, in this case. Even for other countries the results obtained have somewhat been flat, in this respect. We have stated that collective decision is more likely to be obtained into such field, where disagreements over interference can be cancelled through the development of best practices, targeted at reducing regional disparities. The strategic objectives that *ASEAN* has set to accomplish are and mostly have to be related with its *capacity building*. One of the main problems of the efforts for establishing education plans is

⁹ Goldman Sachs also ranks Indonesia, together with Philippines and Vietnam as having enough grounds for positive economic expectations in the medium future;

¹⁰ Even in the countries where economic progress strived, the practice of investing in education is defective of important rectification; There are many reclaims that need to be enacted if a piecemeal approach is to be realized between economic development and human capital development, peculiarly, in higher education-related topics;

the access to education, especially in the regions where conflicts were frozen and are now re-ignited and spurring, irritating the domestic disquietudes.

In Southeast Asia, the commitment to effect the agency of a resilient regional identity is presently impeached by forms and fashions of the threats posed to the national resilience. Among them, perhaps, separatist movements rank first. As Michael Jones mentions: "What *ASEAN* means by "*a common regional identity*" and how it will be achieved has only been vaguely alluded to, leaving an incomplete or unspoken vision to the concept of *regional identity*. In various public lectures, Rodolfo C. Severino, [the former]Secretary-General of *ASEAN*, has referred to *ASEAN* as a "cohesive mass that can come only from geographical propinquity" that requires member nations' commitment to maintaining "*ASEAN's* cohesion and strengthen its solidarity..." Severino has further described an association with great diversity that is composed of "societies and political constituencies... marshaled in the cause of *ASEAN* solidarity and cooperation, behind the validity of the *ASEAN* idea..." that aspires to... open trading and investment regimes. An increasing integrated market. Progressively more open societies. The increasing ascendancy of the rule of law..."¹¹. If collective plans are approved for public release, exposure and implementation, the carrying out of their performance is held back by the lack of national comprehension of the enforcement.

The internal political challenges of the secessionist movements with their old or renewed grievances are jamming issues for measure to come to their prognosed fulfillment. Even the use of statistics for the implementation of education plans is made inadequate by the different domestic political agendas, supplemented or not¹². The socio-economic opportunities for the secessionist movements, especially if they want to maintain the sufficient means for their autarchic existence are very scarce. Consequently, the question regarding how education and education reform will be ensured, is posed with gloomy dejection. With the purview of maintaining *national resilience*, the host countries are seldomly curtailing the financing for the secessionist communities, so that the prerogatives of independence will be abandoned. In Southeast Asia, the secessionist

¹¹ Jones Michael E., (2004), *Forging an ASEAN Identity: The Challenges to Construct a Shared Destiny*, Contemporary Southeast Asia, Vol.26, No.1, April 2006;

¹² Depending on the regional country and on the different provinces of that regional country; Geography is also a resolve into influencing factors when the issue of secessionist movements enters into discussion;

groups have a religious or an ethnical conformance. Only to remark a call for attention for a few of such movements, we can instance the ones in Indonesia: in Aceh, in West Papua, in Kalimantan, in Riau, in South Moluccas. In Myanmar, ethnicity has empowered the struggle for equal treatment between ethnicities for ages¹³. In Philippines, *the Moro Islamic Liberation Front* and the *Bangsamoro Islamic Freedom Fighters* are organizations acting fervidly for the establishment of autonomous provinces and for the respect of such a status by the national authorities.

There many hot-blooded views and angles regarding such problems and their disquisition by argument. By way of addition to these problems, in *the ASEAN Charter* – a clear encouragement for the development of a skilled and well-trained workforce is pledged. Over and above economic development, a skilled workforce is reaping the rewards of plenty of upshots for the unveilings of the plans for development. The regional countries lack the massiveness of the Chinese workforce, on the one hand. On the other hand, the regional countries, within a specific set of work-related attributes need to receive regional standardization. In this way, it is mandatory for certain competencies to be developed and the vantage ground that can be obtained through professionalization programmes. Trainers need to be prepared for these teaching endeavors.

The overreach of these professionalization programmes, long-term or medium-term will be burly. The use of statistics will play an important role, as it will reveal the assets that the *ASEAN* workforce will need in order to correspond to the needs of *ASEAN* industries. The import of workforce will be, thus, substituted. Regional workforce will respond to the betterment of industrial and economic fields. Their reaching of a higher administering maturity, as we have pointed out in the previous section, will depend on the level on training and education of the workforce. Raising awareness and making international highlights about the state of development of regional economies has to be made in relation with the flashes of information regarding the status of copse that human capital development strategies have managed to attain.

In the pronouncements of the socio-cultural pillar, the proclaiming of motives concerning the importance of education is proposed within delineating setting grounds: „to support wider access of rural

¹³ Some of them were even cited for their outstanding perseverance; Their struggle, however, has destabilized the struggle for *national reconciliation* and the destitution of their situation, especially, given the prolonged nature of its inducing;

communities to quality education by establishing an *ASEAN* community-based programme for young volunteers to support the learning centers in rural areas and for indigenous people in Member States; to promote life-long learning in *ASEAN* member states, in support of the Education for All; to agree that *ASEAN* Member States should consider sharing their resources and consider establishing a regional education development fund to ensure adequate financial support to implement the recommended actions”¹⁴. Another important breakthrough in the field of education is the one related to *the Education Grant Program*, released by *ASEAN*, in cooperation with the US, in order to reach greater connectivity in rural areas. Rural areas were foremost areas of interest and intentions for *ASEAN*’s tentative projections of principles and concepts¹⁵. The caption of this grant deem the introduction of capability development in the field of information and communications technology in the field of study and education: „The first ever grant program to be undertaken jointly between *ASEAN* and the United States. The program was designed to address some of the gaps identified at last year’s *ASEAN Conference on Rural Connectivity for Education and Development*, such as teacher training in information and communications technology (ICT) and the development of online education content and software applications”¹⁶.

The conjunctive property of such grants is to enrich civil society organizations with know-how in applying the knowledge of information and communication technologies in rural areas, throughout Southeast Asia. However, a regional-pronged cooperation approach is more adequate in terms of producing the necessary strategic responses that education programmes in Southeast Asia really need. This fund, except from resulting in more than agreeable conditions for the rural parts of

¹⁴ Selection made by the author of objectives concerning the role of education in the socio-cultural pillar of *ASEAN Community*, underlined by: *The Chua Am-Hua Hin Declaration on Strengthening Cooperation on Education to Achieve an ASEAN Caring and Sharing Community* (2009), <http://www.moe.go.th/ppp/think/ppt/ASEAN-and-Education-Somkieat.pdf>, date of accession: 13th of August 2013, accession time: 23:16 p.m.;

¹⁵ With reference to the concepts of *mufakat* and *musyawarah*, that were collected from the brainpower with of the Malay village; They refer to the concepts of *deliberation* and *consensus decision-making*;

¹⁶ *ASEAN-US Rural Connectivity for Education Grant Program Recipients Announced* (2012), *ASEAN Secretariat News*, Date of Publication: 24th of July 2012, <http://www.ASEAN.org/news/ASEAN-secretariat-news/item/ASEAN-us-rural-connectivity-for-education-grant-program-recipients-announced>, date of accession: 23rd April 2013, accession time: 12:19 p.m.;

Southeast Asia has some misgivings. One of them is the fact that not all the rural regions of Southeast Asia can be given amenity to.

Beneficiaries are selected according to a base of perusal and a chain of criteria will discern the winner. Secondly, reasons for innovation, that spring from the regional states' decision would have to be conducted with a full view and oriented towards those regional areas that need most financial support for informatization¹⁷. The regional education system that *ASEAN* has tried to correct has been able to improve by alteration. However, the strategic tailoring cannot be transferred successfully, in our opinion, if the following delays and predicaments are not decided in purpose of disentangling:

- ⌘ The regional states should promote the investment in education, within the clearest of the meanings; A coherent, integrated valuing of the tactics and strategies that need to be ensured in observance includes also a network approach, procedurally limned; This network approach should consist of units, located in each regional state that would offer specialized training, according to the different needs of the guilds that have to be identified by survey measures within the industrial field; The industries that need a workforce with enhanced training have to be pinpointed;
- ⌘ In the linking of business practices with personnel policies, training programs should not desist the non-industrial guilds; Specializations in arts should be encouraged, in order for a regional culture and civilization to emerge;
- ⌘ The establishment of an *ASEAN University*, with regional units in each *ASEAN* state, and with a bountiful of required programs and specializations has to be ascertained for common standardization purposes; In this manner, an optimal degree of standardization will be guaranteed by the enforcement of a common education institution that can provide the entrust of education programs; It is likely that private sector education institutions will be molded after the avatars of *ASEAN University*;
- ⌘ *ASEAN* has to adopt measures so that the access to education can be virtually and realistically universal; This quandary means that in segregationist areas of Southeast Asia all efforts have to be

¹⁷ A non-competitive base of granting will be more efficient as it will be able to treat the regional concerns regarding education as a combination of structures - the most needing will be given the fairer advantage in considering.

combined, in order for education programs to transpire positive outcomes and functionalities.

The management of the regional education system poses many riddled prototypes. We argue that a regional gist is the best. It cannot replace the importance of bilateral partnerships, but it has to represent the higher curve of importance when discussing planning and action. We contend that the main vacillations of the current education system arise from matters that have been overlooked or inconsiderately treated so far. Commencement of reforms has to depart from these stopping points and search for further determination.

Final Illations

In a final outlook, more than in other parts of the world, in Southeast Asia, the education system is bisected with the pace and the quarry of economic development. The regional calibration of a common progress of implementation of measures in the education field has been awaited for a long time and has been urged on by the prospect of creation of the *ASEAN Community*. The hence of making those measures obtainable, in the pursuit of a larger ambit has to carefully override the problems that have been mentioned within this paper and that have not yet been properly touched by regional resolve.

REFERENCES

ASEAN-US Rural Connectivity for Education Grant Program Recipients Announced (2012), ASEAN Secretariat News, Date of Publication: 24th of July 2012, <http://www.ASEAN.org/news/ASEAN-secretariat-news/item/ASEAN-us-rural-connectivity-for-education-grant-program-recipients-announced>, *date of accession: 23rd April 2013, accession time: 12:19 p.m.*;

Association of Southeast Asian Nations, *ASEAN Vision 2020*, Kuala Lumpur, Policy Report from the 1997 ASEAN Summit Meeting, 15 December 1997;

Delanty, Gerard, (2001), *Challenging Knowledge: The University in the Knowledge Society*, Open University Press, Philadelphia;

Figueroa, Adolfo, (1999), *Social Exclusions and Rural Underdevelopment*, paper prepared for the World Bank Conference on Evaluation and Poverty Reduction, Washington, D.C., 14-15th June 1999, pages: 1-12;

Hemingway, Cristopher J., Gough Tom G., (2000), *The Value of Information Systems Teaching and Research in the Knowledge Society, Informing Science: The International Journal of an Emerging Transdiscipline*, Vol.3, Annual 2000;

Hew, Dennis, (2003), *Towards an ASEAN Economic Community by 2020: Vision or Reality?*, Viewpoints, 16 June 2003, 28 December 2003;

Jones, Michael E. (2004), *Forging an ASEAN Identity: The Challenges to Construct a Shared Destiny*, Contemporary Southeast Asia, Vol.26, No.1, April 2006;

Severino, H.E. Rodolfo, (2000), *Building Knowledge Societies: ASEAN in the Information Age*, Journal of Southeast Asian Economies, April 2000, Vol.17, No.1;

The Chua Am-Hua Hin Declaration on Strengthening Cooperation on Education to Achieve an ASEAN Caring and Sharing Community (2009),

<http://www.moe.go.th/ppp/think/ppt/ASEAN-and-Education-Somkieat.pdf>, date of accession: 13th of August 2013, accession time: 23:16 p.m.

THE SITUATION-BASED APPROACH - THE NEW TEACHING PARADIGM OF THE FUTURE

MARIN TUDOR*

marintud@yahoo.co.uk

Abstract: *In order to diminish the school failure rate, which today is alarming in most countries, two currents about the curriculum clash: one that has been dominating the school system for more than five decades, technical and planning, based on goals and forming the core of objective-based pedagogy (OBP), the other is emerging, promoting a cultural approach of the curriculum, and inspiring pedagogical trends that bring into focus the context and situations which are significant for the students. The situation-based approach (SBA) causes many upheavals, but is the coherent option according to which students develop competences that are mostly action-oriented and situational. The new curricular construction based on competences is the paradigm of the future in the teaching world.*

Keywords: *curriculum, competence, action-oriented and situational competence, objective-based pedagogy (OBP), competence-based pedagogy (CBP), situation-based approach (SBA).*

I. Conceptual novelties concerning the curriculum and the competences¹

The end of the second millennium and the start of the third bring to the foreground the alarming finding that approximately 25-30% of the students in the general, mandatory education system show serious gaps from a perspective of acquiring contents at the level of minimal performance standards. With the risk of being labeled as lacking pedagogic optimism, today, functional illiteracy is a painful reality. Beyond that finding, there is the conclusion of psychologists and

* Lecturer PhD., Faculty of Educational Sciences, "Dimitrie Cantemir" Christian University, Bucharest.

¹ See: Marin Tudor, 2013, *Competences between Conceptual Clarifications and Didactic Realism*, in *Euromentor*, Vol. IV, issue 1, Pro Universitaria; Marin T., 2013, *The Status of Key Competences in Strategic Orientations. Goals of Educational Policies*, in G. Pohoată, O. Costea, 2013, *Methodological Issues of Teaching and Learning*, Pro Universitaria.

educators that at most 5% of the students would not be able to reach minimal performance standards, the rest being formed of normal children who are able to succeed.

Research from the last twenty years, in Europe, but also in other parts of the world, leads to a new curricular construction focused on curriculum and competences. The most relevant aspects from the point of view of curricular development seem to be those introduced by the Observatory of Educational Reforms (OER), with the Quebec University in Montreal. However, before that there have been other pertinent approaches to curricular reform. De Landsheere synthesizes the history and topicality of the concept of curriculum, by saying: "In a recent past, official curricula were reduced to a list of subjects taught at various levels of education, each being devoted a certain number of hours a week. Precisely in order to stress the renunciation to that preeminence of subjects over focusing on student development, the Anglo - Saxon pioneers of the New Education, starting with Dewey, have adopted the term curriculum. They generally define it as the entirety of life experiences necessary for students' development, a development which, of course, still requires the acquiring of knowledge and skills, but which, this time, is operated depending on the needs of students and on their degree of preparedness for a responsible participation to life within the society"². Today, there are *three fundamental concepts which structure the curriculum*, namely:

- *focus on the knowledge* that must be acquired, i.e. the systematic learning of subjects in a certain sequence imposed by the internal logic of knowledge;

- *focus on the student*, i.e. knowing the needs, interests, abilities and life experiences of the students; in that context, the learning of subjects becomes functional, combining with the situations experienced by the students;

- *focus on society*, i.e. the curriculum must understand the requirements of society and meet them.

Jonnaert and Ettayebi, researchers at OER, have described the *curriculum* as „a set of elements with an educational purpose, which, articulated with each other, allow us to orient and make an education system operational by pedagogic and management action plans. It is rooted in the historic, social,

² De Landsheere, V., *L'éducation et l'information (Education and Information)*. Paris: Presses universitaires de France, 1992.

linguistic, political, economic, religious, geographic and cultural realities of a country, region or locality”³. „The curriculum is built on the entirety of syllabuses developed in order to teach certain fields and topics at a given level, on the variety of documents and means of teaching related to those syllabuses and on the set of features serving as an indicator and counter-indicator for the use of a certain curriculum and means of teaching in certain circumstances.”⁴ We deem necessary to remind that a curriculum has to be operational, i.e. be unique, involve all the actors of the education system, manifest a high degree of univocality and flexibility, and show internal and external coherence.

The notion of *competence* belongs to a very wide semantic group, but it always points at a person or at people in regard to their involvement in an activity/action. In order to create a definition of competence, specialists refer to: a *context*, a *person or a group of people*, a *situational framework* (a situation and its family of situations), a *range of experiences lived* by a person/group of people in situations that are identical/almost identical/isomorphic with the current situation, an *action framework*, i.e. categories of action defining common properties of the actions possible in that situation or actions contextualized in action, allowing a processing with the help of a certain number of resources, and a processing articulating a certain number of actions with a certain number of resources⁵. We have to identify the founding elements of a competence in order to be able to grasp that competence by a triple logic, namely: *the logic of actions in a situation*, *the curricular logic* and *the logic of learning*. The logic of actions in a situation states how a person/group of people act(s) in a certain situation. That logic leads us to action-oriented and situational competence, i.e. the action lived by a person/group of people in that situation⁶. Curricular logic brings to the foreground the current theories of curriculum, however while stating the constituent elements of the

³ Jonnaert, Ph. and Ettayebi, M., *Le curriculum en développement: un processus dynamique et complexe* (Curriculum development: a lengthy and complex process), in L. La fortune, Ettayebi, M., Jonnaert, Ph., *Observer les reformes en education*, Quebec: Presses de l’Universite du Quebec, 2007, pp 15-52.

⁴ Shulman, L.S., *Ceux qui comprennent, le développement de la connaissance dans l’enseignement* (Those Who Understand, the Development of Knowledge in Education), Education et Didactique 2007.

⁵ Jonnaert, Ph., Ettayebi, M., Defise, R., *Curriculum and Competences, An Operational Framework*, Cluj-Napoca, ASCRED, 2010.

⁶ Masciotra, D., Roth, W. and Morel, D., *Enaction. Toward a Zen Mind in Learning and Teaching*. Rotterdam: Sense Publishers, 2007.

syllabuses that are required so that students may truly develop competences; that logic has to be based on a clear understanding of what a person achieves in the situation of becoming competent. The logic of learning must refer to the theories of learning, in order to allow students to operationally develop competences. In conclusion, action-oriented and situational competences are those competences which have developed within the activity of learning by action and in a certain situation.

II. Objective-based pedagogy (OBP)

"The dream of Comenius", i.e. "everyone can learn everything", seemed to become reality through the reforming explosion called objective-based pedagogy (OBP). From that perspective, a pedagogic design was created, which has become a model in the last 60 years. That pedagogy focuses on a central concept: *the pedagogic objective*. The curriculum and the pedagogic projection specific to that pedagogy have asserted themselves after the appearance of taxonomies of education objectives (B. S. Bloom, 1956; D. R. Krathwohl, 1964; A. J. Harrow, 1972; L. d` Hainaut, 1977, etc.). The approach of objectives within the teaching process has tried to imitate classic management, based itself on objectives, but replaced with the so-called "management by men". Pedagogy by objectives was also faced with many issues: pushing students towards "a trivial learning, built on simple behaviors" (Atkin, 1968), "obliges the teacher to give up using the unforeseen occasions of creative intervention that appear in the classroom" (Jackson, 1966); "measurability by standards and objectives is mechanical and dehumanizing" (Stenhouse, 1976). Mention must be made that in time such criticism was tempered by psycho-pedagogy specialists such as W. R. Popham⁷.

Pedagogic projection from the perspective of objective-based pedagogy (OBP) has efficiently led to several strategies of the "*mastery learning*" type. [In Romanian, the expression *mastery learning* was given several synonymous translations: comprehensive learning, complete learning, efficient learning, pedagogy of success, pedagogy of the J curve, etc.] The model of complete learning was shaped in the 1960s - 1970s in the United States, in the studies done by J. Carroll and B. Bloom⁸; however, the paradigm of mastery learning

⁷ W.R. Popham, 1971, *Must all objectives be behavioral?*, University of California. Also, W.R. Popham, E.L. Baker, 1970, *Systematic Instruction*, Englewood Cliffs, New York, Prentice Hall.

⁸ Carroll, J.B., *A Model of School Learning*, in *Teachers College Record*, Vol. 64/1963; Bloom, B., *Learning for Mastery*, in *Evolution Comment*, Vol. 1/1968.

had also been approached by Anne Bomboir from the perspective of curative pedagogy and of education for the disabled⁹. The essence of the mastery learning model (Carroll-Bloom) is: all children are able to succeed, to reach the minimal school performance standards, if the individual learning rhythm of each child is observed (Carroll); equal outcomes entail unequal pedagogic treatment (Bloom). Carroll's temporal model improved by Bloom was developed in Romania through the efficient teaching model with fine experimental outcomes from 1982 to 1993 by I. Jinga and I. Negreț¹⁰. That mastery learning model for the Romanian school (based on classrooms of students and on lessons, and usually leading to teaching, and not learning, in the classroom) has to be seen from the perspective of the following characteristics:

A - The diagnostic of the state of guided learning (teaching), which must lead to finding the gaps existing in the training of every student at a certain time; the time for assessment can be at the beginning of a new learning unit, at the beginning of a chapter, semester, school year; initial/predictive docimology tests shall be applied (but there are no standardized sets of tests for any performance level), developed in accordance with the final objectives and at the level of acceptable school performances; if the acceptable level of performance is not achieved by a student, this means that there is at least one training gap or lack of understanding for that student, and in such circumstances, recovery programs (private lessons) must occur. Also, we must not overlook the aspect that a great number of students exceed the acceptable level of school performance and, analogously, improvement programs must be created for them (consultations).

B - The design of training with a view to learning in the classroom will be based, as a general design model, on four operations derived from four questions; synthetically, they appear as follows¹¹:

A - Stating the objectives - What?

1 - Establish precisely what each student/value group will know or will know how to do at the end of the activity;

2 - Check if what you have established is what should have been

⁹ Bomboir, A., *Corrective Pedagogy*, PUF Paris, 1970.

¹⁰ Jinga, I., Negreț, I., 1994, *Efficient Learning*, Editis, Bucharest; Jinga, I., *Efficient Learning - A Goal of Psycho-Pedagogic Research and Current Practice*, in Forum, issue 2/1987; Jinga, I., Negreț, I., *Efficient Teaching and Learning, or How Well-Done Didactic Acts Are Based on Well-Thought Didactic Projects*, in Revista de Pedagogie, issue 1-6/1982.

¹¹ Jinga, I., Negreț, I., *Efficient Learning*, Editis, Bucharest, 1994.

done, by confronting the syllabus and stating the minimum expected performances;

3 - Check if the established objectives are achieved in the time that is available to you.

b - Analysis of resources - With what?

4 - Establish the essential content of the activity

5 - Differentiate the teaching depending on the learning capacities existing in the classroom.

c - Developing the strategy - How?

6 - Establish tasks for each learning objective targeting each operational objective pursued and differentiate them at/above the minimum level of performance; find the internal conditions of learning (adequate types of learning, types of motivation etc);

7 - Develop optimum learning situations by combining the methods and materials in order to boost their didactic efficiency, giving students opportunities to learn the tasks while targeting the objectives.

d - Assessment - How do I verify?

8 - Develop an assessment test of the learning progress.

e - Nota bene

9 - Build an instrument of putting the project into practice (the didactic scenario).

C - The standard procedures of making pedagogic objectives operational must express clearly and rigorously the expected outcome of teaching, but also provide the opportunity to establish at the end of the activity whether the expected outcome was achieved or not. In time, several procedures of making objectives operational have been created (R. Mager, 1962 and G. de Landsheere, 1972). From our perspective, the procedure of G. de Landsheere is complete, leading to a good standard operationalizing of the objectives. From that perspective, we can deem a pedagogic objective operational if its enunciation contains five mentions:

- The subject producing a certain behavior (at the end of the activity, all the students will be capable).

- The expected observable behavior (the action verb, which may be taken from the inventories of action verbs proposed by Metfessel, Michael and Kirshner, 1969).

- The performance that will be obtained with the help of the expected behavior (the direct complement on the list of Metfessel, Michael and Kirshner, 1969).

- The internal and external learning conditions in which the behavior shall occur.

- The level of standard performance (minimal acceptable achievement criteria).

D - The mandatory character of formative (circa 10 min.) or final training, as the case may be.

For a better understanding of the standard operationalizing procedure for the pedagogic objectives, we will give you several examples (the G. de Landsheere model):

"At the end of the activity, all the students will be capable (*the subject*) to write (*behavior*) the group of letters "chi" (*performance*), when dictated a text that contains words with and without the "chi" group, without any assistance from the teacher (*behavior occurrence circumstances*). The objective shall be deemed reached if all the words containing the "chi" group are written correctly by each student (*the minimal acceptable success or performance criterion*)".

"At the end of the activity, all the students will be capable to recognize the letters "I and L" when receiving charts with words written on them. The objective shall be deemed reached if they circle at least three letters of the existing ones, without mistaking them for other letters".

III. Situation-Based Approach (SBA)

The changing society asks enough questions to the education system in the context of *the digital fracture and of the cognitive fracture*. That double fracture (digital and cognitive) causes a gap between the favored and the disfavored (in every society). The recent approaches of the curriculum from the perspective of developing competences in students propose, showing great rigor and consistency, a new paradigm for education, namely that which is based on the notion of competence of a person/group of people *in situation and in action (action-oriented and situational competence)*. In a day-to-day translation, from a pedagogic perspective, this is about the "*situation-based approach*" (SBA), which is based "on a set of data placing the situation upstream from the curricular reflections and the learning activities... having as final goal the development of certain competences by the students"¹². We must keep in mind that the "situation-based approach" has to be only a means enabling

¹² Jonnaert, Ph., Ettayebi, M., Defise, R., *Curriculum and Competences, An Operational Framework*, Cluj-Napoca, ASCRED, 2010.

Psycho-pedagogy specialists deem necessary to distance themselves from the traditional curricular approaches existing in the objective-based pedagogy and to promote the situation-based approach. For a conceptual clarification on the *objective-based pedagogy (OBP)* and the *situation-based approach (SBA)*, we have taken the liberty of introducing *the specific differences* as they result from the following table¹⁴:

<i>Parameters of learning</i>	<i>SBA</i>	<i>OBP</i>
(1) Input:	Through the <i>classes of situations and situations</i> relevant in relation to the training syllabuses.	Through <i>subject contents</i> broken down and prioritized in micro-units.
(2) Process:	A <i>competent processing</i> of situations, based on the student's actions and experiences; the student is <i>active</i> and builds their knowledge and develops their competences.	An <i>observable behavior</i> of the student, based on the transmission of subject contents by the teacher; the student is <i>passive</i> and reproduces the contents taken out of context, often linking them to their own experiences.
(3) Nature of contents:	A plurality of <i>contextualized resources, open to interdisciplinarity and significant</i> for the student.	<i>Single-subject content</i> , divided in little pieces, taught for the teacher themselves and taken out of context.
(4) Outcomes:	<i>Knowledge and competences built</i> by each student through their own activities and experiences in that situation.	Subject contents transmitted by the teacher, <i>reproduced and returned</i> by the student.
(5) Profile:	<i>Classes of situations</i> that can be processed with competence at the end of training.	<i>Single-subject contents taken out of context</i> that must be reproduced at the end of training.
(6) Epistemological reference:	May refer to various epistemological paradigms; within the current reform, they refer to constructivism.	It exclusively refers to <i>behaviorism</i> .

The situation-based approach (SBA) versus objective-based pedagogy (OBP).

¹⁴ Apud Jonnaert, Ph., Ettayebi, M., Defise, R., 2010, *Curriculum and Competences, An Operational Framework*, Cluj-Napoca, ASCRED. Adaptation of a document titled *The Logic of Competences and the Logic of Objective-Based Pedagogy: Why Do Those Two Logics Not Meet?* Available on: <http://w.w.w.ore.uqam.ca>

IV. Perspective

The dynamics of the current society requires substance changes in formal, non-formal and even informal education, since guided learning is the essential requirement for each person to master key competences aimed at a quick integration on the global labor market. In that context, the fundamental issue is: how should the education model capable to optimize guided learning look like? The answer to that question must be given by competence-based pedagogy from the perspective of the situation-based approach, even if objective-based pedagogy and mastery pedagogy still serve as a reference framework for a large number of teachers. The curriculum based on operational objectives must be subject to the changes suggested by the development of action-oriented and situational competences and in that context, we may believe that we are taking a decisive step in teaching, regarding the improvement of major issues that concern reading, writing, algebra calculation, divergent thinking, digital and cognitive access capacities, therefore the formation of key competences. The latest approximations from an education perspective suggest that the situation-based approach is the curricular framework able to help students form competences as "structured sets of knowledge, abilities, attitudes and values", or as a capacity proven in school, work and daily activities. Today's society wants each child/student/person, in a given situation/family of situations, to act correctly, efficiently, but also in a way that is beneficial both to them and to the community, using the available ingredients. Consequently, we must be capable to competently process the situations we find ourselves in, both in life and in society.

REFERENCES

- Bloom, B., (1968), *Learning for Mastery*, in *Evolution Comment*, Vol. 1
- Bomboir, A., (1970), *La pédagogie corrective (Corrective Pedagogy)*, PUF, Paris.
- Carrol, J.B., (1963), *A Model of School Learning*, in *Teachers College Record*, Vol. 64.
- De Landsheere, V., (1992), *L'éducation et l'information (Education and Information)*. Paris: Presses universitaires de France.
- D'Hainaut, L., (1988), *Des fins aux objectifs de l'éducation. Un cadre conceptuel et une méthode générale pour établir les résultats attendus d'une formation (From Goals to Objectives of Education. A Conceptual Framework and*

a General Method to Establish the Expected Results of Training). Bruxelles: Labor.

Jinga, I., Negreț, I., (1994), *Efficient Learning*, Editis, Bucharest.

Jinga, I., (1987), *Efficient Learning – A Goal of Psycho-Pedagogic Research and Current Practice*, in Forum, issue 2.

Jonnaert, Ph., Ettayebi, M., Defise, R., (2010), *Curriculum and Competences, An Operational Framework*, Cluj - Napoca, ASCRED.

Jonnaert, Ph. et Ettayebi, M., (2007), *Le curriculum en développement: un processus dynamique et complexe (Curriculum development: a lengthy and complex process)*, in L. la fortune, Ettayebi, M., Jonnaert, Ph., *Observer les reformes en éducation*, Quebec: Presses de l'Université du Quebec.

Marin, Tudor, (2013), *Competences between Conceptual Clarifications and Didactic Realism*, in Euromentor, Vol. IV, issue 1, Pro Universitaria.

Marin, Tudor, (2013), *The Status of Key Competences in Strategic Orientations. Goals of Educational Policies*, in G. Pohoăță, O. Costea, 2013, *Methodological Issues of Teaching and Learning*, Pro Universitaria.

Masciotra, D., Roth, W. and Morel, D., (2007), *Enaction. Toward a Zen Mind in Learning and teaching*. Rotterdam: Sense Publishers.

Shulman, L.S., (2007), *Ceux qui comprennent, le développement de la connaissance dans l'enseignement (Those Who Understand, the Development of Knowledge in Education)*, Éducation et Didactique.

THE PSYCHOANALYSIS OF PLAYING

CONONA PETRESCU*

conona57@yahoo.com

'I would want somebody good at mathematics to deal with playing. The human spirit sparkles more intensely than anything else.'

Leibniz

'The unconscious can be known through play.'

Melanie Klein

Abstract: *The text we have approached is the prerogative of the preschool teaching experience combined with research activities in the field of early education, which allowed me through correct knowledge of psycho-physiological and age peculiarities of children, to approach the game as a predominant activity in this stage of life, from a less common perspective, because I have discovered that a child defines his personality when playing. Moreover, studying different types of children and games, I realized the connection between the child's favorite game and his personality, hence, the explanation of the preference or option for a certain game is not at all accidental. This has a very deep justification that emerges from the child's subconscious, where we believe that information on the future profession is stored. Through education and self-education this only remains to be discovered and acknowledged.*

Keywords: *psychoanalysis, the unconscious, game, child, personality, education, self-education, profession.*

The psychoanalytic approach of the game is circumscribed to the research area of child psychoanalysis, because game defines childhood as the predominant activity of this age stage of ontogenetic development of the individual, critical for the child's mental development. Under the influence of game the whole mental activity of the child is being constituted, developed and restructured. For a child game is a natural

* Lecturer PhD., Faculty of Educational Sciences, "Dimitrie Cantemir" Christian University, Bucharest.

thing, 'a wisdom of his life'¹, as Blaga puts it. The game resolves the contradiction between the child's possibilities and the requirements, the models of action imposed by the environment. In the approach to game, the first issue is the psychophysiological and psychoanalytic origin of game, namely the initial impulse to play.

Child Psychoanalysis is not a distinct field from that psychoanalysis, if we consider that the training they need in order to practice it involves analyzing requirements and rules similar to the analysis of adults. Interfering with pedagogy, pediatrics, psychiatry and psychology, child psychoanalysis was from its very beginning in a position to be assimilated to the other areas of knowledge and therapy of the child. Of course, there is a native predisposition child to the game. Melanie Klein² considered that *the unconscious can be understood through the game*.

Thus the topic of our article aims to make us aware that game has an instinctive basis, it has its purpose in itself, namely that of preparing the child for life. In fact, the aim of the game is the very action of the game, it prepares the future by allaying the present needs. Under the influence of needs, the child attributes to customary things unusual meanings, he enters into specific roles, he personifies etc. This represents the first steps of creative imagination.

1. In our analysis we opt for an interdisciplinary approach, as we believe that understanding the child's game psychoanalysis requires a perspectivist knowledge from the perspective of contemporary epistemology. Writers and philosophers, concerned less with the historical and anthropological side of the phenomenon and more with the game itself, with no interest in the connection between the game and its context, underline the pleasure produced by game as an essential element. They theorize the notion of *enjoyment*, to explain the pleasure from which game and art derive, which are the surplus of vital energy a man and the child need to meet immediate needs, and it serves free and enjoyable imitation of real behavior. From this perspective, a fundamental element related to game phenomenology is *humor*, in which Huizinga sees the essence of

¹ Blaga, Lucian, *Genesis Metaphor and Meaning of Culture in the Trilogy of Culture*, Bucharest, Universal Literature Publishing, 1969.

² Melanie Klein, *Children Psychoanalysis*. The analytical therapies of children were based on interpretation techniques of games and drawings, M. Klein considering that these were a kind of free associations, which she interpreted as impulsive investigations, 1932.

game.³ Asked why they play a certain game, children answer that they 'like it, that it is funny..'.⁴

Our research aims to highlight the idea that in psychoanalysis and psychology child development has been from the outset a major topic, the approach being somewhat evolutionary; the child is seen as an initially passive topic that progresses in language acquisition, in social and moral development, it grows physically, emotionally and intellectually up to the adolescence. Only recently has the question of children and adolescent's unpredictable behavior been approached. Thus, in recent decades child has become a complex subject of investigation and analysis.

In today's Western cultures, the richest repertoire of games is in the childhood when ludic phenomenon has specific traits determined on the one hand by way of development of intelligence, and on the other hand by the conception on childhood in the respective cultures. This explains why the game is considered as a phenomenon specific to the child culture. In fact it seems that game has been for centuries a widespread phenomenon in the adult culture, children and adults playing together. Still nowadays the game with rules is performed at all ages, but studying the whole phenomenon involves extensive research made by several experts in order **to be relevant**. Therefore we limited to and **focused on** childhood stage .At least for the Western cultures Philippe Ariès⁴ underlined the variability of the conception on childhood and of the child's position in society from a diachronic perspective. Thus, it is argued that childhood as we see it today in the European cultures, is a modern invention. It was only in the seventeenth and eighteenth centuries that childhood built itself a separate social identity distinct from human biography and related to this, game began to be considered specific to children. With the industrial revolution children have increasingly been separated from the world of work and have gradually received more marks a distinctive subcultural group. Currently, there is a growing interest in children by spreading education and by the adults' tendency of organizing their children's pastime through games and organized sports and on the other hand, through television and toy industry. The game originally practiced by adults and children together and which later became a privilege of the child, was again taken up partially by the adults, being integrated into the education system.

³ Huizinga, *Homo ludens. An Essay on the Determination of Ludic Elements of Culture*, Univers Publishing House, Bucharest, 1977, p. 36.

⁴ Ph. Ariès, *L'Enfant et la Vie familiale sous l'Ancien Régime*, Plon, 1960.

The teaching and research experience in early education has given me the opportunity to discover game, even in its simplest form; it is more than a biological, physiological, or psychological phenomenon. There is something more significant, more than just instinct. Perhaps it is not by mere chance that **Plato identifies holiness with game. From this combination, sanctity is not lowered, but the game is heightened, operating in the most elevated areas of the spirit. During childhood, man has fun and relaxes by playing. During adulthood, he can play games of beauty and holiness.**

There are several theories about game:

- the game as a discharge of a surplus of vital force;
- obedience as an inborn spirit of imitation
- game satisfies a need for relaxation;
- preparatory exercise for serious work, which life will require;
- caused by the innate need to do something, or the tendency of dominating;
- innocent drainage of harmful impulses;
- fictively meeting desires that are unaccomplishable in reality, as a self-preservation of the sense of personality.

All these explanations have in common the assumption that the game takes place for the sake of another reality, that it serves a specific biological end, illustrating the teleological aspect of our existence.

If we go with this concept to the end of our knowledge capacity, every human action is reduced to play. Human civilization is born and develops within game and as a game. Play is older than culture, as culture involves human society, while animals play just like people, without a well-defined society structure. Moreover, in order to distinguish between human playing and animal playing, we refer to a modern synthesis of the ethological research conducted by Dominique Lestel⁵, who shows that *imitation, the symbolic capacity and respect for the rule* are strictly human phenomena. At the current level of ethological research we can state that both rules game and symbolical game are specifically human. The fact that competitive games are not a universal phenomenon highlights the idea that rules games are a cultural construct linked to a certain level of

⁵ D. Lestel, *Les Origines animales de la culture*, Flammarion, Paris, 2001, translated into Romanian *Originile animale ale culturii*, (*The Animal Origins of Culture*) Bucharest, Trei Publishing House, 2004.

cultural development. We hereby bring up J. Huizinga's outlook,⁶ which lays at the basis of all culture the competitive instinct as a form of expression, free action, related to a time and a space dedicated to respect for the rule of the game.

Research in child psychoanalysis game is not bound to the ludic activities organized within preschool; it takes into account children's unguided games in their free time, as well. The fact that a child prefers to play more of school, imitating the teacher or the doctor rather than running or playing football, is not a haphazard in our opinion. We could speak about *determinism of game*, meaning that, as Freud said, man bears the burden of his unconscious. One can understand so that human behavior is deeply motivated. It should be understood that since its inception, game bears the imprint of the social life in which the child develops. Child vividly shows the adult his necessity to act isomorphically. Modelling through game a monitored activity is an objective law. The social-historical determination of the content of the game is well-known, and game reflects social existence at a lower scale. It has been said that the game is an expression of the compensation which the child resorts to in order to get fulfilled as a subject. If a child is more aggressive, even violent, and another is calm, balanced during a game, we can expect in intent his future adult behavior. No matter how committed to the game he might be, taking the seat cushion as a girl or the chair as a car, the child knows that the toy is not the same as macro-objects of real utility. But he will be allowed to play and he thus displays a frank and candid dedication and great possibilities of transposition. For a child, engaging in a game situation is dictated by a necessity of life.

The psychoanalytic research on child game can become comprehensible through a psycho-cultural explanation, which in our opinion combines Swiss psychologist Jean Piaget's research results⁷ with those of psychoanalyst Sigmund Freud⁸ and the American Culturalist school, just because game is different from the stage of intelligence

⁶ J. Huizinga, *op.cit.*, p.37.

⁷ Piaget, *La Formation du Symbole chez l'Enfant*, Delachaux & Niestlé, Neuchatel/Paris, 1945; *Le Jugement moral chez l'Enfant*, Presses Universitaires de France, 1932, translated into Romanian *Judecata morală la copii*, (*The Moral Judgement of Children*), The Didactic and Pedagogical Printing House, Bucharest, 1980.

⁸ S. Freud, *Beyond the Principle of Pleasure*, We can state that child psychoanalysis begins with Freud. He states and reminds throughout his works that at the age of five, the evolution of his personality can be crystallized, 1920.

development to another, and from a culture to another. One preliminary conclusion was that game is the interface between the psychophysical characteristics of the individual and the cultural environment in which he develops. This theory is also claimed by the contemporary psychoanalysis, through DW Winnicott⁹, who assumes there is a potential space between the external environment and the inner reality, which includes, at the smallest age, the transitional object, then creative play, then game, followed by the whole cultural experience of an individual. As shown, DW Winnicott provides a theoretical foundation to Huizinga's intuition, according to whom culture appeared as a game. In the British psychoanalyst's view, play is the experiment searching for and training the self, which accounts for the possibility of being used in education, with the specification that it is a derived function of game. In his work *Game and Reality* he adds new concepts to his theory: primary relationship, first possession, use (manipulation) of the object, non-me, transitional area of experience, transitional object. The first possession and intermediate area lie between subjective and what is perceived as objective. Transitional phenomena (thumb sucking, falling asleep with a pillow or a toy in his arms, etc.) are a way of defense against separation anxiety (depressive anxiety). The transitional object is anything that shall fall into the possession of the child, who attaches himself to them as he was primarily attached to his own mother: bear, doll, blanket corner. It is the spoiled, consoling object, replacing the mother's womb, but indirectly, functioning as an internal object, but which is never under magic control, as the internal one) or beyond control (like his mother). *The game does not only have a ludic, expressive, investment function, but it allows the passage from one space to another.*

D.W. Winnicott's theory does not contradict the theory of the American Culturalists, who view game as a pattern provided by the society to alleviate the conflicts created by society itself through the education techniques applied to children, a theory in the Romanian anthropology that was also supported by V. Mihăilescu¹⁰, who rather completes it. D.W. Winnicott tries to explain that game comes up in the delicate and frustrating process of separating the object from the subject, in a word, of discovering the external world as having its existence

⁹ D.W. Winnicott, *Playing and Reality*, The Winnicott Trust and Paterson Marsh Ltd, 1996, translated into Romanian *Joc și realitate, Work VI*, Trei Publishing House, 2006.

¹⁰ V. Mihăilescu, *The Fascinating Difference*, Paideia, 1996.

independent from the self. Hence this theory completes J. Piaget and S. Freud's observations, according to whom, game is an assimilation without any effort made to accommodate to reality, through which the child decreases his tension caused by the process of accommodating to the surrounding environment. After the end of this process, there follows a new wave of frustrations for the young child, soon constrained by the techniques of education. This will lead to the search of a solution in the potential space which, belonging to the child without being himself, is not constraining. The child maneuvers it as he pleases and he learns how to introduce in this space his new experiences, under the guise of play, but he will add the patterns he will find in the surrounding cultural environment: the games rules that he plays together with his mother, father, with older siblings and other children. According to the **conflicts** he has with the physical and cultural environment, he will appeal to the physical and cultural environment, he will appeal to one or another of the patterns acquired, function of by the relief which he seeks, or he will solve his frustration through game, entertainment or game - routine, etc.

There are many taxonomies of different types of games but this is not the subject of our analysis. What we are interested in is the ludic attitude of the child, the way he relates to game, the impact of the game on the personality of the child. It is important to show that games are considered to be an effective means of learning and therefore adults have adapted it as a learning method. Researching formulas, initiating techniques of starting a game, a reconciliation game or a resumed game, numerous methods of determining the roles or teams, specific to infant cultures, all this proves that the episode of the game implies a network of complex interactions between many factors; by learning how to apply them, children become able to manage their social life. Ontogenetically, children soon acquire the ability to participate in games with rules, in which adults conduct the game, much earlier than the ability to manipulate the rules in games with other children. At the same time this has confirmed our opinion that adults have an important role in transmitting game with rules and in the infantile cultures in general. Children learn early poems, stories, games, songs, chanting, how to negotiate and maintain the game, group behavior, etc. from the adults.

Emphasizing the important role that adults have in transmitting the game, as in the formation of child culture in general, does not aim to minimize the role of children in their own development. The experience of game taken over from the adults helps them discover themselves, build

themselves up and represent themselves. During their development, children detach themselves from the methods and from those who direct them, towards puberty coming to have separate cultures from that of the adults, often built subversively and by means of negation. On the one hand, infant cultures reflect their struggle to obtain power, the recognition of their superiority, and on the other hand, their efforts to build their own selves in a general way.

We conclude with a paraphrase after Donald Woods Winnicott: *there are no children, but parents holding up children in their arms*. Can we (parents, psychoanalysts, therapists) be good enough to give children the ability to be alone in a foreign world? Now there is a beginning...

REFERENCES

Ariès, Philippe, (1960), *L'Enfant et la Vie familiale sous l'Ancien Régime*, Plon.

Blaa, Lucian, (1969), *Genesis Metaphor and Meaning of Culture in the Trilogy of Culture*, Bucharest, Universal Literature Publishing.

Freud, Sigmund, (1920), *Beyond the Principle of Pleasure*.

Huizinga, Johan, (1977), *Homo ludens. An Essay on the Determination of Ludic Elements of Culture*, Univers Publishing House, Bucharest.

Klein, Melanie, (1932), *Children Psychoanalysis*.

Lestel, Dominique, *Les Origines animales de la culture*, Flammarion, Paris, 2001, translated into Romanian *Originile animale ale culturii*, (*The Animal Origins of Culture*) Bucharest, Trei Publishing House, 2004.

Mihăilescu, Vintilă, (1996), *The Fascinating Difference*, Paideia.

Piaget, Jean, *La Formation du Symbole chez l'Enfant*, Delachaux & Niestlé, Neuchatel/Paris, 1945; *Le Jugement moral chez l'Enfant*, Presses Universitaires de France, 1932, translated into Romanian *Judecata morală la copii*, (*The Moral Judgement of Children*), The Didactic and Pedagogical Printing House, Bucharest, 1980.

Winnicott, D.W., *Playing and Reality*, The Winnicott Trust and Paterson Marsh Ltd., 1996, translated into Romanian *Joc și realitate*, *Work VI*, Trei Publishing House, 2006.

METHODS OF INTERVENTION ON TEST ANXIETY REDUCTION

MIHAELA STERIAN,*

mihaela.sterian@gmail.com

MIHAELA MOCANU**

rmocanu100@yahoo.fr

Abstract: *Contemporary research asserts that test anxiety is a multidimensional construct, whose content covers a very broad range of factors that are in a dynamic interrelation: living social stress, frustration due to the need to achieve success, fear of self-assertion, fear of situations of knowledge assessment, fear of not living up to other people's expectations, low resistance to stress, difficult relationships, problems and concerns in dealing with teachers etc.*

Keywords: *concern, emotionality, self-confidence, self-regulation, self-monitoring, learning process, metacognition, behavior.*

Test Anxiety Components

Researchers Liebert and Morris (1967) identified and described two specific dimensions/two variables regarding the test anxiety concept, namely: *concern* and *emotionality* (as cited in Spielberger, 1980; Salamé, 1984; Moore, 2003; Stöber and Pekrun, 2004).

Liebert and Morris (1967, cited by Spielberger, 1980, Moore, 2006) defined the *Concern* component as a set of cognitive preoccupations related to the consequences of a possible failure, and the *Emotionality* component as a set of physiological responses of the autonomic nervous system before a stressful stimulus. The two components of test anxiety present a number of distinctive, features, an aspect that requires specific methods of intervention for each and every individual.

* Lecturer PhD., The Faculty of Educational Sciences, "Dimitrie Cantemir" Christian University, Bucharest.

** Lecturer PhD., The Faculty of Educational Sciences, "Dimitrie Cantemir" Christian University, Bucharest.

Concern component scores can be improved by administering a feedback on good performance, while the *Emotionality* component score does not seem to be influenced by cognitive variables such as feedback (Wine, 1982; quoted by Herrmann, Otto Liepmann 1987). Negative cognitions related to the factor *Concern* are more closely related to poor performance than to emotional reactions (Holling and Otto, 1981, quoted by Herrmann, Liepmann and Otto, 1987) and are to a greater extent responsible for test anxiety maintenance (Deffenbacher, 1980, quoted by Herrmann, Liepmann and Otto, 1987).

With a view to improving the specific symptoms of test anxiety, several methods with a focus on reducing the *Concern* factor have been tested (biofeedback, hypnosis, cognitive behavioral therapy, rational-emotive therapy, systematic desensitization, training designed to improve practices related to study).

In order to mitigate the *Emotionality* factor scores a set of specific methods such as stimulation, development, optimization and improvement of self-esteem and self-confidence can be used, by creating a favorable climate of communication and interaction, identifying and valorizing the personal resources, overcoming the bottlenecks, recognizing and removing the causes that generate fear, frustrations, personal prejudices and concerns.

Intervention methods for reducing the test anxiety response

Specialized research works have demonstrated that among all these methods, the social-cognitive perspective on learning self-regulation seems to be the most effective one for reducing test anxiety and improving academic performances (Algazi, 1979; cf. Spielberger, 1980; Ergene 2003).

The application of these principles enables the development of skills for self-controlling the learning effort and implicitly specific self-regulation interventions to support the development and optimization of the students' cognitive and affective skills.

Within the socio-cognitive interventions with direct impact on the learning process and therefore on reducing test anxiety, a very important stage is that of goal setting. The research works (Pintrich, Shunk) have identified pupils / students with serious problems in the setting of specific objectives of the study, the most common being those determined by the level of aspiration, many students tending to set lower and lower goals, although it is common knowledge that high goals are more effective.

Self-monitoring learning activity sequences is an important step in learning self-regulation. The monitoring activity provides valuable information as to the relevance of the learning activity that is monitored (quality, quantity, regularity, accuracy, deviance, etc.), the consistency, accuracy and understanding of information, evaluating to what extent the understood information was learned, assessing the degree of understanding and learning according to which it can be intervened with appropriate means. A number of studies have shown that self-monitoring is determined by a number of significant variables. One such variable is the period of time between the behavior manifestation and the actual beginning of the self-monitoring process - focusing on immediate behavior is more effective than focusing on the behavior that manifests itself in a more remote time. Another variable that should be taken into consideration is focusing more on positive behaviours and less on negative or unsuccessful ones. The focus on successes in order to acquire the desired behavior favours the onset of the respective behaviour, decreases the anxiety and, implicitly, increases self-confidence. Conversely, highlighting failures or negative behaviors can diminish performance and induce feelings of discouragement, pessimism, apathy, difficulty in concentrating.

According to the specialized literature, the subjects who were willing to resort to self-monitoring achieved superior academic results compared to those receiving only the indication "to do their best". Winne infers that it is necessary to install monitoring *after* the declarative knowledge has been encoded, that is the very moment when one passes to the acquisition of procedural knowledge. The pupils/students' premature focus on the learning outcomes (inherent to monitoring) could delay the automation of knowledge encoding strategies. It has been found out that monitoring is more intense in the early stages of learning for two reasons: on the one hand, in these stages there is less knowledge and therefore more errors are being made, or the errors create more monitoring opportunities, on the other hand, the monitoring processes are not yet automated, which requires more powerful cognitive resources of the individual (Hamilton and Ghatala, 1994).

Self-observation, recording and evaluating the learning progress are important steps of the *learning* self-regulating process, more difficult than automation as it involves the qualitative assessment of the activities. A number of studies have shown that pupils/students can learn to appreciate their progress accurately enough, older students being more

capable in this respect than younger ones, and the self-evaluation ability can be optimized by the feedback provided by an external evaluator (the teacher).

The judgemental processes are based on information obtained through self-monitoring and end up with a positive or negative self-evaluation of the action outcomes. A. Bandura (1997) describes the individual's self-evaluative system as a result of a) the comparison of the results of the action with the others' personal standards and performance standards; b) reporting the results to the business value; c) the causal attribution style.

Self-strengthening, as the final step in learning self-regulation, consists in the self-supply of the the rewards to achieve a particular result, to achieve a goal or the manifestation of a certain behavior (reading a book, solving a number of problems, etc.). It has been found that self-rewarding for a good result raises the performance level more than simply fixing the goals and self-monitoring (Bandura, 1986). *Self-rewarding*, provided under various forms, as an immediate consequence of the learning result obtained (a new dress for an exam which has been simply passed or or passed with flying colours; self-congratulation with the words like "good job", "look how good good I am") are regarded as having a beneficial effect.

At a higher level of self-control, the person builds internal standards for acceptable performance and provides their own feedback and reinforcement. When the self-regulation has fully settled, the person already has confidence in his/her own effectiveness and uses a wide range of learning strategies (Schraw et al., 2006).

In conclusion, the cognitive self-regulating learning process requires well-defined targets and then the monitoring, control and regulation of behavior under specific environmental circumstances that can facilitate the fulfillment of these objectives, self-observation, assessment of the learning processes, self-strengthening and self-rewarding. This component involves the management of learning cognitive and affective resources, including the use of some specific strategies (Gamer, 2009, p 409). From this perspective, the skills required for learning self-regulation are the self-control and self-management skills of: cognition and metacognition, motivation and affectivity, interpersonal relationships, social support and communicative resources, learning and study strategies and techniques, preferences or ways of approaching learning tasks (expressed by learning style) etc.

At the level of cognition, the experts appreciate that anticipation, planning and activation involve fixing the reference purpose, activating prior knowledge and procedural knowledge; monitoring involves awareness of metacognitive resources; control consists in selecting and adapting the thinking and learning cognitive strategies, whereas reaction and reflection involve cognitive evaluation and assignment.

At the level of motivation and affectivity, anticipation, planning and activation involve adapting the goal, assessing the effectiveness, perception of tasks difficulties, estimating the tasks values and activating the interest; monitoring includes the observation and awareness of the needs, reasons and related emotional states/moods; control involves selecting and adapting the strategies for regulating the emotional intensity level.

According to this view, self-regulation involves, besides the metacognitive knowledge and skills, the feeling of personal effectiveness, motivational processes, actionable resources involved in knowledge, the volitional capacity to mobilize both internal (emotional processes) and external resources (environmental influences) (BJ Zimmerman 1995).

Conclusions

Pupils/students guided by a psychologist, teachers or parents should be encouraged to cultivate and use self-regulation cognitive strategies in the learning process in order to reduce test anxiety.

This perspective requires developing the skills of summing up and summarizing the information, as well as establishing a working program that should include regular reviewing activities. An efficient recap involves the weekly recap that should consolidate the short-term memory information, the general recap before the exam, learning based on the analysis of the results obtained in the previous examinations. This will facilitate the students' involvement and participation in shaping their own personalities, making decisions concerning the problems that affect them, adopting responsible prevention behaviors, controlling and overcoming anxiety.

REFERENCES

Susan M. Bogels, Lynn Alden, Deborah C. Beidel, Lee Anna Clark, Daniel S. Pine, Murray B. Stein and Marisol Voncken, *Depression and Anxiety* 27: 168-189 (2010) *Social Anxiety Disorder: questions and answers for the DSM-V*.

Spielberger, C.D., & Sarason, I.G. (Ed.), (1985), *Stress and anxiety* (Vol. 9). Washington: Hemisphere Publishing Corporation.

J. *Abnorm Child Psychol*, (1988) Jun; 16(3):275-87, *Comorbidity of test anxiety and other anxiety disorders in children*. Beidel DC, Turner SM. Department of Psychiatry, University of Pittsburgh School of Medicine, Pennsylvania 15213.

Karestan, C. Koenen, PhD., Terrie E. Moffitt, PhD., Andrea L. Roberts, PhD., Laurie T. Martin, Sc.D., M.P.H., Laura Kubzansky, PhD., M.P.H., HonaLee Harrington, B.A., Richie Poulton, PhD., and Avshalom Caspi, PhD. *Childhood IQ and Adult Mental Disorders: A Test of the Cognitive Reserve Hypothesis*.

THE CONCEPT OF NARCISSISM IN PSYCHOSIS AND IN SEVERE PERSONALITY DISORDERS

SIMONA TRIFU*,

simonatrifu@yahoo.com

RALUCA ZAMFIR**

raluca.zamfir@yahoo.com

Abstract: *The concept of narcissism has a certain connotation in psychiatry and a slightly different one in psychoanalysis. This is similar to the concept's evolution, over the years, undergoing major changes, defining varied psychodynamic or psychological realities. Therefore, this paper proposes a multifaceted perspective on the concept of narcissism, from the perspective of multiple psychoanalyst authors belonging to various currents /orientations. The overall objective is to demonstrate that: narcissism involves a particular way of mental functioning, having roots in childhood and in early relational models, but that, in time, a particular type of functioning determines a structure of some kind (of organizing the personality), which can be correspondent to the wide array of enhanced features or to a severe psychiatric diagnosis.*

Keywords: *narcissism, psychodynamic psychiatry, mental functioning, psychiatric diagnoses, disorders.*

The narcissist identification, along with self-accusations, is specific to melancholia. The aggressive impulses towards the parents are initially suppressed. In depression with psychotic elements what is happening is the delirious awaiting of the punishment¹. The mourning is the disinvestment of the object, bearing the idea that testing reality shows that, what you loved, does not exist anymore. In depression with psychotic elements this is a form of hallucinatory maintenance of the

* Ph.D., UMF "Carol Davila", FPSE University of Bucharest.

** UNATC Bucharest, Romania.

¹ See: *** - **Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition.** Washington: American Psychiatric Association, 2000.

object². Normalcy means the respect in the face of reality. The mourning of a relationship is done similarly. The libido retracted from the object remains in the ego. At the opposite, mania is omnipotent above things.

Schizophrenia. In psychoanalysis the problem is that of conflict versus deficit. Catexis represents the amount of energy attached to any intra-psychic structure or any object; it is a libidinal investment. From this point of view, schizophrenia involves decathexisation. Freud saw schizophrenia as a regression in the relation to an object towards an autoerotic stage of development, as a response to intense frustration that leads to an autistic isolation and the reinvestment of the cathexis within the Self or the Ego. If neurosis was a conflict between Ego and Self, psychosis is a conflict between Ego and the outside world. The question is to what extent a schizophrenic patient can develop a transfer.

Sullivan talks about the parent - child relationship as of a long interpersonal process³. A difficult maternity stage would lead to an anxious, suffering Self, a dissociated Self, with a dissociated self - esteem, although the need of relating remains present. Frieda Fromm believes that schizophrenia patients are not happy with this state. They are alone and they do not overcome their fear and distrust in others. Irregularities in ego boundaries make the outside - inside barrier disappear, the border is not psychologically invested anymore.

Margaret Mahler believes that this boundary is established from the first mother - baby contacts, for this problem there is the following difference: their own Self / the others'⁴ Self. Psychological merging to / with others reproduces the primary relationships, while symbiotic merging produces, as well, a huge anxiety. One such patient perceives you as a function belonging to him/her, not as a separate person. This occurs as well in all his / hers' relationships. The conflict - defense model goes along in schizophrenia, but the quantitatively aspect differs. Specifically it would be: more severe regressions, more intense difficulties linked to aggression and acuter problems of the Self and Super - Self functioning. That makes these patients have a greatly increased transfer contrasting

² See: ***, *Psychodynamic Operationalized Diagnostic OPD-2*, Bucharest: Trei Publishing House.

³ Sullivan, H.S., *The Interpersonal Theory of Psychiatry*, Routledge, Social Science, 2001, The 2nd Part, The 8th Chapter.

⁴ See: Mahler, S., Pine, M.M. and F., Bergman, A., *The Psychological Birth of the Human Infant*, Basic Books, New York, 1973, The 2nd Part, The 4th Chapter.

with their isolation. Symbolically, "they are holding on to you" and their request is being explicit.

Hallucinations are desires projected in phantasms which are the same as reality. Delirium is the phantasmatic working of their desires and their fears → the sensitive relationship delirium⁵. Hypersensitivity to perceptual stimuli belongs to the biological. To cope with these, patients use splitting and projective identification mechanisms = expel the bad, like the baby refusing bad milk. The autistic unacceptability of the schizophrenic results from the conflict between what is proper and the absorption of external thoughts and feelings. The schizophrenic is unable to contain his / her emotions, feelings and thoughts, in this regard the metaphorical house that has everything you need, but things are disordered is suggestive. The functioning and disposition of these things is incongruent.

Solving can occur as follows:

- Expulsion of thoughts regarding the mother, sister, or someone else = projective identification
- Fragmentation and distortion of thought = formal, vague thinking
- Divesting the symbolic cognition of its entire significance = concrete thinking (verbalization number decreases, nouns prevail; conjunctions are eliminated, and so on).

In 1992, Robins takes up the idea of Melanie Klein⁶, according to whom in the neurosis the Ego listens to reality and in psychosis there is a rift between Ego and reality. It is a protection mechanism and is linked to unassumed homosexuality (when passing over an object similar to itself).

In paranoid schizophrenia, what occurs is the cleavage of the object in good and evil, resembling childhood where the mother who feeds the baby is the good object and the one who's missing is the bad object. The object is cleaved, it cannot reunite the two sides, leading to the idealization with omnipotence or, contrary, to persecution. In the case of aggressive pulse or persecutory anxiety, what is happening is an outside / inside confusion.

⁵ See: Lăzărescu, M., *Clinical Psychopathology*, Timișoara: Helicon Publishing House, 1993.

⁶ See: Klein, M., Heimann, P., Isaacs, S. and Rivière, J., *Developments in Psychoanalysis*. Karnac Maresfield Reprints, 1985, 1st Part, The 2nd Chapter.

In depression the good object's introjection, which becomes the total object, predominates, thus decreasing the division between good and evil⁷. Libidinal and hostile impulses relate to this object. Restlessness can be combated through manic defenses. With such a patient is less important to interpret, as much as to contain.

A borderline patient is a patient with an unorganized structure, with strong traumas. You can fix something and prevent a worsening. If you contain some of his / her certain parts, you can prevent falling into psychosis.

In post-traumatic stress disorder there are two attitudes: either denial or flash-backs that would require processing and organization of stimuli. Exploratory psychotherapy as trauma reinstatement act is risky.

Narcissism. Freud talked about a primary narcissism that would be an early stage in which all the libido is pulled back over the Self. There is also a secondary narcissism, in which they talk about the return of libido withdrawn from the objected investments.

The Schreber case is a case of paranoia, which clearly highlights narcissistic and psychotic pathology⁸. Narcissism is a stage between auto-eroticism and love of object. For Freud, psychosis is narcissistic neurosis and presupposes investing the Ego. Abraham calls it early dementia. The idea of the article "Mourning and melancholia" is that narcissism is not a lack of relations, but is a relation chosen after the narcissistic model. There is a non-objective narcissistic state in which there is no I or Self, it is a state which may be reproduced in sleep. It resembles the child's faith in the almightiness of his own thoughts. The primary state previous to the Ego's constitution reproduces the intra-uterine life. The love for a child can be a narcissistic love. Melanie Kleine talks about narcissistic states as about returns of the libido on internalized objects.

Empathy is how the mother gets to know the child's needs. The same happens in therapy with narcissistic issues (deep, pre-oedipal, pre-genital). Kohut rests on the theory of Self - objects = to use external objects for the gratification of internal needs⁹. The surrounding people become Self - objects for their own Self. This theory started from the one on Ego functioning. Self = I + Self = the personality = psyche = more than the Ego

⁷ Kohut, H., *The Analysis of the Self*, Madison, 1971, p. 37 - 45.

⁸ Freud, S., Recommendations to Physicians Practicing Psycho-Analysis. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913): The Case of Schreber, p. 198.

⁹ Kohut, H., *op.cit.*, p.37-45.

= the Ego + everything surrounding (all the relationships, all the projections) = a whole, which is completely interactive and in which the Self has an instance that surpasses it. It appears to be similar to "Das Seine" of the existentialists. Kohut sees the problems related to narcissism (the Self), not to the Ego, as Freud.

From this perspective, it is important to establish the fact that narcissism does not disappear, but evolves during the entire life. And this is something different from the pathological regression. Stages do not end and others follow, it is a narcissistic line that evolves throughout the whole existence. The Self - object needs remain! Important is how much the person in question is able to find his / her Self - objects.

There are two poles: one belonging to ambitions (derived from the grandiose Self) and belonging to ideals (derived from parental imago). Between these poles there is a tension, a voltage difference, symbolically put: "pushed by ambition, guided by ideals". Fragmentation of Self (reaching maximum peaks in psychosis) sends to a very archaic level, in which we find physical and mental Self, with the loss of archaic objects. Narcissism means libidinal investment of self. Narcissistic stage is different, is a line of development. Satisfaction can come from narcissism = joyfulness (joy libido) or objective relationship = voluptuousness (pleasure libido).

Grandiose self suggests omnipotent and is tied by the poles of ambitions = recreating a perfect Self, while evil must be expelled, must be eliminated towards outside. The pleasure-Self is reached, purified, from a Freudian perspective. Idealized parental imago aims to restore perfect maternity care. Initially, the child perceives the object as separate, but as belonging to him or to his or psyche. Object assures continuity of Self. The first relationship has a narcissistic function, except a relationship with an object. We obtain a Self - undifferentiated object relationship.

If the object of Self does no longer fulfills the function well, narcissistic problems in development will occur. Whole life persists around the need of Self - objects! A Self - object is not love, it is not perceptible only when it's missing. An object can be hated or loved. The Self - object is a necessary form of intra-psyche experience, in normal adults.

Winnicott spoke of optimal frustration, because if application provides everything before internalization transmutation occurs, the existence of the cause is merged¹⁰. What fluctuates is the merging.

¹⁰ Winnicott, D.W., *The Child and the Outside World*, Tavistock, London, 1957, p. 111 - 116.

Winnicott talks about disillusionment of the child. Internalized transmutation means the occurrence of mental functions, due to the fact that there is no need for Self - objects anymore.

Narcissistic rage is a reaction to narcissistic injury. Hence the need for revenge against ridicule, the shame used as an aggressive counterpart. It is targeted to restore absolute power to the grandiose self. Narcissistic personality disorder poles are narcissistic wounds (depreciation, shame) and grandiosity.

Gabbard, referring to personality disorders¹¹, talks about good narcissism = feeling good within yourself = to be happy = healthy self-esteem = "fantasy of eternal youth", "how to get success", "how to be number one", "extreme sports". Kohut speaks about vulnerable narcissist, sensitive one, less aggressive when blaming himself, while Kernberg speaks of narcissist's envy and need to hear the others praise him¹². On this line, Don Juan's character goes quickly from idealization to devaluation.

Borderline personality (a type of personality organization, not necessarily pathological) - Kernberg 1975:

- Non-specific manifestations of ego weaknesses = no tolerance of anxiety, lack of impulse control, lack of development of channels of sublimation.

- Return to primary thinking processes in which those concerned are exclusively merging with objects = mechanism like "I wish ... I get ..."

- Specific defensive operations: splitting (cleavage), primitive idealization, early forms of projection (projective identification), denial, omnipotence and devaluation. All these are primitive defense mechanisms.

- Pathological internalized object relations.

Margaret Mahler, in 1960, says that these patients were able to cross the symbiotic phase, but were fixed under the rapprochement phase = closeness - farness (of the separation - individuation phase) the child begins to walk and goes away from the mother. The mother is disappointed that he managed to separate himself and makes mistakes in

¹¹ See: Gabbard, G.O., *Treaty of Psychodynamic Psychiatry*: Bucharest: Trei Publishing House, 2007, The 2nd Chapter.

¹² Kernberg, O., *Borderline conditions and pathological narcissism*, Jason Aronson, New York 1975, p. 86.

how she welcomes him back when he returns (between 16 and 30 months). The child feels the fear of the emergence - the disappearance of his mother.

A borderline patient will systematically relive early abandonment and will have an inability to tolerate loneliness. At the major separation from parents, anxiety is overwhelming because there are disturbances in the mother's emotional availability: either maternal problems (she did not want children) or has an increased aggression, manifested through the questions "Why do you cry, already!!? What's the matter with you?!!" There is no constancy in the object. There is no integration of the good - bad object in itself and in the mother. But cleavage remains: entirely bad - entirely good, life is either very bad or very good. Negative introjection prevails and there is an increased excess in verbal aggression¹³.

An overwhelming evil can destroy all that is good in this patient. Aggression is innate¹⁴. He does not experience the oedipal complex fully, or he lives it unrefined, almost primitively. He quickly experiences psychotic episodes (with or without drugs) and do not require high doses to calm down.

In therapy:

- these patients have increased anxiety;
- show aggression, hetero-aggression;
- are acting - out - frequently;
- idealize the therapist;
- will merge with the therapist, but are afraid that it will destroy the symbiosis;
- this leads to self - devaluation and feeling of worthiness;
- self-harm, penalty for not meeting expectations of their parents;
- quickly alternating their provisions;
- abusing drugs and alcohol.

REFERENCES

***. (2000), *Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition*. Washington: American Psychiatric Association.

***. (2012), *Psychodynamic Operationalized Diagnostic OPD-2*, Bucharest: Trei Publishing House.

¹³ Trifu, S., Petcu, C., *Clinical Cases of Psychiatry. Complex Psychodynamic and Psychological Explanations*, Bucharest: University Publishing House, 2011, p. 41 - 46.

¹⁴ See: Predescu, V., *Psychiatry 1st Vol.*, Bucharest: Medical Publishing House, 1989.

- Bion, Wilfred R., (1997), *Taming Wild Thoughts*, Karnac Books, Psychology.
- Freud, S. (1967), *Group Psychology and the Analysis of the Ego*, Liveright, Pennsylvania State University.
- Gabbard, G.O., (2007), *Treaty of Psychodynamic Psychiatry*: Bucharest: Trei Publishing House.
- Kohut, H., (1971), *The Analysis of the Self*, Madison.
- Lazarescu, M., (1993), *Clinical Psychopathology*, Timișoara: Helicon Publishing House.
- McDougall, J., (1996), *The Many Faces of Eros: A Psychoanalytic Exploration of Human Sexuality*. Paris, Gallimard.
- Malcolm, J., (1988), *Psychoanalysis; The Impossible Profession*, London.
- Predescu, V., (1976), *Psychiatry*, Bucharest: Medical Publishing House.
- Predescu, V., (1989), *Psychiatry 1st Vol.*, Bucharest: Medical Publishing House.
- Sadock, B.J., Kaplan, H.I., (2007), *Kaplan & Sadock's Synopsis of psychiatry: behavioral sciences / clinical psychiatry - 10th Edition*, Lippincott Williams & Wilkins.
- Sullivan, H. S., (2001), *The Interpersonal Theory of Psychiatry*, Routledge, Social Science.
- Trifu, S., Petcu, C., (2011), *Clinical Cases of Psychiatry. Complex Psychodynamic and Psychological Explanations*, Bucharest: University Publishing House.
- Winnicott, D.W., (1957), *The Child and the Outside World*. London: Tavistock.

PSYCHOANALYTIC FRAMEWORK. REALITIES AND MYTHS IN THE THERAPEUTIC CURE

SIMONA TRIFU*,

simonatrifu@yahoo.com

RALUCA ZAMFIR**

raluca.zamfir@yahoo.com

Abstract: *Psychoanalysis or psychoanalytic psychotherapy is based on some princeps concepts, which are, at the same time, the fundamental dykes of the therapeutic flow. One of them is the framework and its constancy. The framework is part of the psychoanalytic method itself, along with the free association of the patient and floating attention of the analyst. The framework is the therapist's working instrument, assuming therefore a pertinent internalization of the said framework into his own mind.*

Keywords: *psychoanalytic framework, consistency, floating attention, free association, therapy.*

During the 1912 - 1913 period, Freud writes "Recommendations for physicians practicing psychoanalysis". At the same time, Schafer speaks about the psychoanalytic attitude. Freud said: "This kind of work is suited to my individuality. It's not mandatory. Each therapist has to find the right technique according to his personality".¹ It is about the attitude towards the patient and towards the task laid in front of you, as a therapist. The framework says a lot about the inner attitude of the psychoanalyst in front of the patient.

To remember a patient is to remember the material brought by him. Caution should be taken, and a floating-type of attitude is needed, not so focused and without a precise aim to remember specific details, in order to

* PhD., UMF "Carol Davila", FPSE University of Bucharest.

** UNATC Bucharest, Romania.

¹ Freud, S., *Recommendations to Physicians Practicing Psycho-Analysis*. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913): The Case of Schreber, p. 294.

prevent the analyst in making a selection of the material and exhausting himself. The selection could be made:

1. based on the expectations of the therapist, when the patient becomes more aware about what the therapist expects to hear and then he will find out exactly what he knows about the patient and what he would like to know... or

2. (even more dangerous): the therapist is careful about what it concerns him, what comes under his inclinations and according to his desires, this leading to a falsification of material. This is an example of a psychoanalytic myth: "psychoanalysis is successful, if at least the patients' homosexuality is considered and discussed about". This type of statement could also refer to the "patient's homosexuality at all costs". Thus, there is a selection of the material by default, not premeditated. The subject can be an "accomplice" and, by extension, only this information will emerge, the other important aspects being lost in the process.

As a therapist, you always have a theory in mind. The important thing is that this theory be as general as possible, in terms of content (not in terms of technique or frame). The therapist has to ask himself why he gets to receive a certain interpretation from patients or gets to ask his patient a particular type of questions.² Usually, when we read, we learn more of what we know and after we read a material from a past session, it seems like everything our patients say refers to what we just read. This is something that belongs to us! Unconsciously, we're tempted to follow this thread. Things that were said are important, because we expect them to be.

The only really important thing is to confer equal importance to the entire material, this being the main rule of the functioning of the therapist. We ask our patients to associate freely: "Please tell me what you want me to know about you..." or "what do you know about yourself?", "what do you think of, what can you tell me, without thinking too much, without analyzing things?" "what goes through your head?" "tell me what you are thinking about without having to abstain from the things that go through your head, even if they are inconsistent or embarrassing things... maybe that is why you have to let them out...". And the therapist mustn't judge, mustn't select what he/she thinks is important. It is hard, one must break the habit of active listening and let the unconscious attention act, and retain what will, ultimately be, the essence of what was said. The main concern is to listen, not to memorize.

² Ibidem, p.297.

If one finds errors when recalling details over a patient (and the patient says: "This is not about me," when the psychotherapist happens to confuse the patients and their materials), Freud says that the analyst is disrupted by his problems. Normally, this shouldn't that happen. But, if it happens, the therapist must ask himself why, because in that case, he has fallen far below the ideal analyst standards. It can happen to anyone, but if one agrees to do this job at a low standard, that says a lot about the respective person.

Comments on taking notes. Freud did not write down anything, and he did not find it fair to have to be concerned with writing. That means letting your patient alone in the room. On the other hand, implicitly, as a therapist, you are making a choice, because you cannot write it all. This has consequences for the patient, who realizes what you write and what you don't, even if he's sitting on the couch. And, therefore, he realizes what you're interested in and what you're not. From here on, the future resistance of the patient will strongly develop - censorship that accumulates on top of past censorship. It is better to write after the session, and write an already developed material. The unconscious has participated in a positive manner, it did not just select, and it had already processed the receiving material during the session. Of course, the exception is the personal data, the personal information which stays the same (differences between siblings, how did an event happen, when did it happen etc.) Sometimes, even this can cause confusion. For instance: a therapist who has first written down the age of the older brother, instead of the age of the patient. Systematically, she was making a confusion regarding who is the older sibling of the two. After many years, the issue of rivalry emerged in therapy. The patient himself wished to be the youngest (he was the oldest of the two), which induced multiple confusions during therapy.

Why is it so important if an event from a patient's life happened at the age of two and a half? It is important to figure out why. Sometimes, therapists think they will need this type of data for a precise presentation (meaning, for the conscious memory). On the other hand, it is anguishing to have the impression that you do not know facts, that you do not remember the personal information the patient gave you. This precision gives you the illusion that you harness something, and that the information uses more to the therapist than to the patient (because the subject is unknown to him). The patient might ask you: "Do you remember

what I told you last year about X?". There are two ways of reacting to that: either you don't react to the question, and you don't answer, or you ask him "why?" You encourage his free association, providing an implicit message, such as: "Leave it to me what I must remember and what I mustn't, and see that you, yourself, freely associate and recall the important events in your life."³ If the therapists' answer is yes or no, this will help strengthen the censorship and a day may come when one does not even remember the important things.

Another error could arise from the desire to be supportive and, at the same time, to **touch the red wire**: you are trying to connect to something the subject said earlier. So, **you tell him yourself** what you think the red wire is. The patient may have a feeling that it is not about him, because now he is in a different mood than the first time he talked to you about it. This kind of behavior, coming from a therapist, encourages the patient to rationalize, being consistent and aware of his own Self. It is a good thing to wait for the patient to come to you, during his present speech, with something that connects to a previous material. Our job, as therapists, is to analyze, not summarize. Synthesis is the job of the patient's unconscious psychic apparatus.⁴ It is not our job to make a coherent life history. In what manner does the analyst do his job in analyzing (not judging) the patient is strictly the problem of the analyst, depending on how he receives the material. Sometimes you have to analyze the here and now. Other times, you have to keep up with the patient's speech, because, otherwise, it becomes a dialogue. But there is more, psychoanalysis should not be a monologue. The one making the analysis is not a person with sufficient rights. What is happening is more of a combination between the patient's monologue and what the analyst is saying about this monologue.

How does a therapist expose a story about a patient? Here, the importance is given to supervision. More often than not, the materials presented suggest a dialogue. This approach loses a lot from the attitude. The analyst says: "I felt I had to be there." True, but not necessarily so explicit. The more natural the things that go on between the two, the farther from analytical thinking this gets. Freud said that one who believes in this technique does not need to be convinced of the full transcript of a

³ Cournut, J., *Pouvoirs du négatif dans la psychanalyse et la culture*, Editions Champ Vallon, Paris, 1993, p. 186.

⁴ **** - *Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition*. Washington: American Psychiatric Association, 2000.

material. It is important to have a relationship between the side of investigation / research of the analysis (when one presents a case and gets an answer) and therapeutic side (which happens in practice). Techniques for both sides overlap up to a point. When writing a case, you must remember to convince, to sustain the theory of what you think happens to your patient; then you refer to a piece of his history. When you return, it is important to keep it away from your mind. If you really believe that what you claimed is like that, and only like that, you're cramping your analytical thinking. You must give up the rational, coherent way of thinking about the patient and let yourself free.

Bion said that "in the therapy office one must go without memory and without desire".⁵ Next sessions may contradict everything you, as a therapist, have once presented. Freud had developed his explorative side for a long time and that is why he was so neutral. At first, there is the frustration of not being able to help your patient in a meeting, here and now. Through experience, though, if you let go of the explorative side, things will get better in time. It is difficult to give up in making the patient leave with something meaningful from this particular session, today, to be patient, to abstain yourself and your ignorance, your helplessness. A patient told her therapist: "I do not know what is more difficult for you - to listen or to talk..." If it comes hard for you to abstain, you probably think the patient is too, but in reality, it's every man with its own things to take care of. One of the desiderata of the preliminary interviews is to assess whether the patient can sustain this frustration, if he can tolerate this type of situations. It is something important, that resides in the framework of the sessions, in the shape, resides in what is happening there, behind the closed doors, and which represents the way to put things.

Is it possible to give up memory and desire? Absolutely not! Freud's message was actually as follows: "Give up the burning desire to save the patient at any price!" This desire may arise from the fact that patients come with an emergency, they bring in despair, requests etc. Sometimes this happens and at the end of an analysis. Bion talked about desire and about a very diluted, floating memory. There are no specific desires, such as "Today I want to talk about..." or "Today I want everything better!"⁶ I, as a therapist, know that I have the general desire to make everything right for my patients. A psychologist should be able to feel when there is a greater

⁵ Bion, Wilfred R., *Taming Wild Thoughts*, Karnac Books, Psychology, 1997, p. 60.

⁶ Ibidem, p. 67.

desire for a specific patient or situation. It means that, within his personality structure there are certain vulnerabilities, certain white spots, something that, in his personal analysis has not been reached nor discovered. A patient isn't able to project onto nothing. His material comes in contact with something. Thus, it's important if the material is projected on a wish.

Bion wrote extensively about frustration. The frustration of the analyst who is not immediately capable to understand things, leads to the frustration of not being able to help the patient immediately. Memory and desire represent, sometimes, a requirement of the therapist to himself, arising from the need to be efficient with the patient in the hope of a cure. Freud's recommendation would be similar to: "Do not give up, but relax" Patient is not a transfer object for the analyst, on the same level at which the reverse of this statement is true. It is not the same intensity of desire and motivation. Perhaps a certain patient is important because he is the first one and this confuses things. However, these people, for us as therapists, are not the same type of objects similar to the people we invest in, during our life. Memory and desire allotted to them is less than for those in your real life. At the beginning of psychoanalytic practice, the subjects / patients we have are more intertwined with our ambition to have a good image about ourselves.

More dangerous is not sensing when the level of desire and memory are too high. There are many people who invest a lot in this job! Then, what is left of their life? If, in your real life, you have whom to invest in, your patients are less invested. "The patient doesn't need you to love him a lot, but to love him better." From this perspective, the framework is very important. If you do not have clear markers, then breaches will appear from this point on! Only then you will realize **how valuable the framework really is**. The patients feel unconsciously what you are prepared to hear and about what is your horizon (see the example of Joyce McDouglas and Assud, her patient who talked about his sexual fantasies).⁷ The more broader the expectations, the more you give your patient space to come up with more material. When you are at the beginning of your career, you have a greater illusion that you are in a relationship with your patient. Your memory and your desire are in the foreground. The word "relationship" is misused, creating correlations with the term

⁷ McDougall, J., *The Many Faces of Eros: A Psychoanalytic Exploration of Human Sexuality*. Gallimard, Paris, 1996, p. 135.

“relationship” in personal life. Like the word "interaction", which means reciprocity, but used in psychoanalysis, it means is something you must guard yourself against it.

About making confidences. That means answering within real boundaries. You might think that here appears the human side of the therapist. In fact, it is about an immediate satisfaction. If a patient makes you do that, he seduced you (temptation to make confidences is big). But if you do, you impose on him and his needs with your personal problems.

The framework must be very clear to you as a therapist. You, the one who practices this job, must be convinced of the power of the framework. No matter how much space you have, if it is not specified, it is unsafe. There is the experiment known to have taken place with two groups of children, who play on two identical sports fields. The first group receives specific details regarding what space/area is allowed to be used, and the others don't receive it. It seems that, during the game, the group who had no prohibition on using the field, scatters on less available space, compared to the other children, who use all the space given in order to play.

Psychoanalysis emerged from hypnosis. The analyst retreated behind the patient and the free association rule appeared. Freud discovered that, when an individual patient said "Do not interrupt me! Let me say what I need to say!" The analyst withdrew backstage. There isn't a powerful hypnotist anymore, who could magically heal the patient. He only makes part of the frame now. It is a kind of "furniture", among other factors within the framework. The Analyst has got personality and remained there as a guardian of the frame. It 's his responsibility to establish and maintain the framework. When it fails, it is a problem in his mental framework, inside.

The framework is a component of the psychoanalytic method (after Schafer)⁸. Winnicott called it setting = all the elements that create the conditions for undertaking analytical process ⁹, somewhat like mothering. A Green says it is the materialization of the dream theory (based on the idea that a session is like a dream), through the frame, as well as through

⁸ See: Schafer, R., *The Analytic Attitude. The Institute of Psychoanalysis*, Karnak Books, 1983, The 4th Chapter.

⁹ Winnicott, D. W., *The Child and the Outside World*. London: Tavistock, 1957, p. 105 - 106.

the position (low mobility, limited possibilities, sensory deprivation).¹⁰ Just as dreams help us represent visually, analytic situations help the patients represent their pulsating movements (representation is the basis of the psychoanalytic material). On the other hand, the framework symbolizes the incest prohibition (prohibition of touch, sexual contact, personal relationships) and creates freedom of phantasm. Certainty of the fact that he is not allowed to do some things is very liberating. The patient can imagine anything. It's hard when things are likely to turn into facts, is nerve-racking.

Jose Blesser talking about the frame = the emphasis is on the physical side.¹¹ Psychoanalytic situation consists of frames = the fixed constant elements (which, if changed, should be restored and studied before) and the analytical process = variable, but which cannot occur in the absence of the frame. Blesser's contribution is represented by the contrast between Self and non - Self (he worked with a lot of psychotic patients). Non - Self is evidenced by frame (stable space - time component, well established, the payment, the analyst's attitude). There must be a non - Self, which allows the Self of the patient to develop. This stable framework is the glue of a certain symbiosis between patient and analyst (undifferentiated Self of the patient - body of the subject and the rest of the world - including the analyst). From this merger, the Self of the patient can develop at last.

After Winnicott, the framework is a transitional object (neither fantasy, nor reality). At Blesser, there is a symbiosis: the patient's Self - his body - the analyst's Self - the analyst's body. The framework may suggest, in the final stages of the analysis, the womb, and the fetus = the Self of the patient. Patients feel this unconsciously (sometimes, the idea occurs, concerning the subject's regression - the cabinet is him and also, the analyst). For example, a patient who saw things on the ceiling, things that were inside of him, or that, alternatively, he saw them as coming from the analyst. On the ceiling, he was physically projecting all of these.

When the subject is encroaching at the frame (or at the analyst's neutrality, by causing him into admitting / postulating an answer), he attacks. Not necessarily to kill, but because his Self is disorganized. And in a neurotic patient there is a psychotic core manifesting itself in the

¹⁰ Green, A., *Key ideas for a contemporary psychoanalysis. Misrecognition and recognition of the unconscious*. London: Routledge, 2005, p. 132.

¹¹ See: Gabbard, G.O., *Treaty of Psychodynamic Psychiatry*: Bucharest: Trei Publishing House, The 2nd Chapter.

boundaries of the frame (the Kleinian view), when referring to elements of the patient's ego, which were not developed and remained at a primitive level of functioning. The more the patient tries to breach the framework, the bigger the need for a frame gets.

If there is an extra transference relationship with the therapist, it will stop the psychotic side from coming into the light, for ever. It can find a way to manifest itself outside of the frame, but will no longer manifest in the analysis. To respond to a patient systematically real is, in itself, extra - analytical. Extra - framework points of meeting are being established, which will cause a breach, in which dysfunctional aspects of the patient's ego will be manifested, areas which will not be available for revisiting ever again.

Renne Roussillon speaks about frame as a condition for representability of things¹². Jean Cournut speaks about the analyst belonging to an analytical framework, rather than about an analyst - patient relationship¹³. What happens in a relationship, in everyday life? There are mutual gratification. Beyond "Hello! Good Day!", in an analysis, nothing resembles anything. The patient may say, "You look sad, what happened?" From his perspective, everything looks like a relationship. Just as the background of a figure is mute, the same must be with the framework in relation with the patient's figure. The relationship is asymmetrical, because it is not mutual. In actual life there is revenge. In psychoanalysis, there is none.

More serious is the time when you talk too much during analysis (as a therapist) and in real life you act like you do during analysis. In everyday world (as a patient) you are waiting for something. In the analysis, because of the framework, the waiting translates as transfer expectations. The psychoanalyst is a projection screen. There are no single transfers, there are several transfers. The patient expects to be loved, cared for, persecuted. Analyst's expectations (expectations suggesting something unconsciously) - exist, are there. But the problem appears when there are expectations and there is also a pressing need to accomplish them. In real life, you want the other to recognize you, to appreciate you, to love you, to show you he loves you, to support you, to understand you, to offer you safety. In an analysis, you don't.

¹² Roussillon, R., *Paradoxes et situations limites de la psychanalyse*, Paris, PUF 1991, p. 210 - 213.

¹³ Cournut, J., *Pouvoirs du négatif dans la psychanalyse et la culture*, Editions Champ Vallon, Paris, 1993, p. 132 - 135.

After three years a patient may say, "I hate you and only now I am finally able to tell you this." When it comes to therapy, it is a huge step in admitting and doing this. But if that would happen in real life, we would avoid the one in question. In therapy, we're glad that the patient can talk about it. If, in real-life, the best friend makes confidences, do we ask for money? If we did that, he would feel offended. Then how can we say we have a relationship with our patients, if we take the money? The patient feels that there is not a relationship, that we did not give love unconditionally. So what is this, then, a paid service? Do the patients feel offended that they pay? No. Perhaps frustrated. They would like for us to do it out of pure love, but they realize that it is not a personal relationship. That gives them the freedom to say whatever comes to mind. If you do this in real life, it would be at risk of losing that relationship. In therapy, this does not happen. What happens is a therapeutic relationship, an analytical relationship, not a relationship that could happen in reality (as a personal relationship). If the patient says: "You are not a good analyst!" we do not respond with "No, you are not a good patient for psychoanalysis!"

In "Crime and Punishment" (by Dostoevsky)¹⁴, the investigator has many discussions and uses this strategy (to confide in him), in order to make the subject feel more at ease, which ultimately leads to a confession. The approaching occurs due to identification. The investigator goes from enemy to friend. This strategy worked here, but the investigator was following something precise. In the analytical framework, this must be avoided (to look like your watching/waiting something). The analytical framework means as much freedom as possible coming from the patient.

For example, a borderline patient who had countless attempts to destabilize the therapeutic framework (related to time and payment). She was provoking her analyst (coming late, coming earlier, fights took place). The next step was that the analyst had come to the conclusion he would have to change everything, all the time. The place of meetings had to be changed as well. Her analyst didn't realize the patient's needs to have a stable framework. Apparently, she was just asking the therapist to adapt to her needs. The patient almost had her analyst convinced she would not support a physical framework because it is too confusing and she feels regressive at the moment. But there was a dream that showed her reality and her psychic need: She tried to lean on a tree that was too fragile. Finding a solution, she supported with a part of her body, after that she

¹⁴ See: Dostoievski, F.M., *Crime and Punishment*, Bucharest Polirom Publishing House, 2011.

rests with the other side of her body. She needed something to support her, but to limit her at the same time. Someone who is not part of her inner Self. Therefore, there are dilemmas between what the patient requires and what he actually needs.

You cannot agree if something is objective or subjective, because it is something outside of the patient's life, therefore the reason must be determined in clear terms – **he has to pay all of the meetings, no matter the reason**. Thus, the dilemma related to any type of frame is eliminated. The patient can accept the deal or not. If he accepts, he will benefit from the stability of the framework, which in time will prove to be the best solution.

It is important when we make an interpretation – when the transfer is real and the patient has a relationship with that transfer. It is important that the material be derived from the unconscious. Otherwise, we are inside what he knows, what we know. Sometimes, we are doing an interpretation in the second week as well, just to see how the patient tolerates it. After analysis, there is either an identification or a counter-identification (an attempted rebellion) with your own psychoanalyst. A payment made, for any reason, means to pay that place / space / time and feel that it is yours and yours alone.

Schafer speaks about **the attitude of neutrality**. This means that you don't judge or don't issue any opinions on that matter? Example: a patient who wanted to give up the husband and kids for an adventure. The therapist asks her if she is prepared to lose what she has. During the following session, the patient says she realized that the therapist thought she was in danger. Later, what she felt as a support, she started perceiving it as an interdiction. She emphasized that she felt the therapist abandoning the position of neutrality. This is how you close the way of manifesting of a material that could have come. Must be neutral towards derivatives of Self, Super – Self and the Ego. All the things the patient brings from all its structures should be looked at the same. Another example is of a patient talking about his parents. It is tempting to identify the patient, saying: "It's hard to have such a mother..." Other times, you are tempted to consider the patient victim or aggressor.

If you don't keep neutrality, you will not be able to let go of the unconscious game between your own objects, desires and the impulses of the subject. Neutrality means not taking any sides, especially since the patient comes to you with these parts of his life, one by one, not all at once¹⁵. He

¹⁵ Trifu, S., Petcu, C., *Clinical Cases of Psychiatry. Complex Psychodynamic and Psychological Explanations*, Bucharest: University Publishing House, 2011, p. 32 – 36.

would have come to you, eventually, with the love for his mother. If you tell him he is the victim, you close the other channel of exploring. Neutrality must be maintained, including vis-a-vis the actions of the patient. If you allow him to miss some sessions in certain situations, there is no more neutrality. The therapist is not subject to this requirement easily. It is tempting to break the rules that you agreed earlier, in reality. For the therapist, it is important to subordinate his personality to this particular goal. There is no way to understand the theoretical framework, to integrate it. It depends on personal analysis of each other. In second place would be the individual supervision, where the debate over you internal attitude continues to draw on. And even there, we could talk about the framework. The best supervisions are those that focus on the framework. An analyst may be learned what not to do. In the third place, it would be supervising the group (if you feel safe and accepted in the group).

"Either / or" (black/white, good/bad) type of thinking. Example: a patient says "My mother is horrible, I hate her." Over three months, he says: "She is all that is beautiful in my life..." with the same conviction and safety. As a bad type of attitude, if you make the mistake to say: "But three months ago you said...", you postulate that things are of a certain way. Or, in the unconscious, they are all there and no contradiction between opposites. There are no today, yesterday and tomorrow¹⁶. The patient doesn't think he is contradicting. For you to tell him that he is contradicting is like saying that you know how things really are. Things are dynamic and what we see at some point in a material, may not be there the next time we look.

Another trap is to give the patient "universal wisdom". It happens when you get involved very much. Example: the patient recounting, during the first meeting, as her mother had some problems after birth and let her to be raised by her father and grandmother until a year or two. Her mother recounted that when she reappeared in her life, the girl stretched her arms and said, "Mama" On hearing this story, the therapist replies "Many children are going to call Mama even a stranger..." This statement was deeply disliked by the patient who did not show up in therapy thereafter. What was there, in that story, was about a great idealization. The patient tried to recover the lost time, thinking both of them (mother -

¹⁶ See: Sadock, B.J., Kaplan, H.I., Kaplan & Sadock's Synopsis of psychiatry: behavioral sciences / clinical psychiatry - 10th Edition, Lippincott Williams & Wilkins, 2007, The 4th Chapter.

daughter) were in an ineffable connection, while the therapist suggested that it was all a scam.

To give the impression that "I know everything, I know how the world works..." is a mistake. An all-knowing figure is similar to an omnipotent one and this comes across the patient's phantasmes. The bottom - line is: today, at this point in life, - it is about this! Tomorrow, it may be about something else. Unconsciously, it is fascinating to have the ability to show how much unknown there is in life¹⁷. Therapists can sometimes say: "What do you mean exactly?". That means "How are things, really?" as if things would be in some hidden, mysterious way. It is difficult to tolerate the fact that things are moving. The analyst analyzes - his purpose is to be honest, not to humanly understand or to behave badly, but to learn how to do it as well as possible¹⁸.

Analyst aims to help. But if the patient does not want to be helped? The first question you ask yourself is: "then why is he coming?" Because, while he wants to be helped, he does not want to be helped. What do you do when you figure him out - that he wants and does not want to be helped? He may come to you, saying: "This therapy does not help me with anything" or "I feel like you do not like me. I have seen it, but it is not as you have the power to like me. I think I will not come back for another session, I am consuming your time...".

There is a difference between the need to help someone and to be able to help him. A need arises at a certain time. This is the motto under which we should tolerate the difficult path of this profession. When the need to help someone is too large or is not understood, the therapist works "because he has to". Possible clarification is internal, meaning there are no consistencies to prevent you from understanding the unconscious ways in which messages from patients get in touch with the unconscious messages from you. If it is clear for you and you have a theoretical tool available (you got a theory and you can adapt it to your style), then it gets a lot easier. You do not give yourself or your life to your patients. You help the other, but not with all of your efforts and strengths.

¹⁷ See: Preliceanu, D., *Psychiatry - Course Notes*, Bucharest: INFOMEDICA Publishing House, 2003.

¹⁸ See: Predescu, V., *Psychiatry 1st Vol.*, Bucharest, Medical Publishing House, 1989, The 1st Chapter.

What is said at the beginning of many analyzes? "Do not make important decisions without being discussed in the analysis." This can make your patients keep secrets away from you, for fear that you will not give him the "signature"¹⁹. Example: a patient rejected any interpretation and continually wondered what the therapist was saying, why she didn't say that thing, why was she silent? etc... Through this, the concerned one shows that he does not accept help or wanted to be helped. The same happens in the context of negative feelings toward his mother. Maybe, one day, he comes and says: "Perhaps, this woman (the therapist) wants to help me. Let's hear it" It was as if in the previous period in his past, the patient would have said, "This woman wants to hurt me. Let's not listen to her" Then the therapist was tempted to tell him: "You don't accept my help..." If he would have said, it could have sounded like an accusation, a new persecution, considering that he was not aware of what he did. It was a period in which the patient kept missing the sessions, because he thought that woman (the therapist) was making him feel miserable and wanted to hurt him. That was a kind of paranoid period, his absence was noted when these feelings became too strong.

The patient is the one who makes the decision to terminate the psychoanalysis. Many people have the fantasy that, at the end of psychoanalysis, they will receive a prize. A certain period of time must undergo before taking the decision and being able to talk about it. The frequency of sessions must not change. The end is very important. Why would we make it less important? If the frequency of the sessions diminishes, you lose the opportunity to talk about the finishing part of the therapy and to experience the period of mourning. And this is a way to facilitate an end. Main criteria could be such as: when the patient can interpret his dream on his own, he can contain anxiety, the way the patient works during sessions and his improvements. It can be analyzed whether he internalized his analytic function or not. After that, he can help himself. Equalization, here, can be seen as a kind of autonomy. The question is whether it is an escape into healthiness or if he has literally internalized this function, at which point the only thing that matters is how long did the psychoanalysis lasted.

¹⁹ See: Lăzărescu, M., *Clinical Psychopathology*, Timișoara, Helicon Publishing House, 1993.

REFERENCES

- ***. (2000), *Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition*. Washington: American Psychiatric Association.
- ***. (2012), *Psychodynamic Operationalized Diagnostic OPD-2*, Bucharest: Trei Publishing House.
- Bion, Wilfred R., (1997), *Taming Wild Thoughts*, Karnac Books, Psychology.
- Cournut, J., (1993), *Pouvoirs du négatif dans la psychanalyse et la culture*, Paris Editions Champ Vallon.
- Dostoievski, F.M., (2011), *Crime and Punishment*, Bucharest Polirom Publishing House.
- Freud, S., (1912), *Recommendations to Physicians Practicing Psycho-Analysis*. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913): The Case of Schreber.
- Gabbard, G.O., (2007), *Treaty of Psychodynamic Psychiatry*: Bucharest: Trei Publishing House.
- Green, A., (2005), *Key ideas for a contemporary psychoanalysis. Misrecognition and recognition of the unconscious*. London: Routledge.
- Lazarescu, M., (1993), *Clinical Psychopathology*, Timișoara: Helicon Publishing House.
- McDougall, J., (1996), *The Many Faces of Eros: A Psychoanalytic Exploration of Human Sexuality*. Paris, Gallimard.
- Predescu, V., (1976), *Psychiatry*, Bucharest: Medical Publishing House.
- Predescu, V., (1989), *Psychiatry 1st Vol.*, Bucharest: Medical Publishing House.
- Prelipceanu, D., (2003), *Psychiatry - Course Notes*, Bucharest: INFOMEDICA Publishing House.
- Roussillon, R., (1991), *Paradoxes et situations limites de la psychanalyse*, Paris, PUF.
- Sadock, B.J., Kaplan, H.I., (2007), *Kaplan & Sadock's Synopsis of psychiatry: behavioral sciences / clinical psychiatry - 10th Edition*, Lippincott Williams & Wilkins.
- Schafer, R., (1983), *The Analytic Attitude*. The Institute of Psychoanalysis, Karnak Books.
- Trifu, S., Petcu, C., (2011), *Clinical Cases of Psychiatry. Complex Psychodynamic and Psychological Explanations*, Bucharest: University Publishing House.
- Winnicott, D.W., (1957), *The Child and the Outside World*. London: Tavistock.

VASILE ALECSANDRI OR THE EARLY ROMANIAN THEATRE

MIHAELA DANIELA CÎRSTEA*

mihaelajianu74@yahoo.com

Abstract: *This article proposes to analyze the activity of Vasile Alecsandri and to make a description of his dramatic opera. The period between 1830-1860 was full of events for Romanian society, no matter if they were from Moldavia, Muntenia or Transylvania. One of the most important figure of Romanian culture from Moldavia was Vasile Alecsandri and one of his most important roles was that of manager of The National Theatre of Iasi side by side with Costache Negruzzi and Mihail Kogălniceanu.*

Keywords: *theatre, cultural life, Romanticism, Classicism.*

The 1848 Revolution period is characterized by many novelties in the Romanian culture, one of the institutions that have enjoyed unprecedented growth being that of the theatre. "National language theatre performances were held even during the Phanariot time, but after 1821, the activity could not continue. It restarted due to Heliade and Asachi impulse, in the name of the belief deeply rooted among contemporaries that theatre is a civilizing agent, one of the strongest intellectual, moral and aesthetic education means, particularly suitable to a nation recently entered in the concert of modern culture."

Theatre is a way to get into all walks of life, to realize the solidarity of the people that was needed at that time (let's not forget that men of culture belong to various societies /organizations which prepare the revolution). In fact, the intellectuals of that time had returned from studies with such revolutionary aspirations. Besides, the public was more interested in the idea of seeing and listening to a play, than the idea of reading a book. Theatre was a closer form of communication with the audience, with the common man.

A name closely linked to the Romanian drama activity of the period, a pioneer in this regard, is Vasile Alecsandri, son of the person supporting the

* Lecturer PhD., "Dimitrie Cantemir" Christian University; "Virgil Madgearu" Economic College, Bucharest.

establishment of the phyllo-dramatic Conservatory in Iasi. Theatre reached a national formula when Costache Negruzzi, Mihail Kogălniceanu and the very young Vasile Alecsandri were appointed at the Iasi National Theatre leadership, in 1840. At the moment when he arrived at the theater management, was better known as a writer and as a poet, but, as Director he must ensure that there was a repertoire to present to the interested public. At first the representations were only translations of French texts, but in time they were replaced by a national repertoire, not necessarily original, because in many cases, the plays were only adaptations of French comedies. Vasile Alecsandri himself wrote two such texts: "Farmazonul din Hârlău" (*The Wizard of Hârlău*) and "Modista și cinovnicul" (*The Milliner and the Clerk*), both represented on the National Theatre scene. They are light comedies, the first in three acts, the second in one act, the main method to cause laughter being the situation comedy. Representing adaptations, as the author himself admitted, he attempted to depict an image of the Romanian reality, to locate the characters, but sometimes failed. The characters remained in a shallow stage; the plot was not very well established.

"The French repertoire comprises almost all sources Alecsandri used to compose his dramas and comedies. His literary culture was known to be limited to the knowledge of French authors and of our writers or of our people. Therefore, we will not find traces of the English or German, Spanish or Italian modern dramatic literature influence in his writings.

It is also known that starting from 1840 Alecsandri, appointed director of the National Theatre of Iași, considered a personal duty to write plays himself, due to the extreme poverty in the Romanian repertoire".

The first remarkable play was "Iorgu de la Sadagura sau Nepotu-i salba dracului" (*Iorgu from Sadagura or the Nephew's bad log*), depicting the struggle between the old-fashioned noblemen old-fashioned and the young noblemen, trying to change the customs of the country and its language, by translating traditions and a language that did not belong to our people. The representatives of the two currents were Enache Damian, baker, old Moldavian nobleman, who wanted respect for ancestral rites, and his nephew, Iorgu sent to studies to Sadagura, to whom everything seems obsolete, when he returns to the country. The only person who seems to understand Iorgu's attitude is Gahița Rozmarinovi, a widow gentlewoman, ridiculous by the way she dresses or behaves, as shown in the list of characters: "40 years old, wearing pretentious and ridiculous outfit: feather beret, pumped up dress of vivid color and fan. Her shoulders and arms are bare, cheek mended with red blush and spangled

with beauty spots.”¹ Enache Damian is the loving nobleman type, who would do anything for Iorgu to continue his studies, the old man paid for two years for those studies, and his expectations were disappointed, although we do not know exactly what those expectations were.

Nicolae Manolescu considers this play worthless and thinks that the baker Damian’s attitude is not a positive one. “However this *anti-bonjurism* attitude could not be justified as positive, as long as the old fashioned boyars, such as the Baker Damian, were opposed to it, completely silly in the way of seeing things and speaking. The French-Romanian spoken by Gahița Rosmarinovici or Iorgu’s quizzing glasses are even less ridiculous than words such as, *respunțația*, *bliblitatea* or *rierel* used by Damian to translate in his own way, *reputation*, *sublimity* or *arriere*. You cannot ask a man who condemns “this silly glass you keep sticking in the eye”, meaning nephew Iorgu’s quizzing glasses, to make speeches in defence of the good old customs or the “true-born” Romanians’ pure language.”²

It can be said that Gahița is Chirița’s precursor, a famous character in the history of the Romanian theatre by the desire to prove to be something she is not in reality, a character created by Vasile Alecsandri to illustrate perfectly the discrepancy between appearance and essence. Chirița is the central character both in two “comic songs” – “Cucoana Chirița în voiajiu” (*Lady Chirița’s Voyage*) and “Cucoana Chirița în balon” (*Lady Chirița in Balloon*), but also in the two sparkling comedies – “Chirița în Iași sau Două fete și-o neneacă” (*Chirița in Iasi or Two daughters and a Mother*) and “Chirița în provincie” (*Chirița in the Province*).

If we were to use the terms of Vasile Alecsandri’s generation colleague and friend, Costache Negruzzi, both comedies staged the so-called “provincial physiology”, because *Chirița* is the wife of a nobleman of Bârzoieni, who wanted to succeed. There is no information about the way she was raised and educated herself, but she wants to see her daughters married to important people. Just as Iorgu from Sadagura, she comes to despise the quiet life and the close people, considering them of less importance for her daughters. She does not want as sons in law two neighbours of Bârzoieni, country landowners, honest, but not very knowing of the time “fashion”, so she goes to Iași, where she meets two suitors for her daughters hand - Pungescu and Bondici. As their names

¹ Vasile Alecsandri, *Comedies*, Minerva Publishing House, Bucharest, 1982, p.259.

² Nicolae Manolescu, *Critical History of the Romanian Literature*, Paralela 45 Publishing House, 2008, p. 245.

suggest, the two will prove to be two impostors, who become aware that Aristița și Calipsița have some wealth, and as a result, they will take advantage. But Lady Chirița is in luck, the two will be caught cheating at cards and handed over to *Agia* (*Police Station*). She will have to return home and to marry her daughters with Brustur and Cociurlă.

The second comedy, although lower than the first, brings to the forefront the same character now eager to see his son, Guliță, well married. The saving solution is right in Chirița's house, Luluța, an orphan with fortune. But Luluța has other aspirations, she is in love with Leonaș, but Chirița is not interested in the aspects that contradict her plans. Her goal is clear and uses all means to achieve it. But after all, Luluța and Leonaș prove to be more resourceful and more intelligent than her, discomfiting her plans.

The feminine character that has enchanted generations and has seen many interpretations on the Romanian scene is dominated by the ambition to overcome her condition, therefore she behaves as she thinks it is "fashionable": she smokes, takes riding lessons, speaks a bad French (it is so humorous the scene in which she performs a "test" on her son at French language in front of his teacher, monsieur Charles), she wants to change the habits at home. Besides, her husband himself complains that she does not take care of the household any longer (in the second play), but Chirița's answer proves her belief that some concerns are beneath her. She tries to change Grigore Bârzoi, a simple country nobleman, by causing great trouble regarding clothing and the "ceremonial" at meals.

In these comedies, Alecsandri satirizes the Romanian society of that time, a mixed society and in full transformation. The Romanian noblemen, by imitating the western fashion, desire to evolve, but they merely imitate, considering that rejecting native elements is what the innovative spirit consists in.

Vasile Alecsandri creates a comic universe where the situation comedy predominates - for example, the accident at the "barrier" involving Chirița and the girls, the meeting with Pungescu and Bondici, the two false noblemen, the scene between Leonaș and Chirița, the young man faking to be in love with her, the marriage of Luluța and the actress who turns out to be Leonaș (disguised). The names comedy appears in incipient forms, but not with the valences seen in I.L. Caragiale later on. Brustur and Cociurlă are representatives of provincial world, while Bondici and Pungescu's names suggest their false world. The other names cause laughter by excessive diminutives - Guliță, Luluța, Leonaș.

The character which is distinguished from these comedies remains Chirița, the others are faded, slightly contoured, maybe exactly in order to highlight the typology represented by Chirița. Aristița and Calipsița are subject to their mother, they do not manifest in any way their own wish, Guliță is a spoiled child (maybe precursor of "young" Goe), Safta, the sister in law, takes over Chirița's duties in the household, and Luluța seems artificial. Leonaș is a character that appears under various faces, also representing the dispenser of justice type, for he reveals the sub-prefect's office scams. Opposite to Chiriței, there is Bârzoi, her husband, who does not like modern stuff, who has certain habits he does not want to give up, but is subject to his wife's will and has no choice.

"However, this guy, displaying a few properly defined features, is lacking not only depth, but even consistency. At a closer look, we can find out that the simple provincial from the first comedy, ignorant in regards of the "bon ton" rules, eager to occupy her place in the lounge as soon as it gets dark, where she is to throw a party, is not fully similar to the vain sub-prefect's wife, that compels her guests to have lunch at five, because it's fashionable; her French-Romanian speaking and her verbatim translations of our idiomatic phrases, that we enjoy so much presently, were completely unknown in the first play; but returned from abroad, the "Baroness Chirița" abandoned the poor taste before departure. In Paris she was served beef steaks "as big as an *irmilik*" and "seven months fat lobsters", and she missed our healthy casseroles, "moussaka, *capamal* and white sauce stew"; but we knew from the description of her provincial life, that poor Bârzoi, eager for "Christian food" he had grown up with, did not have a break from "broths", German garnishing, and "*blamanjale*", because fashion so demanded."³

"Iașii în carnaval" (*Carnival in Iasi*) from 1845 is a farce, the main element being constituted by the confusion, the literary criticism, in general, considering that presages the comedy "D-ale carnavalului", while Nicolae Manolescu considers it closer to „Conu Leonida față cu reacțiunea”. In fact, it can be said that it has something of each. The ball and removal of the masks reminds of the first comedy, while the Herods' "plot" resembles to Leonida's "revolution". In fact, the play's theme is the small landowners' fear of revolution. The characters' names are significant - Lunătescu, Săbiuță, provisioner Vadră, Tarsița, and so on.

³ Ch. Drouchet, *Vasile Alecsandri and French writers*, Bucharest, „National Culture”, 1924, p. 169-170.

In 1883, the fairy play „Sânziana and Pepelea” appeared in "Literary Conversations"; the characters were taken from Romanian fairyland, but they satirize Alecsandri's contemporary society. The depicted emperors were Papură Vodă and Pârlea Vodă, representative names for the calamities that have occurred in their time. Păcală and Tândală, the Romanian mythology characters, here become trusting people for Papură Vodă. Sânziana is Papură Voda's daughter, who will be kidnapped by a dragon. Therefore, the play combines elements of fantasy with elements of social satire.

Therefore, Alecsandri's comedies represent the beginning of the original Romanian theatre, considered as the forerunner of I.L. Caragiale. "The comedies of Alecsandri have a too manifest thesis, to convince regarding the objectivity of the author, the characters too subordinated to the thesis to have their own lives and especially unilaterally seen, to earn their own living; the attack is too direct, to convince the widest audience, uneducated from literary point of view; thereby it achieves practical purposes, but it is not realized aesthetically, remaining the best exemplification at the artistic level of the time - the term also comprehends the author, regardless of any historical grounds he would seek to invoke in order to justify his comedies."⁴

REFERENCES

Călinescu, G., (1944), *History of Romanian Modern Literature*, Casa Școalelor Publishing House.

Cornea, Paul, (1972), *Origins of Romanian Romanticism*, Minerva Publishing House, Bucharest.

Drouchet, Ch., (1924), *Vasile Alecsandri and French Writers*, Bucharest, „National Culture”.

Nicolescu, G.C., (1968), *History of Romanian Literature, II*, Academy Publishing House, Bucharest.

Piru, Al., (1978), *Introduction to the work of V. Alecsandri*, Bucharest, Minerva Publishing House.

⁴ G. Călinescu, *History of Romanian Modern Literature*, Casa Școalelor Publishing House, 1944, p.87.

A MYSTERY OF THE ROMANIAN LITERARY HISTORY: TUDOR ARGHEZI DISEASE

MIREL ANGHEL*

mirel.anghel@yahoo.com

Abstract: *The Romanian poet Tudor Arghezi has always had a negative attitude towards doctors and their job. The poet's reluctance resulted from a mysterious disease that almost cost him his life in 1939. Following the diagnosis made by several Romanian medical celebrities, his death seemed inevitable and would be caused by cancer, as most of the doctors said. The condition of the famous patient remained a mystery to experts, Dr. John Făgărășanu tried to diagnose the affliction accurately and gave it the name "Tudor Arghezi disease", but it has never been recognized officially. The poet has made a full recovery, surprising all the specialists, and continued to write, having a long-lasting career in literature and press. His cure came from a healer, Dumitru Grigoriu-Argeș, who administered him a mysterious injection.*

Keywords: *Tudor Arghezi, Romanian literature, literary history, diseases writers.*

Tudor Arghezi's life, even though it was a long one and marked by 71 years of diligent writing both in literature and press, had several dramatic episodes. One of them was a mysterious disease that suddenly confined the poet to bed in 1939. Despite the efforts of numerous Romanian renowned physicians, the poet's death seemed inevitable. The disease he was suffering from was rare, which led Dr. Ion Făgărășanu to propose (unsuccessfully though) in 1971 at an international congress of surgery that the disease should be named after the illustrious patient.

The famous doctor Dumitru Bagdasar estimated then that Tudor Arghezi had only one month to live, advising the poet's relatives and friends, among whom was Alexander Rosetti, to give the poet's manuscripts for publication to a publishing house as the poet's end was

* Junior Assistant Lecturer PhD., The University of Medicine and Pharmacy "Carol Davila" Bucharest, The Department of Foreign Languages.

inevitable¹. Arghezi had consulted all the renowned Romanian physicians but without good results. Only the morphine injections relieved the excruciating pain the patient was experiencing.

Despite the doctors' pessimism, he was miraculously healed, contradicting all expectations. Even if the unconventional cure was obtained with a less common and contested treatment, Arghezi did not admit that the treatment he received from doctors was beneficial. He always claimed to have been cured by a healer whose name was Dumitru Grigoriu-Argeș, who used intramuscular miraculous bee venom that would have cured thousands of patients, as told by Grigoriu-Argeș himself. The poet later testified that he saw himself a register in which his savior wrote the names of the patients he had healed using the controversial method. This mysterious doctor that practised medicine in a hospital in Curtea de Argeș City was recommended to Arghezi by a friend, the film director, Soare Z. Soare.

The way Tudor Arghezi describes this doctor confirms the controversies that surrounded the practice of Grigoriu-Argeș: the physician comes quickly to the poets' house located in the slum of Mărțișor, in Bucharest, to see Arghezi, who had been confined to bed for some time by a terrible ailment. Those that saw the doctor were astonished by Grigoriu-Argeș's appearance. He was a tall man, with red beard and a yellow mantle, a blue coat, a green waistcoat and colourful pant. Even his shoes had different colours². However, Tudor Arghezi's life hung by a thread. Although he believed that Grigoriu-Argeș was mad, he had no choice but to accept the odd healer. He immediately gives him an injection containing a mysterious combination of substances and urges his patient to get up. The miracle happened and Arghezi was back on his feet.

He strongly deprecated the practice of medicine and the doctors' job, saying that they were nothing else but „medical beasts”. His repugnance went so far that Arghezi wrote a play called *The Syringe* during his detention at Târgu-Jiu, in 1943. Moreover, together with the director Paul Călinescu, Arghezi also wrote a screenplay for a movie (*Hidden Weaknesses*³) which he envisioned as a sequel of *The Syringe*. In this screenplay doctors were also main characters. The poet wanted to present the hidden weaknesses

¹ Alexandru, Rosetti, *Travels and portraits*, Sport-Turism Publishing House, Bucharest, 1977, p. 204.

² Ibidem, p. 205.

³ Ibidem, p. 205.

of some people that didn't respect their job, doctors being among those he criticised most. During his convalescence, Arghezi was supported financially by the big industrialist Nicolae Malaxa. In an interview⁴, the renowned physician George Emil Palade admitted that he was the one who kept the connection between Arghezi and Malaxa.

The doctors who examined Arghezi at the time argued that the patient had had another disease four years earlier, in 1935⁵. Two of the doctors who treated him in 1939, D. Bagdasar and G.E. Palade, the latter being at the beginning of his career then, became the main targets of the ironies in Arghezi's literature and articles. But even if he was healed by a controversial practitioner, after 16 years the patient suffered a relapse from the same disease, in 1955. Meanwhile, Dr. D. Bagdasar died, but after some analyses Dr. Ion Făgărășanu proved that the renowned neurosurgeon Dumitru Bagdasar was right in 1939, when he made a diagnosis in Tudor Arghezi's case. The Romanian poet had a benign tumour, not a malignant tumour, as many specialists said. His disease was in fact a pus that led to a paralysis at the level of his backbone.

Doctors discovered that the treatment applied by Dr. Dumitru Bagdasar was actually the remedy of Arghezi's disease, Grigoriu-Argeș taking advantage of the delayed effect of the treatment prescribed by the neurosurgeon. Grigoriu-Argeș' injections had only a placebo effect on the patient, but supported the theory that he discovered a miraculous treatment. However, doctors regained Arghezi's confidence in 1959, when the same „medical beasts” saved his wife's life.

Whether he gave to his patient a real medicine or only one with a placebo effect, the practitioner Grigoriu-Argeș, an eccentric physician (he also published scientific articles and even a brochure in 1937) helped him recover from a simple sciatica and not from cancer, a disease with which Tudor Arghezi had been diagnosed by many renowned physicians. His recovery was probably a result of the unconditional trust the patient had in him. However, Dumitru Grigoriu was not an amateur in the field of medicine, working as a doctor at the hospital from Curtea de Argeș. Besides the legend according to which he managed to heal an impressive number of patients using this secret method, he introduced as a treatment

⁴ C.D., Zeletin, *With George Emil Palade in San Diego, talking about «Tudor Arghezi» disease*, în *România literară*, no. 50, December 19-25, 2001, pp. 12-13.

⁵ On this subject also in C.D. Zeletin, *With George Emil Palade in San Diego, talking about «Tudor Arghezi» disease*, în *România literară*, no. 50, December 19-25, 2001, pp. 12-13.

in medicine a special mixture which was not miraculous in terms of its active ingredients, but only in terms of the proportion in which each substance was dosed. It's worth mentioning that he wrote in an article ⁶, published in 1932, seven years before he healed Tudor Arghezi, that the new mixture should be used in a clinic to treat the patients that suffered from sciatica, so that he could test and eventually patent his product for widespread use.

The hypochondriac Tudor Arghezi

Arghezi has always been a hypochondriac. In the letters⁷ he sent to the young teacher Aretia Panaitescu when he was a monk at Cernica Monastery, he complained of terrible migraines, being, as he wrote it, even near death. Arghezi describes in the letters he sent to his friend, Gala Galaction, the terrible headaches he experienced, the pain being afterwards localized in his spinal column. It was the pain which led to a life-threatening disease later, in 1939. The poet even opened a case against doctors from the Faculty of Medicine in Bucharest and obtained an 18-month suspension of Dumitru Bagdasar. Tudor Arghezi even asked for compensation for the 18 months of inactivity during which he could not honor contracts with some publishers.

The Romanian poet did not have the fate of a genius who dies young. He lived 87 years, although he was an inveterate smoker who could not give up cigarettes until the last days of his life. In his youth he was convinced that he would not live long. In some letters the young poet even described how, at the monastery, being close to death, he was given the last Eucharist.

The disease Tudor Arghezi suffered from left traces in his poetry. Nicolae Manolescu⁸ mentions the poems *Scorching Ashes*, *The Buffalo of Fire* and *A Beast has Fallen Asleep*, from the volume *One Hundred and One Poems*, published in 1947. These poems are similar to the prayer of a dying man, being full of funerary symbolism. The same symbolism is also found in his youth poems, from *Black Agate* series of poems. The difference is that death is now felt at a physiological and empirical level:

⁶ Dumitru, Grigoriu-Argeș, *A new treatment characteristic to sciatic neuralgia*, in *Medical Bucharest*, no. 1, 1932, pp. 5-6, apud G. Brătescu, *Healthcare yesterday and nowadays*, Medical Publishing House, Bucharest, 1984.

⁷ Published in Barbu Cioculescu, *Tudor Arghezi: Self portrait in letters*, Eminescu Publishing House, Bucharest, 1982.

⁸ Nicolae, Manolescu, *Critical History of Romanian Literature. 5 Centuries of Literature*, Paralela 45 Publishing House, Pitești, 2008, p. 629.

„My mouth is like a scorched crust
And my slobber tastes like souse
My tongue is like a rub stone to sharpen a scythe
The walls, beams and my house fell on me
They all become my coffin.

A latch breaks my body, a staple tears me
I have broken locks in my throat.
I am wrapped in a chain of dead nails”

(Scorching Ashes)

As a sign of the inevitable death, the inner being and the outer universe are mingled, invading the body that is still alive. This is the same domestic environment in which life and love were once harmoniously interwoven, in his youth poetry:

“You sneaked inside me with your song
That afternoon, when
The lock of my soul’s window, no longer strong,
Opened wide in the wind,
And your music I heard, without knowing.

Your song filled the whole place,
Its drawers, boxes and carpets
Like melodic lavender sachets. See,
The latches have been blown away,
And my monastery is left exposed, in disarray.

.....

The clouds crushed too, with the thunder
Inside the universe that I had kept secluded.”

(Morgenstimmung)

Such poems related to death are full of religious and thanatic symbols: “church”, “bell”, “goat” (which symbolizes the Devil), “buffalo” (an animal which is believed to lead the souls of the dead).

Conclusion

Tudor Arghezi disease was not recognized and named after the Romanian poet's name but this biographical dramatic episode he has gone through was an important moment in the history of Romanian medicine, challenging the mind of the best physicians in our country. Because of the terrible pain he endured in 1939, Tudor Arghezi was close to death. The mysterious disease started suddenly and ended the same way, without any logical explanation, after he was given an injection that presumably contained bee venom. Besides his physical suffering, the disease left traces in Tudor Arghezi's literature both in his youth and later.

REFERENCES

- * *An Arghezian movie script*, August 1967, in *Argeș*, II, no. 8, p. 67.
- Brătescu, G., (1984), *Healthcare yesterday and nowadays*, Bucharest, Medical Publishing House.
- Cioculescu, Barbu, (1982), *Tudor Arghezi: Self portrait in letters*, Eminescu Publishing House, Bucharest.
- Manolescu, Nicolae, (2008), *Critical History of Romanian Literature. 5 Centuries of Literature*, Pitești, Paralela 45 Publishing House.
- Rosetti, Alexandru, (1977), *Travels and portraits*, Bucharest, Sport-Turism Publishing House.
- Zeletin, C.D., (December 19-25, 2001), *With George Emil Palade in San Diego, talking about «Tudor Arghezi» disease*, in *România literară*, no. 50.